



# **Education (General Provisions) and Other Legislation Amendment Bill 2024**

**Report No. 6, 57th Parliament**

**Education, Employment, Training and Skills Committee**

**April 2024**

## **Education, Employment, Training and Skills Committee**

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### **Acknowledgements**

The committee acknowledges the assistance provided by the Department of Education.

All web address references are current at the time of publishing.

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## Chair's foreword

This report presents a summary of the Education, Employment, Training and Skills Committee's examination of the Education (General Provisions) and Other Legislation Amendment Bill 2024 (Bill).

The committee's task was to consider the policy to be achieved by the legislation and the application of fundamental legislative principles – that is, to consider whether the Bill has sufficient regard to the rights and liberties of individuals and to the institution of Parliament. The committee also examined the Bill for compatibility with human rights in accordance with the *Human Rights Act 2019*.

Many submissions were received from stakeholders who would be affected by the proposed legislation. I acknowledge the significant administrative effort required of the committee secretariat to prepare the submissions for publication within the timeframes of the Bill inquiry process. For this reason, the publication of some submissions has not occurred prior to the tabling of this report. These submissions will be published and available on the inquiry webpage in due course.

On 15 April 2024, the Honourable Di Farmer MP, Minister for Education and Minister for Youth Justice, announced that changes will be made to the Bill following feedback from industry received during our inquiry process. This includes withdrawing provisions in the Bill related to school disciplinary absences and the regulation of homeschooling. We thank the Minister and the Department of Education for their close engagement with the committee process.

On behalf of the committee, I thank those individuals and organisations who made written submissions on the Bill and appeared at the public hearings. I also thank our Parliamentary Service staff and the Department of Education.

I commend this report to the House.



Hon Mark Bailey MP  
Chair

## Recommendations

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| <b>Recommendation 1</b>  | <b>11</b> |
| The committee recommends the Education (General Provisions) and Other Legislation Amendment Bill 2024 be passed.   | 11        |
| <b>Recommendation 2</b>  | <b>26</b> |
| The committee recommends that, during its extended consultation on provisions relating to student support plans, the Department of Education considers:  | 26        |
| a) suggestions to include the participation of relevant allied health professionals for all students, and local community organisations for students who identify as Aboriginal and/or Torres Strait Islander, during the policy development of student support plans for vulnerable cohorts; and  | 26        |
| b) how schools could be resourced to facilitate this work.   | 26        |
| <b>Recommendation 3</b>  | <b>27</b> |
| The committee recommends that, during the extended consultation process, the Department of Education consults with stakeholders, including the Queensland Teachers' Union of Employees, to consider and address the concerns raised during the committee inquiry process, including clarifying what would be incorporated in student support plans and how state schools would resource and fund the making of these plans, should similar provisions be introduced in future legislation. | 27        |
| <b>Recommendation 4</b>  | <b>38</b> |
| The committee recommends that the Department of Education conducts further consultation on the use of curricula in home education programs and particularly in relation to curricula which has been determined by the Australian Curriculum, Assessment and Reporting Authority to be consistent with the Australian Curriculum.   | 38        |
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| The committee recommends that, during its review of the Home Education Unit, the Queensland Government focusses on ensuring the HEU has sufficient resources to assess annual reports in a timely manner and provide guidance to parents on how to complete any future legislative reporting requirements.   | 42        |
| <b>Recommendation 8</b>  | <b>43</b> |
| The committee recommends that the Department of Education consults with affected stakeholders to determine what services or agencies currently use Certificates of Education as evidence of home education registration and that the Department of Education accordingly advises these services and agencies of the changes, should the provision be introduced in future legislation.   | 43        |

## Executive summary

The Education (General Provisions) and Other Legislation Amendment Bill 2024 (Bill) was introduced into the Legislative Assembly by the Honourable Di Farmer MP, Minister for Education and Minister for Youth Justice on 6 March 2024 (the Minister). The Bill was referred to the Education, Employment, Training and Skills Committee for detailed consideration.

The Bill proposes to amend the *Education (General Provisions) Act 2006* (EGP Act) and other legislation to better protect students, contribute to the good order and management of Queensland state schools, and modernise and improve education services. This includes changes to home education; rules surrounding school disciplinary absences, enrolment decisions, and student support plans (SSPs); how schools share student information via transfer notes; information sharing with online providers; state school kindergarten; eKindy; the rules governing Parents and Citizens' associations; and special school enrolment. The Bill updates the guiding principles under which the EGP Act is to operate to include a commitment to an inclusive and equitable education and to recognise wellbeing as the foundation of educational engagement and outcomes. The Bill also makes a number of other minor and technical amendments, including the removal of gendered language from the EGP Act.

The committee recommends that the Bill be passed.

We are satisfied that the Bill is compatible with the *Human Rights Act 2009* and that the statement of compatibility contained a sufficient level of information to facilitate understanding of the Bill in relation to its compatibility with human rights. In regard to compliance with fundamental legislative principles and the *Legislative Standards Act 1992*, we are satisfied that one potential breach was reasonable and sufficiently justified. We also found that the explanatory notes provided sufficient information to understand the effects of the Bill on individual rights and liberties.

On 15 April 2024, the Minister announced that changes will be made to the Bill to avoid unintended consequences. This will include further consultation with all stakeholders around provisions related to student disciplinary absences and the regulation of homeschooling. This decision reflects some of the concerns that the committee received from affected submitters during our inquiry. We commend the Minister and the department for this pro-active listening approach. The committee's comments and recommendations include our reflections on areas where further consultation would be most beneficial.

We note that this report includes evidence provided by the Department of Education in the explanatory notes, the public briefing held on 18 March 2024, and its response to submissions 1 to 624. Subsequent to the drafting of this report, the Department of Education provided additional information in its response to submissions 1 to 1050 and at an additional briefing held on 15 April 2024. This evidence is not incorporated within the report; however, further responses to submissions and the transcript from the 15 April 2024 public briefing will be available on the inquiry webpage in due course.

### *Home education*

The committee received many submissions from those who would be impacted by the Bill's provisions relating to home education, should the Bill be passed as it was introduced in the Legislative Assembly on 6 March 2024. We noted concerns from submitters who argued that certain elements of the Bill may be premature and were not based on sufficient evidence to merit legislation. To that end, the committee has recommended that the department, during its extended consultation, consult further on issues related to provisional registration and how to define a 'high-quality education' in the context of home schooling. We found, however, that the Bill's intent to introduce the principle that home education be in the best interest of the child was proportionate to the risk involved. We also welcome the department's commitment to work with affected stakeholders on how this principle would be applied in practice should a similar provision be introduced in future legislation. We recommended

that the department also adopts this collaborative approach to the design of any new future reporting requirements for homeschooling parents. We support the Minister's announcement that a review will be undertaken into the Home Education Unit.

*School disciplinary absences, enrolment decisions, and student support plans*

We examined the range of measures proposed in the Bill related to discipline in schools. Two areas in particular stood out to the committee for the number and range of views provided by submitters: appeal rights and the use of student support plans. Regarding the former, the committee heard from stakeholders who both supported the proposal to allow students who receive cumulative short-term suspensions for 11 or more school days in a school year to appeal short suspensions (1 to 10 days), and opposed it, principally, on the grounds that it would create extra demands on school staff. We are satisfied that the main impact of this provision will not be an increase in school staff workload. In regard to SSPs, we made 2 recommendations which reflected the balance of submitter comments, including that the department works closely with teachers and their representatives to address concerns regarding workload and resources. We believe that these recommendations will support further consultation with affected stakeholders on these policy areas.

*State School Kindergarten*

We examined how the Bill would streamline the way in which state delivered kindergarten operates and is regulated. Due to the power that the Bill provides the chief executive to make regulations in regard to state delivered kindergarten, we also examined the impact of the legislation on the fundamental legislative principle that legislation has sufficient regard for the institution of Parliament. We are satisfied that the approach taken in the Bill is necessary to ensure the agility of the regulatory framework and that the provisions demonstrate sufficient regard to the institution of Parliament.

*Transfer notes*

We heard from a range of submitters about the proposal to mandate that schools in the private and public sector share information about students via transfer notes. We note that the amendments support the recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse and that the introduction of transfer notes was broadly welcomed by submitters. While we acknowledge some submitters' concerns about the 90-day timeframe for requesting a transfer note, we are satisfied with the department's response that this is to ensure that the new school has time to assess the student. We are also reassured by the department's commitment to work with principal associations on the guidelines for the use of transfer notes.

*Consultation process*

We also examined the consultation the department undertook as part of the review of the EGP Act and heard from affected stakeholders who were dissatisfied both with the department's initial consultation and, for some, the timeframes of our inquiry. This was a common view among stakeholders who would be affected by the changes to home schooling. From the volume of submissions received from affected stakeholders, it appears that, despite a 2-year consultation process, the department did not have sufficient awareness of the potential unintended consequences its legislative proposals would have on the homeschooling community and the concern these proposals would raise. We are pleased, therefore, that the Minister will withdraw the provisions related to homeschooling from the Bill and that the department will engage in further consultation with the homeschooling community through the creation of a Home School Advisory Group. We also support further consultation based on stakeholder concerns about the provisions relating to school disciplinary absences.



## 1 Introduction

### 1.1 Policy objectives of the Bill

According to the explanatory notes, the main purpose of the Bill is to improve the regulation of education in Queensland by amending the *Education (General Provisions) Act 2006* (EGP Act/EGPA) to:

- protect students
- contribute to the good order and management of Queensland state schools
- modernise and improve education services
- make minor and technical amendments to improve the operation and effectiveness of legislation regulating education in Queensland.<sup>1</sup>

### 1.2 Key proposals

#### 1.2.1 School disciplinary absence, enrolment decisions, and student support plans

The Bill aims to improve procedural fairness for decision making and clarify roles in relation to school disciplinary absences (SDAs) and enrolment decisions by:

- ensuring decision-making in relation to suspension, exclusion and cancellation of enrolment are consistent with natural justice and undertaken in a timely fashion to minimise any loss of learning for students
- giving principals of state schools the power to delegate certain actions in relation to telling a student of a suspension
- allowing parents to appeal a short-term suspension (1 to 10 days) if it means a child will be suspended through cumulative short-term suspensions for 11 or more school days in a school year
- giving the chief executive authority to provide education to students who are in the process of having their enrolment application reviewed due to a principal considering that the student may pose an unacceptable risk to the safety or wellbeing of members of the school community
- allowing the chief executive to consider all matters when making a final decision about an enrolment refusal or exclusion, whether or not the student makes a submission against the enrolment refusal or exclusion
- requiring the chief executive to have a policy outlining considerations for decision makers in relation to the suspension, exclusion or cancellation of enrolment of a student
- providing matters that must be considered before deciding to suspend or exclude a student are prescribed in the *Education (General Provisions) Regulation 2017* (EGP Regulation)
- requiring the chief executive to make a policy to provide for the making of student support plans for Aboriginal and Torres Strait Islander students, students with disability or preparatory age students who have been suspended or are at risk of exclusion
- provide for a review of SDA provisions to ensure the reforms are contributing to safe and effective schools.<sup>2</sup>

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<sup>1</sup> Explanatory notes, p 1.

<sup>2</sup> Explanatory notes, pp 3-4.

### **1.2.2 State school kindergarten**

State Delivered Kindergartens (SDKs) allow for kindergarten learning programs to be provided in prescribed state schools in limited circumstances where the market is not viable for private kindergartens to operate, or in selected, discrete Aboriginal and Torres Strait Islander communities, or other selected communities where there are barriers to accessing kindergarten.

The Bill aims to streamline the regulation of prescribed SDKs into one consistent school-based system, so children can have the same access to a quality kindergarten program no matter their location or number of children attending.<sup>3</sup>

### **1.2.3 eKindy**

eKindy provides accessible, quality kindergarten to a targeted cohort of children including those:

- whose principal place of residence is at least 16 kilometres from the nearest centre-based service catering for kindergarten age children
- who have a medical condition likely to result in extended absences from a kindergarten service for more than 10 consecutive weeks
- with an itinerant family lifestyle.

To improve the accessibility of eKindy, the Bill makes minor amendments to clarify eligibility requirements regarding distance to a particular service and medical considerations. Requirements regarding distance to a centre-based service are changed to an approved kindergarten program provider or SDK for the purpose of ensuring access to a quality kindergarten program. Medical considerations are changed to cater for the health care needs of a child unable to attend a service for more than 10 weeks across the kindergarten year, which can be cumulative, not necessarily consecutive.<sup>4</sup>

### **1.2.4 Parents and Citizens' associations**

The Bill amends the EGP Act to help Parents and Citizens' associations (P&Cs) continue to work efficiently and effectively in partnership with their school principal and community and to provide increased clarity about the role and purpose of P&Cs by:

- forming separate P&C associations for schools with multiple campuses
- enabling donations between P&Cs
- precluding a person convicted of an indictable offence from being a P&C association executive committee or subcommittee member.<sup>5</sup>

### **1.2.5 Special school enrolment**

To improve the legislative framework, amendments in the Bill will streamline the enrolment process for a student transferring from one Queensland state special school to another. The amendments provide that if the enrolment application is for a student who was, immediately before making the enrolment application, enrolled in another Queensland special school, the principal must enrol the prospective student if they are satisfied that:

- the enrolment application satisfies the 'person with a disability criteria' policy

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<sup>3</sup> Explanatory notes, p 4.

<sup>4</sup> Explanatory notes, pp 5-6.

<sup>5</sup> Explanatory notes, pp 6-7.

- the special school to which the student is to transfer is able to cater for the educational needs of the prospective student.<sup>6</sup>

#### **1.2.6 Home education**

According to the explanatory notes, the home education provisions in the Bill aim to enhance the regulation of home education and streamline aspects of the home education registration process by:

- prescribing the requirements for the educational program for a child registered for home education, including that it be consistent with an approved education and training program, and requiring a summary of the educational program to be provided at the time of application for registration
- strengthening parental reporting requirements by clarifying that the annual report must provide evidence of the educational progress of the registered child, and requiring that where an application for registration is made within 12 months of the child's previous registration ceasing for any reason, the application must be accompanied by a written report providing evidence of the educational progress of the child during the previous registration
- removing the separate time-limited provisional registration application to provide for a single and simplified home education registration process with the appropriate oversight
- removing the certificate of registration and associated obligations to reduce unnecessary regulatory burden for parents, while ensuring parents continue to have a written notice to demonstrate registration and conditions on registration
- extending the age eligibility to enable a child to be registered for home education until 31 December in the year the child turns 18, consistent with the schooling sector
- prescribing timeframes for internal review processes related to home education decisions by removing the reference to 'school' days to avoid unnecessary delays on decisions, given the home education sector is not restricted to school terms.<sup>7</sup>

#### **1.2.7 Transfer notes**

Transfer notes provide information to principals about a student that will help the state or non-state school ensure continuity of the student's educational program and meet the principal's duty of care obligations in relation to the student and the school community. The Royal Commission into Institutional Responses to Child Sexual Abuse (Royal Commission) found the transfer of a student's relevant information to be a significant factor in the successful transition of a student between schools, and particularly critical where a student has engaged in harmful sexual behaviours and may pose risks to other students.

The Bill includes amendments to provide for mandatory use of transfer notes when a student is moving between Queensland schools (both state and non-state) within 90 days after the student is enrolled at the new school. The Bill also provides that the principal of the student's new school may request a transfer note from any other Queensland state or non-state school (a former school) that the student may have attended in the previous 12 months.<sup>8</sup>

#### **1.2.8 Information sharing with online services**

Queensland state schools are supported by third-party (non-departmental) online services hosted and managed outside the departmental network. These online services collect information about students to enable students, parents and schools to assess educational outcomes and support the student in

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<sup>6</sup> Explanatory notes, p 7.

<sup>7</sup> Explanatory notes, p 8.

<sup>8</sup> Explanatory notes, pp 8-9.

the school. Information can include name, date of birth, achievement data, email addresses, teacher name and school data. The Bill enables a public service employee of the department to:

- make a record of, and use, personal information about a state school student for the purpose of disclosing relevant information about the student to an approved online service
- disclose personal information that is relevant information about a state school student to an approved online service.

Parents and students will have the ability to opt out of the disclosing, recording or using of the student's personal information for the purpose of using an approved online service, which will be administratively managed by schools.

The Bill also provides the chief executive with authority to approve an online service that requires the disclosure, recording or use of personal information of a state school student. To approve an online service, the chief executive must be reasonably satisfied:

- a contract or other arrangement entered into is a service arrangement and the entity is a bound contracted service provider
- an appropriately qualified officer of the department has assessed the service according to a framework for assessing the privacy and online security of personal information
- the service is suitable to protect the privacy and online security of relevant information about the student disclosed to, or recorded or used by, the service
- the service does not require the disclosure to, or recording or use by the service of sensitive information (within the meaning of the *Information Privacy Act 2009*) about the student
- the service is required for either or both of the following purposes: providing services for the education and educational support of students; or the effective management of state schools.<sup>9</sup>

### **1.2.9 Nomenclature, guiding principles and technical amendments**

#### **1.2.9.1 Nomenclature**

The Bill proposes to amend the use of gendered language (he, she, his, him or her) 'that does not align with contemporary practice and approaches to gender and sex'. For example, the reference to 'his or her' in section 5(1)(a)(i) and the reference to 'him or her' in section 5(1)(a)(ii) of the EGP Act are both replaced with 'child or young person'.<sup>10</sup>

#### **1.2.9.2 Guiding principles**

The Bill amends the guiding principles to set out that education should be provided to a child or young person in a way that recognises the educational needs of children or young people from all backgrounds and abilities and promotes an inclusive learning environment, and that education should be provided in a way that recognises wellbeing as a foundation of educational engagement and outcomes. The guiding principles also include that home education should be provided in a way that is in the best interests of the child or young person, considering the child's safety, wellbeing and access to a high-quality education.<sup>11</sup> Note that we comment on the guiding principles for home education in the home education section of this report – see section 2.5.4.

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<sup>9</sup> Explanatory notes, p 10.

<sup>10</sup> Explanatory notes, p 10.

<sup>11</sup> Explanatory notes, p 11.

### 1.2.9.3 *Technical amendments*

The Bill makes the following consequential technical amendments:

- sectional references in the *Working with Children (Risk Management and Screening) Act 2000* to update references in the EGP Act regarding education programs provided outside a school to reflect the new requirement to provide education to prospective students awaiting a decision on a referred enrolment application, and also update to ensure accuracy and currency
- the *Public Health Act 2005* to ensure the child health provisions that apply to education and care services will continue to apply to SDKs after commencement.

The Bill also provides additional clarifying and minor amendments in relation to the provision of information, complying with requests for information, protection from liability when disclosing information and to correct references to other legislation or address redundancies.<sup>12</sup>

## 1.3 Review of the EGP Act

The EGP Act commenced in 2006. The department notes it has been reviewed ‘comprehensively’ since then due to the:

significant national and state impacts on the administration of education, such as the introduction of the *Australian Education Act 2013* (Cth) and National School Reform Agreement, national laws relating to early childhood education and care services, the *Royal Commission into Institutional Responses to Child Sexual Abuse*, the introduction of the *Human Rights Act 2019* and the 2023 *Royal Commission into Violence, Neglect and Exploitation of People with Disability*.<sup>13</sup>

The Department of Education (department/DoE) reviewed the EGP Act between 2021 and 2023 ‘to identify opportunities to ensure it remains contemporary and reflects strategic directions, including DoE’s *Equity and Excellence: realising the potential of every student strategy*’. According to the department, the review ‘focused on protecting students, contributing to the good order and management of Queensland state schools and modernising and improving education services, including for home education regulation’. The department advised it consulted ‘extensively’ with stakeholders in 2 major stages during the review.<sup>14</sup> This consultation is detailed below.

## 1.4 Consultation

As noted above, consultation was conducted in 2 major stages with the department advising it targeted key education stakeholders, government departments and statutory agencies, parents of children registered or provisionally registered for home education, home education representative groups, legal and disability advocacy agencies, and young people where appropriate.

- Stage One – broad consultation with targeted stakeholders via the distribution of emails and consultation papers, high-level briefings and face-to-face consultation.
- Stage Two – targeted consultation on an Exposure Draft of certain amendments and Policy Fact Sheets on all policy options.<sup>15</sup>

The department advised it used ‘a ranged of methods’ to engage the targeted stakeholders during stages one and two of the consultation including:

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<sup>12</sup> Explanatory notes, pp 11-12.

<sup>13</sup> Department of Education, correspondence, 14 March 2024, p 1.

<sup>14</sup> Department of Education, correspondence, 14 March 2024, p 1.

<sup>15</sup> Explanatory notes, p 23.

- electronic distribution of consultation papers to key education stakeholders, inviting comment via an online survey mechanism
- email distribution of consultation papers to key government departments and government statutory agencies, inviting comment via a designated email mailbox
- distribution of the home education consultation paper to all parents of children registered or provisionally registered for home education (over 5,000 parents), inviting comment via an online survey mechanism and/or submitting a written submission
- distribution of the data sharing and online consent management paper to the Australian Government Department of Education
- high-level stakeholder briefings
- open invitation to all targeted stakeholders to participate in face-to-face consultation opportunities on one or more of the consultation papers where requested
- meeting invitation to key stakeholders to participate in online or face-to-face information sessions
- electronic distribution of a confidential Exposure Draft of the Bill to key stakeholders, including unions, government departments, peak state and non-state school representative bodies, inviting written feedback via a designated email mailbox
- electronic distribution of confidential Policy Fact Sheets to key stakeholders, including unions, government departments, state and non-state school associations and representative bodies, the home education sector, the early childhood sector, disability, youth, First Nations and legal advocacy groups, inviting written feedback via a designated email mailbox.<sup>16</sup>

The department reported that it received ‘a range of positions’ on the proposals and that ‘all feedback was carefully considered’. The department noted that consultation during stage one informed the final policy positions, and that not all proposals consulted on during that stage were progressed.<sup>17</sup> The department stated further:

Given the range of positions, and variances in stakeholder positions, where possible a middle ground was sought in developing final policy positions.<sup>18</sup>

The department further explained that consultation during stage 2 informed the final drafting decisions for the Bill and would inform implementation processes. In regard to stakeholder responses, the department reported stakeholders ‘broadly support the amendments, with the exception of home education stakeholders, but again a range of positions were received on the different policies to which the Bill gives effect’.<sup>19</sup>

In response to the home education provisions of the Bill, the department advised that:

home education stakeholders, including parents of home educated children held the view that the amendments did not sufficiently provide for flexibility or autonomy for parents. A key area of contention was the amendment to prescribe the requirements for the educational program for a child registered for home education, including that it be consistent with an approved education and training program.<sup>20</sup>

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<sup>16</sup> Department of Education, correspondence, 14 March 2024, attachment, pp 6, 7.

<sup>17</sup> Department of Education, correspondence, 14 March 2024, attachment, p 7.

<sup>18</sup> Explanatory notes, p 24.

<sup>19</sup> Department of Education, correspondence, 14 March 2024, attachment, p 7.

<sup>20</sup> Department of Education, correspondence, 14 March 2024, attachment, p 7.

The department advised that further stakeholder engagement occurred in March 2024 after the Bill was introduced ‘to support them [homeschooling parents] in their understanding and engagement in the Parliamentary processes’.<sup>21</sup>

In regard to supporting stakeholders to implement the home education provisions if the Bill passes, the department advised the majority of amendments will commence on proclamation to allow time for the department to communicate and develop guidelines, policies and procedures. The department further advised that policies would ‘be developed in collaboration with key stakeholders and across relevant government agencies to ensure a wholistic approach to implementation and leverage of existing programs or supports that may be relevant to the amendments’.<sup>22</sup>

#### 1.4.1 Stakeholder comments on consultation during the development of the Bill

A number of stakeholders commented that there had been inadequate departmental consultation with the community on the proposals within the Bill, particularly in relation to the home education provisions.<sup>23</sup> For example, Amanda Bartle stated that the Bill lacked consultation with ‘those that it affects the most’.<sup>24</sup> Aneeta Hafemeister agreed, stating the Bill ‘shows a complete lack of understanding and consultation with the community’ it affects.<sup>25</sup>

Dr Kylie Miller spoke to the confusion within the home education community when the Bill was introduced, as the initial consultation indicated the department was simply ‘looking at streamlining things’, but the Bill would suggest that there was ‘a lack of trust in home education families’.<sup>26</sup> Amanda Bartle also stated that the Bill does not reflect what the home education community was initially consulted on, and that genuine consultation did not occur with the home education community in stage 2.<sup>27</sup> Dr Miller advised the consultation also ‘indicated that the quality of education and reports being provided by home educating families was high—so much so that the Home Education Unit was considering reviewing only 15 per cent of reports received’.<sup>28</sup>

Stakeholders also commented on the consultation process on other aspects of the Bill. The Queensland Teachers’ Union of Employees (QTU) advised that it had ‘engaged with the department throughout the process of reviewing the EGPA’, but that its engagement in the department’s review was ‘not an endorsement of the amendments proposed in the review’.<sup>29</sup> QTU explained further:

We have engaged in good faith throughout the process in the interests of our members and the hundreds of thousands of students whom our members teach every year. We have consistently raised concerns in steering committee meetings and stakeholder forums and with an initial 45-page submission in response to the consultation papers that contain 49 recommendations and a subsequent 13-page submission in

<sup>21</sup> Department of Education, correspondence, 14 March 2024, attachment, p 7.

<sup>22</sup> Department of Education, correspondence, 14 March 2024, attachment, p 7.

<sup>23</sup> See, for example, Amanda Bartle, public hearing transcript, Brisbane, 28 March 2024, p 16; Kylie Miller, public hearing transcript, Brisbane, 28 March 2024, p 19; Jamie-Lyn Matheson, public hearing transcript, Brisbane, 28 March 2024, p 22; Queensland Advocacy for Inclusion, public hearing transcript, Brisbane, 4 April 2024, p 19; Tim Causer, submission 11; Aleesha Curran, submission 18; name withheld, submission 19; Jenene Richards, submission 41; Robert Bolanac, submission 61; Poppy Harris, submission 74; Jonathon Dewson, submission 146; Kate Martignier, submission 347; Queensland Advocacy for Inclusion, submission 619.

<sup>24</sup> Public hearing transcript, Brisbane, 28 March 2024, p 16.

<sup>25</sup> Public hearing transcript, Brisbane, 28 March 2024, p 26.

<sup>26</sup> Public hearing transcript, Brisbane, 28 March 2024, p 19.

<sup>27</sup> Submission 3, p 7.

<sup>28</sup> Public hearing transcript, Brisbane, 28 March 2024, p 19.

<sup>29</sup> QTU, public hearing transcript, Brisbane 4 April 2024, p 11.

response to additional consultation papers, and we added another 10 recommendations in those. The initial submissions were prepared by the QTU and jointly with the Independent Education Union.<sup>30</sup>

Scott McDougall, the Queensland Human Rights Commissioner, said it was ‘evident that genuine consultation with all relevant stakeholders needs to occur in relation to the department’s policies proposed by the Bill’, including with ‘school staff and communities who support students with disability, First Nations students and students in out-of-home care who will be most impacted by these policies’.<sup>31</sup>

#### **1.4.2 Stakeholder comment on consultation timeframes during the committee inquiry process**

Some stakeholders sought more time for consultation during the Bill inquiry in relation to the home education provisions.<sup>32</sup>

The QTU was similarly concerned about the timeframes for consultation on the Bill during the inquiry process:

The bill was introduced to the Queensland parliament on 6 March. There were just 13 working days between the introduction of the bill to the Queensland parliament and the close of submissions to this committee. The bill contains 172 pages and 132 clauses of amendments to legislation and regulation, with an additional 52 pages of explanatory notes, and the QTU has expressed significant concerns with these time lines.<sup>33</sup>

The Independent Education Union (IEU), Queensland Association of State School Principals (QASSP) and Queensland Advocacy for Inclusion (QAI) shared concerns regarding the consultation timeframes during the committee inquiry process.<sup>34</sup>

In this regard, QTU recommended the committee provide additional time for key stakeholders to consult and respond to the Bill.<sup>35</sup>

#### **1.4.3 Departmental response**

The department noted that many stakeholders were not satisfied with the consultation processes undertaken with the home education sector as part of the review of the EGP Act. In response, the department reiterated its consultation process during stage one as noted in section 1.4 above. The department also pointed out that the ‘Queensland Government approved the department to undertake a targeted consultation with key education related stakeholders on the policy options to help inform final policy positions’ with this process beginning in 2021, guided by a steering committee with key education stakeholders, and departmental and government representatives.<sup>36</sup>

In response to comments regarding the lack of consultation with certain sectors of the home education community, the department advised that unions, parent and principal associations, non-state peak representative organisations, home education providers and parents, legal and advocacy agencies, identified government departments and statutory agencies were consulted during stage 1 and that:

- 30 submissions were received from non-government organisations and statutory government agencies; and

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<sup>30</sup> QTU, public hearing transcript, Brisbane 4 April 2024, p 11.

<sup>31</sup> Public hearing transcript, Brisbane, 4 April 2024, p 15.

<sup>32</sup> See, for example, submissions 55, 107, 112, 121, 555.

<sup>33</sup> QTU, public hearing transcript, Brisbane 4 April 2024, p 11.

<sup>34</sup> Submission 603, p 1; submission 614, p 1.

<sup>35</sup> Submission 601, p 1.

<sup>36</sup> Department of Education, correspondence, 8 April 2024, attachment, pp 6-7.



- over 300 submissions were received from parents and organisations in the home education sector.<sup>37</sup>

The second stage of consultation on the review of the EGP Act occurred between September and November 2023. The department advised:

- There were 42 online sessions held over a five-week consultation period between 5 September 2023 and 11 October 2023, plus additional stakeholder briefings in early November 2023.
- In 2023, 50 stakeholders and representative bodies were consulted including parent and principal associations, disability and youth advocacy organisations, nonstate schooling representatives, unions and home education representatives.
- Consultation sessions were held online to offer stakeholders flexibility to attend, with some government department sessions held in person. Stakeholders were also invited to make a submission. 21 written submissions were received.
- Stakeholders received an electronic copy of confidential materials, being the exposure draft of the Bill and/or related policy fact sheets.
- Any sharing or distribution of these materials were requested to be limited only to persons assisting with the review and not to be further shared or distributed in any way.<sup>38</sup>

#### 1.4.4 Ministerial announcement that consultation will be extended

The Honourable Di Farmer, Minister for Education and Minister for Youth Justice (the Minister) announced on 15 April 2024 that changes would be made to the Bill to ‘avoid unintended consequences’. One of the key changes will include further consultation with ‘all stakeholders around Student Disciplinary Absences (SDAs) and to regulation involving home schooling’. According to the media release, the Minister will engage with more stakeholders as the department makes changes to a number of aspects of the draft EGPA Bill, currently before parliament. The decision was made ‘following extensive feedback from industry’. The Minister advised that provisions relating to SDAs and regulation around home schooling would be ‘withdrawn from the Bill and not progress at this time’.<sup>39</sup>

#### **Committee comment**

Much of this report was drafted prior to the ministerial announcement on 15 April 2024 that provisions relating to school disciplinary absences and the regulation of home education would be withdrawn from the Bill and that the Queensland Government would conduct further consultation with stakeholders. We fully support this decision. As this report outlines, stakeholders had serious concerns regarding these provisions. Notwithstanding the ministerial announcement, this report outlines the evidence received from stakeholders about the Bill as it was introduced in the Legislative Assembly and includes recommendations concerning areas where the government could focus future consultation. Below is a summary of our conclusions regarding the consultation on the Bill prior to its introduction into the Legislative Assembly and during our inquiry process.

During the committee inquiry process, some stakeholders who would be affected by the legislation commented that consultation on the development of the Bill had been inadequate. Some home education stakeholders went further, stating there was a complete lack of consultation with affected persons and that the consultation was ‘biased’ towards groups and individuals who had a financially vested interest in seeing the Bill pass. Some stakeholders reported the Bill did not reflect the views they expressed during the department’s review of the EGP Act between 2021 and 2023, even commenting that the Bill’s provisions were a surprise, going much further than simply ‘streamlining’

<sup>37</sup> Department of Education, correspondence, 8 April 2024, attachment, pp 6-7.

<sup>38</sup> Department of Education, correspondence, 8 April 2024, attachment, pp 6-7.

<sup>39</sup> Hon Di Farmer MP, Minister for Education and Minister for Youth Justice, ‘Consultation on Education reform to be extended’, media release, 15 April 2024, <https://statements.qld.gov.au/statements/100115>.

the regulation of home education as was indicated, according to some stakeholders, during stage 1 of the department's consultation process.

We note the department's advice that, during stage 1, 5,000 parents of children registered or provisionally registered for home education were provided a home education consultation paper. During stage 2, approximately 300 submissions were received from parents and organisations in the home education sector.

QTU also advised that, while it had engaged with the department during the review process, the Bill did not reflect in general the views of QTU and its members.

During the inquiry, the department acknowledged that the Bill represented, where possible, a middle ground in terms of the final policy positions due to the wide range of stakeholder views.

We appreciate the high level of interest in the Bill from some affected stakeholders shown through the number of submissions received and engagement at public hearings, particularly from home education stakeholders and teacher representatives. As a committee, we acknowledge that the timeframes for stakeholders during our inquiry process on the Bill have been tight. As a result, we granted extensions to several organisations to provide later submissions. This meant that the department understandably had less time to respond to issues raised in those submissions and for the committee to consider the evidence before drafting its report. We note that the department was unable to meet its timeframes for providing its responses to submissions on both occasions due to the large volume of submissions, which pushed back our inquiry process and made it more difficult to meet our reporting deadline.

We are pleased that the provisions relating to SDAs and the regulation of home education will be withdrawn from the Bill until further consultation with stakeholders occurs.

## **1.5 Legislative compliance**

Our deliberations included assessing whether or not the Bill complies with the Parliament's requirements for legislation as contained in the *Parliament of Queensland Act 2001*, *Legislative Standards Act 1992* (LSA) and the *Human Rights Act 2019* (HRA).

### **1.5.1 Legislative Standards Act 1992**

Our assessment of the Bill's compliance with the *Legislative Standards Act 1992* identified one potential issue which is discussed below.

The provisions which we considered to have sufficient regard to fundamental legislative principles, in terms of the rights and liberties of individuals, include those which seek to:

- provide that the principal of a state school may delegate certain functions<sup>40</sup> to an appropriately qualified teacher at the school who assists the principal with the management of the school<sup>41</sup>
- provide that a person is disqualified from becoming or continuing as a member of the executive committee<sup>42</sup> of a parents and citizens association for a State instructional institution

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<sup>40</sup> Specifically, the requirement that a principal: tell a student about a suspension (cl 78, Bill amends EGP Act, s 283(2)); tell a student about a decision not to propose to exclude the student from the school and that the suspension has ended (cl 80, Bill replaces EGP Act, s 288(4)); and tell a student about a decision to end a suspension before the charge is dealt with and that the suspension has ended (cl 81, Bill replaces EGP Act, s 289(3)).

<sup>41</sup> Bill, cl 83 (EGP Act, new s 290A).

<sup>42</sup> The executive committee consists of the president, vice-president(s), secretary and treasurer of the association. EGP Act, s 125.

(association)<sup>43</sup> if the person has a conviction, other than a spent conviction, for an indictable offence<sup>44</sup>

We also considered the following provision in regard to the institution of Parliament and the delegation of legislative power and discuss whether it has sufficient regard to fundamental legislative principles in the noted section:

- guidelines and policies in relation to state delivered kindergartens

We are satisfied that this potential breach to fundamental legislative principles is reasonable and sufficiently justified – see section 2.2.3 for more detail.

Part 4 of the LSA requires that an explanatory note be circulated when a Bill is introduced into the Legislative Assembly and sets out the information an explanatory note should contain. Explanatory notes were tabled with the introduction of the Bill. The notes contain the information required by Part 4 and a sufficient level of background information and commentary to facilitate understanding of the Bill's aims and origins.

### 1.5.2 Human Rights Act 2019

In our assessment, we analysed clauses 5-16, 18-21, 23-25, 29, 31-33, 36-49, 51-121, 125-126 and 128. The Bill addresses 6 education-related issues with human rights implications:

1. Procedures regarding school disciplinary absences and enrolment decisions.
2. Establishment of state school kindergarten and eKindy services in remote and regional areas that lack access to commercial kindergarten service.
3. Restrictions on membership of executive committees and subcommittees of Parents and Citizens' Associations by persons convicted of indictable offences (other than spent convictions under *Criminal Law (Rehabilitation of Offenders) Act 1986*).
4. Obligations to provide information in relation to home education.
5. Obligations on the principal of a new school to request transfer notes from a student's previous school.
6. The sharing of personal (non-sensitive) information with online education service providers.

Our assessment of the Bill's compatibility with the HRA did not identify any incompatibilities. We find the Bill is compatible with human rights.

A statement of compatibility was tabled with the introduction of the Bill as required by section 38 of the HRA. The statement contained a sufficient level of information to facilitate understanding of the Bill in relation to its compatibility with human rights.

## 1.6 The Bill should be passed

The committee is required to determine whether or not to recommend that the Bill be passed.

### Recommendation 1

The committee recommends the Education (General Provisions) and Other Legislation Amendment Bill 2024 be passed.

<sup>43</sup> Or as a member of a subcommittee of an association.

<sup>44</sup> Bill, cls 47 (EGP Act, amends s 126) and 48 (EGP Act, amends s 130).

## 2 Examination of the Bill

This section discusses key issues raised during the committee's examination of the Bill. It does not discuss all consequential, minor or technical amendments.

**To note:** the report includes commentary and stakeholder evidence provided during the inquiry on provisions relating to school disciplinary absences and the regulation of home education based on the Bill that was introduced in the Legislative Assembly on 6 March 2024. The committee notes the Minister's announcement on 15 April 2024 that these provisions will be withdrawn from the Bill; however, the committee is of the view that this commentary will be of benefit to the Queensland Government when it conducts further consultation on these policy areas.<sup>45</sup>

### 2.1 School disciplinary absences, enrolment decisions, and student support plans

#### 2.1.1 School disciplinary absences

According to the explanatory notes, disciplinary tools are necessary to ensure the good order and conduct of schools and to protect staff and students. Accordingly, the EGP Act provides for the suspension of students, exclusion of students from enrolment at particular or multiple schools and cancellation of student's enrolment (if they are older than compulsory school age).<sup>46</sup> Furthermore, the EGP Act:

... allows principals to refer prospective students to the chief executive if they believe the prospective student would, if enrolled at the school, pose an unacceptable risk to the safety or wellbeing of members of the school community. The chief executive must make a decision on whether to refuse the prospective student's enrolment.<sup>47</sup>

The department states that the Bill would improve procedural fairness for decision making and clarify roles in relation to school disciplinary absences (SDAs) and enrolment decisions.<sup>48</sup>

##### 2.1.1.1 *Appeal rights*

The Bill would allow for a short-term suspension (1 to 10 days) to be appealed if it means a student will be suspended through cumulative short-term suspensions for 11 or more school days in a school year. This is a change from current provisions, which limit appeals to long suspensions—those of 11 to 20 school days.<sup>49</sup>

##### Support for appeal rights provision

Several submitters supported the proposal to expand appeal rights for a suspension.<sup>50</sup> The QUT Centre for Inclusive Education stated that to preserve students' fundamental rights to education, 'students, parents and carers must be provided with the opportunity to challenge decisions or service delivery that fails to uphold the right to education'.<sup>51</sup>

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<sup>45</sup> Hon Di Farmer MP, Minister for Education and Minister for Youth Justice, 'Consultation on Education reform to be extended', media release, 15 April 2024, <https://statements.qld.gov.au/statements/100115>.

<sup>46</sup> Explanatory notes, p 3.

<sup>47</sup> Explanatory notes, p 3.

<sup>48</sup> Department of Education, correspondence, 14 March 2024, attachment, pp 2-3.

<sup>49</sup> Explanatory notes, p 3.

<sup>50</sup> See, for example, submissions 1, 604, 612, 613, 616, 618, 619, 620, 621, 622, 623, 625.

<sup>51</sup> Submission 622, p 4.

PeakCare submitted in favour of ‘fairness and equity within the disciplinary process’<sup>52</sup>, noting that:

This amendment would not only uphold the principles of justice and equality but also encourage a more supportive and understanding educational environment that seeks to address the root causes of behavioural issues rather than resorting to exclusionary practices.<sup>53</sup>

Youth Advocacy Centre Inc supported the proposed appeals process for SDAs as ‘suspensions are added to students’ school record which can have future consequences, for example when applying to a new school’.<sup>54</sup> A Right to Learn campaign was similarly concerned stating that suspensions go on school records and can make it harder for students to enrol in other schools, which can cause problems for the students, their families, and the community.<sup>55</sup> A Right to Learn campaign queried how the provisions would apply to those students who only attend school for part of the day or for a certain number of hours each day, not a full day. They stated:

It’s not clear how these students would meet the requirement of having 11 or more days of suspension in a year. This could mean that the rule is unfair for these students, especially those with disabilities.<sup>56</sup>

The Queensland Family and Child Commission also supported amendments to appeal rights but added:

... for some families, engaging with an appeals process would be difficult without support and they will simply not engage with such a process. It is necessary to reduce the number of instances of suspensions and exclusions overall, not just modify the appeals process.<sup>57</sup>

The Queensland Law Society also submitted that consideration should be given to how to support families/caregivers and children in accessing information about and progressing appeal processes and support.<sup>58</sup>

#### Opposition to appeal rights provision

A number of stakeholders opposed the proposed amendments to appeal rights. In particular, peak bodies representing teachers and principals cited the expected increased workload and the implied questioning of professional judgements as the main reasons for their objections.<sup>59</sup> QTU submitted:

... if a student is accumulating multiple short suspensions, but regional office is not supporting the school, the student, or the parent/caregivers, an appeal is not warranted. Rather a parent or student complaint should be made about the DoE’s regional and/or central failings to allocate appropriate resources to meet the needs of the young person. A complaints procedure addressing region or central office resourcing failures does not require an amendment to the EGPA.<sup>60</sup>

The QTU submission included comments from teachers who added:

Enabling more options for appeal provides exposure to more abuse, harassment, vexatious allegations and violence by disgruntled members of the community.<sup>61</sup>

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<sup>52</sup> Submission 604, p 5.

<sup>53</sup> Submission 604, p 5.

<sup>54</sup> Submission 618, p 4.

<sup>55</sup> Submission 620, p 4.

<sup>56</sup> Submission 620, p 4.

<sup>57</sup> Submission 623, p 8.

<sup>58</sup> Submission 625, p 3.

<sup>59</sup> See, for example, submissions 43; 270; 395; 557; 578; 581; 601; 602; 603; 608; 609; 614; 617; 626; 789.

<sup>60</sup> Submission 601, p 14.

<sup>61</sup> Submission 601, p 8.

Any appeal has the possibility of having a student onsite much longer, often while very precarious situations are being managed involving violence, while this already laborious process rolls on. When it's a matter of safety and wellbeing, this places all in the school community at risk.<sup>62</sup>

The QTU members of Kawungan State School advised:

Principals do not make the decision to suspend a student without consideration of all students affected. They consider their cognitive ability and their vulnerability. The right for a student and or parent to appeal a short suspension is not required and would open up the opportunity for abuse of the right to appeal (which potentially comes at an enormous cost of time, and anguish which takes away from our core business of teaching and learning). To allow this, is to belittle the education system and process. To allow this, is to belittle Principals and their professionalism and judgment.<sup>63</sup>

Queensland Secondary Principals' Association (QSPA) submitted:

An appeal against cumulative suspensions has the potential to be complex and time consuming in a context where school resources are already stretched. Schools are not resourced to meet the demands made on them today. Based on existing policy, when an appeal is made principals provide an array of documentation in response to the appeal to that suspension. If the same process was replicated in an appeals process against cumulative suspensions, workload would subsequently increase.<sup>64</sup>

QASSP was similarly concerned stating that the provision could create 'an administrative nightmare for school leaders and regional staff', which would detract from their core business: being 'instructional leaders'.<sup>65</sup>

#### Departmental response

The department clarified that students and their parents are already able to appeal long suspensions (11 to 20 days) and exclusions. The Bill introduces a right for students and their parents to appeal short suspensions (1 to 10 days), but only once a student has accumulated 11 or more days of short suspensions in a school year. The department explained that the purpose of introducing an appeal right for short suspensions was to provide an earlier point of intervention for the student and the school by enabling the review of repeated suspensions.<sup>66</sup> The department also clarified what the appeal process would look like, stating:

The purpose of an appeal is to review the decision to suspend the student. This is an internal process where a more senior decisionmaker looks at the decision, how it was made and what information was relied upon to determine if it is consistent with principles of natural justice and procedural fairness.<sup>67</sup>

The department confirmed that appeals would not change the suspension length determined by the principal. For example, a student who is suspended for 10 days will still be required to complete this suspension regardless of an appeal.<sup>68</sup>

In response to concerns about the impact on staff workloads associated with this change, the department advised that the main impact would be for regional and central office personnel who process appeals on behalf of the Regional Director or the Director-General. The department also advised it would work with principals during the implementation process to minimise impacts on school staff.<sup>69</sup>

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<sup>62</sup> Submission 601, p 15.

<sup>63</sup> Submission 557, p 2.

<sup>64</sup> Public hearing transcript, Brisbane, 4 April 2024, p 8.

<sup>65</sup> Submission 614, p 3.

<sup>66</sup> Department of Education, correspondence, 8 April 2024, p 7.

<sup>67</sup> Department of Education, correspondence, 8 April 2024, p 7.

<sup>68</sup> Department of Education, correspondence, 8 April 2024, p 7.

<sup>69</sup> Department of Education, correspondence, 8 April 2024, pp 7-8.

### 2.1.1.2 *Matters to consider before suspension or exclusion*

Currently, departmental procedures provide guidance on matters to consider before the issuing of an SDA. The Bill would outline under the EGP Regulation a range of matters that a principal or the chief executive must consider prior to making a decision to suspend or exclude a student.<sup>70</sup>

The purpose of the amendments, according to the explanatory notes, is ‘to ensure that decision makers have clear guidance on matters to be considered before making a decision to issue a suspension or exclusion’. Further, ‘Principals and the chief executive will still have the discretion, as provided for in the EGP Act, to make the final decision’. The department advised that prescribing these matters in the EGP Regulation, rather than the EGP Act, ‘provides some flexibility to allow for further matters to be added or existing matters to be adjusted, enabling a more responsive legislative framework in relation to guidance on the issuing of SDAs’.<sup>71</sup>

Several stakeholders expressed support for prescribing the matters that a principal must consider prior to issuing an SDA.<sup>72</sup> P&Cs Qld stated providing guidance would ‘provide certainty to all parties involved’.<sup>73</sup> QAI stated it was ‘a positive step that will improve the accountability and transparency of SDA decision-making’. However, QAI recommended ‘adding a provision that requires a principal or chief executive to document their response to each of the matters listed when making a decision to suspend or exclude, and to provide these reasons in an accessible format to the student and their family within a prescribed period of time’.<sup>74</sup>

QAI was also concerned about the wording as drafted in the Bill that states ‘For a student with disability that is relevant to the suspension behaviour’ as it implies that the decision-maker will determine whether a student’s disability is relevant to the suspension behaviour. According to QAI, ‘principals are not necessarily best placed to determine this issue and some principals have shown very poor understandings of disability related matters’.<sup>75</sup> Aboriginal and Torres Strait Islander Legal Service (Qld) Ltd (ATSILS) also queried how it would be determined that a student’s disability is relevant to the suspension behaviour.<sup>76</sup> In this regard, QAI recommended the Bill be amended to ‘require this determination to be based upon all relevant information, including information provided by the student, their family and any other relevant professionals that may be involved’.<sup>77</sup> QAI also sought:

- A requirement to consult with the student, their family and other relevant persons be added to the legislation and not just left to policy and best practice guidelines for principals.
- The requirement for principals to also consider the effect of the school environment on the suspension behaviour, any unique circumstances or risk factors that might apply to the student and the impact of disruption to participation in schooling on the student in the context of those risk factors, including the risk of disengagement with education and potential poor outcomes for the child.

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<sup>70</sup> Explanatory notes, pp 4, 15.

<sup>71</sup> Explanatory notes, p 15.

<sup>72</sup> Queensland Advocacy for Inclusion, submission 619, p 12; P&Cs Qld, submission 613, p 3.

<sup>73</sup> Submission 616, p 3.

<sup>74</sup> Submission 619, p 12.

<sup>75</sup> Submission 619, p 13.

<sup>76</sup> Submission 616, p 6.

<sup>77</sup> Submission 619, p 13.

- The list of matters to be considered by a principal when issuing an SDA should be contained within legislation, rather than regulation, to avoid unwelcome changes being made without proper consultation and scrutiny.<sup>78</sup>

ATSILS also recommended the list of matters be contained in the Act and not regulation.<sup>79</sup>

In relation to the list of matters to be considered, ATSILS also recommended the Bill be amended to explicitly provide for cultural safety.<sup>80</sup>

#### Departmental response

In its response to the stakeholder issues, the department confirmed that principals would remain responsible for the management of state schools with their ability to suspend or exclude a student unchanged by the Bill. The aim of the amendments, according to the department, was to strengthen the 'quality of decisions made by principals and the chief executive by codifying the elements of natural justice and procedural fairness'. Furthermore, the department added, the changes seek to manage 'concurrent responsibilities to deliver on the right to education while also protecting the safety and wellbeing of staff and students in the school environment'.<sup>81</sup>

The department added that the matters to be considered are not new but are rather shaped by and reflect the guiding principles already in the department's procedures. However, in drafting the legislation, the Office of Queensland Parliamentary Counsel 'has made careful decisions to provide for precise language to avoid ambiguity, so language is not word for word as it is in the procedure'. The provision aims to provide guidance to principals and chief executives when making these decisions, which the department stated was important 'given the serious impact an SDA may have on a student's education'.<sup>82</sup>

#### 2.1.1.3 Decision-making timeframes and processes in relation to suspension, exclusion and cancellation of enrolment

The Bill proposes to clarify decision-making timeframes and processes in relation to suspension, exclusion and cancellation of enrolment to ensure the processes are consistent with natural justice and undertaken in a timely fashion to minimise any loss of learning for students. The Bill would achieve this by prescribing timeframes for decisions and actions made under the EGP Act in the EGP Regulation in relation to SDAs and refusal of enrolment. Currently, there are no timeframes prescribed in legislation for these decisions and actions. Some of the new timeframes are already provided for in written procedures, while most others align with common practice.<sup>83</sup>

The Bill provides that a suspension begins when the principal tells the student about the suspension. Further, the period prescribed for when a principal must tell a student after the principal receives the application back from the chief executive is one school day.<sup>84</sup>

QSPA noted that the *Principal Guidelines Student Discipline* document outlines a comprehensive step-by-step process to assist principals with decision-making in relation to suspensions.<sup>85</sup> This document states the decision by a principal to suspend, exclude or cancel the enrolment of a student at a school

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<sup>78</sup> Submission 619, pp 13, 14.

<sup>79</sup> Submission 616, p 7.

<sup>80</sup> Submission 616, p 6.

<sup>81</sup> Department of Education, correspondence, 8 April 2024, attachment, p 8.

<sup>82</sup> Department of Education, correspondence, 8 April 2024, attachment, pp 8-9.

<sup>83</sup> Explanatory notes, pp 3, 14.

<sup>84</sup> Department of Education, correspondence, 8 April 2024, attachment, p 9.

<sup>85</sup> Submission 617, p 2.



are disciplinary consequences used as ‘last resort’ options ‘when other strategies to assist students to understand and respond appropriately to the behavioural expectations have failed’.<sup>86</sup>

QSPA recommended that the timeframe for the issuing of notice of suspension be increased from one school day to 2 school days, stating that ‘a one-day turnaround is unrealistic in fast paced, unpredictable school environments’.<sup>87</sup> The department acknowledged QSPA’s comments and stated that while clause 120 of the Bill would require the principal to give the student the notice about suspension within one school day of the principal telling the student of the suspension, ‘in practice, depending on when the issue arises, the advice may be delivered within a period of 2 schools days, rather than within a single school day’.<sup>88</sup> The department added:

It also sets out timeframes in relation to when a principal must give a notice to a student, under section 289 of the Act, who is already subject to a charge-related suspension to tell them the suspension is ended after the charge has been dealt with (five days after they find out about that the suspension is dealt with). It also sets out timeframes for when a principal must tell a student a charge-related suspension has ended if the principal decides to end the suspension before the charge is dealt with (one day to tell them and five days to issue the notice).<sup>89</sup>

QTU recommended that the department generate an automatic notification to students and parents about a decision to suspend as a workload reduction measure.<sup>90</sup> However, the department responded that this was ‘not within the scope of the provisions of the Bill and the current Act’.<sup>91</sup>

ATSILS and QAI recommended that any timeframes relating to the decision-making process for suspensions be in the Act and not the regulation.<sup>92</sup> ATSILS and QAI also both considered the proposed period of 40-school days which is prescribed for the chief executive to make a decision on an appeal of a suspension was too long and recommended that this prescribed period be reduced to 20 school days.<sup>93</sup> The department did not respond directly to these stakeholder comments.<sup>94</sup>

P&Cs Qld agreed with the proposed amendments regarding the timeframes for disciplinary actions as ‘these timeframes provide consistency, transparency and predictability for schools, parents and students’.<sup>95</sup>

#### *2.1.1.4 Cancellation of enrolment*

Clause 91 amends and restructures sections 316 to 318 (inserting additional sections 318A and 318B) to clarify the cancellation of the enrolment process. The grounds for cancellation of enrolment and who it applies to remain unchanged. Cancellation of enrolment is limited to students who are older than compulsory school age and can only be proposed if the principal is reasonably satisfied that the student’s behaviour amounts to a refusal to participate in the educational program provided at the school. The amended sections provide that a principal must give a student a show cause notice prior to cancelling their enrolment. It also provides for timeframes in relation to cancellation of enrolment decisions and the giving of notices to be prescribed in a regulation. The EGP Regulation is amended as

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<sup>86</sup> Submission 617, p 2.

<sup>87</sup> Submission 617, p 3.

<sup>88</sup> Department of Education, correspondence, 8 April 2024, attachment, p 9.

<sup>89</sup> Department of Education, correspondence, 8 April 2024, attachment, p 9.

<sup>90</sup> Submission 601, p 14.

<sup>91</sup> Department of Education, correspondence, 8 April 2024, attachment, p 9.

<sup>92</sup> Submission 616, p 7; submission 619 pp 9-10.

<sup>93</sup> Submission 616, p 7; submission 619 pp 9-10.

<sup>94</sup> Department of Education, correspondence, 8 April 2024, attachment, p 9.

<sup>95</sup> Submission 613, p 2.

part of this Bill, and the time period for the minimum show cause period that a principal must give to the student is 30 days.<sup>96</sup>

Both QAI and ATSILS expressed concern regarding the wording of proposed section 317 of the Act (Notice of proposed cancellation) which provides:<sup>97</sup>

The principal of the State school may propose to cancel the student's enrolment if the principal is reasonably satisfied the student's behaviour amounts to a refusal to participate in the educational program provided at the school.<sup>98</sup>

ATSILS explained its concerns were based on the lack of consideration on what constitutes behaviour of a student that amounts to a refusal to participate in the educational program, particularly what the wording might mean for students with disability. ATSILS acknowledged the Bill includes a show cause process wherein a student is able to make representations to refute a proposed cancellation of their enrolment. However, ATSILS questioned the effectiveness of this process for a student with disability and would depend on the student's ability to make those representations within the stipulated timeframes or be supported by parents/guardians/advocates to do so. ATSILS concern came down to those students who may not have the support required and 'they could fall between the cracks' with their enrolment cancelled due to a lack of clear guidance in the legislation on what constitutes a 'refusal to participate in the relevant educational program'.<sup>99</sup>

In addition, ATSILS stated the impact of cancellation of enrolment for children living in remote and rural areas 'could be very significant given the limited alternative places to enrol'. In this regard, ATSILS recommended the Bill include amendments to define the term 'refusal to participate in the relevant educational program'.<sup>100</sup>

The department did not specifically respond to these comments.

**2.1.1.5 Authority for principal to delegate the function of telling a student and/or parent of decision about an SDA**

The Bill would provide the authority for principals of state schools to delegate certain actions in relation to telling a student of a suspension to a head of school, deputy principal or another staff member with a leadership role at the school. The decision to suspend remains with the principal.<sup>101</sup>

Several stakeholders expressed support for the provision that would enable a principal to delegate the function of telling students and parents about suspension decisions.<sup>102</sup> P&Cs Qld, for example, was of the view that the proposed delegation would 'improve efficiency and effectiveness of the systems and allow for matters to be dealt with in a timely way for all parties involved'.<sup>103</sup> According to the submitter, while supporting the amendment, QAI identified a risk that the delegated person would 'simply become a messenger, unable to provide all the relevant information about the reasons for the decision'. Students and parents may still want to talk to the decision-maker (the principal), which could create delays to the process 'while failing to alleviate the principal's workload'. For this reason, QAI

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<sup>96</sup> Explanatory notes, p 39.

<sup>97</sup> Submission 616, pp 8-9; submission 619, pp 14-15.

<sup>98</sup> Clause 91.

<sup>99</sup> Submission 616, p 9.

<sup>100</sup> Submission 616, p 9.

<sup>101</sup> Department of Education, correspondence, 14 March 2024, attachment, pp 2-3; see also explanatory notes, pp 3, 38.

<sup>102</sup> Submission 601, p 16.

<sup>103</sup> Submission 613, p 3.

recommended that the amendments 'be accompanied by amendments that introduce limits to the unfettered discretion currently exercised by principals regarding SDAs'.<sup>104</sup>

In its response, the department affirmed the amendments would not change the requirement for the principal to make the decision on a suspension. On QAI's point of whether the delegated person would be able to answer questions about the decision, the department advised that the delegation would only be to another senior school staff member, such as a deputy principal. Further on this matter, the department would ensure that clear guidance is provided to principals and schools to support robust and legislatively consistent decision making.<sup>105</sup>

#### *2.1.1.6 Access to education while enrolment decision is pending*

The EGP Act allows principals to refer prospective students to the chief executive if they believe the prospective student would, if enrolled at the school, pose an unacceptable risk to the safety or wellbeing of members of the school community. The chief executive must make a decision on whether to refuse the prospective student's enrolment.<sup>106</sup> The Bill proposes to amend the EGP Act to ensure that students' access to education is not unnecessarily impacted by delays in decision making by 'clearly stating in legislation when decisions and actions in relation to suspensions, exclusions, cancellations of enrolment and refusals to enrol must be undertaken'.<sup>107</sup> The chief executive must also take reasonable steps to arrange for a student, whose enrolment application has been referred by a principal, to have access to an education program while a decision is being made on their application.<sup>108</sup>

Several stakeholders expressed support for the provisions that would ensure access to education for students while an enrolment decision is pending.<sup>109</sup> However, the QTU members of Cloyna State School were concerned that 'the amendment does not provide alternative solutions for schools to replace suspension as a consequence of inappropriate school behaviour'. These members were concerned that this could be interpreted as meaning those students could still attend the school location while the chief executive was assessing the application despite the principal considering the student an unacceptable risk. Limited staffing at Cloyna State School would not be able to provide individual supervision for the student.<sup>110</sup>

The QTU members of Redcliffe State High School were also concerned about who would be responsible for providing education to students not yet enrolled:

Providing education to students not yet enrolled removes responsibility of parents to ensure their child is enrolled by due dates and should not be the responsibility of a school who is processing their enrolment. Schools would not be able to provide student access to online resources and details in the bill are vague at this stage as to what sort of education would need to be provided.<sup>111</sup>

The QTU was more explicit in its view of who should be responsible for providing access to education to a student in this situation:

... a student who has been suspended, excluded, or whose enrolment has been cancelled should have no automatic right of further education at a state school while on suspension, and that the student should not be permitted to enter the school grounds or have contact

<sup>104</sup> Submission 619, pp 10, 11.

<sup>105</sup> Department of Education, correspondence, 8 April 2024, attachment, p 9.

<sup>106</sup> Explanatory notes, p 3.

<sup>107</sup> Department of Education, correspondence, 8 April 2024, attachment, p 14.

<sup>108</sup> Clause 54: explanatory notes, pp 35.

<sup>109</sup> See, for example, Justice Reform Initiative, submission 621, p 3; Queensland Family and Child Commission, submission 623, p 7; P&Cs Qld, submission 613, p 2; QASSP, submission 614, p 2.

<sup>110</sup> Submission 270, p 1.

<sup>111</sup> Submission 608, p 1.

with school personnel for the duration of the suspension. The QTU believes that students on suspension are under the complete care of their parents or carers, are away from the school site, and that the school has no duty of care during the period of suspension, other than to supply a brief work program for students suspended for 11 – 20 days only.<sup>112</sup>

On the point raised by the QTU members of Redcliffe State High School, the department clarified that the requirement to take reasonable steps to arrange for a student's continued access to education currently applies to students subject to suspension and exclusions. The Bill would require that prospective students, whose enrolment applications are referred to the chief executive for review, are provided with access to appropriate education prior to a final decision about enrolment being made. The department advised further that the new requirement would only apply when an enrolment application for a prospective student is referred to the chief executive for review because a principal considers the prospective student may be a risk to the safety or wellbeing of the school community.<sup>113</sup>

In response to concerns from representatives of teachers, the department advised that the chief executive would be responsible for providing the education, not the principal, and that the responsibility for enrolment on parents would remain unchanged under the legislation: the new requirement would only apply after an enrolment application is made.<sup>114</sup>

On the purpose of the amendments, the department advised that enrolment decisions could be lengthy, possibly taking 'multiple weeks', 'due to the amount of information the chief executive is required to assess in making a decision', so '[p]roviding access to education for such periods, protects continuity of learning for students while a decision is pending'.<sup>115</sup>

#### **2.1.1.7 SDA provisions to be withdrawn from the Bill**

On 15 April 2024, the Minister announced that provisions relating to school disciplinary absences would be withdrawn from the Bill. The Minister advised:

To progress further reforms around SDAs, stakeholders from all sides will come together, to chart a way forward, listen to each other's perspectives and make sure young people are at the centre of any reforms.

Schools are increasingly complex environments. There is a need to make sure that our most vulnerable children are supported. However, it is also important to recognise that teachers and school leaders are facing increasing challenges.

It is critical that the government works with education stakeholders to get the balance right by providing educators with the tools and resources they need to make sure these students receive the best education possible.<sup>116</sup>

#### **Committee comment**

We support the Minister's announcement that provisions relating to school disciplinary absences will be withdrawn from the Bill and that further consultation will be conducted with stakeholders to ensure that future legislation considers the concerns of stakeholders raised during the committee inquiry.

Below is a summary of our views in relation to the provisions in the Bill and potential areas where the Department of Education could focus its extended consultation.

<sup>112</sup> Submission 601, p 13.

<sup>113</sup> Department of Education, correspondence, 8 April 2024, attachment, p 10.

<sup>114</sup> Department of Education, correspondence, 8 April 2024, attachment, p 10.

<sup>115</sup> Department of Education, correspondence, 8 April 2024, attachment, p 10.

<sup>116</sup> Hon Di Farmer MP, Minister for Education and Minister for Youth Justice, 'Consultation on Education reform to be extended', media release, 15 April 2024, <https://statements.qld.gov.au/statements/100115>.

*Appeal rights*

We acknowledge the potential benefits of the appeal rights amendments for the purpose of reviewing a decision to suspend to ensure the decision is consistent with principles of natural justice and procedural fairness. However, we note stakeholder concerns about the introduction of a right for students and their parents to appeal short suspensions (1 to 10 days) once a student has accumulated 11 or more days of short suspensions in a school year. The main concern focused on the potential for the provision to increase school staff workloads. We note the department's advice that the main impact on staff would be for regional and central office personnel who process appeals on behalf of the Regional Director or the Director-General, rather than school staff. However, we encourage the Department of Education to consult with stakeholders on this policy area to address their concerns, particularly in relation to how any future legislative provisions would be implemented to minimise impacts on school staff.

*Matters to consider before suspension or exclusion*

We note the aim of these amendments is to strengthen the quality of decisions made by principals and the chief executive to issue a suspension or exclusion by providing guidance in regulation on matters to consider before making the decision. We are satisfied that this provision would achieve its aims to strengthen the existing student discipline procedure approach and manage the dual responsibilities of delivering the right to education while also protecting the safety and wellbeing of staff and students in the school environment.

*Decision-making timeframes and processes in relation to suspension, exclusion and cancellation of enrolment*

The Queensland Secondary Principals' Association recommended extending the timeframe for the issuing of notice of suspension from one school day to 2 school days. We note the department's assurance that, while the Bill would require the principal to give the student the notice about suspension within one school day of the principal telling the student of the suspension, in practice, the advice may be delivered within a period of 2 schools days, rather than within a single school day. However, we encourage the Department of Education to consult further with stakeholders and provide clarity on this in any future proposed legislation including these matters.

*Access to education while enrolment pending*

We support the provisions that would provide access to education for students who are awaiting an enrolment decision from the chief executive. We note this amendment would support the Queensland Government's education strategy, *Equity and Excellence: realising the potential of every student*. The enrolment decision process can be lengthy, and the proposed amendments would ensure a student could continue to engage in learning, which would maximise their learning days and keep them involved in the school community.

**2.1.2 Student support plans**

The Bill proposes to amend the EGP Act to require the chief executive to make a policy to provide for the making of student support plans (SSPs) for Aboriginal and Torres Strait Islander students, students with disability or preparatory age students who have been suspended or are at risk of exclusion. The SSP is a written plan designed to determine behaviour supports and reduce the need for further suspensions or exclusion. The department advised that additional support was appropriate for Aboriginal and Torres Strait Islander students and students with disability who are subject to an over proportionate number of SDAs. In addition, for preparatory age students who are in their first year of schooling and may be as young as 4 and a half years old, access to SSPs would, according to the department, provide another tool 'to help provide the right support at the right time for the youngest

learners’.<sup>117</sup> The aim of SSPs is to allow focused strategies and support for these cohorts of students and involve parents/guardians to help identify any needs or complexities contributing to the behaviour that may not otherwise be known by the school or appropriately supported.<sup>118</sup>

#### 2.1.2.1 Support for student support plans

Several stakeholders indicated their support for student support plans as proposed in the Bill.<sup>119</sup> P&Cs supported SSPs ‘as an additional measure towards behaviour management’.<sup>120</sup> The Queensland Law Society also supported the introduction of SSPs for vulnerable cohorts.<sup>121</sup> However, both submitters noted that the government would need to fund the implementation of SSPs. QLS was concerned there was no specific allocation for additional costs for SSPs or services stipulated in the estimated costs for the Bill.<sup>122</sup> This was an ongoing theme for stakeholders who queried what support would be available under SSPs and how that support would be resourced and funded.<sup>123</sup> This is discussed further below under 2.1.2.3.

QAI supported SSPs as a ‘welcome recognition of the concerning fact that SDAs are currently being issued disproportionately to certain students’. However, QAI considered a ‘student’s relevant allied health professionals should also be consulted and involved in the development of the SSP, if the student or family requests this to occur’.<sup>124</sup> The Queensland Human Rights Commission (QHRC) agreed, stating this would contribute to a more effective SSP.<sup>125</sup>

Both ATSILS and the Justice Reform Initiative recommended representatives from a local-community controlled organisation co-design the plan for the student if they identify as Aboriginal and/or Torres Strait Islander,<sup>126</sup> ensuring the plans are ‘holistic and take a whole-of-community approach, linking in with other services, supports and systems that the student and their family are connected to’.<sup>127</sup> ATSILS stated:

This is consistent with the outcomes of Closing the Gap and will give the student the best chance of success. It will also be fundamental to making the process culturally safer.<sup>128</sup>

The QHRC supported SSPs but maintained that:

- preparatory students should be excepted from suspension and exclusion regimes
- SSPs complement, and are not at the expense of, early intervention strategies.<sup>129</sup>

#### 2.1.2.2 Multi-Tiered Systems of Support

PeakCare stated that SSPs could offer ‘valuable assistance’ but were unlikely to be able ‘to meet the comprehensive and varying needs of every student’. For this reason, several submitters recommended

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<sup>117</sup> Department of Education, correspondence, 8 April 2024, attachment, p 7.

<sup>118</sup> Department of Education, correspondence, 14 March 2024, attachment, pp 2-3.

<sup>119</sup> See, for example, Queensland Teachers’ Union members at James Nash State High School, submission 602, p 5; Queensland Advocacy for Inclusion, submission 619; Queensland Human Rights Commission, submission 624.

<sup>120</sup> Submission 613, p 4.

<sup>121</sup> Submission 625, p 3.

<sup>122</sup> Submission 625, p 3.

<sup>123</sup> Queensland Advocacy for Inclusion, submission 619, p 16.

<sup>124</sup> Submission 619, p 15.

<sup>125</sup> Submission 624, p 19.

<sup>126</sup> Submission 61, p 9.

<sup>127</sup> Submission 621, p 5.

<sup>128</sup> Submission 616, p 10.

<sup>129</sup> Submission 624, pp 12, 19.

the Queensland Government adopt the Multi-Tiered Systems of Support (MTSS) framework, ‘which is designed to provide varying and inclusive levels of support to students’.<sup>130</sup> QAI noted that SSPs may be a part of an inclusive education system but may not be sufficient alone.<sup>131</sup>

#### 2.1.2.3 *Opposition to SSPs*

The QTU rejected the Bill’s amendment that would legislate SSPs for SDAs of particular cohorts of students.<sup>132</sup> The QTU noted that the proposal to include student support plans was not included in the department’s review process. The QTU questioned the need for SSPs, noting that section 276(2)(c) of the EGP Act already provides power for ‘the making, by principals, of discipline improvement plans for students’.<sup>133</sup> The QTU contended that ‘a behaviour improvement condition or a discipline improvement plan places the onus for change on the student’ while a student support plan would erode ‘the agency of a student to change and places the onus on the school’. On this point, the QTU recommended the committee not support the amendments related to SSPs.<sup>134</sup>

A number of QTU members, including at Kawungan State School, Kingaroy State High School, and Yarrilee State School, were also opposed to the introduction of SSPs as proposed under the Bill.<sup>135</sup> Kawungan State School members stated that SSPs are often already completed and are ‘valuable documents’ but noted that legislating it would require funding and training: ‘A plan is just a piece of paper without the appropriate funding to implement the strategies’.<sup>136</sup> Similarly, the QTU members of Kingaroy State High School rejected the proposed amendment to provide SSPs due to:

- the increased workload for school leaders, teachers and heads of special education services
- existing support plans being proactive and adaptive
- the time and training that would be required
- the significant resourcing that would be required to appropriately support the students with SSPs
- many of the complexities leading to a student’s SDA are outside of the school’s ability to ameliorate
- the responsibility of the parents/student to improve behaviour is absent – plans that are breached without consequence are of limited value.<sup>137</sup>

The Teachers Professional Association of Queensland was also concerned about additional resourcing to manage the ‘workload increase’.<sup>138</sup> In addition, the Association stated that SSPs would ‘undermine the existing role of the principal and cast aspersions over their ability to form balanced judgements that support the learning of all students’. The Association stated it was inappropriate to take decisions regarding SDAs away from local schooling communities and give them to the chief executive who would make the policy on SSPs.<sup>139</sup> QASSP agreed: ‘Limiting Principal autonomy to apply the most

<sup>130</sup> PeakCare, submission 604, p 5. See also submission 619, p 17; submission 610, p 4; submission 621, p 5.

<sup>131</sup> Submission 619, p 17.

<sup>132</sup> QTU, public hearing transcript, Brisbane, 4 April 2024, p 12.

<sup>133</sup> Submission 601, p 18.

<sup>134</sup> Submission 601, p 18.

<sup>135</sup> Submission 557, p 3; submission 626, p 3; submission 578, pp 1-2.

<sup>136</sup> Submission 557, p 3.

<sup>137</sup> Submission 578, pp 1-2.

<sup>138</sup> Submission 609, p 4, 6.

<sup>139</sup> Submission 609, p 4, 6.

appropriate consequence to a student's behaviour undermines each school's "Student Code of Conduct" which is collaboratively designed with community to fit local context'.<sup>140</sup>

QAI recommended an alternative role to that of the principal, who may have a 'fragile' relationship with a family following an SDA, be jointly responsible for the making of an SSP, such as an inclusion officer or First Nations liaison officer.<sup>141</sup>

QASSP opposed the amendment to introduce SSPs as there was 'no proven research' that SSPs are 'effective in reducing future suspensions of students'. QASSP expressed several concerns with the amendments: they appear to be based on anecdotal evidence, the measures have not been trialled, and there are no draft templates or plans so it is difficult to understand what an SSP would include and what workload would be involved in providing a student with one. Furthermore, QASSP stated that SSPs go against the general purpose of suspension: to highlight to the student that the behaviour exhibited is unacceptable. Rather, according to QASSP, SSPs would indicate that the issue being addressed by the suspension is caused by the school or school staff.<sup>142</sup>

#### 2.1.2.4 Students in out-of-home care

Several stakeholders, including QAI, the QUT Centre for Inclusive Education and PeakCare, commented on the application of SSPs in relation to students living in out-of-home care arrangements, recommending that these students be eligible for SSPs.<sup>143</sup> The QUT Centre of Inclusive Education reported on departmental data on numbers of SDAs from 2016 to 2020 that indicated that Indigenous students and students with disability are 3 times more likely to be suspended than the general population in state schools with students in care 6 times more likely.<sup>144</sup> According to the QUT Centre for Inclusive Education:

These data represent the heightened risk of students in care and the impacts of intersectionality, and demand that further measures be taken to reduce the over representation of students in care in student disciplinary absences.<sup>145</sup>

#### 2.1.2.5 Departmental response

In its response to submissions, the department noted that SSPs, under a range of different names, were already used in Queensland state schools to set out resources, programs or strategies to assist a student's behaviour. On the issue of whether the proposed reform would limit a principal's power to issue SDAs and manage schools, the department advised the Bill would not do so. In response to QHRC's point that SSPs should not be at the expense of early intervention strategies, the department advised the aim of SSPs was to 'assist in targeting support to meet need and recognises the importance of intervening early to prevent disengagement'.<sup>146</sup>

The QTU was opposed to legislating SSPs; however, the department advised that by legislating SSPs, it would formally recognise 'the importance of intervening early to prevent disengagement for those students most at risk'. Notably, the department advised that the Bill would not mandate an SSP to be initiated after every SDA.<sup>147</sup>

Several stakeholders commented on the lack of detail about SSPs, stating it was difficult to understand what they would entail and how much work would be required to complete them and support the

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<sup>140</sup> Submission 614, p 2.

<sup>141</sup> Submission 619, p 16.

<sup>142</sup> Submission 614, p 3.

<sup>143</sup> Submission 604, p 8; submission 619, p 15, 16; submission 622, p 4.

<sup>144</sup> Submission 622, pp 4, 5.

<sup>145</sup> Submission 622, p 5.

<sup>146</sup> Department of Education, correspondence, 8 April 2024, attachment, p 8.

<sup>147</sup> Department of Education, correspondence, 8 April 2024, attachment, p 8.



student going forward. In this regard, the department advised it would ‘work closely with principals during the implementation process to minimise impacts on staff, and that it would ‘consider current support planning approaches...to reduce duplication’.<sup>148</sup>

Some stakeholders questioned the need for SSPs, and the department advised they would ‘provide the school team, including parents, with a new preventative strategy designed to focus on interventions needed to reduce the risk of further suspensions’. Furthermore, the department advised that SSPs would ‘provide a consistent approach for the support of students in the identified cohorts’.<sup>149</sup>

The QHRC recommended that preparatory students be excepted from suspensions and exclusions. The department responded:

Schools are new environments for Prep students. Supporting a positive engagement with school from the outset is important.

As teachers get to know their Prep students, they are able to adjust their approaches, supports and guidance to enable every student to experience success at school. Student support plans will provide another tool to help provide the right support at the right time for the youngest learners.<sup>150</sup>

In regard to recommendations to expand the SSP provisions to include out-of-home care students, the department advised that many students are already supported ‘by personalised learning plans’, stating further:

An Education Support Plan (ESP) is a plan developed for a student in out of home care that identifies the student’s educational goals and the strategies and resources needed to assist the student to achieve these goals.

The Bill provides that a student’s ESP must be considered before an SDA is issued.<sup>151</sup>

#### **Committee comment**

Provisions relating to student support plans will be withdrawn from the Bill and further consultation will be undertaken. We support this approach. Below is a summary of our views on the evidence received during the committee inquiry, which we encourage the Department of Education to consider during future consultation with stakeholders on student support plans.

Support for the proposed introduction of student support plans varied between stakeholder groups. Organisations, such as Queensland Advocacy for Inclusion who advocate on behalf of vulnerable groups, supported student support plans. However, some organisations also suggested the provisions required further consideration to include the involvement of a student’s relevant allied health practitioner in the development of the SSP, if the student or family requests this to occur. Other stakeholders called for the participation of representatives from a local-community controlled organisation to co-design plans for students if they identify as Aboriginal and/or Torres Strait Islander to ensure the plan is holistic and the process is culturally safer. We agree that there would be value to students in incorporating the participation of relevant allied health professionals and local community organisations for students who identify as Aboriginal and/or Torres Strait Islander. In this regard, we recommend the Department of Education considers these suggestions during further consultation on the policy development of student support plans and how schools could be resourced to facilitate this work.

Several stakeholders also recommended students in out-of-home care be eligible for mandatory student support plans. We note the evidence that indicates students in out-of-home care are 6 times

<sup>148</sup> Department of Education, correspondence, 8 April 2024, attachment, p 8.

<sup>149</sup> Department of Education, correspondence, 8 April 2024, attachment, p 8.

<sup>150</sup> Department of Education, correspondence, 8 April 2024, attachment, p 8.

<sup>151</sup> Department of Education, correspondence, 8 April 2024, attachment, p 8.

more likely to be suspended than the general population in state schools. However, we note the department's advice that these students are already supported by personalised learning plans.

Those organisations and members representing teachers who submitted to the inquiry and are included as part of this report were almost wholly opposed to the provisions relating to student support plans for a number of reasons, including: SSPs would place the onus for the student's behavioural change on the school, rather than on the student; SSPs are already used; mandatory SSPs would increase workloads in schools; time and training would be required for staff; the school would not be able to address many of the complexities related to students' behaviour; there are no consequences if plans are breached; and SSPs have not been proven to work. The 2 most common concerns were that SSPs would require significant resourcing and funding, which the Bill and explanatory notes do not address. While the department did not address the issue of funding in its response to submissions, it stated that it would 'work closely with principals during the implementation process to minimise impacts on staff'. The department did not advise what this would involve. The department also stated it would look to reduce duplication by considering current support planning approaches, but again did not provide further details. We appreciate that the department is aware of the concerns from teachers, principals, schools and their representative bodies in regards to how the implementation of SSPs will be funded and resourced; however, we are of the view that the lack of detail from the department in its response to submissions does not address these concerns adequately. On this point, we support the Minister's announcement that provisions relating to student support plans will be withdrawn from the Bill until further consultation is conducted.

We are supportive of student support plans and the Bill's objective to design plans that aim to determine behaviour supports and reduce the need for further suspensions or exclusion for vulnerable cohorts. However, we are concerned that the stakeholders who would be implementing these plans as proposed under the Bill are generally opposed to the provisions. In this regard, we recommend that, during its extended consultation, the Department of Education consults with relevant stakeholders, including the Queensland Teachers' Union of Employees, to consider and address their concerns, including clarifying what would be incorporated in student support plans and how state schools will resource and fund the making of these plans should they be introduced in future legislation.

### **Recommendation 2**

The committee recommends that, during its extended consultation on provisions relating to student support plans, the Department of Education considers:

- a) suggestions to include the participation of relevant allied health professionals for all students, and local community organisations for students who identify as Aboriginal and/or Torres Strait Islander, during the policy development of student support plans for vulnerable cohorts; and
- b) how schools could be resourced to facilitate this work.

**Recommendation 3**

The committee recommends that, during the extended consultation process, the Department of Education consults with stakeholders, including the Queensland Teachers' Union of Employees, to consider and address the concerns raised during the committee inquiry process, including clarifying what would be incorporated in student support plans and how state schools would resource and fund the making of these plans, should similar provisions be introduced in future legislation.

**2.2 State school kindergarten**

If passed, clause 108 of the Bill will provide for a state school kindergarten program. This would replace the current EGP Act's kindergarten learning program (Chapter 19, Part 1).

The current EGP Act provides that state schools are established to provide primary, secondary, or special education. Chapter 19 provides that prescribed schools may, in limited circumstances, provide state delivered kindergarten programs (SDK). This allows for the provision of kindergarten programs where they would otherwise not be viable to operate, in certain Aboriginal and Torres Strait Islander communities, and in other selected communities where there are barriers to access.<sup>152</sup>

State schools authorised to deliver SDK programs are subject to a dual regulatory framework. As well as the EGP Act, they must comply with one of the following:

- The *Education and Care Services National Law* (National Law), which applies in Queensland under the *Education and Care Services National Law (Queensland) Act 2011*. This applies if there are 5 or more children attending the program.
- the *Education and Care Services Act 2013* (ECS Act). This applies if there are 4 or fewer children attending.<sup>153</sup>

The Bill aims to provide a single regulatory framework for SDKs through the EGP Act. As such, SDKs will be exempt from their current obligations to the National Law and ECS Act. The Bill would see that a kindergarten aged child enrolled in an SDK program is recognised as an enrolled student at the school and would gain access to the supports and protections afforded to other students. Although covered by the EGP Act, these SDK students would be exempt from provisions in the Act relating to religious instruction, compulsory schooling obligations, allocation of state education, SDAs, and dress code.<sup>154</sup>

The Bill's amendments would embed protections currently found in the National Law into the EGP Act. These provisions provide protections to kindergarten students from harm and hazard (see clause 108 of the Bill, proposed new section 419D), and ensure students are adequately supervised (clause 108, proposed new section 419C). The Bill also contains a regulation making power to provide for the regular transportation of kindergarten students, which is currently covered by the Education and Care Services National Regulations (National Regulations). It is intended that other health and safety matters found in the National Law and National Regulations (such as those relating to physical environment, sleep and rest, attendance/accounting for children, water safety and behaviour management) will be operationalised through policies and procedures.<sup>155</sup>

State schools, the explanatory notes state, already adhere to strong governance, oversight, and quality assurance structures through school review and audit processes. The proposed new changes would see SDKs become subject to the assurances delivered through these reviews and audits. Further,

<sup>152</sup> Explanatory notes, p 4.

<sup>153</sup> Explanatory notes, p 4.

<sup>154</sup> Explanatory notes, pp 4-5.

<sup>155</sup> Explanatory notes, p 5.

amendments to the EGP Act would provide that the chief executive develop a guideline for the standards of SDKs. The guideline would also include the review and assessment processes for determining compliance with the standards. It is intended the guideline would be published on the department's website.<sup>156</sup>

### **2.2.1 Stakeholder views**

QHRC noted that clause 74 of the Bill would exclude kindergarten students from being subject to disciplinary provisions, and clause 75 would exempt these students from suspension, exclusion, and cancellation of enrolment. It also noted that clause 51 would prohibit schools to refuse enrolment of a kindergarten student because of a reasonable belief a child poses an unacceptable risk to the wellbeing or safety of the school community (see proposed new section 156(2AB)). QHRC recommended these changes be extended to preparatory students, particularly clause 75. The Commission stated this would 'prioritise early interventions' and 'ensure compatibility with the human rights of preparatory students who, because of their age and stage of development, have limited capacity to understand and manage their behaviour'.<sup>157</sup>

QTU noted it was not provided with a consultation paper about the Bill's proposed amendments to early childhood education and care. It recognised the potential efficiency benefits of aligning state and federal legislation but recommended that the Queensland Government:

withdraw provisions contained in the Bill that are relevant to early childhood education and care until the DoE provides a workload impact statement on the proposed amendments.<sup>158</sup>

This sentiment was echoed by the IEU, who noted 'the Bill seems to include several amendments that were not discussed during the review phase', including those relating to SDKs.<sup>159</sup>

The Isolated Children's Parents' Association (ICPA) supported the streamlining of SDKs into a single regulatory framework, noting this should alleviate some of the burden placed on staff members. ICPA shared its view that enrolling kindergarten students into schools 'will have a positive flow on effect for families whereby they can access travel and ICT subsidies and allowances'.<sup>160</sup>

Submission 602 raised concerns that the language in proposed section 419D of the Bill (clause 108) is very broad. The section reads:

The principal of a prescribed State school that provides a State school kindergarten program must ensure that every reasonable precaution is taken by staff of the school to protect a kindergarten student from harm, and a hazard likely to cause injury, while the student is in the care of the staff of the school.

The submission noted that a fair hearing for staff members depends on the interpretation of the word 'reasonable' and an assumption that 'injury' is something more extensive than a superficial cut or bruising. The submitter was concerned 'that this section could result in undue prosecution'.<sup>161</sup>

### **2.2.2 Departmental response**

The department noted ICPA's broad support relating to state delivered kindergartens, and QTU's recommendation that these changes be postponed until the department provides a workload impact statement.

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<sup>156</sup> Explanatory notes, p 5.

<sup>157</sup> Submission 624, p 12.

<sup>158</sup> Submission 601, p 21.

<sup>159</sup> Submission 603, p 2.

<sup>160</sup> Submission 606, p 1.

<sup>161</sup> Submission 602, p 6.

The department restated its position that simplifying the regulatory environment would reduce the significant and cumbersome administrative burdens on schools. The department did not respond to issues raised by QHRC, IEU, or submission 602.<sup>162</sup>

### 2.2.3 Delegation of legislative power – guidelines and policies – state school kindergarten

The Bill proposes that the chief executive must make a guideline about the standards that apply in relation to providing a state school kindergarten program at a prescribed state school.<sup>163</sup>

The proposed amendments require that:

- in making the guideline, the chief executive must have regard to the matters provided for in the National Quality Standard (NQS) under the Education and Care Services National Law (Queensland)
- the guideline must provide for the review and assessment, by the chief executive, of an SDK against the standards set out in the guideline to ensure the program being provided at the school is meeting the standards, and to identify ways the program being provided at the school could be improved.<sup>164</sup>

Additionally, the Bill seeks to provide that the chief executive must make a policy about requirements that apply in relation to providing an SDK to ensure the health, safety and wellbeing of kindergarten students enrolled in the program.<sup>165</sup> The proposed amendments provide that:

- the policy may contain requirements about: providing a physical environment that is safe for kindergarten students; ensuring kindergarten students are given safe and sufficient opportunities for sleep and rest; and ensuring the drop-off and collection of kindergarten students from the school premises are conducted safely
- the chief executive must also make a policy about the management of the behaviour of kindergarten students in a way that is age appropriate.<sup>166</sup>

In relation to these amendments, the chief executive must ensure that both a guideline or a policy made under these sections are available for public inspection, without charge, during normal business hours at the department's head office and on the department's website.<sup>167</sup>

#### Fundamental legislative principles<sup>168</sup>

In addressing matters of fundamental legislative principle associated with the Bill's proposal that the chief executive must make the specified guideline, the explanatory notes state:

This will ensure continued quality assurance and improvement in SDKs and that the nationally recognised evidence-based NQS (currently prescribed in the *[Education and Care Services]* National Regulations) have been embedded in to the review and audit processes. The proposal to require a guideline will support quality assurance in SDKs and school principals, in implementation.

...

State schools already adhere to strong governance and oversight structures and quality assurance processes through school review and audit processes. Protections for students are embedded in the

<sup>162</sup> Department of Education, correspondence, 8 April 2024, attachment, pp 12-3.

<sup>163</sup> Bill, cl 108 (*Education (General Provisions) Act 2006* (EGP Act), new s 419DB(1)).

<sup>164</sup> Bill, cl 108 (EGP Act, new s 419DB(2)-(3)).

<sup>165</sup> Bill, cl 108 (EGP Act, new s 419DC(1)).

<sup>166</sup> Bill, cl 108 (EGP Act, new s 419DC(2)-(3)).

<sup>167</sup> Bill, cl 108 (EGP Act, new ss 419DB(4), 419DC(4)).

<sup>168</sup> In addition to the institution of Parliament, the explanatory notes also address the issue of whether the proposed amendments have sufficient regard to the rights and liberties of individuals.

current regulatory framework for Queensland schools, and after the amendments, these will apply to kindergarten children enrolled in SDKs.<sup>169</sup>

In addressing matters of fundamental legislative principle associated with the Bill's proposal that the chief executive must make the specified policy, the explanatory notes state that the proposed amendments:

... will ensure there is guidance in place on best practice in kindergarten delivery and to ensure the health, safety and wellbeing of kindergarten age children who are considered more vulnerable than school-age children.<sup>170</sup>

Despite not going into detail in seeking to justify the Bill's impact on the institution of Parliament, the explanatory notes do assert that publication of both the guidelines and policies will provide transparency and assurance to the early childhood sector and families that:

- high quality standards in SDKs are being maintained in a way that is consistent across the early childhood sector
- policies are being maintained for SDKs and support principals to ensure the health, safety and wellbeing of kindergarten children.<sup>171</sup>

#### **Committee comment**

It appears that the intention of the proposed amendments is to streamline the current dual regulatory framework for state delivered kindergartens to simplify the framework's operation, while retaining certain existing requirements. For example, under the proposed amendments, in making the guideline the chief executive must have regard to the matters provided for in the National Quality Standard and the National Law.

The Bill also provides some direction as to the contents of the guidelines and policies to be made by the chief executive. However, these are not exhaustive or prescriptive in any detailed or extensive nature. We are, nonetheless, satisfied that, given the considerable responsibilities generally held by a chief executive, and the commensurate skills and expertise assumed to be possessed by the individual holding such a role, that the chief executive is an appropriate person to whom the proposed legislative power is delegated.

Additionally, transparency will be maintained by virtue of the Bill's requirement that the chief executive must ensure that both a guideline or a policy made under the proposed amendments are available for public inspection and on the department's website.

Of some concern is that the guidelines and policies made by the chief executive will not be tabled in the Legislative Assembly and so not subject to parliamentary scrutiny or able to be subject to a disallowance motion. The benefit of this approach is that the chief executive will be able to be responsive to any emergent need to modify the guidelines and policies or make new ones and, in that regard, potentially enhance the agility of the regulatory framework and its operation.

In light of the above comments, we are satisfied that the Bill has sufficient regard to the institution of Parliament.

### **2.3 Parents and Citizens' Associations**

The Bill includes provisions related to the operation of Parents and Citizens' Associations (P&Cs). Specifically, these will allow:

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<sup>169</sup> Explanatory notes, p 20.

<sup>170</sup> Explanatory notes, p 20.

<sup>171</sup> Explanatory notes, p 20.

- separate P&C Associations to be formed for schools with multiple campuses (currently the EGP Act provides for only one P&C to be formed for each school)
- enabling a P&C to donate funds to another P&C, in particular ones that have been affected by an adverse event, such as a natural disaster
- precluding a person convicted of an indictable offence from being a P&C Association Executive Committee or subcommittee member.<sup>172</sup>

According to the department, the Bill would modernise the P&C regulatory framework under the Act to improve operational efficiency for P&Cs and provide clarity about the role and purpose of P&Cs. These provisions were supported by the 3 submitters who commented on them: Shop, Distributive and Allied Employees' Association, P&Cs Queensland and the ICPA.<sup>173</sup>

The department advised it would support P&Cs with guidance materials 'to ensure they are able to self-manage' the proposed changes.<sup>174</sup>

## **2.4 Special school enrolment**

Currently, under the EGP Act, special school principals must refer applications for enrolment to the chief executive or their delegate for approval when prospective students are enrolling in a Queensland state special school. This must still occur even when they are transferring from one Queensland state special school to another and would therefore have already been assessed as meeting the criteria set out in the Eligibility Policy. Upon receipt of the application, the chief executive or their delegate is required to reassess whether the student transferring meets the criteria within the Eligibility Policy. According to the department, this 'places a regulatory burden on relevant students and their families, and is not administratively efficient'.<sup>175</sup>

The Bill proposes to streamline the enrolment process, providing that if the enrolment application is for a student who was, immediately before making the enrolment application, enrolled in another Queensland special school, the principals must enrol the prospective student if satisfied that:

- the enrolment application satisfies the criteria of a 'person with a disability criteria' policy under section 165 (currently approved by the Minister)
- the special school to which the student is to transfer is able to cater for the educational needs of the prospective student.<sup>176</sup>

There was limited commentary on these provisions, with P&Cs Qld and QASSP noting their support.<sup>177</sup>

## **2.5 Homeschooling**

In Queensland, home education is a legal and regulated option for those parents who do not wish to enrol their children at school. Under the EGP Act, to be educated at home, a child must be registered by the chief executive of the Department of Education through the department's Home Education Unit (HEU).

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<sup>172</sup> Explanatory notes, pp 6-7.

<sup>173</sup> See submissions 358, 606 and 613.

<sup>174</sup> Department of Education, correspondence, 8 April 2024, attachment, p 11.

<sup>175</sup> Explanatory notes, p 7.

<sup>176</sup> Explanatory notes, p 7.

<sup>177</sup> Submission 613, p 4; submission 614, p 2.

To be eligible, a child must be:

- at least 5 years and 6 months old and less than 18 years old on 31 December in the year the child's registration takes effect
- not be enrolled in a school.

There are currently 2 types of registration that parents can choose from:

- registration—a long-term registration, including program and reporting requirements
- provisional registration—a short-term, 60-day registration.<sup>178</sup>

In 2022, the department commissioned research to better understand the factors influencing parents' decisions about home schooling. Based on a survey of registered home schoolers in Queensland, this found that almost all families believe that home education provides a better learning environment for their children.<sup>179</sup> The survey revealed that only a small minority of parents always intended to educate their children at home (8 per cent) with 32 per cent of families by contrast stating that they were not open to home education initially but that it was something that became necessary for their child/children.<sup>180</sup> The survey also found that 2 in 3 families were home educating a child with a disability or health issue.<sup>181</sup> The most common disability or health issue reported in the survey related to neurological / neurodivergence (e.g. autism, attention deficit disorder) (46 per cent), followed by social / behaviour difficulties (31 per cent) and learning disabilities / difficulties (27 per cent).<sup>182</sup>

As of 4 August 2023, there were 10,048 registered home schoolers in Queensland of whom 5,252 were in primary levels and 4,796 were in secondary.<sup>183</sup> This represents a 151.9 per cent increase at primary level and a 261.7 per cent increase at secondary level since 2019.<sup>184</sup> Research also suggests that the total number of children being home schooled is likely considerably larger due to the number of unregistered or 'shadow' homes schoolers.<sup>185</sup>

The last major change to Queensland's legislation regarding home education occurred in 2006.

As described in section 1.2.6, the Bill proposes a number of changes to the way in which home education is regulated in Queensland.

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<sup>178</sup> Department of Education, 'home education', 2 April 2024, <https://education.qld.gov.au/schools-educators/other-education/home-education>.

<sup>179</sup> Department of Education, Home Education Unit, 'Parent with child/ren registered for home education research insight report', November 2022, <https://education.qld.gov.au/schools-educators/other-education/home-education>, p 2.

<sup>180</sup> Department of Education, Home Education Unit, 'Parent with child/ren registered for home education research insight report', November 2022, <https://education.qld.gov.au/schools-educators/other-education/home-education>, p 9.

<sup>181</sup> Department of Education, Home Education Unit, 'Parent with child/ren registered for home education research insight report', November 2022, <https://education.qld.gov.au/schools-educators/other-education/home-education>, p 10.

<sup>182</sup> Department of Education, Home Education Unit, 'Parent with child/ren registered for home education research insight report', November 2022, <https://education.qld.gov.au/schools-educators/other-education/home-education>, p 10.

<sup>183</sup> Department of Education, Home education registration, November 2023, <https://qed.qld.gov.au/our-publications/reports/statistics/Documents/home-education-registrations.pdf>.

<sup>184</sup> Department of Education, Home education registration, November 2023, <https://qed.qld.gov.au/our-publications/reports/statistics/Documents/home-education-registrations.pdf>.

<sup>185</sup> Ian Townsend, 'Thousands of parents illegally homeschooling', *ABC News*, 30 January 2012, <https://www.abc.net.au/news/2012-01-28/thousands-of-parents-illegally-home-schooling/3798008>.



### 2.5.1 Approved education and training programs

Many submitters to the inquiry were opposed to the requirement in the Bill that an education program for a child registered for homeschooling be consistent with an approved education and training program. This contrasts with the current situation where the EGP Act provides that a parent of a child who is home-schooled must ensure that the child receives a high-quality education but does not provide any specific requirements for the education program to be used.

In response to this proposed change, submitters were especially concerned with the way in which an approved education and training program was defined in the Bill as one consistent with the Australian Curriculum, a senior subject syllabus developed by the Queensland Curriculum and Assessment Authority (QCAA), or a vocational education or training program (or a combination of these).

Submitters raised the following key issues:

- whether this requirement was necessary
- the lack of flexibility these requirements impose
- the appropriateness of the Australian Curriculum for home schoolers
- whether Montessori and Steiner/Waldorf curricula could be used
- and whether home schoolers could meet the QCAA requirements.

#### 2.5.1.1 *The necessity of the provision*

Submitters argued there was no evidence that home school parents were not already providing children with a high-quality education. First, because fewer than 1 per cent of registrations for home schooling are not renewed by the HEU on the basis of failing to provide a high-quality education.<sup>186</sup> Second, because in 2022 the HEU proposed to examine only 10 per cent of annual reports completed by parents which reflected its confidence in home school educators' ability to deliver high-quality education.<sup>187</sup> The committee also heard many stories from home schooling parents about the personal and academic success of their children.<sup>188</sup>

Referencing academic research from the USA and Canada, Dr Rebecca English, a researcher into home education at the Queensland University of Technology (QUT), argued that 'home education has been found to have positive outcomes for the child that experiences it regardless of the curriculum approach taken (highly structured to unstructured), with the likely positive effect being the interventions of the parent'.<sup>189</sup> Dr English also highlighted research that suggests that onerous compliance requirements lead parents to disengage with home schooling authorities.<sup>190</sup> This included the department's own Home Schooling Review in 2003 which found that Queensland's pre-2006 approach to home schooling, which was designed to constrain the number of parents who chose to home school, had led to a growing number of parents operating outside the approved framework.<sup>191</sup>

In its response to submissions, the department stressed that these new requirements would ensure children had access to a high-quality program with the additional point that it would make the transition of children from home school and mainstream schooling easier by providing a consistent

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<sup>186</sup> Nicole Johnson, submission 51, p 2; Andrew Bryan, submission 813, p 2.

<sup>187</sup> See for example, submissions 52, 120, 475, 519.

<sup>188</sup> See for example, submissions 1, 2, 7, 9, 11, 12.

<sup>189</sup> Submission 39, p 9.

<sup>190</sup> Submission 39, p 2.

<sup>191</sup> Department of Education, *Home Schooling Review*, October 2003, p 21, <https://documents.parliament.qld.gov.au/tp/2003/5003T6631.pdf>.

educational program.<sup>192</sup> The department noted that in the year from August 2022 over 2,100 children registered for home education left home education to go to a school.<sup>193</sup> While not disputing these figures, another submitter noted that the majority of ‘traffic’ between educating at home and at school had been in the other direction.<sup>194</sup>

The department did not provide the committee with any evidence regarding the quality of home education in Queensland or the impact of different home school curricula on children’s learning outcomes.

#### *2.5.1.2 Impact on the flexibility of home schooling*

Submitters were also concerned by the way in which the Bill might limit the flexibility they currently enjoy teaching their children in ways that best suited them. This included concerns that they may no longer be able to:

- focus on particular subject areas in which children were most interested<sup>195</sup>
- slow or speed up learning depending on the child’s progress<sup>196</sup>
- adopt and adapt curricula from other jurisdictions (such as the Singapore maths curriculum)<sup>197</sup>
- enrol students in university courses.<sup>198</sup>

In response, the department reported that the Bill does not:

- limit diverse experiences and tailored teaching styles
- specify the number of learning areas or subjects required within the education program, only that it covers English and Mathematics and provides a diverse curriculum
- prevent an educational program that meets the standard conditions of registration from including a subject at university level.<sup>199</sup>

#### *2.5.1.3 The Australian Curriculum*

Linked to the question of flexibility, many submitters objected to the use of the Australian Curriculum in home schooling. Here, objections were of 2 broad forms. First, that submitters did not wish to use the Australian Curriculum. Second, that, even if they did, its design is not appropriate for home schooling students.

The reasons given by submitters for not wanting to use the Australian Curriculum were:

- it is a poor fit for children with certain learning difficulties and/or medical conditions (including autism, attention deficit disorder, dyslexia, dyscalculia, dysgraphia, generalised anxiety, oppositional defiant disorder and pathological demand avoidance)<sup>200</sup>
- it does not cater adequately for gifted students<sup>201</sup>

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<sup>192</sup> Department of Education, correspondence, 8 April 2024, attachment, p 3.

<sup>193</sup> Department of Education, correspondence, 8 April 2024, attachment, p 3.

<sup>194</sup> Gregory Cooney, submission 519, p 2.

<sup>195</sup> See, for example, submission 3, 25, 55, 98, 107, 475.

<sup>196</sup> See, for example, submission 301, 306, 326, 475.

<sup>197</sup> See, for example, submissions 475, 551, 192, 354.

<sup>198</sup> See, for example, submissions 360, 432, 434, 438.

<sup>199</sup> Department of Education, correspondence, 8 April 2024, attachment, p 3.

<sup>200</sup> See, for example, submissions 15, 21, 37, 55, 863.

<sup>201</sup> See, for example, submissions 167, 186, 199.

- religious objections to the teaching of certain topics and subjects<sup>202</sup>
- political objections to the teaching of certain topics and subjects, including that it is a ‘settler centred curriculum’ incompatible with an Indigenous right to control one’s own education.<sup>203</sup>

A number of submitters commented that it had been their unwillingness to use the Australian Curriculum which had been behind their choice to home school children.<sup>204</sup> Submitters also noted that the Australian Curriculum:

- is principally aimed at teachers and students in a traditional mainstream school context<sup>205</sup>
- requires a teaching qualification to interpret it<sup>206</sup>
- is not designed for instances where children of different ages are taught together<sup>207</sup>
- is unnecessarily specific regarding at what age students learn specific topics and skills.<sup>208</sup>

The requirement for home schooling to use the Australian Curriculum and/or QCAA approved senior syllabuses was also opposed by the Independent Education Union which argued that it ‘diminish[es] the status of the work performed by qualified and registered teachers’.<sup>209</sup>

In response to these and other concerns about the Australian Curriculum, the department noted that the Australian Curriculum:

- is already used by 20 per cent of home educating families
- is designed to be delivered in flexible or adaptable ways
- provides for flexible learning plans for students with disability
- features detailed learning progressions, which can be used to develop programs for students not demonstrating learning at their age equivalent year level.<sup>210</sup>

The department maintained that the changes to education programs proposed in the Bill would bring Queensland into line with the majority of other jurisdictions in Australia, which require that a home education program meet the Australian Curriculum or learning areas associated with the Australian Curriculum, or require alignment with their own curriculum (itself based on the Australian Curriculum).<sup>211</sup> There was, however, disagreement about just how closely Queensland would align with the practice of other states and territories should the Bill be passed.<sup>212</sup> Submitters noted, for example, that Victoria provides exemptions from the requirement to cover all 8 areas of the Australian Curriculum and that South Australia does not require parents to report on all 8 areas of the Australian Curriculum.<sup>213</sup> The department did not respond to the points made in these submissions.

<sup>202</sup> See, for example, submissions 70, 130, 173, 847, 883.

<sup>203</sup> Gimuy First Nations Homeschool Co-op, submission 129, pp 2-3.

<sup>204</sup> See, for example, submissions 21, 135, 162, 301, 475.

<sup>205</sup> See, for example, submissions 3, 39, 162, 330.

<sup>206</sup> See, for example, submissions 3, 330.

<sup>207</sup> Kylie Miller, submission 135, p 1.

<sup>208</sup> See, for example, submissions 135, 330.

<sup>209</sup> Independent Education Union, submission 603, p 3.

<sup>210</sup> Department, correspondence, 8 April 2024, attachment, p 2.

<sup>211</sup> Department, correspondence, 8 April 2024, attachment, p 3.

<sup>212</sup> See, for example, submission 3, 19, 338, 793, 837.

<sup>213</sup> Amanda Bartle, submission 3, pp 3-4.

The department also stressed that in each state school teachers develop Individualised Curriculum Plans (ICPs) to support students with disabilities, special learning needs, gifted or talented students, and that Queensland state special schools also use the Australian Curriculum.<sup>214</sup> The department also provides support for parents, consistent with the Australian Curriculum, via the learning@home website.<sup>215</sup> It is notable, however, that this support is principally designed for students within mainstream education who have had their studies interrupted either by a prolonged school closure or a prolonged absence (for example due to COVID-19) and is not targeted specifically at home schooling children and parents.<sup>216</sup>

#### 2.5.1.4 Whether Montessori and Steiner/Waldorf curriculum could be used

Submitters were concerned that the Bill might prevent parents from home schooling their children using the Steiner/Waldorf curriculum and the Montessori curriculum.<sup>217</sup>

The Bill includes the provision that an educational program is acceptable if it is *consistent* with an approved education and training program. This includes programs endorsed by the Australian Curriculum, Assessment and Reporting Authority (ACARA) as being consistent with the Australian Curriculum. Dr Rebecca English stated that:

The Waldorf/Steiner curriculum was assessed [by ACARA] as meeting the requirements in 2023, and is identified on the recognition register (ACARA, 2023b) but it is not clear that the wording of the curriculum in Section 217 (3)(a)(ii) “published on the authority’s website” means the recognition register as it is separate from the main business of the authority. In addition, Montessori, an approach approved to be used in schools across Queensland, is not listed on the register. It may be that families using Montessori curriculum may not be able to use that curriculum in their home education.<sup>218</sup>

The Director of Education Services at Montessori Education expressed similar concerns.<sup>219</sup>

The department stated in its response to submissions that the Australian Steiner Curriculum Framework and the Montessori National Curriculum Framework have been assessed by ACARA as being consistent with the Australian Curriculum, and the Bill does not preclude parents from using these curricula frameworks.<sup>220</sup>

#### 2.5.1.5 Senior subjects

Similar to the concern that the Australian Curriculum is intended to be used by qualified and registered teachers in the context of a mainstream school, some submitters suggested that senior subject syllabuses are not appropriate for homeschooling.<sup>221</sup>

There was also a concern regarding appropriate resourcing for the QCAA. This is because the development of senior subject syllabuses involves the creation of study plans (usually by Heads of Department) that must be then approved by the QCAA.<sup>222</sup>

The departmental response did not include a reference to these concerns.

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<sup>214</sup> Department of Education, correspondence, 8 April 2024, attachment, p 2.

<sup>215</sup> Department, ‘learning@home’, 16 February 2023, <https://education.qld.gov.au/curriculum/learning-at-home>.

<sup>216</sup> Department, ‘Advice for parents’, 27 January 2023, <https://education.qld.gov.au/curriculum/learning-at-home/advice-to-parents>.

<sup>217</sup> See, for example, submission 1, 10, 65, 72.

<sup>218</sup> Dr Rebecca English, submission 39, p 5.

<sup>219</sup> Montessori Australia, submission 26, p 2.

<sup>220</sup> Department, correspondence, 8 April 2024, attachment, p 3.

<sup>221</sup> See, for example, submission 10, 13, 26, 651.

<sup>222</sup> Dr Rebecca English, submission 39, pp 5-6.

### 2.5.2 Home education provisions withdrawn from the Bill

The Minister announced that provisions relating to home education in the Bill would be withdrawn and that a Home School Advisory Group would be established ‘to consider in detail how to gain greater certainty around how Queensland children are receiving a high-quality home education’. The Home Education Unit would also be reviewed ‘in light of the growing number of home schooled children’. The Minister highlighted that ‘the government respects the right of parents to home school and will look to provide the appropriate support required by parents’.<sup>223</sup>

#### **Committee comment**

We are pleased that the Minister is withdrawing these provisions until further consultation is conducted with stakeholders. Below is a summary of our conclusions regarding stakeholder issues about approved education and training programs, which could be considered during future consultation.

We note the large number of submitters from the home education sector who expressed concern regarding the introduction of this provision. This included the parents of homeschooled children, homeschooled children themselves, and professional teachers.

We are particularly concerned by the lack of evidence provided by the department during the inquiry regarding the necessity of this provision. We concur with those submitters that pointed to the Home Education Unit’s own track record of approving 99 per cent of educational programs and proposing to audit only a small number of annual reports as evidence that the education that Queensland parents are providing to their home-schooled children is of a high-quality. As such, the emphasis should have been on the department to explain the benefits of diverting from the status-quo. Linked to the lack of evidence regarding the necessity of the provision, we share submitter concerns that this provision, if not properly explained, might have the effect of driving home schoolers away from the process of registration and into ‘shadow’ home schooling. The evidence before the committee is that parents engage with home schooling authorities when they feel trusted and supported.

We also have concerns about the way in which the department responded to the submissions made to the inquiry. While acknowledging the large number of submissions the inquiry received from affected stakeholders and the short timeframe the department had to respond, submitters made several specific points about the way in which the Bill was drafted and the lack of detail in the explanatory notes. These included concerns regarding alternative approved curricula (Montessori and Waldorf/Steiner), senior subject syllabuses and the interaction with the Queensland Curriculum and Assessment Authority, and how comparable Queensland’s proposed approach to home education is with other states and territories. The additional briefing with the department on 15 April 2024 helped answer some of these questions. Nonetheless, these are areas where the Department of Education could conduct further consultation and clarify matters for stakeholders.

Specifically, we recommend the department consults further on the use of curricula in home education programs and particularly in relation to curricula which has been determined by the Australian Curriculum, Assessment and Reporting Authority to be consistent with the Australian Curriculum.

At the same time, we are reassured by the department’s evidence that the Australian Curriculum can be adapted and tailored to the needs of individual children as demonstrated both through the use of Individual Curriculum Plans in schools and the fact that 20 per cent of Queensland home schoolers already use the Australian Curriculum. We also note that the Bill does not specify the subjects that a student must study (beyond English and Mathematics) and that it would not prevent students studying university courses. That so many submitters to the inquiry believed this to be the case nonetheless

<sup>223</sup> Hon Di Farmer MP, Minister for Education and Minister for Youth Justice, ‘Consultation on Education reform to be extended’, media release, 15 April 2024, <https://statements.qld.gov.au/statements/100115>.

speaks to the lack of consultation with the homeschooling community. This identifies an area for further consultation.

Given the importance of supporting homeschooling parents to understand any proposed future legislative changes to ensure fewer parents opt-out of regulated homeschooling, we support the creation of the Home School Advisory Group and the work that it will undertake to gain greater certainty around the provision of high-quality education for home schoolers.

#### **Recommendation 4**

The committee recommends that the Department of Education conducts further consultation on the use of curricula in home education programs and particularly in relation to curricula which has been determined by the Australian Curriculum, Assessment and Reporting Authority to be consistent with the Australian Curriculum.

#### **Recommendation 5**

The committee recommends that the Department of Education conducts further consultation with stakeholders on the definition of a high-quality education.

### **2.5.3 The removal of provisional registration for homeschooling**

A large number of submitters were concerned by the Bill's removal of provisional registration for homeschooling.<sup>224</sup>

At present, under section 207 of the Act, children may be provisionally registered for homeschooling for 60 days. During this period, parents are not required to provide the HEU with an educational program or to report on their child's process.<sup>225</sup> Moving to a single type of registration, where parents at the time of making an application include their educational program, is designed to improve continuity of education. As the department explained, this will mean that 'we are confident that when a parent and a child begin their home education journey they are set up for starting and they are set up for learning from day one'.<sup>226</sup>

The reasons submitters gave for their opposition to removing provisional registration were:

- It would prevent parents immediately removing their children from schools in urgent circumstances (for example, if the child's mental or physical health was being affected by being at school).<sup>227</sup>
- Parents need time to create an educational plan for their children and to assess what, if any, curricula or other resources they should purchase.<sup>228</sup>
- That without understanding the cause of the growth of provisional registrations, the proposed amendments are pre-emptive.<sup>229</sup>

The interaction of the removal of provisional registration and the Bill's definition of a high-quality education was an additional concern. As one submitter stated:

Parents who are making the choice to enrol in HEU suddenly are generally doing so as the result of a traumatic situation and need this period to pull together a conclusive and well thought out plan. To

<sup>224</sup> See, for example, submissions 63, 78, 107, 138, 153, 200, 217, 273, 601.

<sup>225</sup> Department of Education, correspondence, 8 April 2024, attachment, p 4.

<sup>226</sup> Department, public briefing, Brisbane, 18 March 2004, p 5.

<sup>227</sup> See, for example, submissions 63, 107, 153, 200, 217.

<sup>228</sup> See for example, submissions 78, 107, 138.

<sup>229</sup> QTU, submission 601, p 25.

require these families to produce a plan that strictly adheres with ACARA essentially overnight is wildly unreasonable.<sup>230</sup>

The department noted parents' concerns but that:

- the lack of oversight during the provisional registration period means that children could be without an educational program for 8 weeks, the equivalent of almost a full-term of school
- there is currently no limit on the number of times a parent could apply for provisional registration (hence, perennially escaping the requirement to submit an education program)
- home education is not intended to inadvertently enable an exemption for either compulsory schooling or the compulsory participation phase of education.<sup>231</sup>

The department did not provide the number of provisional registrations or the number of times a child has been provisionally re-registered.

#### **Committee comment**

We heard that provisional registration is a helpful tool by which families can begin the process of home educating and have the time to develop the tailored educational program their child needs to thrive. Likewise, we appreciate that for some families an immediate exit from mainstream schooling may be necessary because of illness or a traumatic situation and that provisional registration supports this.

While we recognise that the department has a legitimate concern about the need to ensure that home schooled children are receiving a high-quality education during their period of provisional registration, the department did not provide any evidence during the inquiry to suggest that this is not the case. Nor has the department provided evidence that parents are using repeated provisional registration as a means to escape the compulsory education of their children.

As discussed above in section 2.5.1.1, we are mindful of the evidence that over burdensome regulation might lead to parents choosing not to register their child at all. As such, we are not satisfied that removing provisional registration will help the Bill achieve its objectives of protecting students and modernising and improving educational services.

In this regard, we are pleased that the Minister has withdrawn the provision until further consultation is undertaken with stakeholders, and we encourage the Department of Education to consult on the development of policy related to provisional registration.

#### **2.5.4 Best interests of the child guiding principle**

The Bill introduces a new guiding principle for home education (guiding principle), that it be provided in a way that is in the best interests of the child or young person, taking into account the child's safety, wellbeing and access to a high-quality education. The introduction of this guiding principles is in response to a recommendation of the Child Death Review Board (the Board). The Board's annual report of 2022-23 recommended that the Department of Education pursue legislative changes to strengthen oversight of children registered in home education in Queensland with a focus on upholding children's rights, best interests, safety and wellbeing.<sup>232</sup> This followed the death of a homeschooled child who had been diagnosed with multiple mental health conditions and had a history of suicidal thoughts and self-harm and who had expressed to a school Guidance Officer his feelings of social isolation during his period of homeschooling.<sup>233</sup>

<sup>230</sup> Terrence Healion, submission 273, p 3.

<sup>231</sup> Department of Education, correspondence, 8 April 2024, attachment, p 4.

<sup>232</sup> Child Death Review Board, Annual Report 2022-23, p 20.

<sup>233</sup> Child Death Review Board, Annual Report 2022-23, p 15.

Submitters expressed a range of concerns regarding the introduction of the new guiding principle for home education. These included:

- the Bill does not explain who determines what is in the best interest of the child<sup>234</sup>
- parents are best placed to determine their child's best interests<sup>235</sup>
- parents should have the right to determine their child's best interests<sup>236</sup>
- the principle is discriminatory as it is not necessary to show that mainstream schooling is in a child's best interests.<sup>237</sup>

The introduction of the principle was also of concern to the Gimuy First Nations Homeschool Co-Op who stated that the principle:

suggests that the government can dictate what is in the best interests of our children. As First Nations people with a history of being removed into 'mission schools' and having our children taken away for 'our benefit,' this implication is both alarming and triggering. The language used assumes that we lack the insight to determine what is best for our own children.<sup>238</sup>

In responding to submitters' concerns, the department stressed that the proposed guiding principles are only a first step towards considering the Board's recommendation and that 'the practical applications of the guiding principles for home education regulation will also be considered in tandem with the practical implications of other proposed amendments.'<sup>239</sup> In this regard, the department also stressed that it intends to discuss how the approach will be implemented with stakeholders.<sup>240</sup>

#### **Committee comment**

All children in Queensland deserve to learn in a safe and secure environment. The death of a child is always tragic, and it is right that departments, agencies, and the wider community work to ensure that lessons are learned. We commend the Child Death Review Board for its important work in this regard.

At the same time, we acknowledge the concerns that parents may have about how the proposed guiding principal will operate in practice.

We welcome the Minister's commitment to consult further with stakeholders on the practical application of this principle, should it be introduced in future legislation.

#### **2.5.5 Changes to reporting**

The Bill alters the reporting requirements that a parent of a registered home-schooled child must provide to the chief executive.

At present, under the EGP Act, a parent must provide the chief executive with a written report on the 'educational progress of the child while undertaking home education'.<sup>241</sup> This must be a) given to the chief executive at least 2 months, but not more than 3 months, before each anniversary of the registration; b) be in the approved form; and c) be accompanied by documents in the approved form, that the chief executive reasonably requires.<sup>242</sup>

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<sup>234</sup> See, for example, submissions 121, 280, 283, 300, 305, 726.

<sup>235</sup> See, for example, submissions 3, 230, 305, 726.

<sup>236</sup> See, for example, submissions 440, 726.

<sup>237</sup> See, for example, submissions 283, 726.

<sup>238</sup> Submission 129, p 3.

<sup>239</sup> Department of Education, correspondence, 8 April 2024, attachment, p 6.

<sup>240</sup> Department of Education, correspondence, 8 April 2024, attachment, p 5.

<sup>241</sup> EGP Act, section 217 (1)(b).

<sup>242</sup> EGP Act, section 217 (2).



The Bill alters the reporting requirements by including the provision that the report must be ‘in relation to each subject or learning area that is part of the educational program used for the child’s home education’ and clarifies the accompanying evidence to be submitted to the chief executive must also demonstrate the educational progress of the child.

Submitters were concerned by the increased regulatory burden this would place on parents of homeschooling children.<sup>243</sup> The Home Education Association stated that the Bill:

...places an unnecessary additional workload both onto parents, who will be required to direct valuable time away from teaching their students to writing more complex reports that surpass what is expected of teachers, and onto HEU staff, who will require more time to read and assess each report.<sup>244</sup>

Of particular concern to submitters was the use of the concept of ‘academic progress’. As Amanda Bartle explained:

A large percentage of the homeschooling population identify as neurodiverse. Academic progress can be hard won and take many years for these children. An expectation to demonstrate it in every subject every year will increase noncompliance and greatly encourage increasing numbers of unregistered [home schooling] families.<sup>245</sup>

The department in its response stressed that reporting ‘provides transparency and accountability and also evidences that the best interests of the child remain at the centre of delivery of the home education program’.<sup>246</sup> The department also noted that reporting on educational progress is already required in the EGP Act and that the clarification surrounding evidence is designed to further support the chief executive when they are making decisions about whether the conditions of registration are being met.

#### **Committee comment**

Reporting on educational progress, both in school and for home education, is an important way to ensure that a child is receiving a high-quality education. At the same time, we recognise that a balance must be struck between the need for the department to secure information and evidence about a child’s educational progress and parents’ need to devote their time to their child’s day-to-day learning. We believe that, in principle, requiring that parents report against each subject or learning area that is part of their child’s educational program continues to strike that right balance.

Notwithstanding this principle, we share submitters’ concerns that in practice this requirement could become unnecessarily burdensome if the process of reporting is not streamlined and parents do not have appropriate advice about how to complete their reports.

On this point, we encourage the Department of Education, during its extended consultation, to work with stakeholders to design systems and tools to ensure that any future legislative reporting requirements can be as ‘light touch’ as possible.

It is also perfectly reasonable that parents, who devote considerable time and effort to producing reports on their child’s progress, have these reports read and assessed by the Home Education Unit. As such, we support the Minister’s commitment to review the HEU and recommend that, as part of this process, the Queensland Government focusses on ensuring the HEU has sufficient resources to assess annual reports in a timely manner and provide guidance to parents on how to complete any future legislative reporting requirements.

<sup>243</sup> See, for example, submissions 13, 17, 36, 47, 60.

<sup>244</sup> Home Education Association Inc, submission 314, p 3.

<sup>245</sup> Submission 3, p 6.

<sup>246</sup> Department of Education, correspondence, 8 April 2024, attachment, p 5.

### **Recommendation 6**

The committee recommends that the Department of Education works with stakeholders during its extended consultation on home education regulation to design a streamlined approach to any changes to annual reporting requirements.

### **Recommendation 7**

The committee recommends that, during its review of the Home Education Unit, the Queensland Government focusses on ensuring the HEU has sufficient resources to assess annual reports in a timely manner and provide guidance to parents on how to complete any future legislative reporting requirements.

#### **2.5.6 Removal of certificate of registration**

The Bill removes the obligation on the chief executive to provide a Certificate of Registration (certificate) once a child is registered as home schooled.

At present, certificates include the child's name, date of birth, address, parents' names, and any condition of registration.<sup>247</sup> Certificates are replaced when a change of registration occurs (for example a change to the conditions of registration), if a child's registration is suspended, or if it is cancelled. The removal of certificates was explained by the department as a way to ease the regulatory burden both on the department and parents who must return them to the department by post within specified time frames.<sup>248</sup>

While the department will continue to issue written notices of registration (which contain the same information as certificates), some submitters were nonetheless concerned that the removal of certificates would impact their ability to claim various entitlements, for example Centrelink benefits, where they are used as evidence.<sup>249</sup> This is because, as Kathryn Clayfield explained in her submission, 'certificates carry weight and credibility, while a mere notice lacks the same level of legitimacy and may not be perceived as being equally valuable or official'.<sup>250</sup>

The department advised that, should the Bill be passed, it will notify Centrelink of the change in notification of registration and that all the relevant information will continue to be recorded on the notice of registration.

#### **Committee comment**

We commend the department on this initiative which would reduce the regulatory and administrative burden on the Home Education Unit and home-schooling parents alike. While we acknowledge that some parents currently use certificates of registration to apply for entitlements via Centrelink, we are satisfied that that the department's notification of the changes will result in a smooth transition. As part of developing a more collaborative approach with home educators and to ensure that parents of home-schooled children are not affected in other ways by this change, should this provision be re-introduced, we recommend that the Department of Education consults on whether other services or agencies currently use certificates as part of their processes.

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<sup>247</sup> Department of Education, correspondence, 8 April 2024, attachment, p 5.

<sup>248</sup> Department of Education, correspondence, 8 April 2024, attachment, p 5.

<sup>249</sup> See, for example, name withheld, submission 438; Sharon Jones, submission 572; Kathryn Clayfield, submission 852.

<sup>250</sup> Submission 852, pp 3-4.

**Recommendation 8**

The committee recommends that the Department of Education consults with affected stakeholders to determine what services or agencies currently use Certificates of Education as evidence of home education registration and that the Department of Education accordingly advises these services and agencies of the changes, should the provision be introduced in future legislation.

**2.5.7 Extended age of eligibility for home schooling**

The Bill would raise the age at which a child is still eligible to be registered as home schooled to 18. This reflects changes to the Act in 2008 which raised the compulsory school age (which now begins at 6 years and 6 months) meaning that some children now turn 18 during Year 12.

The proposed increased age at which a child can continue to be registered as homeschooled was welcomed by a number of submitters. There was one concern that this would mandate continued registration to the age of 18. The department's response clarified that this is not the case and that the Bill does not alter the compulsory school ages (currently either 17 years old or completion of Year 10).<sup>251</sup>

**2.6 Transfer notes**

Transfer notes provide information to principals about a student that will help the state or non-state school ensure continuity of the student's educational program and meet the principal's duty of care obligations in relation to the student and the school community.

The types of information shared in transfer notes include 'student-identifying information, medical details, school details, level of schooling and allocation of state education, attendance, educational performance, educational support, behavioural issues and custody, residence or guardianship orders'.<sup>252</sup> In the explanatory speech for the Bill, Hon Di Farmer MP, Minister for Education and Minister for Youth Justice, advised that the Bill would make transfer notes mandatory: This would 'support an increased focus on child safety and continuity of education', while ensuring 'the information shared is relevant and proportionate to the needs of children and schools'.<sup>253</sup>

Clause 105 of the Bill includes amendments to provide for mandatory use of transfer notes when a student is moving between Queensland schools—both state and non-state, within 90 days after the student is enrolled at the new school.<sup>254</sup>

As noted in section 1.2.7, the Royal Commission recommended that proportionate and proactive information sharing could help to support the safety and wellbeing of students and staff at a new school.<sup>255</sup>

If passed, the Bill would also provide that:

- the school principal of a new school may request a transfer note from any other Queensland state or non-state school the student may have attended in the previous 12 months (proposed new section 387)
- a principal is not required to request a transfer note if the principal already has the information about the student prescribed by regulation for a transfer note. This is to reflect

<sup>251</sup> Department of Education, correspondence, 8 April 2024, attachment, p 5.

<sup>252</sup> Explanatory notes, p 8.

<sup>253</sup> Hon Di Farmer MP, Minister for Education and Minister for Youth Justice, 'Consultation on Education reform to be extended', media release, 15 April 2024, <https://statements.qld.gov.au/statements/100115>.

<sup>254</sup> Explanatory notes, pp 8-9.

<sup>255</sup> Explanatory notes, pp 8-9.

that a principal may already have the required information, or have access to it (proposed section 388(b))

- when a transfer note is requested under the newly proposed section 388B of the EGP Act it must also include information about the student that the previous school's principal or former school reasonably believes is necessary to help the principal of the student's new school protect the safety and wellbeing of the student or members of the school community (proposed section 388C(2)).<sup>256</sup>

### **2.6.1 Stakeholder views**

The QTU, submitter 602, the Independent Education Union, The Isolated Children's Parents Association Qld Inc (ICPA), P&Cs Qld, and Independent Schools Queensland (ISQ) were all broadly supportive of the amendments relating to transfer notes.

QTU confirmed its position that principals should be empowered to request transfer notes from past schools, and that it concurs with the findings of the Royal Commission.<sup>257</sup> QTU proposed an amendment to the prescribed list of information types found in section 25 of the EGP Regulation. It recommended the addition of specific guidance for principals preparing transfer notes and specific recognition of a student's safety and wellbeing needs. QTU recommended government and non-government sectors continue to be consulted to determine consistent practices regarding transfer notes, ensuring they are in accordance with the recommendations of the Royal Commission. The management of administrative processes relating to transfer notes, QTU concluded, should be determined by representatives of the various school sectors.<sup>258</sup>

Submission 602 was 'strongly' supportive of the Bill's amendments to transfer notes. The submitter noted 'This information is very important to ensure the effective continued education of students who are moving school, and also allows the new school to put in place support measures that might be required to assist with the transition'. Further, the submitter supported the 10-day timeframe provided to principals to prepare a transfer note. The submitter considered, however, that providing 90 days for a principal to make a request is too long and may impact the continuity of a student's education. The submitter also found the use of '90 days' inconsistent with reference to calendar days found elsewhere in the Act: 'We suggest that this be clarified by using a consistent unit'.<sup>259</sup>

Similarly, IEU and P&Cs Qld considered the 90-day timeframe to be potentially problematic. IEU recognised shortening this timeframe may have workload implications but highlighted the acute need for schools and staff to be alerted about any potential health and safety risks. To aid this process, the IEU suggested investment in automating the process would be helpful. This would ensure school leaders have more immediate access to information. P&Cs Qld recommended 30 to 45 days to ensure the new school received adequate information in a timely manner.<sup>260</sup>

The ICPA was also supportive of the proposed changes, stating they would allow schools 'the opportunity to plan, staff and support every student's learning and wellbeing needs'.<sup>261</sup>

P&Cs Qld submitted that a transfer note must include information to protect the safety and welfare of the transferring student or other students, staff or other persons at the student's new school.<sup>262</sup>

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<sup>256</sup> Explanatory notes, pp 8-9.

<sup>257</sup> Submission 601, p 20.

<sup>258</sup> Submission 601, p 20.

<sup>259</sup> Submission 602, p 5.

<sup>260</sup> Submission 603, p 3; submission 613, p 1.

<sup>261</sup> Submission 606, p 2.

<sup>262</sup> Submission 613, p 1.

ISQ also supported this provision but raised concerns: requiring the transfer note be requested within 90 days of a student being enrolled is ambiguous. Given students in non-state schools are often enrolled a significant period of time before their commencement date, the phrasing could prove problematic. Further, ISQ noted that, especially during large intake years (such as years 5 and 7), schools may be overwhelmed by processing a high volumes of transfer notes. ISQ recommended changing the timeframe to 90 days before a student's commencement date. ISQ also recommended a more secure method for sharing information be considered, as there will be increased risk of data breaches. The submission referenced an interstate transfer note project as a possible solution, and suggested if this is not utilised, a centralised process be instituted. Lastly, ISQ recommended further clarification relating to the circumstances in which a principal not be required to request a transfer note.<sup>263</sup>

### 2.6.2 Departmental response

The department noted that 4 submissions raised concerns about the provision of a 90-day timeframe to request a transfer note. The department clarified that 90 days is approximately the duration of a school term. Allowing this much time gives a school's staff an opportunity to welcome and settle a student, and to make their own assessments about a student. The department also responded to the perceived ambiguity in the Bill's language when it states that a transfer note must be requested within 90 days of a student being enrolled in a new school. The department clarified that its 'intent is for a transfer note to be requested within 90 days of a student transferring to the new school'. For a request to be made prior to a student having left a school would not be appropriate, as it would not furnish the new school with the most up-to-date information. Further, the department noted that a new school is to request a transfer note from a previous school, and if a student has not yet left a school, it cannot be considered their 'previous school'. DoE wrote, 'Logically, if a student has not yet transferred to the new school, their existing school cannot simultaneously be the previous school'.

The department acknowledged that several submissions raised concerns about administrative workloads. It noted that mandatory transfer note requests will increase administrative burdens upon schools; nonetheless, this is balanced by a strengthening of protections for students and schools and is in line with the recommendations of the Royal Commission.

One submission recommended specific guidance be provided for principals about what content must be included in a transfer note. The department advised it will, in consultation with principal associations from state and non-state school sectors, prepare a guideline that will support principals. This will include determining what proportionate information is to be included in a transfer note.

#### **Committee comment**

We note the amendments relating to transfer notes would support recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse in that they would enable 'proportionate and proactive information sharing' to 'support the safety and wellbeing of students and staff at a student's new school'.

We note several stakeholders held concerns about transfer notes in relation to the 90-day timeframe. We are satisfied with the department's response that the intent is for a transfer note to be requested within 90 days of a student transferring to a new school, which would also provide the new school time to assess the student.

The department has acknowledged that mandatory transfer notes will increase administrative workloads in schools; however, we support the department's submission that mandatory transfer notes would strengthen protections for students and schools. We also note the department will work

<sup>263</sup> Submission 615, p 2.

with principal associations to prepare a guideline to support the implementation of mandatory transfer notes.

## 2.7 New guiding principle

The EGP Act includes within it ‘guiding principles’ that are intended to guide the achievements of the Act’s objectives. The Bill proposes to amend the EGP Act’s existing guiding principles to include that education should be provided to a child or young person in a way that recognises the educational needs of children or young people from all backgrounds and abilities and promotes an inclusive learning environment. It also includes an explicit reference that education be provided in a way that recognises wellbeing as a foundation of educational engagement and outcomes.<sup>264</sup> This guiding principle supplements the Bill’s proposal to insert a specific guiding principle for home education which is discussed in section 2.5.4.

The amendment to include a specific reference to wellbeing in the guiding principles was welcomed by the QHRC and the Queensland Family and Child Commission.<sup>265</sup> The intention behind the amendment was also welcomed by the Youth Advocacy Centre, A Right to Learn Campaign, PeakCare, and Queensland Advocacy for Inclusion who nonetheless argued that the Bill be amended further to include a specific reference to a child’s right to an inclusive education.<sup>266</sup>

QTU, by contrast, stated that it could not support the proposed amendment to guiding principles. While recognising the importance of diversity, inclusion and wellbeing in schools (both for students and teachers), QTU was concerned that Bill does not include a definition of wellbeing and might have unforeseen resource implications. As QTU stated:

The QTU further notes the rise of wellbeing programs in contemporary schools that are research informed and often tailored to suit the needs of school communities. Such programs are often delivered by teachers, school leaders, and school communities without additional resources from the DoE. The QTU will not support amendments to the EGPA that recognise wellbeing as a foundation for learning, unless the amendments clearly define the role of the Minister and chief executive.<sup>267</sup>

In its response, the department highlighted that the new guiding principle supports the department’s *Inclusive Education Policy and Wellbeing Framework*.<sup>268</sup> The framework supports schools to implement inclusive education and student wellbeing practices by clarifying expectations for staff and students. The department also highlighted the Queensland Government’s Student Wellbeing Package. The package includes a commitment of \$106.7 million to resource 464 additional wellbeing professionals over 3 years to provide direct support for students’ wellbeing and mental health.<sup>269</sup>

## 2.8 Amending gendered language in the Act

The Bill proposes amendments to a number of sections of the EGP Act to remove the use of gendered language. According to the explanatory notes, ‘the use of gendered language in the EGP Act does not align with contemporary practice and approaches to gender and sex’. For example, the Bill would replace references to ‘his or her’ with ‘child or young person’.<sup>270</sup>

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<sup>264</sup> Explanatory notes, p 11.

<sup>265</sup> Queensland Human Rights Commission, submission 624, p 6; Queensland Family & Child Commission, submission 623, p 5.

<sup>266</sup> Youth Advocacy Centre Inc, submission 618, p 6; A Right to Learn campaign, submission 620, p 8; PeakCare, submission 604, p 8; Queensland Advocacy for Inclusion, submission 619, p 24.

<sup>267</sup> QTU, submission 601, p 11.

<sup>268</sup> Department, correspondence, 8 April 2024, attachment, p 12.

<sup>269</sup> Department, correspondence, 8 April 2024, attachment, p 12.

<sup>270</sup> Explanatory notes, p 11.

### 2.8.1 Stakeholder views

A number of submissions did not support amending gendered language in the EGP Act.<sup>271</sup> One submitter stated that ‘removing such straight-forward gender language in the Act will cause confusion and harm to children, not promote their wellbeing’.<sup>272</sup>

While acknowledging the importance of allowing students and staff the opportunity to identify as non-binary and have the appropriate pronouns used, QTU members of Kawungan State School submitted that ‘removing gendered language does not allow those students and staff that do identify as male and female to be respected as they identify’. These QTU members advised they individualise their interactions with students and therefore their language as appropriate but ‘with these amendments staff and students are being forced to accept this as opposed to making decisions as individuals’. The members were of the view that the government would then be required to upgrade facilities and other documents, which would require more funding in schools.<sup>273</sup> The QTU Members of Yarrilee State School held a similar view.<sup>274</sup>

Several submitters expressed support for the provisions, including the QTU, P&Cs Qld and QASSP.<sup>275</sup>

### 2.8.2 Departmental response

The department advised that ‘using non-gendered language in the Act supports and promotes diversity and inclusion, without changing the intent and meaning of the relevant sections’; however, the amendment would not mandate the use of non-gendered language in schools. As the EGP Act had not been updated in terms of its gendered language since its introduction in 2006, the department was of the view that it needed to reflect the focus on diversity and inclusion which schools now actively seek to develop.<sup>276</sup>

The department added that ‘the use of gender silent language is also consistent with current drafting practice in Queensland legislation and increasing removal of gendered terms is progressing across the statute book’. The department pointed to Queensland’s *Anti-Discrimination Act 1991*, which prohibits discrimination on the grounds of a person’s sexuality or gender identity, and the *Sex Discrimination Act 1984* (Cth), which prohibits discrimination against a person based on their sexual orientation, gender identity and intersex status. Queensland *Human Rights Act 2019* also protects a person’s right to recognition and equality before the law (section 15), including the right to enjoy a person’s human rights without discrimination.<sup>277</sup>

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<sup>271</sup> See, for example, submissions 159, 217, 353, 389, 554, 609, 789.

<sup>272</sup> Ashleigh Stephens, submission 353, p 2.

<sup>273</sup> Submission 557, p 3.

<sup>274</sup> Submission 626, p 3.

<sup>275</sup> Submission 601, p 22; submission 613, p 4; submission 614, p 2.

<sup>276</sup> Department of Education, correspondence, 8 April 2024, p 10.

<sup>277</sup> Department of Education, correspondence, 8 April 2024, p 10.

## Appendix A – Submitters

At the time of tabling, the committee had authorised the publication of the following submissions. Further submissions will be made available on the inquiry webpage under the 'View Submissions tab': <https://www.parliament.qld.gov.au/Work-of-Committees/Committees/Committee-Details?cid=251&id=4389>

|    |                      |
|----|----------------------|
| 1  | Nicole Gorrington    |
| 2  | Kathleen Miller      |
| 3  | Amanda Bartle        |
| 4  | Mariah Spencer       |
| 5  | Belinda Cullen       |
| 6  | Name Withheld        |
| 7  | Sarah Kilpatrick     |
| 8  | Chloe Green          |
| 9  | Dr Sabine Holt       |
| 10 | Name Withheld        |
| 11 | Tim Causer           |
| 12 | Laura Schuls         |
| 13 | Frances Graham       |
| 14 | Rebecca Kendall      |
| 15 | Danika Tager         |
| 16 | Emma Pain            |
| 17 | Justine Hii          |
| 18 | Aleesha Curran       |
| 19 | Name Withheld        |
| 20 | Nina Linhares        |
| 21 | Hilary Uhr           |
| 22 | Sharon Vaughan       |
| 23 | Erin Toth            |
| 24 | Kristy Nivison       |
| 25 | Dr Suzy Gordon       |
| 26 | Montessori Australia |
| 27 | Tanya Hicks          |
| 28 | Casey Lawrence       |
| 29 | Penelope Springham   |
| 30 | Tabatha Mara         |
| 31 | Morgyn Mlinarek      |
| 32 | Nakita White         |
| 33 | Natalie Will         |
| 34 | Nicole Pace          |
| 35 | Name Withheld        |
| 36 | Rebecca Wood         |
| 37 | Name Withheld        |
| 38 | Deborah Bartle       |
| 39 | Dr Rebecca English   |
| 40 | Carolyn Williams     |
| 41 | Jenene Richards      |

|    |   |
|----|---|
| 42 | Travis James                            |
| 43 | Oakey State High School Leadership Team |
| 44 | Leanne Tooley                           |
| 45 | Jay Lennon                              |
| 46 | Name Withheld                           |
| 47 | Vanessa Comiskey                        |
| 48 | Charlotte Allen                         |
| 49 | Richard Williams                        |
| 50 | Confidential                            |
| 51 | Nicole Johnson                          |
| 52 | Name Withheld                           |
| 53 | Jenni van den Berg                      |
| 54 | Name Withheld                           |
| 55 | Name Withheld                           |
| 56 | Rachael Saunders                        |
| 57 | Joelene Knight                          |
| 58 | Melissa Miller                          |
| 59 | Megan Wray                              |
| 60 | Kirsty Van Itallie                      |
| 61 | Robert Bolanac                          |
| 62 | Karen Bolanac                           |
| 63 | Tanya Flynn                             |
| 64 | Confidential                            |
| 65 | Name Withheld                           |
| 66 | Trudy Bartnik                           |
| 67 | Beverley Paine                          |
| 68 | Natalya Smith                           |
| 69 | Confidential                            |
| 70 | Natalie Willmot                         |
| 71 | Name Withheld                           |
| 72 | Lena Taylor                             |
| 73 | Elissa Schaffer-Dewis                   |
| 74 | Poppy Harris                            |
| 75 | Name Withheld                           |
| 76 | Name Withheld                           |
| 77 | Kristy Holmes                           |
| 78 | Name Withheld                           |
| 79 | Jaide Moss                              |
| 80 | Casey Smith                             |
| 81 | Nancy Dalip                             |



|     |                    |
|-----|--------------------|
| 82  | Hailey McBain      |
| 83  | Melonie Joseph     |
| 84  | Name Withheld      |
| 85  | Laura Causer       |
| 86  | Jessica Pickles    |
| 87  | Anna Burany        |
| 88  | Chantal Wolf       |
| 89  | Name Withheld      |
| 90  | Shari Smith        |
| 91  | Letitia Nock       |
| 92  | Liz Koen           |
| 93  | Dr Nicole Kenyon   |
| 94  | Kym Stiller        |
| 95  | Name Withheld      |
| 96  | Confidential       |
| 97  | Charmaine Schembri |
| 98  | Angela Assouline   |
| 99  | Name Withheld      |
| 100 | Rachel Toleafoa    |
| 101 | Lauren Diamond     |
| 102 | Beth Slade         |
| 103 | Nicole Sabapathy   |
| 104 | Deborah Wallbanks  |
| 105 | Alicia Johnson     |
| 106 | Kaitlyn Harrison   |
| 107 | Name Withheld      |
| 108 | Tintinara Henry    |
| 109 | Sharyn Gibson      |
| 110 | Melissa Gale       |
| 111 | Melissa Hanning    |
| 112 | Robyn Swart        |
| 113 | Suzanne Stephens   |
| 114 | Name Withheld      |
| 115 | Name Withheld      |
| 116 | Confidential       |
| 117 | Rachel Larkham     |
| 118 | Jason Larkham      |
| 119 | Name Withheld      |
| 120 | Taryn Powell       |
| 121 | Aneeta Hafemeister |
| 122 | Kate Kleinau       |
| 123 | Tabitha Donnini    |
| 124 | Sarah Inwood       |
| 125 | Charmaine Cameron  |
| 126 | Name Withheld      |
| 127 | Alexis Christenson |
| 128 | Kathleen Mealey    |

|     |                                      |
|-----|--------------------------------------|
| 129 | Gimuy First Nations Homeschool Co-op |
| 130 | Hannah Harries                       |
| 131 | Name Withheld                        |
| 132 | Janine Steffen                       |
| 133 | Belinda Rawlings                     |
| 134 | Caroline O'Hagan                     |
| 135 | Kylie Miller                         |
| 136 | Kylie Alcala                         |
| 137 | Name Withheld                        |
| 138 | Heather Dixon                        |
| 139 | Name Withheld                        |
| 140 | Name Withheld                        |
| 141 | Michelle van Dugteren                |
| 142 | Name Withheld                        |
| 143 | Megan Hodgson                        |
| 144 | Jessica Hanrahan                     |
| 145 | Traci Quinn                          |
| 146 | Jonathon Dewson                      |
| 147 | Name Withheld                        |
| 148 | Vanessa Vanderbusch                  |
| 149 | Name Withheld                        |
| 150 | Name Withheld                        |
| 151 | Nedizha Thierry                      |
| 152 | Danielle Smith                       |
| 153 | Name Withheld                        |
| 154 | Kris Vanderbusch                     |
| 155 | Name Withheld                        |
| 156 | Katie Boast                          |
| 157 | Heath Christenson                    |
| 158 | Rosa Osborne                         |
| 159 | Name Withheld                        |
| 160 | Michelle Stainkey                    |
| 161 | Erin Palmer                          |
| 162 | Samantha Furner                      |
| 163 | Emma Sage                            |
| 164 | Cherie Cefai                         |
| 165 | Kim Druve                            |
| 166 | Name Withheld                        |
| 167 | Sarah Rossic                         |
| 168 | Jessica Wills                        |
| 169 | Name Withheld                        |
| 170 | Benjamin Harsant                     |
| 171 | Name Withheld                        |
| 172 | Emma Davis                           |
| 173 | Saadia Carbis                        |
| 174 | Name Withheld                        |

|     |                    |     |                               |
|-----|--------------------|-----|-------------------------------|
| 175 | Name Withheld      | 222 | Leigh Posa                    |
| 176 | Josiah Rossic      | 223 | Name Withheld                 |
| 177 | Name Withheld      | 224 | Alyssa Krieg                  |
| 178 | Name Withheld      | 225 | Rochelle Berry                |
| 179 | Name Withheld      | 226 | Lyndal Phillips               |
| 180 | Name Withheld      | 227 | Kellyanne Powney              |
| 181 | Name Withheld      | 228 | Claire Murray                 |
| 182 | Niki Cotter        | 229 | Danielle Paff                 |
| 183 | Name Withheld      | 230 | Tiana Smith                   |
| 184 | Selena Wright      | 231 | Srikanth Nair                 |
| 185 | Dan Bradley        | 232 | Theresa Taylor                |
| 186 | Name Withheld      | 233 | Lesley Stoddard               |
| 187 | Name Withheld      | 234 | Elise Gregory                 |
| 188 | Yvette Hart        | 235 | Chad and Cassandra Cartwright |
| 189 | Elisa Axisa        | 236 | Sophie Bonanno                |
| 190 | Christiaana Rossic | 237 | Jessica Butler                |
| 191 | Christine Shipp    | 238 | Melissa Wolters               |
| 192 | Jennifer Foo       | 239 | Christine Bowles              |
| 193 | Name Withheld      | 240 | Kate Harriden                 |
| 194 | Name Withheld      | 241 | Breeanna Stoney               |
| 195 | Christie Lebsanft  | 242 | Jessica Dockray               |
| 196 | Nicola Apps        | 243 | Anna Bridgeman                |
| 197 | Daniel Moss        | 244 | Yvonne Veenendaal             |
| 198 | Name Withheld      | 245 | Name Withheld                 |
| 199 | Hayley Clearihan   | 246 | Tamara Simpson                |
| 200 | Name Withheld      | 247 | Benjamin Wolters              |
| 201 | Christian Greten   | 248 | Kristie Wood                  |
| 202 | Name Withheld      | 249 | Amy Pirrotta                  |
| 203 | Madison White      | 250 | Emma Powney                   |
| 204 | Kathryn James      | 251 | Megan MacPherson              |
| 205 | Darcy Smallhorn    | 252 | Caitlin Gibson                |
| 206 | Name Withheld      | 253 | Samantha Jacobs               |
| 207 | Tamara Kerr        | 254 | Jacob Wagstaff                |
| 208 | Be Lloyd           | 255 | Janet Bell                    |
| 209 | Name Withheld      | 256 | Alex Spreadborough            |
| 210 | Confidential       | 257 | Sarah Spencer                 |
| 211 | Confidential       | 258 | Name Withheld                 |
| 212 | Belinda Moore      | 259 | Name Withheld                 |
| 213 | Shannon Pescod     | 260 | Paulajean MacFie              |
| 214 | Rebecca Daly       | 261 | Penny Gibson                  |
| 215 | Name Withheld      | 262 | Name Withheld                 |
| 216 | Sally Poole        | 263 | Kate Bryant                   |
| 217 | Leila Verban       | 264 | Stephen York                  |
| 218 | Dennae Trask       | 265 | Name Withheld                 |
| 219 | Justine Miller     | 266 | Andrea Claridge               |
| 220 | Ria Ward           | 267 | Tahlicia Maloney              |
| 221 | Noela Dowling      | 268 | Trish Hall                    |

|     |                                    |
|-----|------------------------------------|
| 269 | Name Withheld                      |
| 270 | QTU members at Cloyna State School |
| 271 | Name Withheld                      |
| 272 | Name Withheld                      |
| 273 | Terrence Healion                   |
| 274 | Confidential                       |
| 275 | Name Withheld                      |
| 276 | Name Withheld                      |
| 277 | Pippa Doran                        |
| 278 | Zoe Cutts                          |
| 279 | Confidential                       |
| 280 | Maree Caracciolo                   |
| 281 | Candice Nullmeyer                  |
| 282 | Emma Codd                          |
| 283 | Name Withheld                      |
| 284 | Jade Stack                         |
| 285 | Cassi Pierce                       |
| 286 | Nathan Pierce                      |
| 287 | James Luthy OAM                    |
| 288 | Richard Waters                     |
| 289 | Name Withheld                      |
| 290 | Graeme Scott                       |
| 291 | Name Withheld                      |
| 292 | Jessica Forse                      |
| 293 | Zoe Nolan                          |
| 294 | Sarah Eisel                        |
| 295 | Malorie Grigg                      |
| 296 | Jamie Davis                        |
| 297 | Lucy Amber                         |
| 298 | Lyn Kulow                          |
| 299 | Name Withheld                      |
| 300 | Taylor Jorgensen                   |
| 301 | Angie Christoff                    |
| 302 | Wendy Lander                       |
| 303 | Confidential                       |
| 304 | Name Withheld                      |
| 305 | Allyce Moller                      |
| 306 | Elizabeth Chilnicean               |
| 307 | Tiphonie Stephens                  |
| 308 | Judy Gray                          |
| 309 | Naomi Butterfield                  |
| 310 | Bronwyn Kivits                     |
| 311 | Danielle Bole                      |
| 312 | Name Withheld                      |
| 313 | Greater Springfield Homeschoolers  |

|     |  |
|-----|--|
| 314 | Home Education Association, Queensland Chapter |
| 315 | Confidential                                   |
| 316 | Jade Kalugin                                   |
| 317 | Fiona Wersin                                   |
| 318 | Corinne Deighton                               |
| 319 | Emily Dixon                                    |
| 320 | Jami-Lyn Matheson                              |
| 321 | Nicole Tommasini                               |
| 322 | Anthony Andrews                                |
| 323 | Danielle Howell                                |
| 324 | Name Withheld                                  |
| 325 | Name Withheld                                  |
| 326 | Jennifer Ragaruma                              |
| 327 | Michelle Sheridan                              |
| 328 | Name Withheld                                  |
| 329 | Monique Hood                                   |
| 330 | Amy Damant                                     |
| 331 | Amy Linneman                                   |
| 332 | Laura Brown                                    |
| 333 | Name Withheld                                  |
| 334 | Name Withheld                                  |
| 335 | Dr Wendy Ducat                                 |
| 336 | Wayne Goss                                     |
| 337 | Name Withheld                                  |
| 338 | Karen Glauser-Edwards                          |
| 339 | Name Withheld                                  |
| 340 | Bev Woods                                      |
| 341 | Louise Scholes                                 |
| 342 | Bonnie Ellison                                 |
| 343 | Brooke Tozer                                   |
| 344 | Name Withheld                                  |
| 345 | Jackelin Fox                                   |
| 346 | Jacinta Carolan                                |
| 347 | Kate Martignier                                |
| 348 | Name Withheld                                  |
| 349 | Lily Christoff                                 |
| 350 | Lauren Ambrose Owen                            |
| 351 | Amanda Cowe                                    |
| 352 | Anne Luthy                                     |
| 353 | Ashleigh Stephens                              |
| 354 | Audrey Cullen                                  |
| 355 | Name Withheld                                  |
| 356 | Jan Macintyre                                  |
| 357 | Taneisha Hicks                                 |

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| 358 | Shop, Distributive and Allied Employees' Association Queensland Branch (SDA) |
| 359 | Michael Fitzgerald   |
| 360 | Name Withheld  |
| 361 | Name Withheld  |
| 362 | Adelle Holloway  |
| 363 | Emma Glencross   |
| 364 | Gemma Hoffman  |
| 365 | Helen Morrison   |
| 366 | Ian Moller   |
| 367 | Jodie Tupper   |
| 368 | Judy Oppermann   |
| 369 | Name Withheld  |
| 370 | Katelyn Pankhurst  |
| 371 | Name Withheld  |
| 372 | Jennifer Millers   |
| 373 | Name Withheld  |
| 374 | Kerri Miller   |
| 375 | Natasha Krelle   |
| 376 | Name Withheld  |
| 377 | Rob Basile   |
| 378 | Aaron Drew   |
| 379 | Jamie Dunstan  |
| 380 | Lori Schierer  |
| 381 | Natalie Dickie   |
| 382 | Name Withheld  |
| 383 | Citra Dashiell   |
| 384 | Name Withheld  |
| 385 | Elizabeth James  |
| 386 | Name Withheld  |
| 387 | Jenna Brady  |
| 388 | Gemma Wood   |
| 389 | Scott Starchuk   |
| 390 | Danielle Stroud  |
| 391 | Name Withheld  |
| 392 | Confidential   |
| 393 | Name Withheld  |
| 394 | Jenna Prior  |
| 395 | Fiona Patterson  |
| 396 | Ameera Krushanth   |
| 397 | Confidential   |
| 398 | Name Withheld  |
| 399 | Name Withheld  |
| 400 | Name Withheld  |
| 401 | Name Withheld  |
| 402 | Confidential   |

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| 403 | Name Withheld          |
| 404 | Name Withheld          |
| 405 | Tracey Mullens         |
| 406 | Jason McBain           |
| 407 | Andrea Crawford        |
| 408 | Jacinta Rush-Armstrong |
| 409 | Shay Lincoln           |
| 410 | Name Withheld          |
| 411 | Kirstie Sheehy         |
| 412 | Amanda Nair            |
| 413 | Name Withheld          |
| 414 | Glenn Lambert          |
| 415 | Cyndi Drury            |
| 416 | Kellie Chandler        |
| 417 | Tracey Kooistra        |
| 418 | Name Withheld          |
| 419 | Name Withheld          |
| 420 | Hannah Cordie          |
| 421 | Name Withheld          |
| 422 | Name Withheld          |
| 423 | Robyn Chandler         |
| 424 | Nana Tangata           |
| 425 | Rebecca Weston         |
| 426 | Peta Basile            |
| 427 | John Spencer           |
| 428 | Cheryl Weston          |
| 429 | Name Withheld          |
| 430 | Kelly Lurssen          |
| 431 | Name Withheld          |
| 432 | Name Withheld          |
| 433 | Name Withheld          |
| 434 | Name Withheld          |
| 435 | Monique Rapson         |
| 436 | Renae Larkin           |
| 437 | Andrea Fountain        |
| 438 | Name Withheld          |
| 439 | Name Withheld          |
| 440 | Catherine Francis      |
| 441 | Name Withheld          |
| 442 | Jessica Ramsey         |
| 443 | Suzanne Dick           |
| 444 | Katherine Blundstone   |
| 445 | Sara Hocking           |
| 446 | Jay Mailey             |
| 447 | Jemma Steadman         |
| 448 | Wesley Swart           |
| 449 | Lisa O'Halloran        |

|     |                     |
|-----|---------------------|
| 450 | Name Withheld       |
| 451 | Bettina Jordan      |
| 452 | Ghislaine Gustin    |
| 453 | Jesika Daly         |
| 454 | Liv Davies          |
| 455 | Stephanie Simpson   |
| 456 | Jessica Sansom      |
| 457 | Tiffany Brady       |
| 458 | Elizabeth Nelson    |
| 459 | Zane Halligan       |
| 460 | Angela Streek       |
| 461 | Sinita Whitney      |
| 462 | Kristina Haren      |
| 463 | Kimberly Bailey     |
| 464 | Tamara Plumridge    |
| 465 | Yvette Robinson     |
| 466 | Rhea Jarvis         |
| 467 | Danielle Martin     |
| 468 | Connor Dye          |
| 469 | Emma Wiltshire      |
| 470 | Michelle Wake       |
| 471 | Ben Turnbull        |
| 472 | Christine Partridge |
| 473 | Peta McLean         |
| 474 | Trevor Palmer       |
| 475 | Michelle Cooney     |
| 476 | Vanessa Grant       |
| 477 | Danielle Dean       |
| 478 | Name Withheld       |
| 479 | Sarah Vortman       |
| 480 | Tanya Eyre          |
| 481 | Name Withheld       |
| 482 | Juliet Ballinger    |
| 483 | Name Withheld       |
| 484 | Name Withheld       |
| 485 | Jaide Stronggrove   |
| 486 | Name Withheld       |
| 487 | Ruth Ellis          |
| 488 | Name Withheld       |
| 489 | Name Withheld       |
| 490 | Name Withheld       |
| 491 | Dirk Roelofs        |
| 492 | Rachel Roelofs      |
| 493 | Clement Newell      |
| 494 | Name Withheld       |
| 495 | Cassandra Jarvis    |
| 496 | Name Withheld       |

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| 497 | Name Withheld     |
| 498 | Name Withheld     |
| 499 | Pebbles Donnellan |
| 500 | Name Withheld     |
| 501 | Confidential      |
| 502 | Andrea World      |
| 503 | Name Withheld     |
| 504 | Mick Jaenke       |
| 505 | Name Withheld     |
| 506 | Yasmin Haines     |
| 507 | Emma Nichols      |
| 508 | Confidential      |
| 509 | Confidential      |
| 510 | Kylie Dawson      |
| 511 | Name Withheld     |
| 512 | Benjamin Puchala  |
| 513 | Monika Puchala    |
| 514 | Shelley Kampf     |
| 515 | Name Withheld     |
| 516 | Name Withheld     |
| 517 | Name Withheld     |
| 518 | Name Withheld     |
| 519 | Gregory Cooney    |
| 520 | Name Withheld     |
| 521 | Jeremy Tibballs   |
| 522 | Darren Maloney    |
| 523 | Lori Maloney      |
| 524 | Name Withheld     |
| 525 | Kirsty Tearle     |
| 526 | Name Withheld     |
| 527 | Jarrold Smith     |
| 528 | Florian Heise     |
| 529 | Name Withheld     |
| 530 | Murray Tainsh     |
| 531 | Leesa Holyoak     |
| 532 | Name Withheld     |
| 533 | Talitha Bucher    |
| 534 | Steven Dair       |
| 535 | Name Withheld     |
| 536 | Victoria Smith    |
| 537 | Name Withheld     |
| 538 | Susan Giles       |
| 539 | Thomas Giles      |
| 540 | Natalie Lurssen   |
| 541 | Name Withheld     |
| 542 | Sally Dair        |
| 543 | Alison Barlow     |

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|-----|--|-----|--|
| 544 | Gay Smith  | 587 | Ryan Linneman  |
| 545 | Name Withheld  | 588 | Name Withheld  |
| 546 | Name Withheld  | 589 | Bethany Stapleton  |
| 547 | Bronwyn Laning   | 590 | Name Withheld  |
| 548 | Ashley Dell  | 591 | Catherine Beattie  |
| 549 | Reece Motson   | 592 | Rebecca Pham   |
| 550 | Name Withheld  | 593 | Luke Bennett   |
| 551 | Name Withheld  | 594 | Confidential   |
| 552 | Confidential   | 595 | Name Withheld  |
| 553 | Emma Manser  | 596 | Patti Hanrahan   |
| 554 | Rebecca Laycock  | 597 | Dean Nelson  |
| 555 | Sean Hoffman   | 598 | Christina Seymour  |
| 556 | Confidential   | 599 | Joshua Laycock   |
| 557 | Queensland Teacher's Union<br>Members of Kawungan State<br>School      | 600 | Miriam Mollema   |
| 558 | Joanna Adams   | 601 | Queensland Teachers' Union   |
| 559 | Mega Clapham   | 602 | Queensland Teachers' Union<br>(QTU) members at James Nash<br>State High School |
| 560 | Robert Bartle  | 603 | Independent Education Union  |
| 561 | Name Withheld  | 604 | PeakCare   |
| 562 | Confidential   | 605 | Australian Christian Lobby   |
| 563 | Confidential   | 606 | Isolated Children's Parents<br>Association Qld Inc.                            |
| 564 | Dr Santhini Haines   | 607 | Family Voice Australia   |
| 565 | Name Withheld  | 608 | Queensland Teachers Union<br>Members of Redcliffe State High<br>School         |
| 566 | Dale Christoff   | 609 | Teachers' Professional<br>Association of Queensland                            |
| 567 | Taryn Hayes  | 610 | Stephen Andrew MP  |
| 568 | Louise Cooke   | 611 | Australian Christian Home<br>Schooling   |
| 569 | Renae Johansen   | 612 | Queenslanders with Disability<br>Network Ltd                                   |
| 570 | Name Withheld  | 613 | P&Cs Qld   |
| 571 | Name Withheld  | 614 | Queensland Association of State<br>School Principals                           |
| 572 | Sharon Jones   | 615 | Independent Schools<br>Queensland  |
| 573 | Name Withheld  | 616 | Aboriginal and Torres Strait<br>Islander Legal Service                         |
| 574 | Name Withheld  | 617 | Queensland Secondary Principals'<br>Association                                |
| 575 | Name Withheld  | 618 | Youth Advocacy Centre Inc  |
| 576 | Name Withheld  | 619 | Queensland Advocacy for<br>Inclusion   |
| 577 | Name Withheld  | 620 | A Right to Learn campaign  |
| 578 | Queensland Teacher's Union<br>Members of Kingaroy State High<br>School | 621 | Justice Reform Initiative  |
| 579 | Qld Christian Religious Instruction<br>Network                         |     |  |
| 580 | Name Withheld  |     |  |
| 581 | Name Withheld  |     |  |
| 582 | Name Withheld  |     |  |
| 583 | Name Withheld  |     |  |
| 584 | Name Withheld  |     |  |
| 585 | Name Withheld  |     |  |
| 586 | Julie Heslep   |     |  |

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|-----|--------------------------------------|
| 622 | QUT Centre for Inclusive Education   |
| 623 | Queensland Family & Child Commission |
| 624 | Queensland Human Rights Commission   |
| 625 | Queensland Law Society               |
| 626 | Yarrilee State School Union Members  |
| 627 | Jenny Leijen                         |
| 628 | Name Withheld                        |
| 629 | Tamaroa Fitisemanu                   |
| 630 | Name Withheld                        |
| 631 | Name Withheld                        |
| 632 | Name Withheld                        |
| 633 | Confidential                         |
| 634 | Gemma Mellor                         |
| 635 | Paul Stone                           |
| 636 | Confidential                         |
| 637 | Jennifer Stone                       |
| 638 | Peter Laning                         |
| 639 | Sebastian Wersin                     |
| 640 | Name Withheld                        |
| 641 | Luke John Clelland                   |
| 642 | Name Withheld                        |
| 643 | Name Withheld                        |
| 644 | Kim Crystal                          |
| 645 | Name Withheld                        |
| 646 | Name Withheld                        |
| 647 | Sharon Marie Egan                    |
| 648 | Annabella Tulaga                     |
| 649 | Casey Patch                          |
| 650 | Haley Marx                           |
| 651 | Tim Anderson                         |
| 652 | Tekira Reis-Datodi                   |
| 653 | Name Withheld                        |
| 654 | Natasha Collisson                    |
| 655 | Sarah Murray                         |
| 656 | Sarah Howell                         |
| 657 | Jayde Ratcliff                       |
| 658 | Chandell Schofield                   |
| 659 | Dani-Lee Kershaw                     |
| 660 | Confidential                         |
| 661 | Divina Taschke                       |
| 662 | Erin Levay                           |
| 663 | Name Withheld                        |
| 664 | Name Withheld                        |
| 665 | Name Withheld                        |

|     |                   |
|-----|-------------------|
| 666 | Jessica Halim     |
| 667 | Name Withheld     |
| 668 | Name Withheld     |
| 669 | Barb Browning     |
| 670 | Danielle Cosgrove |
| 671 | Eva Baguley       |
| 672 | Name Withheld     |
| 673 | Name Withheld     |
| 674 | Samantha Holland  |
| 675 | Amy Wood          |
| 676 | Kylie Griffith    |
| 677 | Name Withheld     |
| 678 | Kirra Davidson    |
| 679 | Name Withheld     |
| 680 | Kylie Gillespie   |
| 681 | Anne Willis       |
| 682 | Adam Ewing        |
| 683 | Jayne Guthrie     |
| 684 | Name Withheld     |
| 685 | Sarah Ferraro     |
| 686 | Lisbet Watson     |
| 687 | Name Withheld     |
| 688 | Name Withheld     |
| 689 | Amber Dias        |
| 690 | Janet Rhead       |
| 691 | Name Withheld     |
| 692 | Denise Buckley    |
| 693 | Confidential      |
| 694 | Name Withheld     |
| 695 | Keith Ross        |
| 696 | Name Withheld     |
| 697 | Name Withheld     |
| 698 | Name Withheld     |
| 699 | Name Withheld     |
| 700 | Meg Bryan         |
| 701 | Confidential      |
| 702 | Debra Walz        |
| 703 | Arthur Magoulas   |
| 704 | Confidential      |
| 705 | Name Withheld     |
| 706 | Coralie Cooper    |
| 707 | Sonia Smith       |
| 708 | Amelia Gale       |
| 709 | Renee Vincent     |
| 710 | Name Withheld     |
| 711 | Name Withheld     |
| 712 | Name Withheld     |



|     |                         |
|-----|-------------------------|
| 713 | Tyrone Butterfield      |
| 714 | Wendy McDonnell         |
| 715 | Confidential            |
| 716 | Ashleigh Ellis          |
| 717 | Rebecca Armstrong       |
| 718 | Natalie Saville         |
| 719 | Carol Wild              |
| 720 | Nicole Goss             |
| 721 | Norman Wilkinson        |
| 722 | Angela Narayan          |
| 723 | Shane Narayan           |
| 724 | Name Withheld           |
| 725 | Heather Varga           |
| 726 | Balazs Varga            |
| 727 | Name Withheld           |
| 728 | Name Withheld           |
| 729 | Sarah Feather           |
| 730 | Name Withheld           |
| 731 | Name Withheld           |
| 732 | Jason Jones             |
| 733 | Catherine Spencer       |
| 734 | Karen Reid              |
| 735 | Name Withheld           |
| 736 | Kana Kitamura           |
| 737 | Patricia Clayton        |
| 738 | Emma Winter             |
| 739 | Kymberley Fullson       |
| 740 | Elliott Fullson         |
| 741 | Brook Greaves           |
| 742 | Rachael Caskie          |
| 743 | Catharine Jennings      |
| 744 | Lisa Roll               |
| 745 | Matika Taylor           |
| 746 | Bronwyn Lloyd-Jones     |
| 747 | Lynda Harding           |
| 748 | Jordan Young            |
| 749 | Grace Winterforde-Young |
| 750 | Celia Masson            |
| 751 | Nadean Kelly            |
| 752 | Name Withheld           |
| 753 | Name Withheld           |
| 754 | Name Withheld           |
| 755 | Rachael Kelly           |
| 756 | Name Withheld           |
| 757 | Name Withheld           |
| 758 | Kelly Wynter            |
| 759 | Name Withheld           |

|     |                     |
|-----|---------------------|
| 760 | Nicholas Tyler      |
| 761 | Name Withheld       |
| 762 | Melinda Rattenbury  |
| 763 | Name Withheld       |
| 764 | Louise Harris       |
| 765 | Carl Horton         |
| 766 | Kristie Parkinson   |
| 767 | Catherine Nohlmans  |
| 768 | Christopher Smith   |
| 769 | Amber Gilchrist     |
| 770 | Beau James          |
| 771 | Reece Cook          |
| 772 | Confidential        |
| 773 | Donna Greene        |
| 774 | Jimm Soendergaard   |
| 775 | Name Withheld       |
| 776 | Name Withheld       |
| 777 | Katie House         |
| 778 | Name Withheld       |
| 779 | Name Withheld       |
| 780 | Tracey Warburton    |
| 781 | Adrienne Gubbay     |
| 782 | Name Withheld       |
| 783 | Name Withheld       |
| 784 | Crystal Smith       |
| 785 | Tina Smith          |
| 786 | Renee Worthington   |
| 787 | Liana Wright        |
| 788 | Confidential        |
| 789 | Name Withheld       |
| 790 | Name Withheld       |
| 791 | Christopher William |
| 792 | Tara Hopkins        |
| 793 | Dwight Barnes       |
| 794 | Name Withheld       |
| 795 | Joleen Olsson       |
| 796 | Name Withheld       |
| 797 | John Shay           |
| 798 | Michelle Marazakis  |
| 799 | Name Withheld       |
| 800 | Rachel Shipp        |
| 801 | Name Withheld       |
| 802 | Name Withheld       |
| 803 | Name Withheld       |
| 804 | Tiffany Pereira     |
| 805 | Megan Jones         |
| 806 | Name Withheld       |



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| 807 | Name Withheld     |
| 808 | Confidential      |
| 809 | Name Withheld     |
| 810 | Naomi Rae         |
| 811 | Name Withheld     |
| 812 | Dannyelle Tansey  |
| 813 | Andrew Bryan      |
| 814 | James Tansey      |
| 815 | Name Withheld     |
| 816 | Name Withheld     |
| 817 | Name Withheld     |
| 818 | Name Withheld     |
| 819 | Name Withheld     |
| 820 | Matthew Hodge     |
| 821 | Name Withheld     |
| 822 | Rachel Heise      |
| 823 | Lillian McDonald  |
| 824 | Jessica Spackman  |
| 825 | Confidential      |
| 826 | Sharyn Unitt      |
| 827 | Katrina Sunner    |
| 828 | Dr April Bellio   |
| 829 | Samuel Cordie     |
| 830 | Confidential      |
| 831 | Name Withheld     |
| 832 | Kathryn Stevens   |
| 833 | Name Withheld     |
| 834 | Ian Macdonald     |
| 835 | Name Withheld     |
| 836 | Melissa Cainero   |
| 837 | Samantha Bryan    |
| 838 | Lauren Head       |
| 839 | Linda Gale        |
| 840 | Name Withheld     |
| 841 | Leacia Chown      |
| 842 | Malcolm Bosman    |
| 843 | Katharina Koenig  |
| 844 | Sheldon Lindsay   |
| 845 | Michelle Gale     |
| 846 | Name Withheld     |
| 847 | Timothy Grant     |
| 848 | Gwen Berry        |
| 849 | Katie Jones       |
| 850 | Name Withheld     |
| 851 | Name Withheld     |
| 852 | Kathryn Clayfield |
| 853 | Natalia Miller    |

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| 854 | Name Withheld    |
| 855 | Name Withheld    |
| 856 | Amy Warrener     |
| 857 | Name Withheld    |
| 858 | Joshua Spackman  |
| 859 | Name Withheld    |
| 860 | Lisa Westhoven   |
| 861 | Bethney Anderson |
| 862 | Name Withheld    |
| 863 | Christy Shell    |
| 864 | Name Withheld    |
| 865 | Jeanine Croxon   |
| 866 | Name Withheld    |
| 867 | Confidential     |
| 868 | Name Withheld    |
| 869 | Melanie Millhorn |
| 870 | Nicole Murray    |
| 871 | Name Withheld    |
| 872 | Erin Ilsley      |
| 873 | Name Withheld    |
| 874 | Name Withheld    |
| 875 | Name Withheld    |
| 876 | Anna Van Wyk     |
| 877 | Wayne Van Wyk    |
| 878 | Liz Paul         |
| 879 | Name Withheld    |
| 880 | Confidential     |
| 881 | Salome McDonnell |
| 882 | Name Withheld    |
| 883 | Frank Drew       |
| 884 | Samantha Todd    |
| 885 | Name Withheld    |
| 886 | Name Withheld    |
| 887 | Amy Young        |
| 888 | Confidential     |
| 889 | Confidential     |
| 890 | Name Withheld    |
| 891 | Tammy Tiraboschi |
| 892 | Name Withheld    |
| 893 | Tolu Tulaga      |
| 894 | Sarah Howard     |
| 895 | Candice Knudson  |
| 896 | Rebekah Higgs    |
| 897 | Lynda Carlos     |
| 898 | Name Withheld    |
| 899 | Lachlan Blake    |
| 900 | Name Withheld    |

|     |                      |     |   |
|-----|----------------------|-----|---|
| 901 | Name Withheld        | 948 | Melissa Martin                              |
| 902 | Name Withheld        | 949 | Stephanie Allen                             |
| 903 | Name Withheld        | 950 | Toni Dargie                                 |
| 904 | Belinda Yasserie     | 951 | Kelly Edwards                               |
| 905 | Name Withheld        | 952 | Janine Boman                                |
| 906 | Ben Butterfield      | 953 | Joanne Evans                                |
| 907 | Name Withheld        | 954 | Anita Morgan                                |
| 908 | Judith Cristobal     | 955 | Capricorn Community Development Association |
| 909 | Allanah Green        | 956 | Meagan Wakerley                             |
| 910 | Claire Galloway      | 957 | Marian Ellul                                |
| 911 | Michelle Doherty     | 958 | Danielle Pikicavake                         |
| 912 | Name Withheld        | 959 | Codey Bromilow                              |
| 913 | Sherelle Carman      | 960 | Ainsley Robertson                           |
| 914 | Nataliya Marchuk     | 961 | Natasha Wallin                              |
| 915 | Petra Poloni         | 962 | Name Withheld                               |
| 916 | Taya Joppich         | 963 | Name Withheld                               |
| 917 | Katherine Crombie    | 964 | Wendy Palmer                                |
| 918 | Joshua Taylor        | 965 | Rebecca Powell                              |
| 919 | Name Withheld        | 966 | Brendan Butterfield                         |
| 920 | Belinda O'Rourke     | 967 | Jamie-Lee Glenwright                        |
| 921 | Sheralee Shaw        | 968 | Bronwen Bolitho                             |
| 922 | Stephen Ellis        | 969 | Matthew Doble                               |
| 923 | Name Withheld        | 970 | Sarah Polkinghorne                          |
| 924 | Chantelle Tibbotts   | 971 | Rachael Hart                                |
| 925 | Tetyana Kobylenska   | 972 | Jan Litzow                                  |
| 926 | Skye Watt            | 973 | Bev Goss                                    |
| 927 | Laura Byrne          | 974 | Name Withheld                               |
| 928 | Ricky Watt           | 975 | Suzanne Ashton                              |
| 929 | Rosalie Bartle       | 976 | Lauren Wallace                              |
| 930 | Elizabeth Onofia     | 977 | Brigid Duncanson                            |
| 931 | Carla Sullivan       | 978 | Name Withheld                               |
| 932 | Debbi Jones          | 979 | Leandri du Preez                            |
| 933 | Rebekah Scown        | 980 | Chantelle Purcell                           |
| 934 | Lucy Stewart         | 981 | Kate Adams                                  |
| 935 | Selim Abed Chafloque | 982 | Robert Melato                               |
| 936 | Sarah Wimpenny       | 983 | Kylie Vincent                               |
| 937 | Jodie Fraumano       | 984 | Kimie Homma Glasson                         |
| 938 | Timothea Pratt       | 985 | Krystal Jarman                              |
| 939 | Chaela Bazley        | 986 | Lawrence Faustini                           |
| 940 | Name Withheld        | 987 | Pamela McDonald                             |
| 941 | Name Withheld        | 988 | Sandra Taylor                               |
| 942 | Tanya Greene         | 989 | Leith Mitchell                              |
| 943 | Name Withheld        | 990 | Bernadette Lavalley-Bohl                    |
| 944 | Name Withheld        | 991 | Name Withheld                               |
| 945 | Carol Moller         | 992 | Rachelle Polley                             |
| 946 | Dania Foster         | 993 | Tracy McGrouther                            |
| 947 | Kelly Flavell        |     |   |

|      |                       |
|------|-----------------------|
| 994  | Manna Murrell         |
| 995  | Name Withheld         |
| 996  | Samantha Purvis       |
| 997  | Mara Jones            |
| 998  | Roger Van Itallie     |
| 999  | Gail Van Itallie      |
| 1000 | Steven & Leonie Green |
| 1001 | Sarah Clements        |
| 1002 | Name Withheld         |
| 1003 | Eden Sanders          |
| 1004 | Belinda Belesky       |
| 1005 | Kristy Ross-Zomer     |
| 1006 | Angie Casella         |
| 1007 | Lucia Barber          |
| 1008 | Ken Richards          |
| 1009 | Gillian Davoren       |
| 1010 | Sharnna McLucas       |
| 1011 | Alexa Hodge           |
| 1012 | Keisha Mills          |
| 1013 | Confidential          |
| 1014 | Becky Arbon           |
| 1015 | Name Withheld         |
| 1016 | Name Withheld         |
| 1017 | Lisa Grant            |
| 1018 | Name Withheld         |
| 1019 | Name Withheld         |
| 1020 | Name Withheld         |
| 1021 | Name Withheld         |
| 1022 | Emma Ciaravaglia      |
| 1023 | Kellie Wilson         |
| 1024 | Jo McCarthy           |
| 1025 | Maria Scharnke        |
| 1026 | Nick Shirlaw          |
| 1027 | Name Withheld         |
| 1028 | Grant Walkley         |
| 1029 | Kristie Turney        |
| 1030 | Sandra Williams       |
| 1031 | Name Withheld         |
| 1032 | Louise Wilson         |
| 1033 | Carly Hill            |
| 1034 | Name Withheld         |
| 1035 | Lucrezia Cecchi       |
| 1036 | Name Withheld         |
| 1037 | Rachel Mok            |
| 1038 | Paige Wilkes          |
| 1039 | Lavinia Mason         |
| 1040 | Melissa Richards      |

|      |   |
|------|---|
| 1041 | Kylie Anderson  |
| 1042 | Tara J. Yewdall   |
| 1043 | Name Withheld   |
| 1044 | Bree Aller  |
| 1045 | Samantha Langley  |
| 1046 | Daphne Raj  |
| 1047 | Gina Shearing   |
| 1048 | Claire Harvey   |
| 1049 | Janet Lawrie  |
| 1050 | Shannon Roche-Pratt   |
| 1051 | Queensland Teacher's Union<br>Members of Sandy Strait State<br>School |
| 1052 | Ebony McAteer   |
| 1053 | Name Withheld   |
| 1054 | Samara Mill   |
| 1055 | Melissa Gray  |
| 1056 | Owen Litzow   |
| 1057 | Sonia Farrer  |
| 1058 | Name Withheld   |
| 1059 | Susan Witana  |
| 1060 | Samara Sands  |
| 1061 | Gavin Simpson   |
| 1062 | Simone Louws  |
| 1063 | Mehdi Kardehi   |
| 1064 | Cheena Tatai  |
| 1065 | Sandra Lawson   |
| 1066 | Christine & Marcus De Luis  |
| 1067 | Sharni Cubis  |
| 1068 | Kylie Gilroy  |
| 1069 | Name Withheld   |
| 1070 | Claire Stewart  |
| 1071 | Name Withheld   |
| 1072 | Name Withheld   |
| 1073 | Name Withheld   |
| 1074 | Emma Corfield   |
| 1075 | Elliot Stewart  |
| 1076 | Dominique Rivero  |
| 1077 | Wendy Roberts   |
| 1078 | Melanie Van De Vorstenbosch   |
| 1079 | Andy Roberts  |
| 1080 | Name Withheld   |
| 1081 | Heidi Lieschke  |
| 1082 | Bronwen and Damion Fauser   |
| 1083 | Taylah Mangano  |
| 1084 | Tanya Killingbeck   |
| 1085 | Jennifer Hochmuth   |

|      |                        |      |  |
|------|------------------------|------|--|
| 1086 | Dr Vern Heazlewood     | 1133 | Name Withheld                            |
| 1087 | Cara Imierowicz        | 1134 | Name Withheld                            |
| 1088 | Narelle Howard         | 1135 | Peter Cuttle                             |
| 1089 | Brooke Bain            | 1136 | Confidential                             |
| 1090 | Helen Hunter           | 1137 | Confidential                             |
| 1091 | Name Withheld          | 1138 | Roan Sajko                               |
| 1092 | Tahlia Heit            | 1139 | Darren Jones                             |
| 1093 | Kimberley Warne        | 1140 | Name Withheld                            |
| 1094 | Michael Marchetti      | 1141 | Name Withheld                            |
| 1095 | Luke Williams          | 1142 | Tiffany Boyd                             |
| 1096 | Ash and Dallas Cramond | 1143 | Name Withheld                            |
| 1097 | Name Withheld          | 1144 | Name Withheld                            |
| 1098 | Catherine Avonia Vagg  | 1145 | Name Withheld                            |
| 1099 | Corrina Pryce-Davies   | 1146 | Name Withheld                            |
| 1100 | Rebekah Jones          | 1147 | QTU Members of Nanango State High School |
| 1101 | Sonja Hinds            | 1148 | Name Withheld                            |
| 1102 | Name Withheld          | 1149 | Troy Ellis                               |
| 1103 | Lorna Griffiths        | 1150 | Michael Watson                           |
| 1104 | Maria Teresa Gomez     | 1151 | Name Withheld                            |
| 1105 | Name Withheld          | 1152 | Melinda Davies                           |
| 1106 | Name Withheld          | 1153 | Name Withheld                            |
| 1107 | Renee Simpson          | 1154 | Jared Mackay                             |
| 1108 | Vicki Kindilien        | 1155 | Deni Mackay                              |
| 1109 | Sarah Lynch            | 1156 | Ilma Hynson                              |
| 1110 | Name Withheld          | 1157 | Name Withheld                            |
| 1111 | Cindy Monsour          | 1158 | Anthony Niven                            |
| 1112 | Heryan Sancoko         | 1159 | Dr Surendran Sabapathy                   |
| 1113 | Casey Jenkins          | 1160 | Name Withheld                            |
| 1114 | Name Withheld          | 1161 | Andrea Niven                             |
| 1115 | Peter Young            | 1162 | Wayne Linney                             |
| 1116 | Glen Milgate           | 1163 | Name Withheld                            |
| 1117 | Name Withheld          | 1164 | Darian Schultz                           |
| 1118 | Confidential           | 1165 | Name Withheld                            |
| 1119 | Name Withheld          | 1166 | Name Withheld                            |
| 1120 | Confidential           | 1167 | Name Withheld                            |
| 1121 | Name Withheld          | 1168 | Kerry Douglas                            |
| 1122 | Name Withheld          | 1169 | Dugald Young                             |
| 1123 | Catherine Miedecke     | 1170 | Name Withheld                            |
| 1124 | Gail McBain            | 1171 | Name Withheld                            |
| 1125 | Andrew Shipp           | 1172 | Barry Allen                              |
| 1126 | Name Withheld          | 1173 | Kristy Keeble                            |
| 1127 | Confidential           | 1174 | Name Withheld                            |
| 1128 | Name Withheld          | 1175 | Name Withheld                            |
| 1129 | Evan Winton            | 1176 | Suzanne Bruce                            |
| 1130 | Name Withheld          | 1177 | Danielle Yeo                             |
| 1131 | Nathan Martin          | 1178 | Confidential                             |
| 1132 | Ashley Winton          |      |  |

|      |                           |
|------|---------------------------|
| 1179 | Anne Monsour              |
| 1180 | Jason Rix                 |
| 1181 | Name Withheld             |
| 1182 | Name Withheld             |
| 1183 | Name Withheld             |
| 1184 | Name Withheld             |
| 1185 | Rebecca Tarring           |
| 1186 | Shannon Barter            |
| 1187 | Name Withheld             |
| 1188 | Confidential              |
| 1189 | Confidential              |
| 1190 | Name Withheld             |
| 1191 | Freya Jeffers             |
| 1192 | Name Withheld             |
| 1193 | Jon Salter                |
| 1194 | Brandie Lea-Anne Foote    |
| 1195 | Name Withheld             |
| 1196 | Name Withheld             |
| 1197 | Name Withheld             |
| 1198 | Name Withheld             |
| 1199 | Name Withheld             |
| 1200 | Brenda Hay                |
| 1201 | Name Withheld             |
| 1202 | Georgia Magoulas          |
| 1203 | Adelaide Cork             |
| 1204 | Joshua Klenner            |
| 1205 | Arielle Valdez-Baltgalvis |
| 1206 | Name Withheld             |
| 1207 | Alicia Donovan            |
| 1208 | Jemma Hicks               |
| 1209 | Name Withheld             |
| 1210 | Name Withheld             |
| 1211 | Name Withheld             |
| 1212 | Name Withheld             |
| 1213 | Candice Matthews          |
| 1214 | Madelyn Robertson         |
| 1215 | Aidan Bailey              |
| 1216 | Name Withheld             |
| 1217 | Rachael Clark             |
| 1218 | Name Withheld             |
| 1219 | Name Withheld             |
| 1220 | Deborah McVicar           |
| 1221 | Name Withheld             |
| 1222 | Name Withheld             |
| 1223 | Name Withheld             |
| 1224 | Clare Todd                |
| 1225 | Samantha Byrne            |

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|------|--------------------------------------|
| 1226 | Name Withheld                        |
| 1227 | Name Withheld                        |
| 1228 | Name Withheld                        |
| 1229 | Confidential                         |
| 1230 | QTU Members of Yarraman State School |
| 1231 | Hanna Twaddle                        |
| 1232 | Name Withheld                        |
| 1233 | Name Withheld                        |
| 1234 | Name Withheld                        |
| 1235 | Confidential                         |
| 1236 | Bridie Cochrane                      |
| 1237 | Nestoras Mills                       |
| 1238 | Name Withheld                        |
| 1239 | Name Withheld                        |
| 1240 | Name Withheld                        |
| 1241 | Baiba Jeffrey                        |
| 1242 | Confidential                         |
| 1243 | Kevin Bird                           |
| 1244 | Confidential                         |
| 1245 | Marie Chimes                         |
| 1246 | Name Withheld                        |
| 1247 | Patricia Heazlewood                  |
| 1248 | David Twist                          |
| 1249 | Milly Hancock                        |
| 1250 | Katerina Taylor                      |
| 1251 | Name Withheld                        |
| 1252 | Hollie Morse                         |
| 1253 | Name Withheld                        |
| 1254 | Name Withheld                        |
| 1255 | Cheryl Erueti                        |
| 1256 | Steven Roberts                       |
| 1257 | Jo-Ann Twist                         |
| 1258 | Name Withheld                        |
| 1259 | Confidential                         |
| 1260 | Robin Clayfield                      |
| 1261 | Lech Antczak                         |
| 1262 | Tanya Zollinger                      |
| 1263 | Saskia Arndt                         |
| 1264 | Rebecca Clack                        |
| 1265 | Name Withheld                        |
| 1266 | Anderleigh Mills                     |
| 1267 | Name Withheld                        |
| 1268 | Maureen Gibson                       |
| 1269 | Michelle Jensen                      |
| 1270 | Sarah Parker                         |

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|------|------------------------------------|
| 1271 | QTU members of Gatton State School |
| 1272 | Name Withheld                      |
| 1273 | Elizabeth Watson                   |
| 1274 | Tara Ries                          |
| 1275 | Name Withheld                      |
| 1276 | Melissa Harpur                     |
| 1277 | Name Withheld                      |
| 1278 | Name Withheld                      |
| 1279 | Name Withheld                      |
| 1280 | Name Withheld                      |
| 1281 | Deborah Crompton                   |
| 1282 | Jeremy Schierer                    |
| 1283 | Sandra Hoare                       |
| 1284 | David Thomas                       |
| 1285 | Peter Murphy                       |
| 1286 | Emanuele Agus                      |
| 1287 | Roselle Tenefrancia                |
| 1288 | Josephine Banks-Watson             |
| 1289 | Ruth Marsh                         |
| 1290 | Lynne Whitham                      |
| 1291 | Name Withheld                      |
| 1292 | Confidential                       |
| 1293 | Confidential                       |
| 1294 | Name Withheld                      |
| 1295 | Hannah Little                      |
| 1296 | Name Withheld                      |
| 1297 | Benj Sethi                         |
| 1298 | Name Withheld                      |
| 1299 | Name Withheld                      |
| 1300 | Name Withheld                      |
| 1301 | Wendy Richards                     |
| 1302 | Brooke Joan                        |
| 1303 | Kim Carter                         |
| 1304 | Name Withheld                      |
| 1305 | Confidential                       |
| 1306 | Leah Moore                         |
| 1307 | Name Withheld                      |
| 1308 | Brook Burton                       |
| 1309 | Name Withheld                      |
| 1310 | Name Withheld                      |
| 1311 | Annika Simons                      |
| 1312 | Name Withheld                      |
| 1313 | Name Withheld                      |
| 1314 | Name Withheld                      |
| 1315 | Name Withheld                      |
| 1316 | Name Withheld                      |

|      |                    |
|------|--------------------|
| 1317 | Sylvia Huxham      |
| 1318 | Lauren Flint       |
| 1319 | Nicole Anderson    |
| 1320 | Meghan Bulmer      |
| 1321 | Catherine Daniels  |
| 1322 | Name Withheld      |
| 1323 | David Fenton       |
| 1324 | Name Withheld      |
| 1325 | Name Withheld      |
| 1326 | Nick Knight        |
| 1327 | Priscilla Gash     |
| 1328 | Beverley Schneider |
| 1329 | Name Withheld      |
| 1330 | Name Withheld      |
| 1331 | Jessica Oswald     |
| 1332 | Name Withheld      |
| 1333 | Name Withheld      |
| 1334 | Simon Monsour      |
| 1335 | Erica Salcedo      |
| 1336 | Name Withheld      |
| 1337 | Adriano Regano     |
| 1338 | Joseph Dowling     |
| 1339 | Narelle O'Brien    |
| 1340 | Sarina Hargreaves  |
| 1341 | Name Withheld      |
| 1342 | Name Withheld      |
| 1343 | Name Withheld      |
| 1344 | Name Withheld      |
| 1345 | David Bryan        |
| 1346 | Byron Maddison     |
| 1347 | Karen Galea        |
| 1348 | Renee Bartlem      |
| 1349 | Daniella Cranny    |
| 1350 | Alex Todd          |
| 1351 | Shaye Austine      |
| 1352 | Carlos Tapia       |
| 1353 | Jodi Lake          |
| 1354 | Name Withheld      |
| 1355 | Brenda Courtice    |
| 1356 | Vanessa Bovee      |
| 1357 | Name Withheld      |
| 1358 | Dominic Byrne      |
| 1359 | Name Withheld      |
| 1360 | Name Withheld      |
| 1361 | Name Withheld      |
| 1362 | Name Withheld      |
| 1363 | Name Withheld      |

|      |                     |
|------|---------------------|
| 1364 | Priya Briggs        |
| 1365 | Paul Harpur         |
| 1366 | Name Withheld       |
| 1367 | Tygue Crawford      |
| 1368 | Name Withheld       |
| 1369 | Name Withheld       |
| 1370 | Name Withheld       |
| 1371 | Name Withheld       |
| 1372 | Steven Bulmer       |
| 1373 | Name Withheld       |
| 1374 | Matthew Gor         |
| 1375 | Krystal Cathcart    |
| 1376 | Name Withheld       |
| 1377 | Belinda Gor         |
| 1378 | Natalie Mardon      |
| 1379 | Elena Tapia Cortez  |
| 1380 | Jacob Curran        |
| 1381 | Jason Gor           |
| 1382 | Timothy Walker      |
| 1383 | Lesley Halliday     |
| 1384 | Name Withheld       |
| 1385 | Brigid Eastgate     |
| 1386 | Name Withheld       |
| 1387 | Name Withheld       |
| 1388 | Name Withheld       |
| 1389 | Rowan Hellings      |
| 1390 | Nicole Nightingale  |
| 1391 | Dr Chris Miller     |
| 1392 | David Todd          |
| 1393 | Kristy Bretz        |
| 1394 | Confidential        |
| 1395 | Name Withheld       |
| 1396 | Name Withheld       |
| 1397 | Kate Bown           |
| 1398 | Kimberley Mcdougall |
| 1399 | Name Withheld       |
| 1400 | Name Withheld       |
| 1401 | Name Withheld       |
| 1402 | Jess Crompton       |
| 1403 | Charlee Walker      |
| 1404 | Adam Bown           |
| 1405 | AJ Crompton         |
| 1406 | Kim Davies          |
| 1407 | Confidential        |
| 1408 | Name Withheld       |
| 1409 | Tasneem Winkler     |
| 1410 | Name Withheld       |

|      |   |
|------|---|
| 1411 | Lara Warwick                              |
| 1412 | Name Withheld                             |
| 1413 | Gregory Jones                             |
| 1414 | Nicholas Graham                           |
| 1415 | Name Withheld                             |
| 1416 | Oliver Hasenkamp                          |
| 1417 | Name Withheld                             |
| 1418 | Micarle Callea                            |
| 1419 | Name Withheld                             |
| 1420 | Stephen Toby                              |
| 1421 | Name Withheld                             |
| 1422 | Name Withheld                             |
| 1423 | Name Withheld                             |
| 1424 | Name Withheld                             |
| 1425 | Confidential                              |
| 1426 | Name Withheld                             |
| 1427 | Name Withheld                             |
| 1428 | Name Withheld                             |
| 1429 | Michael Burton                            |
| 1430 | Name Withheld                             |
| 1431 | Name Withheld                             |
| 1432 | Norfolk Island Central School QTU Members |
| 1433 | Jo Harriott                               |
| 1434 | Name Withheld                             |
| 1435 | Name Withheld                             |
| 1436 | Rachel Brown                              |
| 1437 | Name Withheld                             |
| 1438 | Confidential                              |
| 1439 | Name Withheld                             |
| 1440 | Name Withheld                             |
| 1441 | Stephanie Cartwright                      |
| 1442 | Catherine Hart                            |
| 1443 | Eleanor Gardiner                          |
| 1444 | Name Withheld                             |
| 1445 | Ruia Kopa                                 |
| 1446 | Name Withheld                             |
| 1447 | Sonja Theodoris                           |
| 1448 | Rhys Pescod                               |
| 1449 | Patricia Leiman                           |
| 1450 | Name Withheld                             |
| 1451 | Name Withheld                             |
| 1452 | Carolyn Cameron                           |
| 1453 | Sharon Bethel                             |
| 1454 | Mark Cutts                                |
| 1455 | Name Withheld                             |
| 1456 | Simone Huynh                              |



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| 1457 | Name Withheld                            |
| 1458 | Kelly Connolly                           |
| 1459 | Name Withheld                            |
| 1460 | Name Withheld                            |
| 1461 | Jason Hoath                              |
| 1462 | Robert Reynolds                          |
| 1463 | Nathan Morris                            |
| 1464 | Jo-Anne Dixon                            |
| 1465 | Amanda Lehan                             |
| 1466 | Name Withheld                            |
| 1467 | Name Withheld                            |
| 1468 | Name Withheld                            |
| 1469 | Confidential                             |
| 1470 | Name Withheld                            |
| 1471 | Aldona Jerlstrom                         |
| 1472 | Name Withheld                            |
| 1473 | Confidential                             |
| 1474 | Shannon Bestmann                         |
| 1475 | Name Withheld                            |
| 1476 | Confidential                             |
| 1477 | Anja Vecchi                              |
| 1478 | Candace Baird                            |
| 1479 | Name Withheld                            |
| 1480 | Martin Collins                           |
| 1481 | Peta Jasmine Mullineux                   |
| 1482 | Name Withheld                            |
| 1483 | Jason Wesley Mullineux                   |
| 1484 | Rebecca Ramage                           |
| 1485 | Garry Pamenter                           |
| 1486 | Andrew MacPherson                        |
| 1487 | QTU Members at Laidley State High School |
| 1488 | Name Withheld                            |
| 1489 | Charlene Suchting                        |
| 1490 | Sarah Biggs                              |
| 1491 | Alec Munn                                |
| 1492 | Laura Meritan                            |
| 1493 | Enid Gilling                             |
| 1494 | Confidential                             |
| 1495 | Amanda Pollard                           |
| 1496 | Cheryl Goddard                           |
| 1497 | Name Withheld                            |
| 1498 | Name Withheld                            |
| 1499 | Name Withheld                            |
| 1500 | Name Withheld                            |
| 1501 | Alexandra Sinclair                       |
| 1502 | Name Withheld                            |

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|------|---------------------|
| 1503 | Tamara Challen      |
| 1504 | Name Withheld       |
| 1505 | Name Withheld       |
| 1506 | Ruth Godby          |
| 1507 | Samuel Warrener     |
| 1508 | Name Withheld       |
| 1509 | Confidential        |
| 1510 | Name Withheld       |
| 1511 | Hannah Martin       |
| 1512 | Name Withheld       |
| 1513 | Name Withheld       |
| 1514 | Name Withheld       |
| 1515 | Rebecca Martin      |
| 1516 | Name Withheld       |
| 1517 | Ben Torenbeek       |
| 1518 | Name Withheld       |
| 1519 | Name Withheld       |
| 1520 | Name Withheld       |
| 1521 | Sonia Mackenzie     |
| 1522 | Rebecca Grant       |
| 1523 | Anita Watapuluwa    |
| 1524 | Karen Lucas         |
| 1525 | Name Withheld       |
| 1526 | Erin Preston        |
| 1527 | Name Withheld       |
| 1528 | Name Withheld       |
| 1529 | Name Withheld       |
| 1530 | Confidential        |
| 1531 | Confidential        |
| 1532 | Name Withheld       |
| 1533 | Name Withheld       |
| 1534 | Suzanne Turner      |
| 1535 | Name Withheld       |
| 1536 | Name Withheld       |
| 1537 | Tony Mullen         |
| 1538 | Name Withheld       |
| 1539 | Name Withheld       |
| 1540 | Julio Rios          |
| 1541 | Christopher Durham  |
| 1542 | María Stafforini    |
| 1543 | Name Withheld       |
| 1544 | Julie-Ann Christian |
| 1545 | Rebecca Durham      |
| 1546 | Name Withheld       |
| 1547 | Name Withheld       |
| 1548 | Name Withheld       |
| 1549 | Name Withheld       |



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| 1550 | Confidential                                      |
| 1551 | Greg Hanrahan                                     |
| 1552 | Confidential                                      |
| 1553 | Name Withheld                                     |
| 1554 | Name Withheld                                     |
| 1555 | Monika Durand                                     |
| 1556 | Name Withheld                                     |
| 1557 | Anna Brown  |
| 1558 | Claudio Durand                                    |
| 1559 | Daniel Stronggrove                                |
| 1560 | Name Withheld                                     |
| 1561 | Name Withheld                                     |
| 1562 | Name Withheld                                     |
| 1563 | Name Withheld                                     |
| 1564 | Jo Hendry   |
| 1565 | Name Withheld                                     |
| 1566 | Paul Keogh  |
| 1567 | Jason Brown                                       |
| 1568 | Daniel Bain                                       |
| 1569 | Name Withheld                                     |
| 1570 | Name Withheld                                     |
| 1571 | Name Withheld                                     |
| 1572 | Name Withheld                                     |
| 1573 | Elizabeth Campbell                                |
| 1574 | Shontelle West                                    |
| 1575 | Name Withheld                                     |
| 1576 | Name Withheld                                     |
| 1577 | Name Withheld                                     |
| 1578 | Name Withheld                                     |
| 1579 | Name Withheld                                     |
| 1580 | Cameron West                                      |
| 1581 | Kaylene Allen                                     |
| 1582 | Carmel Collins                                    |
| 1583 | Cindy Sandars                                     |
| 1584 | Queensland Independent Schools<br>Parents Network |
| 1585 | Sheree-Elizabeth Gosper                           |
| 1586 | Acushla Wilson                                    |
| 1587 | Lianda Gibson                                     |
| 1588 | Brett Godby                                       |
| 1589 | Name Withheld                                     |
| 1590 | Andrea Eppele                                     |
| 1591 | Name Withheld                                     |
| 1592 | Name Withheld                                     |
| 1593 | Name Withheld                                     |
| 1594 | Sara Christie                                     |
| 1595 | Louisa Jerlstrom                                  |

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|------|-----------------------|
| 1596 | Natalie Thomas        |
| 1597 | Name Withheld         |
| 1598 | Name Withheld         |
| 1599 | Name Withheld         |
| 1600 | Name Withheld         |
| 1601 | Name Withheld         |
| 1602 | Name Withheld         |
| 1603 | Kristy Garbutt        |
| 1604 | Natalie Fahey         |
| 1605 | Joanne Lee            |
| 1606 | Jocelyn Hodgson       |
| 1607 | Name Withheld         |
| 1608 | Name Withheld         |
| 1609 | Nathan Lee Carruthers |
| 1610 | Lenita Woodsbey       |
| 1611 | Name Withheld         |
| 1612 | Jill Kerr             |
| 1613 | Confidential          |
| 1614 | Name Withheld         |
| 1615 | Name Withheld         |
| 1616 | Denis Hillman         |
| 1617 | Sai Christie          |
| 1618 | Courtney Bowers       |
| 1619 | Louie Johnston        |
| 1620 | Name Withheld         |
| 1621 | Nicky Colahan         |
| 1622 | Maya Lucas            |
| 1623 | Name Withheld         |
| 1624 | Danielle Arthur       |
| 1625 | Vivienne Fox          |
| 1626 | Chloe Leonard         |
| 1627 | Name Withheld         |
| 1628 | Confidential          |
| 1629 | Katie Blake           |
| 1630 | Caitlin Maloney       |
| 1631 | Lauren Archer         |
| 1632 | Andrew Finney         |
| 1633 | James Parkinson       |
| 1634 | Name Withheld         |
| 1635 | Name Withheld         |
| 1636 | Name Withheld         |
| 1637 | Confidential          |
| 1638 | Confidential          |
| 1639 | Amanda Morgan         |
| 1640 | Name Withheld         |
| 1641 | Name Withheld         |
| 1642 | Susan Neale           |

|      |                                      |      |                        |
|------|--------------------------------------|------|------------------------|
| 1643 | SHEN - Sydney Home Education Network | 1689 | Confidential           |
| 1644 | Veronika Johnson                     | 1690 | Sharyn Lenkeit         |
| 1645 | Name Withheld                        | 1691 | Name Withheld          |
| 1646 | Mary Young                           | 1692 | Name Withheld          |
| 1647 | Larry Bell                           | 1693 | Josh Kerr              |
| 1648 | Lois Poulsen                         | 1694 | Name Withheld          |
| 1649 | Elizabeth Steley                     | 1695 | Monica Levine          |
| 1650 | Name Withheld                        | 1696 | Samantha O'Brien       |
| 1651 | Confidential                         | 1697 | Name Withheld          |
| 1652 | Name Withheld                        | 1698 | Name Withheld          |
| 1653 | Name Withheld                        | 1699 | Michael Stevens        |
| 1654 | Name Withheld                        | 1700 | Name Withheld          |
| 1655 | Belinda Klingner                     | 1701 | Name Withheld          |
| 1656 | Nikita Angeles                       | 1702 | Home Education Network |
| 1657 | Name Withheld                        | 1703 | Name Withheld          |
| 1658 | Hamish Robertson                     | 1704 | Mickyla Moore          |
| 1659 | Name Withheld                        | 1705 | Name Withheld          |
| 1660 | Jennifer Lake                        | 1706 | Name Withheld          |
| 1661 | Name Withheld                        | 1707 | Name Withheld          |
| 1662 | Benjamin Croxson                     | 1708 | Confidential           |
| 1663 | Name Withheld                        | 1709 | Name Withheld          |
| 1664 | Alexandra Noble                      | 1710 | Jessica Rodgers        |
| 1665 | Name Withheld                        | 1711 | Name Withheld          |
| 1666 | Name Withheld                        | 1712 | Ashley Schneider       |
| 1667 | Name Withheld                        | 1713 | Giuseppe Prestinenzi   |
| 1668 | Name Withheld                        | 1714 | Name Withheld          |
| 1669 | Name Withheld                        | 1715 | Name Withheld          |
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| 1671 | Name Withheld                        | 1717 | Name Withheld          |
| 1672 | Name Withheld                        | 1718 | Name Withheld          |
| 1673 | Name Withheld                        | 1719 | Name Withheld          |
| 1674 | Sarah Schweizer                      | 1720 | Cassandra Whitehead    |
| 1675 | Name Withheld                        | 1721 | Sarah McDonald         |
| 1676 | Paula Draper                         | 1722 | Hayley Shipley         |
| 1677 | Name Withheld                        | 1723 | Name Withheld          |
| 1678 | Name Withheld                        | 1724 | Cherie George          |
| 1679 | Name Withheld                        | 1725 | Jessica-Anne Shin      |
| 1680 | Name Withheld                        | 1726 | Confidential           |
| 1681 | Name Withheld                        | 1727 | Name Withheld          |
| 1682 | Nicole Hodgson                       | 1728 | Peter Neale            |
| 1683 | Name Withheld                        | 1729 | Jonathan Kennedy       |
| 1684 | Name Withheld                        | 1730 | Leacia Sharp           |
| 1685 | Glenn Bethel                         | 1731 | Name Withheld          |
| 1686 | Jonathan Levine                      | 1732 | Christine Millmore     |
| 1687 | Nicolette Bronkhorst                 | 1733 | Name Withheld          |
| 1688 | Jessica Holmes                       | 1734 | Oswel Salcedo          |
|      |                                      | 1735 | Confidential           |

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|------|----------------------|
| 1736 | Name Withheld        |
| 1737 | Richard Mason        |
| 1738 | Erica Thwaites       |
| 1739 | Michelle Lovell-Kane |
| 1740 | Name Withheld        |
| 1741 | Tia Kennedy          |
| 1742 | Confidential         |
| 1743 | Name Withheld        |
| 1744 | Laura Doberck        |
| 1745 | Emma Delsorte        |
| 1746 | Amy Miller           |
| 1747 | Joanne Bennet        |
| 1748 | Pauline Merefield    |
| 1749 | Peter Scott          |
| 1750 | Ruth Spence          |
| 1751 | Name Withheld        |
| 1752 | Blair Plonsker       |
| 1753 | Naomi McManus        |
| 1754 | Lucy Johnson         |
| 1755 | Name Withheld        |
| 1756 | Tanya Maudsley       |
| 1757 | Matthew Lovell-Kane  |
| 1758 | Joan Smibert         |
| 1759 | Name Withheld        |
| 1760 | Name Withheld        |
| 1761 | Olga Seal            |
| 1762 | Name Withheld        |
| 1763 | Tiffany Lindsay      |
| 1764 | Nicole Kozubek       |
| 1765 | Name Withheld        |
| 1766 | Name Withheld        |
| 1767 | Phillip Sharp        |
| 1768 | Name Withheld        |
| 1769 | Timothy Rose         |
| 1770 | Kai Spence           |
| 1771 | Name Withheld        |
| 1772 | Kara Bussell         |
| 1773 | Karina Finn          |
| 1774 | Anthony Lake         |
| 1775 | Name Withheld        |
| 1776 | Wendy Moll           |
| 1777 | Lindsey Harvey       |
| 1778 | Name Withheld        |
| 1779 | Name Withheld        |
| 1780 | Name Withheld        |
| 1781 | Lynise Eves          |
| 1782 | Name Withheld        |

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| 1783 | Name Withheld      |
| 1784 | Name Withheld      |
| 1785 | Name Withheld      |
| 1786 | Jason Turney       |
| 1787 | Name Withheld      |
| 1788 | Name Withheld      |
| 1789 | Peter Parlett      |
| 1790 | Sylvia Robinson    |
| 1791 | Garry Robinson     |
| 1792 | Name Withheld      |
| 1793 | Jessica Eves       |
| 1794 | Sky Burgess        |
| 1795 | Jonathan Sutcliffe |
| 1796 | Name withheld      |
| 1797 | Leah Sheldrick     |
| 1798 | Rebekah Mulholland |
| 1799 | Fiona Mayfield     |
| 1800 | Sheree Fletcher    |

## Appendix B – Officials at public departmental briefings

### **18 March 2024**

#### **Department of Education**

- Ms Kathleen Forrester, Deputy Director-General, Policy, Performance, International and Intergovernmental
- Ms Tania Porter, Deputy Director-General, Early Childhood
- Ms Robyn Albury, Assistant Director-General, Disability, Inclusion and Student Services
- Ms Karen Edwards, Executive Director, Information Technologies

### **15 April 2024**

#### **Department of Education**

- Ms Kathleen Forrester, Deputy Director-General, Policy, Performance, International and Intergovernmental
- Ms Tania Porter, Deputy Director-General, Early Childhood
- Ms Robyn Albury, Assistant Director-General, Disability, Inclusion and Student Services
- Mr Michael O’Leary, Assistant Director-General, Information and Technologies

## **Appendix C – Witnesses at public hearing**

### **28 March 2024**

#### **Montessori Australia**

- Mr Mark Powell, Director of Education Services

#### **Oakey State High School leadership team**

- Mr Danny Keenan, Principal and QTU representative – via videoconference

#### **Individuals**

- Ms Hilary Uhr
- Mrs Angie Christoff
- Ms Amanda Bartle
- Mrs Judy Gray
- Mrs Amy Damant
- Mrs Michelle Cooney
- Mrs Aneeta Hafemeister
- Dr Kylie Miller
- Ms Catherine Francis
- Ms Samantha Furner
- Mrs Suzanne Dick
- Mrs Jami-Lyn Matheson
- Mrs Suzanne Dick
- Mrs Jenny Ragaruma

### **4 April 2024**

#### **Queensland University of Technology**

- Dr Rebecca English, Senior Lecturer School of Teacher Education and Leadership Faculty of Creative Industries, Education and Social Justice

#### **Home Education Association**

- Mrs Samantha Bryan, Team Leader, Queensland Chapter
- Mrs Tina Smith, National Secretary

#### **Queensland Secondary Principals' Association**

- Ms Kirsten Ferdinands, Acting President and Principal, Brisbane South State Secondary College
- Mr Andy Stergou Principal, Sandgate District State High School

**Queensland Teachers' Union of Employees**

- Ms Cresta Richardson, President
- Mr Nicholas Shirley, Member of Executive Principal Cannonvale State School
- Ms Sarah Holcombe, State Council member
- Dr Craig Wood, Research Officer

**Queensland Human Rights Commission**

- Mr Scott McDougall, Commissioner
- Ms Rebekah Leong, Principal Lawyer

**Queensland Advocacy for Inclusion**

- Ms Matilda Alexander, Chief Executive Officer
- Ms Sophie Wiggans, Principal Systems Advocate
- Ms Caitlin De Cocq Van Delwijnen, Principal Advocate

**Youth Advocacy Centre Inc**

- Ms Katherine Hayes, Chief Executive Officer

**Teachers' Professional Association of Queensland**

- Mr Aenghas Hopkinson-Pearson, Operations and Development Manager
- Mr Edward Schuller, Secretary

## Appendix D – Abbreviations and acronyms

| Abbreviation/acronym | Definition   |
|----------------------|--|
| ACARA                | Australian Curriculum, Assessment and Reporting Authority                |
| ATSILS               | Aboriginal and Torres Strait Islander Legal Service (Qld) Ltd            |
| Bill                 | Education (General Provisions) and Other Legislation Amendment Bill 2024 |
| the Board            | Child Death Review Board   |
| certificate          | Certificate of Registration  |
| committee            | Education, Employment, Training and Skills Committee                     |
| department / DoE     | Department of Education  |
| EGP Act / EGPA       | <i>Education (General Provisions) Act 2006</i>                           |
| EGP Regulation       | Education (General Provisions) Regulation 2017                           |
| HEU                  | Home Education Unit  |
| HRA                  | <i>Human Rights Act 2019</i>   |
| ICPA                 | Isolated Children's Parents' Association                                 |
| IEU                  | Independent Education Union  |
| ISQ                  | Independent Schools Queensland   |
| LSA                  | <i>Legislative Standards Act 1992</i>                                    |
| P&Cs                 | Parent and Citizens' associations  |
| QAI                  | Queensland Advocacy for Inclusion  |
| QASSP                | Queensland Association of State School Principals                        |
| QCAA                 | Queensland Curriculum and Assessment Authority                           |
| QHRC                 | Queensland Human Rights Commission                                       |
| QSPA                 | Queensland Secondary Principals' Association                             |
| QTU                  | Queensland Teachers' Union of Employees                                  |
| QUT                  | Queensland University of Technology                                      |
| Royal Commission     | Royal Commission into Institutional Responses to Child Sexual Abuse      |

|      |                               |
|------|-------------------------------|
| SDAs | school disciplinary absences  |
| SDKs | state delivered kindergartens |
| SSPs | student support plans         |

All Acts are Queensland Acts unless otherwise specified.



## **Dissenting Report/Statement of Reservation**



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**Nick Dametto**

Member For Hinchinbrook

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## **Education (General Provisions) and Other Legislation Amendment Bill 2024**

### **Dissenting Report**

18 April 2024

I write to express my dissent from the recommendations of this committee report.

From the outset I wish to acknowledge the overwhelming stakeholder response and feedback that was received in relation to this draft legislation. In total, approximately 2,000 submissions were received from stakeholders who were by a large majority in opposition to the bill and highlighted the potentially far-reaching and unintended consequences that could result if the bill were passed.

Furthermore, over 23,000 Queenslanders signed a petition expressing their opposition to the home education reforms included in the bill.

I note that the Education Minister, the Hon Di Farmer issued a media statement announcing that the proposed Student Disciplinary Absences (SDAs) and home education reforms (with the exception of the home education guiding principle) would no longer be proceeded with. It is my understanding that the Minister will introduce amendments to remove these provisions from the bill during consideration in detail. Regardless, as it currently stands, I cannot be supportive of the recommendations in the committee report that the bill be passed. My reasonings are set out below.

#### **Stakeholder consultation**

I have strong reservations regarding what stakeholder consultation occurred during the bill's construction and in the lead up to its introduction. Submitters consistently raised the point that proper consultation with the home education community as well as schools and school leaders was not sufficient. Legislation as significant as this, with far-reaching implications for our education system and the future of all Queensland children, should not be introduced without meaningful stakeholder engagement, including educators, parents, and the broader community.

#### **Home schooling provisions**

Home schooling rates increased by 194 per cent from 2019 to 2023. The predominant reasons behind the increase in home education have been cited as dissatisfaction with the current curriculum, uncontrolled student behaviour including bullying, and learning and behavioural difficulties that cannot be properly addressed in the mainstream education system (whether public or private) and under the current curriculum. It is my view that some of the clauses in the bill threaten to encroach upon the fundamental rights of parents who elect to educate their children from home. The clauses of main concern for home educators are detailed below.

**Clause 18** – Provides amongst other things that home education of a child should be provided in a way that is in the best interests of the child and also ensures they receive a high-quality education.

I am concerned that the bill fails to define or set out the test to be applied in order to determine what is in the best interest of a child. From a review of the submissions, this new guiding principle has been perceived as a threat to many home educators that they may lose their rights to choose a curriculum for their child or even the choice to home educate entirely.

**Clause 68** – Provides amongst other things that any home education program must be consistent with an approved education and training program (defined as the Australian curriculum), that a parent of the child must give the chief executive a written report for the period the child is registered for home



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**Nick Dametto**

Member For Hinchinbrook

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education and in relation to each subject and the report must be accompanied by evidence satisfactory to the chief executive that demonstrates the educational progress of the child.

Submitters expressed concern that by having to deliver a home education program consistent with the Australian curriculum, their ability to provide their child a personalised high-quality education would be markedly hampered. A consistent theme raised by stakeholders was that the Australian curriculum is restrictive and would make it difficult for home educators to provide a high-quality education for children with divergent needs and alternative learning styles.

The mandatory reporting component within this clause has been labelled as a significant drain on home educators and the Home Education Unit's time and resources. Many home educators felt as though the increased compliance burdens would compel parents to abandon home education, become unregistered home educators or relocate to other states.

### **Removal of provisional registration**

Provisional registration allows parents in emergency situations to legally remove their children from school while allowing them time to formulate an effective plan for the child's home education. Provisional registration is effective and works in the best interest and for the safety of children experiencing extreme and unsafe conditions in the school system. Removing provisional registration and requiring parents to submit a plan at the same time as registering for home education will mean that the child could be forced to remain at school while their mental health deteriorates, and the parent is not afforded sufficient time to assess their child's learning style and needs and formulate an education plan. I do not agree that removal of provisional registration is in the best interest of Queensland children.

### **Student disciplinary absences (SDAs)**

The Queensland Teachers' Union (QTU) and its members lobbied heavily against the proposed changes to the school disciplinary absences appeal process (to allow appeals after 11 cumulative days) and mandating student support plans in particular circumstances. It was made clear that these proposed changes were not welcomed by teachers and school leaders as they would diminish professional autonomy and severely restrict school leaders' ability to maintain safe and orderly schools and, consequently, safe learning and teaching conditions.

It was the opinion of many QTU members that re-entry support plans for students would only be viable if the Queensland Government and Department of Education delivered the resources needed to develop and enact them, including extra teaching and support staff. Further, it was suggested that adequate school resourcing would help reduce the number of suspensions in the first place and hence the need for re-entry support plans.

### **Conclusion**

In closing, I would also like to express my disapproval that the bill aims to remove gendered language from the Education (General Provisions) Act 2006. This view stems from my conservative values and beliefs that gendered language should remain in our society.

I cannot in good conscience support the recommendation to pass the Education (General Provisions) and Other Legislation Amendment Bill 2024 in its current form.

**Nick Dametto MP**

Member for Hinchinbrook

## **Statement of Reservation**

### **LNP Members of the Education, Employment, Training and Skills Committee**

The Education (General Provisions) and Other Legislation Amendment Bill 2024 proposes a number of changes to the Act. While there are some aspects of the Bill Opposition members support, the majority of the Bill contains provisions we oppose.

The LNP supports the intention of information sharing to ensure more effective and timely communication and information transferring between schools. The current proposal is 90 days; however, we would support consideration of a shorter timeframe, and the State Government should consider ensuring that schools are provided with timely and accurate information to facilitate student transition into a new school.

Opposition members hold serious concerns around the Student Disciplinary Absence proposal. Submissions to the Bill have clearly articulated the concerns of stakeholders like the Queensland Teachers' Union and serving state school principals, in relation to the additional workload these proposals will place on principals, teachers and other school staff, who are already struggling in a system that does not provide them with the resources necessary to adequately deliver state school education in Queensland.

Clear concern was also articulated in relation to the fact that this legislation will undermine teachers and principals. The introduction of an additional appeal process for short-term suspensions does not recognise that our professional principals and teachers seek to act in the best interests of students, teachers and the broader school community. Those on the frontline in schools are best placed to make judgements about running the schools they are responsible for, as it is only those teachers on the frontline who are in possession of all the facts relating to student behaviour. Rather than undermine the professional autonomy of teachers and principals, the State Government should be empowering teachers and principals. Opposition members of the Committee recognise that ultimately it is school leaders such as principals who are held to account by their school communities, and we believe that schools should have greater autonomy, not less as this legislation seeks to deliver.

Schools and teachers are increasingly being asked to manage and address social issues that are beyond their scope and without the resources necessary. The impact on schools and the wellbeing of teachers and leaders appear not to have been considered. While the Opposition members recognise that such issues are complex, it is neither reasonable nor sustainable to expect teachers to be able to address the multitude of social issues impacting young students in Queensland state schools. Without a recognition of this fact, teachers will continue to resign, and our students will suffer. Our teachers are doing their best; however, the State Government is not providing schools with the resources they need to address the challenges they are facing.

With the increasing number of safety issues, behavioural problems and teacher shortages, the changes proposed in this Bill will create additional work for teachers who are already dealing with increased workloads.

The proposed changes to Student Disciplinary Absence do not address the broken behavioural management framework in Queensland schools.

The Bill's proposed changes to the regulation of home education have been raised as serious issues throughout the hearing process and in the numerous submissions received. There are various reasons parents choose to home school their children, and the proposed changes show a complete lack of understanding of home education.

There is no acknowledgement from the State Government as to the reasons parents are choosing to home school their children, a fact that was highlighted by home schooling parents and state school leaders. This Bill ignores the challenges families and students are facing. The lack of consultation with families and stakeholders prior to the proposed changes is unacceptable. The Minister's latest reactive approach does nothing to assuage Opposition members' concerns.

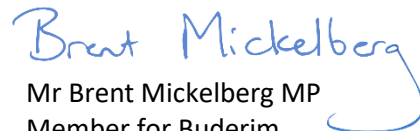
The LNP does not agree with the proposed changes to home education and supports further consultation with the sector.

This bill is not the solution to the many problems in Queensland Education, and the LNP does not believe the bill in its current form will achieve the right outcomes for students, teachers, and families.

The fact that the Minister for Education has indicated she intends to amend this Bill to remove some aspects does not provide Opposition members with any confidence. We are concerned that despite the overwhelming feedback opposing some of the provisions in this Bill, the State Government will continue to pursue changes to restrict access to home schooling and to remove autonomy from state school principals.



Mr James Lister MP  
Deputy Chair  
Member for Southern Downs  
19 April 2024



Mr Brent Mickelberg MP  
Member for Buderim  
19 April 2024