

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

**Submission No:** 354  
**Submitted by:** Audrey Cullen  
**Publication:**  
**Attachments:** No attachment  
**Submitter Comments:**

**From:** [REDACTED]  
**To:** [Education, Employment, Training and Skills Committee](#)  
**Subject:** Re: Education (General Provisions) Amendment Bill 2024  
**Date:** Friday, 15 March 2024 8:34:01 PM

---

Dear Committee,

I am writing to object to the proposals in the Education Bill 2024.

I have been home educating for nine years. I recognise the great privilege and responsibility this is. I don't take this on lightly.

1. I am concerned that the proposed changes may mean I have to somehow prove that home education is in the best interests of my children.

We have four children ranging in age from 5 to 14 years old. I put a lot of time and consideration into their annual educational plans. I research and purchase resources (at our own expense), and by observing and understanding their different learning styles and approaches, I am able to craft individualised education programs to suit them. I also have the ability to adapt and modify these plans according to their changing needs.

This is why I think home education actually allows us to work in the best interests of our children.

I wonder, is mainstream school education always in the best interests of all children? Especially in the light of increasing school refusal and disengagement, as well as teacher burn out and resignations?

Are we being held to a higher standard than schools?

2. A "high quality education" used to be defined by the Home Education Unit (HEU) as a program that:

- is responsive to the changing needs of a child;
- takes into account the age, ability, aptitude and development of the child;
- is conducted in an environment conducive to learning;
- engages the child in a range of rich and varied experiences, amongst other things.

My other concern is the Bill's proposal that high-quality education equals the National School Curriculum.

As home educators, we already have access to the Australian Curriculum. But we also have access to a world of resources and experiences, both locally and internationally. Why is the Australian Curriculum being held up as THE standard of a high-quality education?

When we first started home educating, we used Singapore Maths. We now use an American Maths Curriculum that is mastery-based. I don't see how this is inferior, or somehow not preferred, compared to the Australian Curriculum.

Another example is that we will be hosting a robotics workshop offered by Red Dirt Robotics later this year. Home Education allows us to be find and capitalise on opportunities, rather than being restricted, or prescribed, by the Curriculum in scope and sequence.

It's clear that the Australian Curriculum in its current format must have something to

contribute to the seemingly increasing number of school refusals, student disengagement and teacher disillusionment and burn out. If the Curriculum is working, why the mess? Why are the numbers of home educating families increasing?

Thank you for taking the time to read this. I would like to see more genuine consultation with home educating families in Queensland. We each have a story to share.

Concern for the safety of children should be equally important both in mainstream schools and home education. This Bill will not address this issue.

Thank you for your support in this.

Yours sincerely,  
Audrey Cullen

A black rectangular redaction box covering the signature area.