

Education (General Provisions) and Other Legislation Amendment Bill 2024

Submission No: 557
Submitted by: Queensland Teacher's Union Members of Kawungan State School
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RE: EDUCATION (GENERAL PROVISIONS) AND OTHER LEGISLATION AMENDMENT BILL 2024

Queensland Teacher's Union Members of Kawungan State School (4655)

Opposed to and request edits to the proposed bill.

C/O Kawungan State School Grevillea St Kawungan 4655

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**PLEASE CONSIDER YOUR BILL AMENDMENTS AND HOW THEY
AFFECT THE TEACHERS, DEPUTY PRINCIPALS, PRINCIPALS AND
MOST OF ALL THE MAJORITY OF STUDENTS WHO VALUE
EDUCATION.**

We draw your attention to two parts of the Bill's amendments and how they will have a negative impact to the good order and management of schools as well as student and staff wellbeing. Please acknowledge this feedback is provided to you by teachers and school leaders who face students, and parents every day and are at the coalface EVERY DAY. The people providing you this feedback are the ones that should be consulted prior to ANY amendments to a Bill that affect them.

As a government you may like to consider the Teacher Shortage and WHY teachers are not being attracted to the profession. As you continue to make changes to the Education Bill you make it more and more difficult to attract and retain teachers and administration staff as they are less and less supported by their employer (the government). It is understood that 'data' is used to inform decision making processes, however data can sometimes paint an inaccurate picture of the reality of schools.

Continuously, the government and society has placed ALL responsibility on schools and educators to 'fix all the problems' however all stakeholders need to fulfill their responsibility in educating our children. Making schools difficult places to work in and learn in is not going to improve education for any student.

- **contribute to the good order and management of Queensland state schools by:**
 - improving procedural fairness for decision-making processes for school disciplinary absences

Processes are currently in place and are already very restrictive. A principal does not make the decision to suspend (disciplinary absence) a student easily or without thought of how it will affect the student who is suspended or the students in the classroom trying to access an education. The principal also has to consider the physical and mental health of their staff when making decisions regarding disciplinary absences.

Please appreciate it is necessary for students to understand there are consequences for actions, and some consequences may require removal from the education site. All behaviour requires consequences= positive behaviour receives positive consequences and negative behaviour receives negative consequences.

A consideration by the government may be that they provide alternate education facilities that students who require to be absent from school for disciplinary reasons.

*If the government decides to continue with this Bill restricting schools in their ability act according to student behaviour, they MUST be willing to fund schools appropriately to support the students who remain at school after often violent and anti-social behaviour. As well as the students who are exposed to the unacceptable behaviour, and who are trying to access a quality education. Have you considered the 'Fairness' this amendment brings to these students? It is also highly important to consider the funding of staff support, for those staff who have not only been exposed to the behaviour, but also had to investigate, provide support to traumatised students and then have to use their own time to write up reports of the incidents.

- introducing a new appeal right for accumulated short suspensions

Again, 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.

- introducing student support plans

Re: Education (GENERAL PROVISIONS) AND OTHER LEGISLATION AMENDMENT BILL 2024

Introducing support plans for at risk students is something that is often done and is a valuable support document. However, with anything that is introduced and worth doing it **MUST** be funded. If the government chooses to do this then they **MUST** be willing to fund schools. They need to provide appropriate training in a timely manner, funding for personnel to complete the documents as well as funding to implement the strategies identified on the support plans. A plan is just a piece of paper without the appropriate funding to implement the strategies.

- **modernise and improve education services by:**
 - removing the use of gendered language

It is important to allow those students and staff the opportunity to identify as non binary and have the appropriate pronouns written, however removing gendered language does not allow those students and staff that do identify as male and female to be respected as they identify. Please note; as professionals we individualise our interactions with student and therefore already acknowledge their differences and make amendments in our language appropriately.

With these amendments staff and students are being forced to accept this as opposed to making decisions as individuals.

If the government chooses to do this, they would then be required to upgrade facilities and documents therefore requiring once again **MORE** funding in schools to do this.

- acknowledging wellbeing, inclusion and diversity

It is a positive thing to **acknowledge** wellbeing, inclusion and diversity. But funding the supports for these elements for both staff and students is what is required. Acknowledging something provides nothing. We can acknowledge the sky is blue, however that achieves nothing and has no place in a bill. Fully funding schools to provide education and support around wellbeing, inclusion and diversity is mandatory.

The area of **wellbeing MUST be addressed** to ensure the physical and mental health of teachers and administration staff are maintained and improved. Schools will continue to be depleted of experienced and skills administrators and teachers ,therefore once again leaving our profession void of qualified and experienced leaders and educators to help upskill the future educators.

THIS FEEDBACK IS THAT OF 24 TEACHERS, PRINCIPALS AND DEPUTY PRINCIPALS OF KAWUNGAN STATE SCHOOL.

Lead by: CATTELL, Christine- QTU rep, teacher and voter

Queensland Teacher's Union Members of Kawungan State School (4655)

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Name	Position	Email
Christine Cattell	Teacher	[REDACTED]
Charlotte Sanders	Teacher	[REDACTED]
Tamara Guest	Teacher	[REDACTED]
Lynelle Badcock	Teacher	[REDACTED]
Tanya Jensen	Teacher	[REDACTED]
Leanne Hubbert	Teacher	[REDACTED]
Fiona Baumann	Teacher	[REDACTED]
Ingrid Bradford	Teacher	[REDACTED]
Rachael Stewart	Teacher	[REDACTED]
Jane Murphy	Teacher	[REDACTED]
Damien Lingard	Teacher	[REDACTED]
Sophie Shore	Teacher	[REDACTED]
Michelle Harris	MOD-C	[REDACTED]
Alysa Shaw	Teacher	[REDACTED]
David Lantieri	Deputy Principal	[REDACTED]
Vicki Hauser	Teacher	[REDACTED]
Holly Wheatley	Teacher	[REDACTED]
Jemima Marsh	Teacher	[REDACTED]
Bernadette Robinson	Teacher	[REDACTED]
Faye Hollaway	Teacher	[REDACTED]
Kelly Featherstone	Teacher	[REDACTED]
Stuart Cillard	Teacher	[REDACTED]
Rob Messer	Teacher	[REDACTED]
Sue Howard	Deputy Principal	[REDACTED]
Mark Jones	Principal	[REDACTED]