

Education (General Provisions) and Other Legislation Amendment Bill 2024

Submission No: 574
Submitted by: [REDACTED]
Publication: Making the submission public but withholding your name
Attachments: No attachment
Submitter Comments:

From: [REDACTED]
To: [Education, Employment, Training and Skills Committee](#)
Subject: Changes to homeschooling in Queensland
Date: Thursday, 21 March 2024 4:43:58 PM

Name: [REDACTED]
Contact: [REDACTED]
Contact: [REDACTED]
(to be redacted from inclusion in public records)

I am sending this email in regards to my strong opposition to the changes outlined in the Educational Law amendment currently being reviewed.

My 3 main concerns are as follows:

1. Mandatory use of the Australian curriculum.

I am concerned that this change in particular will decrease engagement in learning for homeschooled students, particularly those with extra support needs.

I never dreamed I would homeschool until I had my son and he taught me that school is not an option for him. He is an extremely intelligent and quick-to-learn child who is also autistic with a PDA profile, is ADHD and who has dysgraphia.

He is a child who reads at a 12 year old+ level at the age of 8, but who struggles incredibly to hold a writing implement due to retained primitive reflexes and reduced fine motor skills. A child who can read and use the words “ennui”, “sisyphian” and “infinitesimal” with ease, but who cannot spell the word “let” without significant support due to his dysgraphia. He is a child who can speak eloquently and at great length about a variety of subjects, while also requiring weekly speech and occupational therapy to address the difficulties he faces every day. He is a child who is easily bored and lost if not challenged mentally, but equally as lost if he feels as though he will fail. Of my 2 older children, the child I refer to now is the one with lower support needs than his sibling.

Sticking strictly to the National curriculum would do this child, and many others, a great disservice. When he can learn far more proficiently through a curriculum tailored to his needs, one that relies heavily on real-life, hands-on learning (via trips to museums, homeschool book fairs, art galleries, Indigenous workshops, STEAM workshops and so many others), supplemented by national curriculum-aligned book work, putting him in an environment that would stifle his confidence and desire to learn would be utterly devastating for him.

2. That increased red tape in the form of reporting on 8 KLAs will only add stress to already busy families who choose homeschooling

I can only imagine those who are proposing these changes have never homeschooled a single child, let alone multiple children. I currently homeschool 4 children of varying ages, abilities and support needs, 2 of whom are disabled. Part of this homeschooling is keeping daily records in the form of written notes, photographic evidence and daily resources used and outcomes achieved. It also involves compiling all of this information in order to write an education plan as well as an education outcomes report for registration renewal. It also involves ferrying children around to various excursions, therapies, homeschooling groups

and extracurricular activities; facilitating learning opportunities inside and outside of the home; creating invitations to learn and to play, amongst many other things.

Adding further work to an already heavy load is only going to detract from a family's overall education and mental resources. Reporting should be simplified, not made more complicated and burdensome.

3. That it is inappropriate for the government to decide what is 'in a child's best interests' when they do not know said child.

The government and its legislators do not know my child. They do not know his struggles, his strengths, his personal hurdles or his capabilities. They do not know what piques his interest or sparks a love of learning for him.

There are thousands of children like my sons, children requiring specialised supports best provided by family and community, children who would be left behind in the public school system. I myself was one of these children; despite being intelligent I spent the majority of my school years, particularly my high school years, just trying to survive and get by, so that my attendance was perfunctory and an utter waste of both mine and my teachers' time.

My son is that child who would be left behind, the child whose time would be wasted attending an institute that is ill-equipped to cater to his educational requirements.

I thank you for taking the time to read my submission and truly hope that the committee reconsiders these changes that will undoubtedly have a profoundly negative impact on many Australian children.

Regards,



Sent from my iPhone