


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

**Submission No:** 580  
**Submitted by:**   
**Publication:** Making the submission public but withholding your name  
**Attachments:** See attachment  
**Submitter Comments:**

Submission from [REDACTED]

The [REDACTED] have concerns with the below amendments.

*contribute to the good order and management of Queensland state schools by:*

- *improving procedural fairness for decision-making processes for school disciplinary absences*
- *introducing a new appeal right for accumulated short suspensions*
- *introducing student support plans*
- *ensuring a student has access to education pending an enrolment decision*

Questions raised by [REDACTED];

- What on the in-school support will be provided by the Department to support schools in creating and maintaining student support plans? The creation and implementation of these plans will create a significant workload for staff in schools.
- OVAs are on the rise in schools and schools are having difficulty filling staffing vacancies. What is being done to improve safety for students, staff and school community members?
- The workload associated with student support plans will add to staff workload. What is being done to address teacher/schools staff workload?
- How does giving parents the right to appeal a suspension ensure the safety of other students and the school community?

Suggestions from [REDACTED];

- Fully fund all state schools to the Schooling Resource Standard (Gonski). The students disproportionately impacted by school disciplinary absences are from particular cohorts/backgrounds. Gonski's funding model acknowledged that these students require more support. Qld schools are currently not funded to the standard outlined, resulting in schools not having the resources necessary to meet the needs of these students. Adequate funding to meet students' needs would provide schools with some chance of supporting these students and creating an inclusive and supportive environment for them. This needs to be the first step taken to reduce SDAs for these students.
- SDAs are only used as a last resort when a student's behaviours is dangerous to others or is severely interfering with the rights of other students to learn. The committee need to understand this when making decisions.
- If individual schools are relying too heavily on SDAs to manage behaviour, the Department should be working to support these schools individually rather than making amendments that impact all schools.
- Class sizes should be dependent on the complexity of needs of students in the class. Classes with more complex needs should have fewer students, allowing teachers more time to best support the needs of students.

The [REDACTED] support the following statements from the QTU;

*Following the release of proposed amendments to the EGPA, QTU Executive has decided that the QTU's submission to the Parliamentary committee should reject the changes as they relate to the appeals for a cumulative 11 days of SDAs in a year and the requirement to develop a support plan for every SDA for students in particular cohorts. Information gathered from school leader forums held earlier this week will also be used to inform the submission. Thank you to the members who participated. If you missed a forum, you can still have your say on the proposed changes to the EGPA here: <https://www.qtu.asn.au/school-leader-forum>*

*School leaders and QTU Executive recognise that the student code of conduct is one of the mechanisms used to establish boundaries to create a safe learning environment for students, and consequently a safe workplace. Those boundaries also create clear expectations of student behaviour, which maximise learning for all students by addressing the behaviour of a disruptive few. School leaders were clear that it's time the focus moved from the number of SDAs to the interventions required to address the behaviours of the students that warranted the SDA in the first place. If the Department of Education is genuine in wanting to achieve equity and excellence, it must provide more fully-funded support for students who need it, including positive learning centres in more locations open to all year levels, more*

*guidance officers, and more advisory visiting teachers. We want all students to achieve, and schools must be given the tools to enable this.*