

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

**Submission No:** 833  
**Submitted by:** [REDACTED]  
**Publication:** Making the submission public but withholding your name  
**Attachments:** No attachment

### Submitter Comments:

As a home educating parent, who has been home educating since 2015 I hold grave concerns about the proposed changes to home education in Queensland and the impact it will have on home education students and the family unit. •Queensland home educators currently must prove that they are providing an education plan that is tailored to the individual child to meet their learning needs. We already have systems in place to ensure that children are being delivered a high-quality education. ACARA is a “one size fits all” approach. We know children don’t all learn the same way and at the same rate, so to take children from an individualised learning plan and change to a one size fits all approach will disadvantage home educated children. ACARA is designed for the school system, educating a whole class of students, this is not what home educating parents are doing. Why remove the ability to teach the child in a more child centred way?•The current system allows children to follow their interests, this allows them to, at times, gain earlier entry into higher education courses specific to their interests or goals.•Having to follow the curriculum, create a plan for the curriculum, gather samples and reporting on all subjects will take parents so much more time completing administration tasks, removing their time and focus from delivering education activities. •Children who are disabled and/or mentally unwell will suffer greatly from the proposed changes and create an inability to meet the child where they are currently at and focus on what the child currently needs to meet their own needs and abilities. Parents of children with disabilities will have less time to meet their other life demands such as managing NDIS plans due to the extra workload that the proposed changes will make. This could have a significant financial impact for the government due to the number of NDIS participants who would have to then go to a plan managed NDIS plan due to the parents no longer having the time and energy to manage their plans. Disabled children will have less time, flexibility and energy for NDIS supports such as therapies, appointments and social groups. The increased demand will have a negative impact on families with disabilities. Parents of disabled children already have significant demands, by increasing their demands through the proposed changes there are likely to be more parents experiencing burn out and needing more supports. Again there is a financial aspect of this with an increased number of parents needing mental health care plans to meet their own support needs due to burnout. •Autistic children will have increased demands with more transitions through the day with an increased number of subjects, rather than focusing on goal based or unit-based learning as they may currently be doing. This will lead to autistic children experiencing more meltdowns and shutdowns, home educated autistic children experiencing “school can’t” and having a negative impact on their mental health. Again, this could have a significant financial impact on the government due to more supports being needed from the NDIS for the child to cope with the significant change and increased demands. •ADHD children thrive when education is tailored to their interest; forcing ADHD children to follow a specific curriculum that doesn’t cater to, or is very difficult to work in their interests makes it very difficult for ADHD children to engage, learn and retain information. I speak about Autism and ADHD as these are the disabilities I can speak of from lived experience, I cannot speak with lived experience about other disabilities or learning difficulties however it is clear that the proposed changes will have a negative impact on all families with disabilities and/or learning difficulties. •Children will have less time, flexibility and energy for life outside of education activities such as social activities. Currently we have to prove that our children are having enough social opportunities, how are parents supposed to do that with more demands and less flexibility?•I have great concerns over needing to prove that home education is in my child’s best interest. How is this to be done? Who decides if my proof is good enough and what is the

consequence if someone decides my reasons aren't good enough? Why should parents who decide to home educate have to prove that this is in the best interest of the child when parents who chose any other form of education (public school, private or independent school, single sex schools etc) don't have to prove that the parent's choice of education facility is in the child's best interest? • One of the reasons we home educate is due to dissatisfaction with the current curriculum and wanting a more tailored approach for our child. We do not want the ability to teach an individual education plan tailored for our son's disability, interests and goals taken away from us. I asked my 15 year old son how he thinks the proposed changes would personally affect him and this is what he told me: I would have less time for focusing on life skills, having to follow year levels means I would be forced to do learning activities that don't meet me where I'm at. I'd rather be spending time on my own goals especially for life skills that are focused on helping me get a job and developing my independence. Having to report on more subjects would mean too much time spent on gathering samples and creating reports so these changes would mean families won't be spending so much time developing good skills because of the time needed for reporting. I'd rather study things that I feel have a purpose for my own goals rather than being told I have to learn something to suit a particular subject. If I had to learn all the ACARA subjects I feel I'd be learning less in depth information because of having so many subjects to learn and not enough time to go into depth also I don't think I'd then have enough time for social events, I'd have more stress, less flexibility, and less ability to meet my needs. Due to being exhausted from the workload I probably wouldn't have the mental or physical energy to engage in anything outside of learning including my therapies.