

Education (General Provisions) and Other Legislation Amendment Bill 2024

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From: [REDACTED]
Sent: Wednesday, 20 March 2024 10:11 PM
To: Education, Employment, Training and Skills Committee
Cc: [REDACTED]
Subject: Submission on the Education (General Provisions) and Other Legislation Amendment Bill 2024

Attn: Committee Secretary - Education, Employment, Training and Skills Committee

Dear Committee Secretary

I write to make a submission on the Education (General Provisions) and Other Legislation Amendment Bill 2024.

As a parent with a disabled student I want to share with the Committee my experiences and why I believe that all students with disability deserve access to a fair and equal education.

My daughter who is nonverbal and diagnosed with level 3 ASD and GDD started prep this year. Most of last year I spent all my spare time researching extensively what schooling environment would be the most accepting, supportive and nurturing of my child and her disabilities. I needed somewhere that would understand that my child's mind works differently to a neuro-typical child's mind and would have the resources and tools available to support her and help her thrive.

I was continually told that mainstream school would be an acceptable and inclusive learning environment for her. I ultimately chose to send her to a special school because I truly felt that mainstream wasn't the right place for her.

After reading the statistics of the high percentage of children with disabilities being suspended I was shocked but also comforted to know that I obviously made the correct choice.

Children with different abilities need to be supported and encouraged, using suspension as punishment for children who may not have the capacity to understand what the weight of that means is counterproductive. It disrupts their learning and ultimately doesn't teach them anything.

We are so desperately looking for an inclusive and understanding learning environment for our loved ones, or even ourselves, and these numbers don't reflect any of the things that we hope for and want to achieve.

These experiences have led me to support the A Right to Learn campaign, which is focused on keeping disabled students in the classroom.

I strongly endorse the campaign's five asks in response to the Bill, including:

1: Using suspension as a last resort. I agree with the Disability Royal Commission recommendation that school suspensions should be a last resort or to prevent 'serious harm'.

2: Currently, the Bill only allows an appeal when a student has been suspended for 11 days or more in a year. I believe that there should be appeal rights for all suspensions, regardless of the number of days.

3: The implementation of a multi-tiered support system. Children experiencing multiple suspensions require support through a multi-tiered system to address their needs effectively.

4: I support the need for increased transparency and accountability in schools regarding efforts to reduce suspensions, such as submitting an annual report to Parliament, establishing a Board to oversee suspensions, and implementing scorecards for schools.

5: To include a Students Rights section in the Bill to enshrine the right to learn for all Queensland students.

I thank the Committee for the opportunity to make a submission on the Bill.

Yours sincerely,
Jamie-Lee Glenwright

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