

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

**Submission No:** 1134  
**Submitted by:** [REDACTED]  
**Publication:** Making the submission public but withholding your name  
**Attachments:** See attachment  
**Submitter Comments:**

24<sup>th</sup> March 2024

I have been advised by family members (Home School Parents of 6- 3 Great Nieces and 3 Great Nephews) of the proposed legislative changes to the curriculum of Home School Children in Queensland.

My nieces and nephews have chosen to homeschool their children basing their decision on their own research to develop best possible outcomes for their much loved, intelligent and high achieving children. I have observed the development of the children's enquiring minds and remain in awe of the maturity and breadth of knowledge and skills that these children possess, including social graces, manners and sport and musical achievements. I do not consider that a "One Size Fits All" is an acceptable form of education. I know that my great nieces and nephews are receiving a tailor-made highly valued education suitable for their individual growth and maturity.

**I seek the provision of information on the following:**

- **Detailed results of the research, upon which the proposed legislation is based. I seek both qualitative and quantitative results.**
- **The total number of families including student numbers affected by the proposed legislation. If for example there are 10,000 Queensland families with average 2 children per family, I wish to see the proposed changes to Queensland State Schools (including available classrooms, increased number of teachers, playgrounds, sporting and music programmes) to accommodate the additional (say) 20,000 students, should parents decide to relinquish their children to the State School System.**
- **50 Year History of changes to Queensland Education Policy and Curriculum, including the length of time each programme lasted prior to being replaced by an alternate curriculum and the reasons of this replacement. (Including the research upon which the programme changes were based)**

**My Background**

Prior to commencing school, in 1960, my parents encouraged me to read, write and count to the best of my ability. This education was not formalised, rather based on my enquiring mind and thirst for knowledge. For example, I would sit at the kitchen table at 3 years of age and attempt to read the morning paper, Courier Mail. with his assistance. My father, with the advantage of his school knowledge of Latin, patiently embraced this activity by encouragement to analyse the word based on its Latin roots.

I commenced my formal education at Wynnum Central State School in 1960. Despite missing 72.5 days of 131.5 days of school terms, I was promoted to Grade 2 in 1961. I had suffered serious complication during a tonsillectomy, requiring a long home convalescence, with schoolwork being sent home for me to complete.

In Grade 2, (aged 6 years), I was regularly sent out of the classroom on messages for my teacher, Miss J. The majority of tasks centred around a walk to Bay Terrace to the Commonwealth Bank and either deposit or withdraw of money for her. Mr C, the Head Teacher was aware of this as he would call from his window to check what I was doing. I would check the balance of the handwritten adjustment to Miss J's bankbook prior to leaving the bank and often identify an error and request

correction of same. Miss J was trying to provide an adequate education to 42 students in Term 1, and 45 in Terms 2 and 3. (A challenge to any teacher in a small classroom) The students were from all socio-economic backgrounds. Whilst I completed any work in a very short period, many of my fellow students needed remedial work and supervision by Miss J. She very wisely recognised my boredom and provided alternate tasks for me to complete. This activity provided me with more confidence and rounded education than sitting in a classroom unstimulated by “the system”. In Grades 3,4 and 5, my place in the Grade was 1, followed by no lower than 3<sup>rd</sup> (once) in the following years.

I am most fortunate that my teachers in those early years realised that the school system was not ideal; and a “One Size Fits All” system did, and I believe still does not work. Whilst I was never officially “Home Schooled”, I reaped the benefit of caring, intelligent and loving parents who managed to look beyond the limitations of the state school system to provide alternate ways to approach problem solving and a love of a lifetime of learning. I sometimes struggled with Grade 11 and 12 Physics as I needed visual proof of theory. My father (an Electrical Engineer at Tennyson Powerhouse) took me to “learn on the job” of the method in which a coal power plant generates electricity and the applied physics and mathematics required. I achieved my objective. I did not achieve this in the classroom.

I am a registered Pharmacist (with post-graduate qualifications in Business and Health Economics from Griffith, Macquarie and Deakin Universities) with a work history of Community and Hospital Pharmacy in Australia and England. I have also worked for International Pharmaceutical and Biotechnology Companies, specialising in Marketing, Education, Medical Information, and Competitive Intelligence. I worked with International teams in the USA, Canada and Europe in the development of clinical trials, marketing and education. Naturally my professional life in the health industry dictates a heavy reliance of high-powered evidence. Hence, I look forward to the provision of all the evidence and statistics that I have requested earlier in my submission.