

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

**Submission No:** 1400  
**Submitted by:** [REDACTED]  
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**Submitter Comments:**

Dear members of the Committee,

I am writing to express my concern at some of the proposed changes outlined in the Education (General Provisions) and Other Legislation Amendment Act 2024.

Our two children have been learning from home since birth and are now in their high school years. We utilised distance education early on but when we began to see stress and hear 'I hate schoolwork' from a 7 year old who we knew loved to learn we registered with the HEU so that we could continue to foster a love of learning without pressure of necessarily having to conform to a certain curriculum's time frame or content for learning. Over the years, our family has explored so many wonderful resources from Australia and around the world (many not necessarily aligned to the Australian Curriculum but high quality and working well for us). We have been so thankful for the flexibility to do so. I believe there are also many other families who started with DE or a more prescriptive homeschooling curriculum that found it was killing creativity and the love of learning. I also remember meeting a homeschooling Dad a few years ago who mentioned that his daughter had such a traumatic experience at school that they couldn't do any learning with her that remotely looked like 'school' but they were involving her in 'real world learning' (we were at horse riding day for homeschoolers) and experiencing success. Every family home educating is different but we all want to see young people thrive and maintain a life-long love of learning. I believe that home education is an alternative that can provide a truly individualised and responsive education.

I do not agree that a 'high quality education' should be limited to the Australian Curriculum and am very concerned about it being part of legislation. As far as I am aware only the Northern Territory has it legislated. I believe that most children are asynchronous and as our family has discovered more learning challenges and neurodivergence on our education journey I have needed to take our children's learning needs and interests into account when planning. Being encouraged by the HEU to plan and implement a high quality education has really focused us on getting to know our children and teaching them in a way that works for them--not just pushing them through 'a curriculum' and then considering them 'educated'. There are a limited number of resources linked to the Australian Curriculum that may not work for our students but hundreds of others that can catch our children's interest, meet them where they are at and cause them to flourish as they learn because they want to and not because they are told they have to. Since an effective education helps a young person to maximise their individual potential, education for each student will look different and I believe the legislation should reflect that.

I have been pondering the fact that many home educated students begin to explore university study early and I am wondering if that would be denied as 'not being an approved senior study option' if the national curriculum was legislated. That would be a huge shame and detriment to many teens who have a passion and want to get onto exploring it. I believe that a rigid definition of high quality education (i.e the Australian Curriculum) is unlikely to improve the quality of education provided and may actually do the opposite and stifle home educated young people who have been thriving.

I oppose the increased reporting requirements included in the legislation. I believe we already create very detailed reports and plans that take up a lot of our time. I am concerned about being required to plan and report on all subjects consistent with the Australian curriculum and having to demonstrate academic progress across them all each year. What does that mean and how will it work in practice? It sounds like a massive task and big burden on families currently tailoring plans to their asynchronous childrens' needs. The information we already provide far exceeds the reporting required by Education Queensland teachers and as far as I am aware, I believe it also exceeds most other states' home education written planning and reporting requirements. To provide some type of sample of improvement for every single subject is unreasonable and will be very time

consuming, especially for those home educating more than one child. This is not being supportive. This is placing unnecessary burdens on families and the HEU who have to process all the reports.

I am also very concerned about the changes to time frames and especially the removal of the 60 day provisional registration period. Even though only a small percentage of families might use this opportunity, I believe it is a vital safety net that some families absolutely need as they are navigating their child's transition from school to home education. Our family didn't need provisional registration because we had time to observe our children learning in the home environment before beginning homeschooling and make a plan accordingly. This is not the case for some families who are thrust into homeschooling suddenly. I believe that rather than removing this time frame it probably needs to be extended to give the family time to adjust and begin to see what will work for their child.

We appreciate all your time and effort in reading submissions and thinking through the implications of these proposed changes. Ultimately we all want an education for our children that helps them grow and develop to their highest potential and that's exactly why parents choose to home educate their unique children who may be square pegs but don't need to be squashed into round holes to have an excellent education and productive life.

Thank you all for your scrutiny of this legislation and for listening to the families that this would affect.