


Education (General Provisions) and Other Legislation Amendment Bill 2024

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On behalf of the [REDACTED]

Our members feel that the proposed amendments to the Education General Provisions Act introduced to Qld Parliament will have negative impacts on the good order and management of schools. Particularly in relation to the proposed changes to suspension appeals. Our members have provided feedback around the increasing challenges faced by teachers on a daily basis with relation to student behaviour and occupational violence. The introduction of a new appeal right for accumulated short suspensions will place additional pressure on teachers and their ability to deliver quality teaching programs in a safe and productive work space. Members feel that pressure placed on Principal's and Deputy Principals by the Department to keep suspensions to a minimum result in a perceived lack of support from administration and have negative impacts on teacher and student well-being. Please see member feedback on the increasingly difficult conditions we are already occupying due to the rise of occupational violence being displayed by students in the classroom.

Member [REDACTED]

We are failing to prepare students for life. If they are making mistakes and not getting a consequence, they are learning that later in life it won't matter if they make a mistake or break laws as there won't be consequences.

I work with a group of support students and within the classroom one student was causing many disruptions to my lesson but also the rest of the double teaching space. He was squirting water at multiple teachers and other students and also throwing hand sanitiser at the teachers while swearing. This made other students in the classroom very anxious with students crying. I also felt very anxious about potential future actions of this student as his behaviour had steadily been escalating over several weeks. I had anxiety about going to his classroom every time I had to work in there. Many parents complained about this student and the effect on their children also. The student was not given a suspension and resulted in him returning to the classroom in the next session of the day after an office timeout. Although he was not throwing things at teachers, he was not completely compliant and caused me anxiety being back with him so soon. Things did not improve in the coming days. Lessons were constantly interrupted by the student, things were thrown around the room, he yelled out and made loud noises for fun and very little learning was able to take place. The next week, the student had another incident where he threw things at his classroom teacher causing her great distress. This time he was suspended. Learning was able to take place, students were at ease and the room completely transformed while he was removed from the classroom. Upon his return he seemed to understand that his poor choices and behaviour was not to be tolerated and while his behaviour is heavily supported, he understands that there will be a consequence if he acts in the same way again.

A year 3 student fractured a bone on my right hand when he jammed my right hand in the classroom door when he slammed it unexpectedly during his rage.

I spend more time managing behaviour issues rather than focusing on delivering quality instruction. Having to constantly deal with disruptive behaviour without adequate support or disciplinary measures has affected my mental well-being and has put a strain on teacher-student relationships. I do not always feel safe at work with students who verbally and physically attack other students and teachers with intent, without any suspensions or severe consequences. A few years ago, I was verbally attacked by a student and parent, there was no severe consequences and it still affects my mental health today. Working as a support teacher, seeing teachers burnt out, stressed and upset by dealing with serious behaviours and no back up from admin also affects my mental health.