

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

**Submission No:** 1741  
**Submitted by:** Tia Kennedy  
**Publication:** Making the submission and your name public  
**Attachments:** No attachment

### Submitter Comments:

I do not support the enforcement of the Australian Curriculum for Queensland's homeschooling children. My eldest child had just begun 6th Grade. He takes to mathematics naturally. He flew by grades with ease but would find himself completing high school sized lessons with a 9/10 year old attention span. The fit wasn't right with Australian based curricula. Because of this, I sought out for him a much more rigorous maths course which is from the US. He completed their equivalent of Grade 6 maths (directed at math Olympiads) last year. When tested against the Australian curriculum last week using an extensive diagnostics tool, answering around 1000 questions from Grade 1 to Grade 10, he showed complete mastery of Grades 1-8, with over 85% mastery of Grade 9 and over 70% mastery of Grade 10. The diagnostics tool predicted he would complete the entire Australian Maths curriculum by the first term of Grade 7. With his course he's currently using, he learns not only what to do but how and why it works. This works well for him. When he was in school, his lack of handwriting skills at Grade 3 caused him to receive feedback to improve this and write faster in his books across all subjects, causing him great stress, even though he scored highly across all subjects. Once he was home this was no longer an issue. For grade 4 we placed a higher focus on handwriting with no time limits to complete things. By the end of the year his writing was efficient, legible and tidy. He also began learning to touch type. My 8 year old daughter is extremely creative. She wakes up and comes up with projects that she's begun before breakfast. They range from researching and recording animal behaviours to creating colouring books for siblings, poetry, story writing and clay art. She covers far more Science and HASS in her own projects than she would following curriculum. While spelling wasn't immediately her strong suit, she has always had great confidence in her story telling and writing abilities. I do not believe this would be the case if she had remained in school, where mechanics are so heavily targeted from an early age. I would type for her as she narrated longer stories that she would not have had the stamina to write at her age. Often at earlier ages, bad at spelling equates to bad at writing. Not so in our home. By the time she was 7 she began to care about spelling things correctly. She now tracks well for her age and aces her spelling tests and maintained her confidence while getting there. My youngest child just started 'Prep' this year according to his age. This child began reading unprompted from the age of 3. He is now 5 and can read virtually any book he'd like to on his own. He is currently reading Charlie and the Chocolate Factory. He is extremely competent in adding and subtracting and can do so with numbers up to the hundreds in his head. He already knows quite a few of his times tables but more importantly, his understanding of maths concepts is strong. I recall my daughter finding prep work boring as she already knew her letters and how to read CVC words. I cannot imagine how dull the work would be for my 5 year old. Last year (his kindergarten year) I had him complete 10 minutes each of maths, English and reading just on days he was interested in joining in with school work. He completed Grades prep and 1 Maths easily and Grade Prep and half Grade 1 English easily. For his reading/phonics course he has completed right past Grade 2 with ease. Like his brother, I have now selected for him a more advanced maths course so his maths can remain reasonably appropriate for his age. I started him on Grade 1 (Grade 2 equivalent in Aus) for this course and he has almost finished half of the year's work in this first term. Keeping him on an Australian curriculum aligned program would result in him using high school text books far too early. I'd prefer for him to be able to learn with fun colourful books aimed at his age and abilities. While I can see great value in many things covered across the Australian curriculum within Science and HASS, I've found no benefit in following them in grade order. There is plenty of research suggesting children learn much better when following their own interests. When it comes to Science and HASS, this is certainly the

case with my own children. They're able to remember facts far easier from the areas they've studied out of interest at home than what they did in a classroom at school. When we go to the rainforest we complete a unit around rainforests. When we're reading a book set in Scotland, we study Scotland together. When we travel overseas we learn about what we're experiencing. They've been through a space phase, a recycling phase and are currently interested in animal behaviours, breeding and DNA, as well as World War II. I cannot speak for the many families I know who would be greatly impacted by having to keep their children up to a standard that does not suit their children's particular needs. I can speak for my own children, however, who I believe would be greatly held back by the proposed changes. Furthermore, I believe the suggested changes to the reporting process is unnecessary. We already provide comprehensive, individualised plans for each of our children as well as reports reflecting on what we've done to help them achieve. I hope you'll take our concerns into consideration. We're not just a squeaky wheel. Homeschooling parents provide great support for the education system by taking it upon ourselves to ensure children are educated to their own level using methods most suited to them. Thank you