

The Senate

Education and Employment
References Committee

The issue of increasing disruption in
Australian school classrooms

Final Report

February 2024

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Chapter 1

Final report

Introduction

1.1 On 28 November 2022, the Senate referred the issue of increasing disruption in Australian school classrooms to the Senate Education and Employment References Committee (committee), to inquire and report on the following matters:

- (a) the declining ranking of Australia in the Organisation for Economic Co-operation and Development (OECD) disciplinary climate index, making Australian classrooms amongst the world's most disorderly;
- (b) the impacts, demands and experience of disorderly classrooms on teacher safety, work satisfaction and workforce retention;
- (c) teachers' views on whether or not they are sufficiently empowered and equipped to maintain order in the classroom and what can be done to assist them;
- (d) the robustness, quality and extent of initial teacher education to equip teachers with skills and strategies to manage classrooms;
- (e) the loss of instructional teacher time because of disorder and distraction in Australian school classrooms;
- (f) the impact of disorderly, poorly disciplined classroom environments and school practices on students' learning, compared with their peers in more disciplined classrooms;
- (g) the stagnant and declining results across fundamental disciplines as tested through National Assessment Program – Literacy and Numeracy (NAPLAN) attributing to poorer school-leaving results and post-school attainment;
- (h) how relevant Australian state, territory and federal departments and agencies are working to address this growing challenge;
- (i) how leading OECD countries with the highest disciplinary climate index rankings are delivering orderly classrooms to provide strategies on how to reduce distraction and disorder in Australian classrooms; and
- (j) any related matter.¹

Conduct of the committee's inquiry

1.2 On referring the inquiry, the Senate set the first sitting day in July 2023 as the date for the committee to report. On 22 March 2023, the Senate granted the committee an extension of time to report until 16 November 2023.²

¹ *Journals of the Senate*, No. 24, 28 November 2022, pp. 721–722.

² *Journals of the Senate*, No. 39, 22 March 2023, p. 1136.

- 1.3 On 18 October 2023, the Senate agreed to extend the reporting date to 6 December 2023 to allow the committee to gather additional evidence.³ On 30 November 2023, the Senate granted a further extension to 7 February 2024.⁴
- 1.4 The committee presented an interim report to the Senate on 1 December 2023.⁵
- 1.5 Links to the committee's interim report, as well as public submissions, *Hansard* transcripts of evidence, and other information published by the committee for this inquiry are available on the committee's [website](#).

Purpose and structure of this report

- 1.6 This report is the final report of the committee's inquiry and considers the release of the OECD's latest Programme for International Student Assessment (PISA) results, and the first tranche of resources from the Australian Education Research Organisation's (AERO's) Engaged Classrooms Through Effective Classroom Management (Engaged Classrooms) project.
- 1.7 The committee's view, including its conclusions and recommendations, are provided at the end of this chapter.

PISA 2022 results

- 1.8 The 2022 PISA results were released on 5 December 2023, after originally being planned for 2021 but postponed to 2022 due to the COVID-19 pandemic. In Australia, around 13 437 students from 743 schools across all jurisdictions and school sectors participated in the survey.⁶ The 2022 survey focused on mathematics, with reading, science, and creative thinking as minor areas of assessment.
- 1.9 The Australian Council for Educational Research (ACER) published Australia's results and discussed some of the findings in relation to the principal domains examined. Some of the key points from ACER's analysis revealed that:
- Australia's proportion of high performers in mathematics was greater than the OECD average, but noticeably lower than Singapore (which was the highest performing country in all assessment domains), while the proportion of low performers was lower than the OECD average, but greater than Singapore;
 - students from higher socioeconomic backgrounds performed at a higher level than students from lower socioeconomic backgrounds;

³ *Journals of the Senate*, No. 75, 18 October 2023, p. 2136.

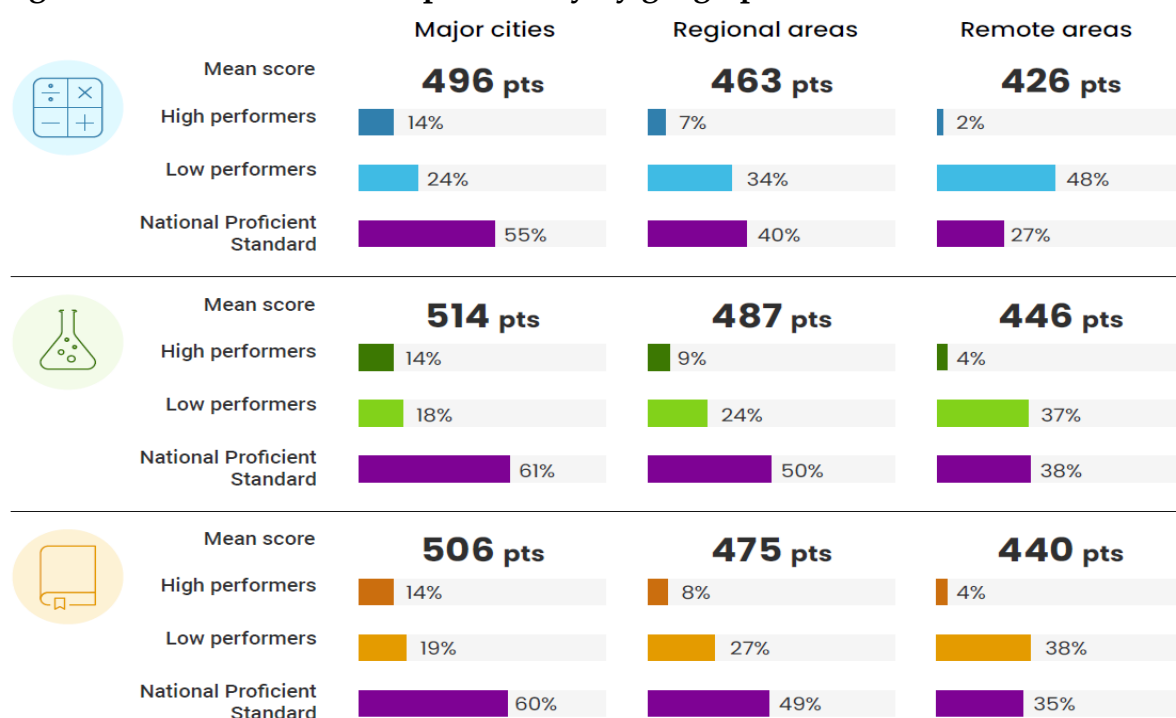
⁴ *Journals of the Senate*, No. 90, 30 November 2023, p. 2526.

⁵ *Journals of the Senate*, No. 91, 4 December 2023, p. 2576.

⁶ De Bortoli, L., Underwood, C., & Thomson, S. (2023) [PISA 2022. Reporting Australia's results. Volume I: Student performance and equity in education](#), Australian Council for Educational Research (ACER), p. xv (accessed 16 January 2024).

- students in major city schools performed at a higher level than students in regional schools and, in turn, students in regional schools performed higher than students in remote schools (see Figure 1.1); and
- on average, students in the independent school sector performed higher than students in Catholic and government schools, and students in Catholic schools performed higher than students in government schools.⁷

Figure 1.1 Performance and proficiency by geographic location



Source: De Bortoli, L., Underwood, C., & Thomson, S. (2023) *PISA 2022. Reporting Australia's results. Volume I: Student performance and equity in education*, ACER, p. xxviii.

1.10 According to ACER, Australian students' performance has remained steady since the previous PISA cycle, despite the disruption caused by the pandemic, while the average score across OECD countries fell for mathematics and reading.⁸ ACER noted that the 'fall in the achievement of many countries that were previously above or on par with Australia means that Australian students' performance is now below that of only nine other countries in mathematics (compared to 22 in 2018), and eight other countries in reading and science'⁹ (see Figure 1.2).

⁷ De Bortoli, L., Underwood, C., & Thomson, S. (2023), [PISA in Brief 2022: Student performance and equity in education](#), ACER (accessed 16 January 2024).

⁸ Australian Council for Educational Research, 'PISA 2022: Australian student performance stabilises while OECD average falls', *Media Release*, 5 December 2023.

⁹ Australian Council for Educational Research, 'PISA 2022: Australian student performance stabilises while OECD average falls', *Media Release*, 5 December 2023.

Figure 1.2 International comparisons



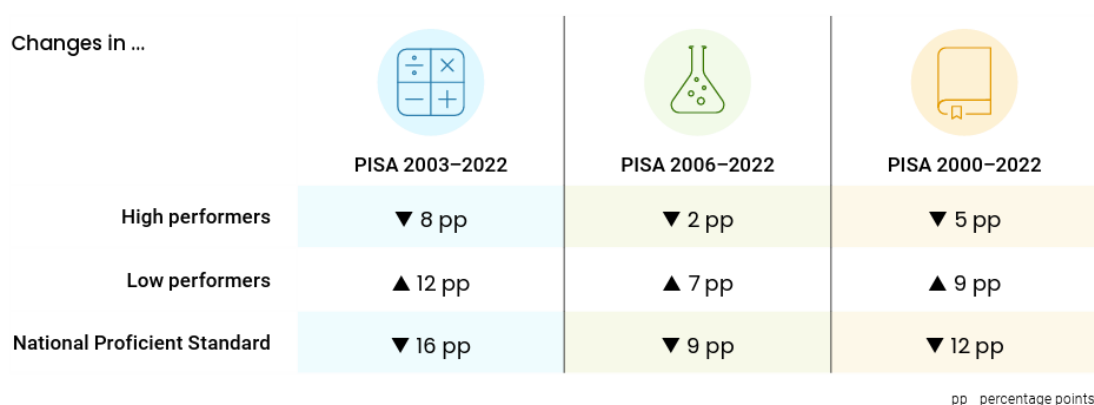
Source: De Bortoli, L., Underwood, C., & Thomson, S. (2023) *PISA 2022. Reporting Australia's results. Volume I: Student performance and equity in education*, ACER, p. xviii.

1.11 However, the proportion of Australian students that attained the National Proficient Standard decreased in maths, science and reading for the first time since they were included as major domains (see Figure 1.3).¹⁰ Just over half of Australian students achieved the National Proficient Standard in each domain: 51 per cent in mathematics, 58 per cent in science, and 57 per cent in reading.¹¹

¹⁰ Australia's participation in PISA is part of the National Assessment Program. As such, the [Measurement Framework for Schooling in Australia](#) identifies a proficiency at or above Level 3 in PISA as the agreed National Proficient Standard, as it 'represents a "challenging but reasonable" expectation of student achievement' at that age.

¹¹ De Bortoli, L., Underwood, C., & Thomson, S. (2023) *PISA 2022. Reporting Australia's results. Volume I: Student performance and equity in education*, ACER, p. xix (accessed 16 January 2024).

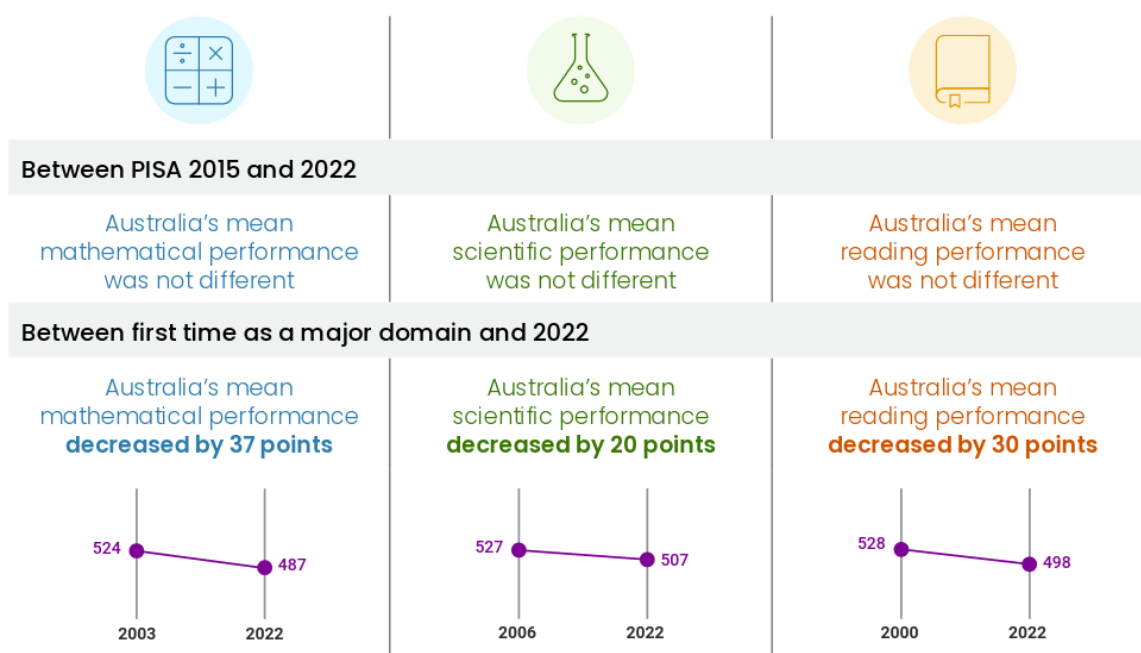
Figure 1.3 Between the first time a subject was a major domain and 2022



Source: De Bortoli, L., Underwood, C., & Thomson, S. (2023) *PISA 2022. Reporting Australia's results. Volume I: Student performance and equity in education*, ACER, p. xxi.

- 1.12 While Australia's relative performance has remained mostly unchanged over the last two cycles, Australian students' overall performance has actually been in steady decline over the past two decades, with maths dropping 37 points since 2003 from 524 to 487, science falling 20 points, from 527 to 507 since 2006, and reading down 30 points, from 528 to 498 since 2000 (see Figure 1.4).¹²

Figure 1.4 Australia's PISA performance over time



Source: De Bortoli, L., Underwood, C., & Thomson, S. (2023) *PISA 2022. Reporting Australia's results. Volume I: Student performance and equity in education*, ACER, p. xx.

¹² De Bortoli, L., Underwood, C., & Thomson, S. (2023) *PISA 2022. Reporting Australia's results. Volume I: Student performance and equity in education*, ACER, p. xx (accessed 16 January 2024).

Disciplinary climate

- 1.13 Consistent with the previous survey, the 2022 PISA questionnaires considered several aspects of school climate. This included whether students feel supported in their learning and if the disciplinary climate in mathematics classes allows students to concentrate on learning.¹³
- 1.14 Australian students were asked how often—never or hardly ever, some lessons, most lessons, every lesson—certain things happen in their mathematics classes. This included asking whether students do not listen to what the teacher says and whether there is noise and disorder in the classroom.¹⁴
- 1.15 Overall, Australia ranked 33 out of the 37 OECD countries that participated in the survey, with only Greece, Sweden, Chile and New Zealand having a lower average index of disciplinary climate than Australia (see Figure 1.5). Australian students reported similar levels of disciplinary climate in their classes as France, and a notably less favourable disciplinary climate than the OECD average.¹⁵
- 1.16 Although the Australian education system was reported as being resilient following COVID-19, the share of Australian students who reported that they could not work well in some or every mathematics lesson increased by over 10 percentage points between 2012 and 2022.¹⁶
- 1.17 In addition, the share of students in schools whose principal reported that instruction is hindered by a lack of teaching staff increased in 58 countries between 2018 and 2022, and by more than 30 points in Australia.¹⁷ Around 40 per cent of Australian students reported that they get distracted by using digital devices in mathematics lessons, while over 30 per cent get distracted by other students who are using digital devices.¹⁸

¹³ Organisation for Economic Co-operation and Development (OECD) 2023, [PISA 2022 Results \(Volume II\): Learning During – and From – Disruption](#), PISA, OECD Publishing, Paris, p. 95. (accessed 16 January 2024). Since the core subject of PISA 2022 was mathematics, the chapter examines support and discipline in mathematics lessons. ACER’s analysis of the results from *PISA 2022 Results (Volume II): Learning During – and From – Disruption* will be released in May 2024.

¹⁴ OECD (2023), [PISA 2022 Results \(Volume II\): Learning During – and From – Disruption](#), PISA, OECD Publishing, Paris, p. 269 (accessed 16 January 2024).

¹⁵ OECD (2023), [PISA 2022 Results \(Volume II\): Learning During – and From – Disruption](#), PISA, OECD Publishing, Paris, p. 353 (accessed 16 January 2024).

¹⁶ OECD (2023), [PISA 2022 Results \(Volume II\): Learning During – and From – Disruption](#), PISA, OECD Publishing, Paris, p. 100 (accessed 16 January 2024).

¹⁷ OECD (2023), [PISA 2022 Results \(Volume II\): Learning During – and From – Disruption](#), PISA, OECD Publishing, Paris, p. 171 (accessed 16 January 2024).

¹⁸ OECD (2023), [PISA 2022 Results \(Volume II\): Learning During – and From – Disruption](#), PISA, OECD Publishing, Paris, p. 101 (accessed 16 January 2024).

Figure 1.5 Average index of disciplinary climate by jurisdiction

Year/Study	Jurisdiction	All students	
		Average	Standard Error
2022	Japan	1.09	(0.022)
	Korea	0.84	(0.022)
	Austria	0.36	(0.023)
	United States	0.24	(0.023)
	Lithuania	0.21	(0.023)
	Mexico	0.21	(0.020)
	Ireland	0.18	(0.023)
	Estonia	0.14	(0.024)
	Switzerland	0.11	(0.020)
	United Kingdom	0.10	(0.023)
	Slovenia	0.07	(0.013)
	Slovak Republic	0.06	(0.025)
	Israel	0.05	(0.026)
	Hungary	0.05	(0.023)
	Portugal	0.03	(0.019)
	Denmark	0.03	(0.020)
	International Average (OECD)	0.02	(0.003)
	Colombia	-0.01	(0.024)
	Germany	-0.02	(0.022)
	Latvia	-0.03	(0.022)
	Czech Republic	-0.03	(0.021)
	Poland	-0.05	(0.026)
	Türkiye	-0.05	(0.019)
	Costa Rica	-0.07	(0.022)
	Spain	-0.08	(0.015)
	Canada	-0.08	(0.014)
	Norway	-0.08	(0.017)
	Italy	-0.09	(0.022)
	Iceland	-0.11	(0.013)
	Belgium	-0.12	(0.022)
	Netherlands	-0.15	(0.022)
	Finland	-0.22	(0.016)
	France	-0.23	(0.019)
	Australia	-0.24	(0.013)
	Greece	-0.27	(0.022)
	Sweden	-0.32	(0.023)
	Chile	-0.32	(0.019)
	New Zealand	-0.33	(0.023)

Source: OECD, PISA, 2022 Reading, Mathematics and Science Assessment. The index of disciplinary climate ranges from -5 to 5, with higher values in the index indicating a more positive disciplinary climate.

Engaged Classrooms project

1.18 As foreshadowed in the committee's interim report, AERO released the first tranche of materials from its Engaged Classrooms project on 4 December 2023. The new resources are designed to support classroom engagement and professional learning for teachers and school leaders.¹⁹

¹⁹ Australian Council for Educational Research (AERO), *Engaged classrooms through effective classroom management, Classroom management skills* (accessed 16 January 2024).

1.19 The project builds on AERO's existing *Focused Classrooms Practice Guide* and is designed to support teachers and school leaders to:

- explicitly teach and model behaviour to support learning;
- build positive relationships with students;
- establish and maintain high expectations, routines and rules;
- effectively manage disengaged and disruptive behaviours; and
- implement a whole school approach.²⁰

1.20 The resources include a suite of foundational resources, including explainers, practice guides, and skills resources that cover important evidence-based practices for effective classroom management. According to AERO, these resources will help address increasing disruption in classrooms by providing teachers and leaders with:

... a range of practices to manage day-to-day whole class teaching and learning, as well as function-based thinking and tiered intervention models of support to help understand and address patterns of more persistent behaviour for the small number of students who may need additional help. It is crucial pre-service teachers and teachers at all stages of their careers are supported to develop and implement these practices to help improve classroom environments and student learning outcomes.²¹

Committee view

1.21 As noted in the committee's interim report, student behaviour and engagement in Australian school classrooms is of growing concern to many teachers, school leaders, and parents. Regrettably, the OECD's PISA 2022 survey has continued to show a decline in the disciplinary climate in Australian classrooms. Indeed, the share of Australian students who reported that students cannot work well in some or every mathematics lesson increased between 2012 and 2022 by over ten percentage points.

1.22 Furthermore, the survey results continue to show a steady decline in student performance across the domains examined. Just over half of Australian students achieved the National Proficient Standard, with a significant number of students failing to demonstrate they have more than basic skills in the areas of mathematics, science and reading. These results confirm the recent National Assessment Program Literacy and Numeracy findings, which show that one in three Australian students failed to reach expectations in basic numeracy, reading, and writing skills.

²⁰ Richardson, S., Kelly, M., Whiting, C. & Peddie, B. (2023), *Effectively managing classrooms to create safe and supportive learning environments*, AERO, p. 6.

²¹ Richardson, S., Kelly, M., Whiting, C. & Peddie, B. (2023), *Effectively managing classrooms to create safe and supportive learning environments*, AERO, p. 8 (citation omitted).

- 1.23 The committee believes that Australia should examine how high performing countries are achieving better results than Australia, including the extent to which the experience of these countries can inform Australian schools, and how funding for students in Australia and other countries correlates with student performance and academic standards.

AERO's Engaged Classrooms project

- 1.24 In view of the trend revealed in the latest PISA results, the committee welcomes the release of the first tranche of materials from AERO's Engaged Classrooms project, which aims to support classroom management and professional learning for teachers and school leaders. The committee is hopeful that these resources will help teachers to practically apply the best evidence-based teaching strategies in their classrooms. The committee understands that AERO will continue to consult with teachers, leaders and other stakeholders in the development and quality assurance of existing and future resources.
- 1.25 The committee also notes the recommendations in the report of the Independent Expert Panel's Review to Inform a Better and Fairer Education System (Expert Panel).²² In particular, the Expert Panel has recommended that governments, school systems and approved authorities work together to develop a national measure of student wellbeing, which includes the collection of comparable national wellbeing data covering classroom disruption by the end of 2028.
- 1.26 The Expert Panel has also called for the urgent implementation of the Unique Student Identifier to develop a foundation for enhanced data linkage to help establish a clearer picture of each student's education experience.
- 1.27 Overall, the committee is encouraged by the recommendations of the Expert Panel and the release of AERO's classroom management resources. However, the committee remains concerned by the latest PISA results and the stagnant and declining academic performance of Australian schools. The committee believes that these issues deserve ongoing scrutiny. The committee therefore recommends that the Senate tasks this committee to undertake an extensive inquiry into the performance of Australian schools overall.

Recommendation 1

- 1.28 The committee recommends that the Senate refer an inquiry into declining academic standards in Australian schools to the Education and Employment References Committee. The terms of reference should include:**
- **students' proficiency in literacy and numeracy;**

²² Department of Education, [Improving Outcomes for All: The Report of the Independent Expert Panel's Review to Inform a Better and Fairer Education System](#) (accessed 16 January 2024).

- the experience of principals, teachers and parents in meeting the challenge of raising academic standards;
- the extent to which the experience of other countries with high or markedly high academic standards can inform Australian schools; and
- what support could be provided to teachers and what improvements could be made to the Australian Curriculum to raise academic standards in Australian schools.

Senator Matt O'Sullivan
Chair

Labor Senators' additional comments

- 1.1 Further to their comments in the committee's interim report for this inquiry, Labor Senators reiterate their support for teachers and school leaders, who play an important role in the Australian community. We commend their commitment to their students and to the communities they work with.
- 1.2 Labor Senators note the Engaged Classrooms resources developed by the Australian Education Research Organisation (AERO) that were announced by the Albanese Labor Government in the 2022 October Budget. As noted in the committee's final report, the first set of Engaged Classrooms resources are designed to support teachers. They have been designed as evidence-based practices to enhance students' engagement in learning. The first set of resources released in December 2023 was developed specifically to support early career teachers or educators who want to update their practice.¹
- 1.3 Labor Senators note the comprehensive work completed by the Review to Inform a Better and Fairer Education System (the Review) and its final report that was released in December 2023. The Review highlighted three priority areas for investment in the next school reform agreement: equity, wellbeing, and workforce.²
- 1.4 The Review recognises wellbeing as a crucial foundation for lifting student achievement, engagement, and attendance. It highlights that student wellbeing could be better supported by creating better connecting schools with allied health and community services.
- 1.5 Labor Senators note that the Review found that:
 - wellbeing is crucial to lifting student achievement, engagement and attendance;
 - a range of out-of-school factors, including students' socio-economic status, impact engagement at school, highlighting the need for improved equity in school education; and
 - teacher wellbeing is linked to student wellbeing and student engagement.

¹ The Hon Jason Clare MP, Minister for Education, 'Helping teachers manage classrooms', *Media Release*, 5 December 2023, <https://ministers.education.gov.au/clare/helping-teachers-manage-classrooms> (accessed 7 February 2024).

² Department of Education, *Improving Outcomes for All: The Report of the Independent Expert Panel's Review to Inform a Better and Fairer Education System*, <https://www.education.gov.au/review-inform-better-and-fairer-education-system/resources/expert-panels-report> (accessed 6 February 2024).

1.6 Labor Senators note that the Review:

- established that early identification of students vulnerable to falling behind in literacy and numeracy, and providing them with enhanced supports helps to ensure all students meet and remain at expected standards;
- recommended that actions be taken to address disadvantage and support students at risk of being left behind in their learning;
- recommended that systems prioritise evidence-based approaches to improving wellbeing;
- found that teachers are met with increasingly complex student needs;
- included considerations from international reviews looking into teaching methods; and
- recommends that teachers and school leaders have evidence to high quality professional development and curriculum resources.

1.7 Labor Senators note the progress of the Albanese Government as it moves towards a new schools agreement that benefits all Australian students, their teachers and communities.

Senator Tony Sheldon
Deputy Chair
Labor Senator for New South Wales

Senator Fatima Payman
Member
Labor Senator for Western Australia

Australian Greens Senators' dissenting report

- 1.1 The Greens reiterate the views and recommendations previously outlined in the interim dissenting report. Student behaviour doesn't begin at the school gate, and the committee's recommendations amount to tinkering around the edges, rather than addressing the key drivers of student disengagement and behaviours of concern.
- 1.2 From the outset, the very premise of this inquiry has been flawed. There are genuine questions around the methodology used by PISA to determine school disciplinary climate,¹ as well as the claimed causal relationship in the terms of reference between school disciplinary climate and declining results in academic achievement.²
- 1.3 Notwithstanding, the evidence given during the inquiry, as well as the latest PISA results, tells us nothing we did not already know. Numerous inquiries and reviews prior to this one have told us that there is a growing educational divide in this country, such that a students' family's socio-economic status is now the primary determinant of how well they do at school.
- 1.4 Following close behind is whether a student lives in a regional, rural or remote area, whether they are First Nations, and whether they have a disability. We also know that the majority of students who are underachieving are taught predominantly in our under-resourced public schools.
- 1.5 Further, the inquiry's reliance on testimony from behavioural specialists is a major concern. The evidence-base for behavioural management is limited at best, and its application in a classroom setting and potential influence on education policy is troubling, as are several recommendations in the interim report which seem to open the door to expanding the market for behavioural specialists in Australia.
- 1.6 Australian students need social and emotional learning in spaces they feel safe to explore. Using government resources to build a quasi-market of behavioural specialists does not help these students. It simply exposes them to the teachings of 'specialists' with limited regulation or accountability underpinning their expertise.
- 1.7 Recommendations should focus on the causes of breakdown in the school environment. This means acknowledging the role that schools are increasingly expected to play in Australian society. As Covid laid bare, when students were

¹ Yong Zhao, Two decades of havoc: A synthesis of criticism against PISA, *Journal of Educational Change* (2020) (21:245–266).

² Dr Helen Egeberg, Senior Lecturer, Edith Cowan University School of Education, *Committee Hansard*, 7 June 2023, p. 1.

directed to stay home, teachers in Australia are expected to be psychologists, counsellors, social workers and educators.

- 1.8 Designing a behavioural curriculum will only take you so far because the drivers of disengagement are not, and never have been, under the control of teachers. The Government and the Opposition should be prepared to address the external drivers of school disruption, chiefly poverty, food security, housing security, and the lack of inclusive spaces at school or at home.
- 1.9 Integration between education and healthcare services is welcome, however integrating two underfunded systems does not make a whole. Significantly increased investment is required in both health and education to provide access to increased levels of support for young people, ideally co-located within schools.
- 1.10 For these reasons the Greens put forward the following recommendations.

Full funding

- 1.11 Improving the quality of teacher education is only part of the issue. Improving teacher education requires a concurrent investment in paying teachers adequately to be able to supervise undergraduates and interns.
- 1.12 Workload intensification and teacher shortages mean teachers need to be encouraged to take on the additional work that supervision and mentoring done well entails. Further investment and increases in funding that actually supports teachers to have more non-contact time for collaborative planning is also required.

Recommendation 1

- 1.13 **The Australian Government deliver 100 per cent of the Schooling Resource Standard to all public schools at the beginning of the next National School Reform Agreement in 2025.**

Inclusion

- 1.14 There is a strong risk that pursuing behavioural change will increase exclusionary practices. Information that Queensland Advocacy for Inclusion (QAI) obtained through right to information processes showed that nearly half of suspended and excluded students have a disability. Students from First Nations communities and students living in out-of-home care are also disproportionately represented in these statistics.³ Students with a disability may be presenting as disruptive rather than struggling. Any reform must focus on inclusion rather than further exclusion.

³ Ms Sophie Wiggans, Systems Advocate, Queensland Advocacy for Inclusion, *Committee Hansard*, 20 April 2023, p. 6.

Recommendation 2

1.15 The Australian Government commit to ending segregated education within the decade, with an initial \$10 million to co-design a National Inclusive Education Transition Plan.

Recommendation 3

1.16 The Australian Government immediately implements in full the recommendations of the inquiry into the *National Trend of School Refusal*.

Housing

1.17 Evidence from other inquiries shows us that housing insecurity is a major disruption for students. Families moving due to rent increases and evictions means children are forced to constantly reintegrate into new schools.

1.18 Ensuring students have access to secure housing, and their parents and carers aren't exposed to rental or housing stress, is key to reducing external stressors for students.

Recommendation 4

1.19 The Australian Government commit to substantial further investment in public, social and genuinely affordable housing in the 2024–25 Federal budget, including specific funding for youth and First Nations housing.

Recommendation 5

1.20 The Australian Government coordinates with the states and territories to freeze rental increases for two years, followed by a limit on rental increases of two per cent every two years.

Poverty

1.21 The experiences of students outside of the classroom has been neglected throughout this inquiry. MacKillop Family Services submitted that:

... 72 per cent of children have been exposed to at least one adverse childhood experience such as bullying, family violence, sexual abuse, racism, neglect, death of a parent, parental mental health or substance use issues, food or housing insecurity or environmental disaster.⁴

1.22 Poverty is a political choice. Eliminating poverty and food insecurity should be the core focus of any attempts to reduce disengagement and behaviours of concern.

⁴ MacKillop Family Services, *Submission 34*, p. 1.

Recommendation 6

1.23 The Australian Government immediately lift the base rate of all income support payments to \$88 a day, regardless of age.

Recommendation 7

1.24 The Australian Government make a national commitment to end child poverty.

Recommendation 8

1.25 The Australian Government undertake a review of the Parenting Payment (Single), with a view to increasing the allowance and improving eligibility to better support single-parent families and children, particularly those experiencing domestic and family violence; and expand coverage of the Parenting Payment (Single), so that eligible single parents remain eligible for the payment until their youngest child's 16th birthday.

**Senator Penny Allman-Payne
Substitute Member
Greens Senator for Queensland**