

The letter, written by _____, expresses concern about increasing levels of violence and aggression in Australian schools, and their negative impact on the safety and wellbeing of students, teachers, and families.

_____ shares personal experiences and observations of violent and disruptive behavior in her daughter Child 11's specialist school, highlighting the devastating impact it has had on their family.

Her Daughter, who has a rare genetic condition and is 11 years old, has been subjected to violent and aggressive behavior from other students, leading to physical and emotional trauma, loss of trust, and desensitization to violence.

Despite complaints and reports, the lack of action from the school has put her daughter at even greater risk of harm.

The letter demands urgent action from the government to address the issue of violence and aggression in schools, and provide a safe and supportive learning environment for all students.

_____ is determined to speak up for all parents and students who may feel powerless and silenced in the face of school violence and aggression.

I am writing to you today with deep concern about the increasing levels of violence and aggression in Australian schools, which are having a detrimental impact on the safety and wellbeing of students, teachers, and families alike. As a parent, I am extremely worried about the safety of my child, and I am sure that many other parents share my concerns. It is unacceptable that our children are being subjected to such dangerous and traumatic experiences in the place where they are meant to feel safe and supported. In this letter, I will be sharing my personal experiences and observations of the violent and disruptive behaviour that has been occurring in my child's school, and the devastating impact it has had on her and our family. My hope is that by raising awareness of these issues, we can work together to create safer and more supportive learning environments for all students in Australia.

In relation to TOR point (a), Child 11's experiences highlight the declining disciplinary climate in Australian classrooms. Child 11 and her classmates have been subjected to violent and aggressive behaviour from other students, including being called names, hit, bitten, kicked, and crash tackled. These incidents have led to a lack of trust in staff and other students, making it difficult for Child 11 to feel safe in the classroom.

In relation to TOR point (b), the impact of disorderly classrooms on teacher safety, work satisfaction and workforce retention is evident in Child 11's case. Child 11's teacher, Teacher 1, was replaced after being subjected to violent and aggressive behaviour on a daily basis. This highlights the need for a safe and supportive work environment for teachers, to ensure their wellbeing and retain them in the profession.

Regarding TOR point (c), it is clear that teachers need to be sufficiently empowered and equipped to maintain order in the classroom. Child 11's experiences suggest that teachers have not been taking appropriate action to address violent and aggressive behaviour in the classroom, contributing to the declining disciplinary climate in Australian schools. Teachers

need to have access to training and resources to equip them with skills and strategies to manage classrooms effectively.

In relation to TOR point (d), the quality and extent of initial teacher education is crucial to ensure that teachers are equipped with the necessary skills to manage classrooms effectively. Child 11's experiences suggest that some teachers may lack the necessary skills and knowledge to address violent and aggressive behaviour in the classroom, highlighting the need for ongoing professional development and training for teachers.

In relation to TOR point (e), the loss of instructional teacher time due to disorder and distraction in Australian school classrooms is evident in Child 11's case. Child 11 and her classmates have been subjected to violent and aggressive behaviour from other students, leading to a disruption of their learning and a loss of instructional teacher time.

In relation to TOR point (f), the impact of disorderly and poorly disciplined classroom environments on student learning is clear from Child 11's experiences. The disruptive behaviour of other students has impacted Child 11's ability to learn and reach her full educational potential.

Regarding TOR point (g), the stagnant and declining results across fundamental disciplines as tested through NAPLAN can be attributed to the declining disciplinary climate in Australian classrooms. Child 11's experiences suggest that violent and aggressive behaviour in the classroom is contributing to poor literacy and numeracy results for young people, denying them the learning of essential foundational skills to reach their full educational, economic, and social potential.

In relation to TOR point (h), it is important for relevant Australian state, territory and federal departments and agencies to work together to address the growing challenge of increasing disruption in Australian school classrooms. This may involve providing additional resources, **for example mandatory minimum staffing ratio for education support staff, especially important in specialist schools as sometimes, there are two adults supervising, very complex children, so the class room can be adequately supervised, and children who are the perpetrators and victims get the timely intervention they need**, and support to schools and teachers, as well as implementing **strong policies and practices in regards to trauma informed care and teaching as you will find most of the cases of disruption is due to childhood trauma, a education campaign to highlight this behaviour is not tolerated and strategies to find help, not only in schools but the whole society**, this will help promote a safe and supportive learning environment for students.

In relation to TOR point (i), leading OECD countries with the highest disciplinary climate index rankings provide strategies on how to reduce distraction and disorder in classrooms. These strategies may include providing training and resources for teachers, implementing policies and practices to address violent and aggressive behaviour, and promoting a safe and supportive learning environment for students.

In conclusion, Child 11's experiences highlight the need for urgent action to address the growing challenge of increasing disruption in Australian school classrooms. This includes

providing additional resources and support to schools and teachers, implementing policies and practices to promote a safe and supportive learning environment for students, and providing ongoing professional development and training for teachers to equip them with the necessary skills and knowledge to manage classrooms effectively.

Child 11, an 11-year-old student with a mental age of 4, has been a victim of violence, aggression, name calling (words and phrases I am not willing to repeat, from a 9 year old)and bullying at school. She has been attacked in various ways, including being bitten, kicked, hit in the head, and crash-tackled by other students. These incidents have caused physical and emotional trauma for Child 11 and have impacted her mental wellbeing.

Despite several complaints to the school, the lack of action from the teachers has made it worse for Child 11. She does not feel safe in the classroom and the school's strategy of evacuating the class when a student becomes aggressive has only made her feel more vulnerable. Child 11 has lost trust in both the staff and the students and feels unheard and dismissed by the school.

I am deeply disturbed by the numerous attacks and violent incidents that Child 11 has experienced at school, which have left her physically and emotionally scarred. As a disabled child with a mental age of 4, she is particularly vulnerable to harm and requires extra care and support to ensure her safety.

Despite numerous reports and complaints about the violence and aggression she has faced, it is distressing to see that no meaningful action has been taken to address this issue. This lack of accountability and responsibility from the school administration is unacceptable and has put Child 11 at even greater risk of sexual, physical, and mental abuse.

Moreover, the repeated exposure to violence has desensitized her to such behaviour, making her more vulnerable to future harm. This is evident in the fact that she suffered a due to a violent incident at school, and yet the school failed to take any effective measures to prevent such incidents from occurring in the future.

It is heart-wrenching to think of the long-term consequences of these traumatic experiences on Child 11's mental and emotional wellbeing. The school's failure to provide a safe and nurturing learning environment has not only hindered her academic progress but also put her life and future in jeopardy.

As a parent, I demand that the government takes immediate and effective action to address the issue of violence and aggression in the school, and provide a safe and supportive environment for Child 11 and all other vulnerable students. This is not just a matter of educational outcomes, but a fundamental issue of human rights and protection from harm.

In conclusion, Child 11's experiences highlight the need for urgent action to address the growing challenge of increasing disruption in Australian school classrooms. This includes providing additional resources and support to schools and teachers, implementing policies

and practices to promote a safe and supportive learning environment for students, and providing ongoing professional development and training for teachers to equip them with the necessary skills and knowledge to manage classrooms effectively.

I am determined to speak up not just for my daughter, but for all the parents and students who may feel powerless and silenced in the face of the violence and aggression in schools. I am speaking up for the CALD families, parents with intellectual disabilities, and everyone else who may be too afraid to come forward and share their experiences. It is time to take action and demand that schools provide a safe and supportive environment for all students, regardless of their background or abilities. No one should have to endure the trauma and long-term consequences of violence and aggression in schools. It is our responsibility as a community to speak up and advocate for change. I am willing to provide all documentation of my requests for child 11 for the request of change and support for the disruption in class by other peers and adults. I am willing to appear as a witness to help find a solution to this complex and troubling issue as if we don't intervene now and find a solution, all education in Australia will be forever damaged.