



To deliver the best quality education to Tasmanian students, we must invest in their future and ensure the next generation is prepared for the challenges ahead.

The Greens recognise every Tasmanian child has the right to a quality education, no matter where they live, what their ability or their family's circumstance.

Investment in public education is critical to the future social and economic wellbeing of Tasmanians.

The State's educators overwhelmingly report the need for more teachers and professional support staff to provide quality education for all Tasmanian students.¹ Slashed by the Liberals, our public school system needs renewed investment.

We owe it to our young people to invest in their future through quality education.

THE GREENS WILL

- ▲ Boost full time equivalent teacher numbers in public schools by 250.
- ▲ Increase teacher assistants by 200.
- ▲ Increase school psychologists, speech therapists and social workers
- ▲ Invest in trauma-informed care.
- ▲ Accelerate needs based funding for students with disability

RESTORING TEACHER NUMBERS

Teachers are the foundation of our education system. Their duties extend beyond passing on information and knowledge, into dealing with emotional needs, interrelationship problems, and providing mentorship and guidance to young people.

Before 2014, the effects of the global financial crisis were still being felt. By contrast, current budget conditions are stronger with over \$1 billion of addition revenue.^{2,3} Yet, base grade teacher numbers have declined by 116.15 under the Liberals.⁴ This undermines educational opportunities for young Tasmanians.

It is clear educational disadvantage is holding too many children back. With teachers under immense pressure, increased workloads and unsustainable hours, the status quo is not an option.

We will invest in 250 teachers, phased in over four years, in order to improve education outcomes for young Tasmanians.

PROVIDING TEACHER SUPPORTS

Teachers often have to spend an unreasonable amount of time on administrative tasks,⁵ an average of 10 hours a week over their paid time.⁶

We will recruit an additional 200 teacher assistants, to reduce the administrative burden and stresses for classroom teachers, ensuring they have more face to face time with students.

We will also recruit 30 laboratory technicians to improve the quality of education resources in schools.

SUPPORTS FOR STUDENTS

Children, particularly in regional and disadvantaged areas, have a range of complex needs. In Tasmania, 21% of children are developmentally vulnerable in one or more areas.⁷

Psychologists, social workers and speech pathologists play an essential role in meeting individual students' educational needs. They are particularly important during formative years. Early support from psychologists,⁸ speech pathologists,⁹ and social workers,¹⁰ can make a significant difference to educational outcomes.

Less than a quarter of school professional support staff believe their workloads are manageable,¹¹ meaning they do not get to spend enough time with the students they need to help.

We will recruit an extra 30 social workers, 30 speech pathologists and 73 school psychologists, bringing the ratio of school psychologists to students to 1:500.

High levels of social disadvantage and developmental vulnerability also make a strong case for trauma informed care practices in our schools.

Trauma informed care involves awareness of the signs of trauma, how trauma affects the lives and behaviour of children, and how to respond to negative behaviour in a constructive and therapeutic manner.

Several schools are already successfully employing trauma informed methods. We will recruit three Trauma Informed Care specialists to extend this practice. These specialists will develop materials, as well as provide advice, support and training to schools.

NEEDS-BASED FUNDING

The current model for disability funding allocates resources based on IQ rather than needs. This is a particular problem for students with physical disabilities, who may need resources but are ineligible.

The Greens recognise that each and every student deserves the same opportunity regardless of their ability or their circumstances. This is the principle of our public education system – equity and quality.

We will work towards extending the current needs-based funding trial for students with disability across the entire state, utilising the additional teachers and support staff to provide a better, more inclusive learning environment for all students.

Employing additional teachers and support staff will ensure the individual education plans, which must have the input of teachers, parents and students, can be truly student centred.

YEAR 11-12 HIGH SCHOOL REVIEW

The Greens support the model of providing year 11-12 courses in rural and regional schools. We are, however, concerned that the program as it currently stands does not have the capacity to deliver the best results and is undermining the State's outstanding College system.

We will conduct a comprehensive review of the current model in order to both improve the outcomes for students in regional year 11-12 high schools, and to ensure Colleges continue to be able to provide the high quality education they currently do.

INITIATIVE COST

Initiative Investment (\$m)	1 st year	2 nd year	3 rd year	4 th year
Teachers	7.38	15.05	23.02	31.31
Teacher Assistants	2.45	5.00	7.65	10.40
School Psychologists	1.58	3.32	5.04	6.82
Laboratory Technicians	0.89	1.81	1.84	1.88
Social Workers	2.39	2.44	2.48	2.53
Speech Pathologists	2.39	2.44	2.48	2.53
Trauma informed care	0.37	0.38	0.39	0.39
Total	17.44	30.42	42.90	55.86

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