



Submission to the Department of Social Services (DSS)

Consultation on the Second Action Plan

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Introduction

The Australian Education Union (AEU) welcomes the opportunity to contribute to the consultation on Second Action Plan for the National Plan to End Violence Against Women and Children 2022 – 2032 (National Plan). This submission is made on behalf of over 200,000 AEU members employed in the public primary, secondary, early childhood and TAFE sectors throughout Australia.

Public education is a trusted, place-based system that is accessible by all children, young people and families. Public schools are present in every community across Australia, providing education to over 2,600,000 students every year.¹

Given the role of the public education system in Australia, the teaching profession is a critically important workforce for supporting action on gender-based violence. Whether this is through delivering respectful relationships education as part of the broad and rich curriculum delivered to students, or meeting duty of care responsibilities in assessing child safety and supporting families in crisis, teachers and education support personnel carry distinct professional and societal responsibilities.

The teaching profession is a qualified workforce which is comprised overwhelmingly of women and therefore can also include victim-survivors of gender-based violence. Furthermore, AEU members are reporting that they are increasingly facing challenges relating to incidences of violence occurring in their workplaces, including in the classrooms in which they teach.²

Both these dimensions - of helping to deliver and support critical aspects of the Government's violence response and experiencing violence within the workplace - need to be mindfully considered in constructing the Second Action Plan. They are distinct but intersecting: one concerning the critical professional role teachers undertake in supporting children and families; the other concerns the issues of occupational violence in the workplace – the safety and support needs of teachers and education support personnel as a professional workforce.

This submission responds to each of the five priority areas proposed in 'Evidence to action: informing direction for the Second Action Plan' (referred to as the Consultation Paper). In responding, the AEU asserts that public education must be recognised – explicitly, and with dedicated investment – as a critical adjunct system within the Second Action Plan. Further to this, while the topic of misogyny has been ruled out of scope for the purposes of the Second Action Plan, the AEU strongly recommends that Governments contend with this issue. A rise in misogyny is currently contributing to an increase in unsafe work environments for teachers and education support personnel.

¹ ABS, 2025, 'Schools,' <https://www.abs.gov.au/statistics/people/education/schools/latest-release>

² Domestic, Family and Sexual Violence Commission, October 2025, 'Yearly Report', <https://www.dfsvc.gov.au/sites/default/files/2025-12/DFSVC-2025-YearlyReport.pdf>, p. 99

Priority Area 1: Victim-survivors of violence against women and children and other forms of gender-based violence.

Contributions of the education system to supporting anti-violence work

The Public education system is a connected network of education settings with a highly qualified workforce of teachers and education support staff. The system must deliver the resources necessary to ensure that its workforce is able to deliver quality teaching, which in turn, supports quality learning. Educational researcher, Michael Fullan, names the ‘energy of educators and students as the driving force’ for system-wide success.³ Further, he asserts that system improvement needs to be guided by an articulate, ambitious and rich set of education goals that move beyond test scores, and are grounded in achieving equity, wellbeing and inclusion.⁴ The AEU considers that supporting teachers and education support staff, the creation of safe and inclusive schools, and effective support for the education system are all critical to Australia’s education system.

Supporting our education system is critical as it serves many societal needs, including in the pursuit of ending gender-based violence. The Consultation Paper's own definitions place the education system within the “non-specialist workforce” - services and practitioners whose primary function is not responding to domestic, family or sexual violence, but which represent “key points of engagement or disclosure” and represent universal service systems.⁵ This framing correctly identifies the reach of the education system but understates impact and importance.

Preschools, schools and TAFE campuses see children, young people and adults daily, over years, in a way few other universal services do. This sustained contact means teachers are frequently the first to notice changes in behaviour, the first informal disclosure recipient, and may be the only consistent adult relationship for a child or young person navigating violence at home.

Education settings, as well as being places of learning, are also workplaces. The Second Action Plan must explicitly identify and engage with education environments in that capacity – not solely as places of learning, but as workplaces employing a majority female workforce, where staff may be experiencing violence.

Teachers as a cohort containing victim-survivors

The Consultation Paper notes that violence “can be physical, sexual, emotional, psychological, social, cultural, spiritual, financial and technology-facilitated ... in all settings, including at home, at school and university, in the workplace.”⁶ The AEU recommends that

³ Fullan, M. (2011), ‘Choosing the wrong drivers for whole system reform,’ Centre for Strategic Education, <https://michaelfullan.ca/wp-content/uploads/2016/06/13396088160.pdf>, p.3

⁴ Ibid. p. 9

⁵ Evidence to action: informing direction for the Second Action Plan, 2026, p.17

⁶ Ibid. p.16

the Second Action Plan explicitly name and consider impacted teachers and education support personnel as a distinct cohort of victim-survivors – both as potential targets of violence connected to their professional role, and as people who may experience violence in their personal lives while continuing to perform emotionally demanding work.

This cohort requires increasing consideration given escalating challenges in classrooms, including the rise of misogynistic attitudes and behaviour among some students (discussed further below), and given the workforce's overwhelmingly feminised composition. The diversity of the education workforce must also be considered, recognising that gender intersects with race, disability, sexuality and other aspects of identity to shape teachers' experiences of violence and their access to support.

The impact of violence on workload – personal and professional

Violence against women and children, and the work of responding to it, adds a significant and often invisible emotional load to teachers' work. This compounds an already well-documented crisis of work intensification within the profession.

The AEU has long campaigned for a recognition and addressal of the teacher shortage crisis: the profession is becoming less attractive to prospective teachers, and more teachers are leaving the profession.⁷ Workload and work intensification are contributing factors, with additional hours, range of tasks, student cohort complexity, and work complexity increasing.⁸

Teachers' workload is affected both by their own personal experiences of violence, and by the professional demands of supporting students and families affected by violence. Disclosure management, professional requirements to report on child safety (including mandatory reporting), referral to services, and contact with police and other services are just some of the interactions and roles teachers undertake. This is in addition to the caring role teachers often provide - work that is rarely accounted for in staffing formulas or funding models.

Teachers and education support personnel are exposed to significant risk of occupational violence, gendered violence, harassment, and vicarious trauma, with the education workforce having among the highest mental health-related workers compensation claim rates in Australia.⁹ The risk of violence, burnout, and overwork has profound impacts on the teaching workforce: a 2022 survey of teachers found that more than half of the respondents found their job extremely stressful, and that almost 60% of teachers were considering leaving the profession.¹⁰

⁷ Gallop G., Kavanagh, T & Lee, P, February 2021, 'Report of Valuing the Teaching Profession - an Independent Inquiry,' <https://apo.org.au/sites/default/files/resource-files/2021-02/apo-nid311068.pdf>, p. 90 - 96

⁸ Ibid. p.90 - 96

⁹ Productivity Commission, June 2020, 'Report: Mental Health' (Overview), <https://www.pc.gov.au/inquiries-and-research/mental-health/report/>, p. 51

¹⁰ Carroll A, Forrest, K, Sanders-O'Connor, Flynn, L, Bower, J M, Fynes-Clinton, S, York, A, Ziaei, M, 2022 'Teacher stress and burnout in Australia: examining the role', *Social Psychology of Education*, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8874312/>

Teachers need a range of supports, from improved leave provisions through to support services such as the Employee Assistance Program (EAP), to effectively manage the demands of the role. While these supports are critical to helping individual teachers manage this emotional load, more systemic solutions are crucial: such as addressing work intensification to address the teacher shortage crisis. Furthermore, in all jurisdictions, the employing department and authorities have a fundamental responsibility to provide systemic support for the public education workforce.

Greater support needed: sexual violence, technology-facilitated abuse, and recovery

The Consultation Paper identifies significant gaps in the evidence base and service response for sexual violence, noting it “remains siloed from the domestic violence response service system”¹¹ and that rates of sexual violence and stalking have remained largely static rather than declining over the past two decades. The AEU shares these concerns, particularly as the manifestation of misogyny in the classroom often takes the form of sexual harassment and sexual assault.

This can include the use of technology - with teachers sharing experiences of being monitored or harassed online by students through social media. The Consultation Paper noted that technology-facilitated abuse and online surveillance is a growing concern given half of Australian adults have experienced at least one form of technology-facilitated abuse in their lifetime, and that this form of harm is not yet consistently defined or measured.¹²

In some respects, these issues are magnified within the education context, where staff and students are in close proximity to one another, and teachers may have little guidance or support to report or address these harms.

Teachers, as victim-survivors of violence from their workplace have also shared experiences with the AEU where their recovery following incidents was not considered appropriately, leading to further traumatisation. Recovery, as a key aspect of responding to violence to promote healing and restoration, is often not prioritised for victim-survivors within funding or service provision. Recovery is a critical area for opportunity, which the Consultation Paper also notes.¹³

¹¹ Evidence to action: informing direction for the Second Action Plan, 2026, p.25 and 28

¹² Ibid. p.25

¹³ Ibid. p.44

Priority Area 2: Prevention and Early Intervention

Respectful relationships education

The Consultation Paper is clear that “long-term, consistent prevention programs that begin in primary school are most effective”, while cautioning that some “one-off, insufficiently contextualised awareness raising programs” have inadvertently produced backlash, with boys becoming more supportive of violence after exposure.¹⁴

This finding underscores the case the AEU has long made: respectful relationships education (RRE) works best when delivered as part of a genuine, sustained, whole-of-school approach – not as an add-on incursion or a one-off session. Many teachers report that RRE has not been implemented in a whole-of-school approach and a national review of RRE has shown that is inconsistently delivered across schools.¹⁵

Members are also reporting an increase in violence in primary schools, and so primary prevention initiatives that start in the early years may become increasingly important for respectful relationships education to be an effective prevention tool.

It is important to note that while some teachers deliver RRE as part of a broad and rich curriculum, teachers are not specialist violence prevention experts. As such, teachers need ongoing professional development to ensure that they are properly equipped. The AEU recommends that Initial Teacher Education could facilitate this professional development to ensure that early career teachers are entering the profession with the relevant knowledge and skills. Any professional development delivered in-service to teachers must also be properly resourced, and delivered within school time, rather than added onto existing workloads.

Early intervention

The AEU highlights the importance of addressing early intervention needs within schools themselves, reflecting the challenges the Consultation Paper includes regarding early intervention.¹⁶ In the context of schools this must include clear, well-understood processes for the recognition and management of restraining and protection orders that impact school communities. This is essential both to protect teachers and education support personnel, and to de-escalate violence in a range of circumstances. These mechanisms can be used at both the early intervention and response stage.

In the ACT, workplace protection orders are available. These have been successfully used to ensure problematic behaviour has stopped or avoided, such as physical and verbal violence, intimidation, stalking and harassment. In WA, prohibition orders can be issued by public

¹⁴ Ibid. p.31

¹⁵ Pfitzner, N., Ollis, D., Stewart, R., Allen, K.A., Fitz-Gibbon, K., & Flynn, A., 2022, Respectful Relationships Education in Australian: National Stocktake and Gap Analysis of Respectful Relationships Education Material and Resources Final Report, <https://www.education.gov.au/download/14670/respectful-relationships-education-australia-final-report/30516/respectful-relationships-education-australia-final-report/pdf>

¹⁶ Evidence to action: informing direction for the Second Action Plan, 2026, p.32

school principals for bans to restrict violent or abusive people, such as parents or community members.

Misogyny

The AEU is concerned that misogyny and gender-based violent extremism are named in the Consultation Paper as “outside the scope” of the current evidence assessment.¹⁷ While the AEU understands the need for a focused paper, misogyny must not be treated as a peripheral issue by the Second Action Plan itself.

The Consultation Paper's own evidence shows younger men are twice as likely as older men to agree that “men should use violence to get respect if necessary” (22% compared with 11%)¹⁸ and separately documents the influence of the “manosphere” - online communities and influencers associated with the spread of misogyny - on the attitudes of boys and young men.¹⁹ The AEU has been collaborating with Monash University to undertake research, based on the experience of AEU members, to identify the prevalence and impact of misogyny within public schools. This research will be released in late August 2026 and can be made available to DSS.

While teachers are impacted by the rise in misogyny, evidence also shows that boys and young men often disengage from manosphere influence when they have access to supportive relationships and positive role models²⁰ - a protective factor schools and TAFE are uniquely well placed to provide, if properly resourced to do so.

The AEU recommends that misogyny, and the impact of online environments, are explicitly considered as a driver of gender-based violence requiring dedicated attention under the Second Action Plan, with schools recognised and resourced as a key setting for prevention and early intervention.

¹⁷ Ibid. p.13

¹⁸ Ibid. p.34

¹⁹ Ibid. p.31 and 38

²⁰ Ibid. p.38

Priority Area 3: Children and Young People in Their Own Right

Supporting child and young people as victim-survivors of domestic violence

The Consultation Paper's evidence shows a clear, though not deterministic, relationship between childhood exposure to violence and later use of violence: fewer than one third (28%) of children who experience violence in childhood go on to use violence in adulthood.²¹ This evidence should inform how schools and TAFE are resourced to intervene early to support children or young people who are known to be experiencing domestic violence, or delivering intervention for young people showing early warning signs without stigmatising or criminalising them.

The evidence that later perpetration of violence is associated mainly, though not exclusively, with boys who have experienced or witnessed violence as children²² reinforces the case for early, well-resourced, non-stigmatising intervention within schools, delivered by appropriately trained and supported teachers and support services – not simply added to teachers' existing workload.

Segregated and disability settings

Not all school settings are the same and a one-size-fits-all approach to professional development and support will fail staff and students in specialist and disability-segregated settings. Teachers and education staff working in these settings report a heightened likelihood of occupational violence. This can be compounded by the gendered and feminised composition of the workforce and by the particular vulnerabilities of the education support staff cohort, who are frequently less qualified, less well remunerated and have less access to support and professional development than teaching staff, despite often being most directly exposed to violence in the course of their work. The AEU calls for explicit, nuanced consideration of these settings, and dedicated professional development and support responses tailored to them.

Teacher registration requirements as a safeguard

All states and territories have legislation in place that require registered teachers to undertake mandatory reporting if they have a reasonable belief a child is experiencing abuse or neglect.²³ This acts as an important safeguard mechanism for children and young people – one that teachers undertake in a professional capacity. However, this obligation can carry a real emotional burden for the individual teacher who makes a report and this burden is presently under-recognised and under-supported. Employers must provide dedicated support not limited

²¹ Ibid. p.37

²² Ibid. p.37

²³ Australian Institute of Health and Welfare, 2026, Child protection, <https://www.aihw.gov.au/reports-data/health-welfare-services/child-protection/links-other-information>; Department of Education, 2026, Reporting obligations, <https://www.education.gov.au/early-childhood/providers/additional-child-care-subsidy/child-wellbeing/reporting-obligations>

to debriefing, supervision and access to appropriate professional support for staff who make mandatory reports, recognising this as part of the emotional labour the role demands.

Investing in the built environment

The physical design of schools and early learning settings is critical to the safety of children and young people, and to staff. The AEU calls for investment in school infrastructure to ensure that schools remain safe, comfortable places for students, with design that actively supports safety and belonging.

The scale of underinvestment is significant. Public schools currently receive less than half the capital investment of private schools - an average of \$1,110 per student per year over 2012–2021, compared to \$2,401 per student in private schools.²⁴

The AEU's 2025 State of Our Schools survey found that more than half of principals report inadequate dedicated spaces for counselling and therapy.²⁵ These are precisely the spaces schools need to safely and privately support a child disclosing violence, to de-escalate a distressed student, or to manage the practicalities of restraining orders and family safety arrangements at pick-up and drop-off.

In recognition of these infrastructure gaps, the AEU has launched *Schools for Our Future*, Australia's first national inquiry into public school infrastructure, examining the condition, safety and future readiness of public-school facilities.

²⁴ Australian Education Union, 2025, 'Investing in Australia's Future 2025,' https://www.aeufederal.org.au/application/files/2617/7372/1766/ForEveryChild_Brochure_2025.pdf, p. 29

²⁵ Ibid. p.28

Priority Area 4: People Who Use Violence

Young people as both victim-survivors and perpetrators of violence

The AEU strongly supports the Consultation Paper's recognition of children and young people as victim-survivors, rather than solely as witnesses attached to a parent.²⁶ The Consultation Paper also recognises that some young people themselves use violence, including in the home and in intimate partner relationships.²⁷ What the Consultation Paper does not adequately address is children and young people as perpetrators of violence outside of domestic settings. The AEU recommends that young offenders should be recognised as a specific category of people using violence in the Second Action Plan.

Forthcoming research from Monash University shows the prevalence and impact of misogyny in public schools, demonstrating the need for addressing young people as perpetrators of violence. Teachers have shared their experience with the AEU of misogynistic slurs, sexual harassment and sexual assault - with mainstream media increasing its coverage of teacher experiences, including image-based abuse.

With the attitudes of young men condoning violence clearly evidenced,²⁸ it is critical that Governments consider young offenders as a specific group.

First Nations justice & the age of criminal responsibility

While this submission outlines the need to consider and respond to young offenders, this must be considered alongside ongoing racial injustice, particularly for First Nations people.

The AEU is concerned that justice responses to young people who use violence must not exacerbate existing racial injustice. The Consultation Paper's own evidence documents the profound overrepresentation and mistreatment of Aboriginal people and Torres Strait Islander people within the justice system in the context of domestic and family violence, including well-documented failures of policing responses.²⁹ The AEU's firm position is that children should be in school, not in jail, and calls on all Governments to raise the age of criminal responsibility to at least 14. Additionally, the AEU calls on Governments to support community-led alternatives to incarceration and fully fund public education and wraparound services to prevent recidivism and eliminate the overrepresentation of Aboriginal people and Torres Strait Islander people interacting with the criminal justice system.

According to the Australian Institute of Health and Welfare, more than half (1,793, or 56%) of the young people aged 10–17 under supervision (community or detention) on an average day in 2024–25 were First Nations. This means First Nations young people aged 10–17 were

²⁶ Evidence to action: informing direction for the Second Action Plan, 2026, p.34

²⁷ Ibid. p.12

²⁸ Ibid. p.34

²⁹ Ibid. p.26, 29–30

about 20 times as likely as their non-Indigenous counterparts to be under supervision on an average day.³⁰

The AEU recommends that the Second Action Plan ensures that responses to young people who use violence prioritise education, community-led alternatives and wraparound support, over incarceration.

³⁰ Australian Institute of Health and Welfare, 12 May 2026, ‘Youth justice in Australia 2024 – 25,’ <https://www.aihw.gov.au/reports/youth-justice/youth-justice-in-australia-2024-25/contents/first-nations-young-people-under-supervision/first-nations-people-under-youth-justice-supervisi>

Priority Area 5: System Integration and Workforce

Education as a critical, but under-resourced, system

Education change theorists, including Michael Fullan, have long argued that lasting improvement depends on attention to whole systems, not isolated interventions. The same logic applies here: public education is already, in practice, a critical adjunct system within Australia's response to domestic and family violence – working across children, young people, and adults in the case of TAFE - but it is not yet recognised, resourced or integrated as such within the National Plan's architecture.

In practice, this means teachers and education support staff are already acting as first responders to disclosures, as problem-solvers navigating family disputes affecting a child's wellbeing, and as mandatory reporters, conducting informal welfare checks – frequently without confidence that they have access to the information, training or support they need to do so safely and effectively.

As highlighted earlier, the burden on teachers has already led to work intensification and ongoing teacher shortages. It is critical that public education is properly resourced.

School counsellors and in-school health and wellbeing support

Investment in qualified school counsellors and other allied health and wellbeing staff embedded within schools is essential, both to directly support children and young people affected by violence, and to provide teachers themselves with a source of professional support, referral and shared responsibility.

The AEU's 2025 State of Our Schools survey found that 95% of teachers reported the diversity and complexity of student need in their classroom had increased over the past three years, with 73% saying it had increased significantly. Student behaviour was the most cited area of increased complexity (94% overall, 74% significantly), followed closely by student wellbeing and mental health (86%, 67% significantly).³¹

Despite this clear need, numbers of school counsellors are well below schools' requirements: less than one quarter of principals believe the level of support available to students from qualified counsellors is adequate, and more than a third (37%) of students needing counselling support wait more than four weeks to access it.³²

The AEU's Investing in Australia's Future (2025) sets out the scale of investment required to close this gap, recommending a minimum qualified school counsellor ratio of 1:500 students in primary schools and 1:250 students in secondary schools, alongside boosted school wellbeing teams including qualified social workers, nurses, and Aboriginal health workers

³¹ Australian Education Union, 2025, 'Complex needs increase the load,' <https://www.aeufederal.org.au/news-media/news/2025/complex-needs-increase-load>

³² Ibid.

and Torres Strait Islander health workers.³³ The Second Action Plan should recommend funding investment towards these ratios as a concrete, measurable commitment to strengthening the education system's capacity to identify, respond to, and support recovery from violence affecting children and young people.

Fund specialist services

Teachers undertake a variety of roles in the education environment, including responding to and supporting families experiencing violence. It is critical that specialist and community services are adequately funded in order for teachers to refer to appropriate services and receive support. The AEU recommends investment in the specialist and community service system itself, so that when a teacher identifies a child, family or colleague in need, there is a properly resourced, timely service to refer them to - not a gap the teacher must absorb.

This is particularly acute for Aboriginal families and Torres Strait Islander families. The Australian Human Rights Commission's *A Fair and Just Future for First Peoples* (2026) found limited support for Aboriginal women and Torres Strait Islander women to understand their rights in child protection and legal processes - women reported being ordered to appear in court without being told to seek legal advice and needing help understanding and asserting their rights around domestic violence orders.³⁴ This points to a need for greater justice-related literacy support and cultural competency. Consultations also raised the lack of culturally safe services, the need for community-led responses, and the ongoing impact of colonisation on violence in communities.³⁵

As *Our Ways, Strong Ways, Our Voices* (the National Aboriginal and Torres Strait Islander Plan to End Family, Domestic and Sexual Violence 2026–2036) makes clear, services designed and governed by community - grounded in kinship systems, culture and connection to Country - deliver safety and healing that endure. Community-controlled family violence services, specialist Aboriginal and Torres Strait Islander women's legal services, justice reinvestment schemes and disability justice programs show what is possible when this approach is properly resourced.³⁶

The AEU recommends that all Governments invest directly in Aboriginal and Torres Strait Islander-led, community-controlled services, and in specialist and community service capacity more broadly, so schools and TAFE have somewhere safe and appropriate to refer students, families and colleagues.

³³ Australian Education Union, 2025, 'Investing in Australia's Future 2025,'

https://www.aeufederal.org.au/application/files/2617/7372/1766/ForEveryChild_Brochure_2025.pdf, p. 29

³⁴ Australian Human Rights Commission, 2026, 'A Fair and Just Future for First Peoples,'

<https://humanrights.gov.au/resource-hub/aboriginal-and-torres-strait-islander-peoples/a-fair-and-just-future-for-first-peoples-social-justice-report-2025>

³⁵ Ibid.

³⁶ *Our Ways - Strong Ways – Our Voices: National Aboriginal and Torres Strait Islander Plan to End Family, Domestic and Sexual Violence 2026–2036*

Support for low socio-economic families and communities

The AEU is concerned that schools in low socio-economic status communities are the least likely to have access to the wraparound services and support they need. Teachers have shared that poverty can compound risk for families experiencing or fleeing domestic or family violence. This has direct implications for school communities – from the affordability of uniforms and excursions to the practical safety of school pick-up and drop-off arrangements.

The Second Action Plan should recognise schools as a site where the economic dimensions of domestic and family violence are keenly felt and should recommend to Governments that funding models account for the additional support needs this creates.

Conclusion and Recommendations

The AEU thanks DSS for the opportunity to contribute to this important consultation and asks that the Second Action Plan explicitly recognise public education as a critical adjunct system in the national effort to end violence against women and children, with a workforce currently carrying a heavy and largely unfunded burden.

The AEU recommends the Second Action Plan:

1. Acknowledge the education system as a critical “adjunct system” within the National Plan, recognising the heavy burden currently carried by teachers and education staff. In acknowledging this, all Governments must take further steps to address the issues leading to teaching shortages, such as work intensification.
2. Recommend investment in sexual violence as a stand-alone area needing action. This could take the form of a stand-alone plan, or greater consideration in the upcoming Second Action Plan and future National Plans. Increased support and investment are also needed for recovery initiatives and technology-facilitated abuse prevention and response within education settings, for both students and staff.
3. Recommend that Governments implement effective, ongoing funding to properly implement respectful relationships education as a genuine whole-of-school approach, including paid professional development time for teachers.
4. Set out a commitment to work directly with teachers and their unions to identify further early intervention approaches relevant to the education system.
5. Highlight misogyny as a pressing issue requiring dedicated action, given its documented impact in classrooms and the broader community.
6. Address young people who use violence as a distinct cohort requiring tailored, non-stigmatising and adequately resourced responses, and ensure youth justice responses do not exacerbate racial injustice.
7. Recommend investment in school infrastructure to ensure built environments provide safety and belonging, and meet the needs of children, young people and staff.
8. Recommend investment in school counsellors and allied wellbeing staff to support both students and teachers.
9. Recommend investment in specialist services so that teachers have somewhere appropriate to refer students and colleagues and are not left to fill service gaps themselves. This should include culturally appropriate support for Aboriginal people and Torres Strait Islander people.