



Isolated Children's Parents' Association Queensland

Portfolio

Schools (Staffing & Students)

What we're working on

- Advocate to lower the requirements for the allocation of two full-time teachers in small schools from 21 to 16 enrolments.
- Advocate to increase the minimum funding for a second teacher in Level 1 small schools.
- Liaising with the Department of Education [DoE] to ensure small schools with teaching principals are allocated and resourced with the required levels of administrative support to ensure administrative tasks do not take away valuable time from teaching and planning in classrooms.
- Advocating the DoE to increase the teacher: student ratio in schools.
- Collaborates with DoE and universities to enhance the attraction and retention of quality teachers to in rural & remote schools.
- Preparing submissions to relevant groups to ensure rural and remote education remains a key consideration in legislative or program change.
- Ensuring principals are aware of their responsibility to their school community, particularly in terms of RREAP and their accountability to their P&C.
- Working closely with stakeholders to ensure flexibility for students who are accessing VET in our rural and remote secondary schools.
- Liaising with DoE to keep abreast of changes to the Australian Curriculum within classrooms and access to extra-curricular activities within our regions.
- Continuing to collaborate with the DoE to establish stability around Acting Principal positions in rural & remote schools.
- Flexible employment arrangements within small schools that includes the combination of roles e.g. cleaner /groundsman.
- Liaising with the DoE to ensure that the mental health of rural & remote students is supported.

What we've achieved

- Gaining an additional 0.5 FTE for one teacher schools with 20 or more students.
- Improved internet capacity at all rural and remote state school loans.
- ICPA Qld served as a key stakeholder in the Department of Education's Small School Support Plan.



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