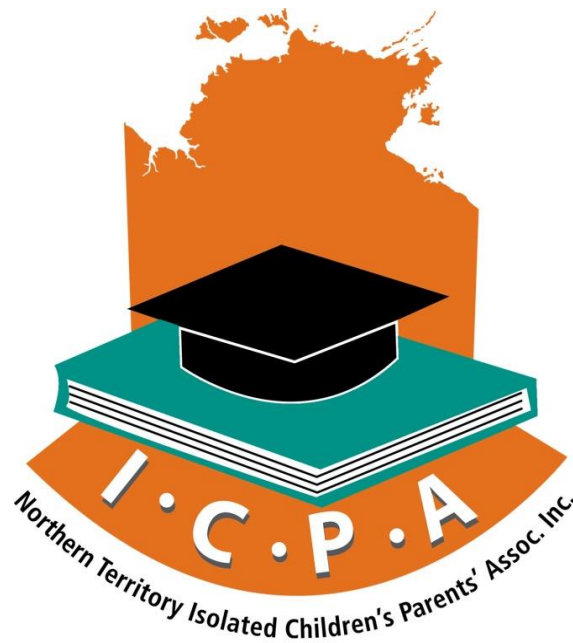


**Isolated Children's Parents' Association
Northern Territory
(ICPA NT)**



2022 State Conference

Motions

9 March 2022

Darwin NT

ICPA NT 2022 State Conference Motions

Allowances

1. Katherine Branch

CARRIED/LOST

That ICPA NT appeals to the Minister for Education for families to be eligible for the Interstate Boarding Allowance on the basis of more criteria than curriculum alone.

Explanation

While we are grateful for the establishment of an Interstate Boarding Allowance, we consider the restrictions are very limiting. As it stands, families are only eligible for the allowance if they are choosing to board interstate to access curriculum offerings unavailable at a school in the NT. For many children living in rural or remote areas of the NT, attending boarding school is often the only option for them to complete their compulsory secondary education. Many families choose to send their children interstate as there are limited boarding options within the NT. Boarding schools are chosen on merit of suitability for the student and family, taking into account the family's financial situation, access to family support and ease of travel, in conjunction with the schools learning environment and support, boarding facilities, and extra-curricular programs offered. Often, the best fit is a school located interstate. Most states in Australia have a Living Away from Home Allowance (LAFHA) to assist families with covering the expenses of boarding schools, even if they board in another state.

This is an allowance offered retrospectively, and guidelines offer no transparent decision-making matrix, making it impossible for families to know eligibility prior to enrolling their child at a school.

Case Study

ISSUES WITH INTERSTATE BOARDING ALLOWANCE

There are several reported **discrepancies** with claims management, as well as **logistical, ethical,** and **practical** issues with policy guidelines surrounding this allowance.

Discrepancies in Claims Approvals/Denials:

A survey was taken of a cross section of remote NT families on their Interstate Boarding Allowance claims experience in the past two years.

Several case studies found families have been approved then denied the Interstate Boarding Allowance (or vice versa) – without adequate explanation, or being offered an avenue of dispute. Some claims were denied due to subject being offered at NT school, some because subject offered in NT boarding school, some because of 'program' that can be offered through an NT Boarding School or NTSDE. Some families are approved, whilst others denied when they appear to be studying the same subjects. Denied claim decisions are given AFTER the child has begun study.

Family #	Claim	Reason
Family 1	2018 Daughter Approved 2019 Daughter Denied 2019 Son Approved	No written explanation on denial provided. After phone call from claimant, was told Daughter

		subject now offered in NT School – Daughter also has specific program written for her due to diagnosed learning needs not available at NT School. No avenue to dispute offered.
Family 2	2018 Daughter Denied 2018 Son Denied 2019 Daughter Denied 2019 Son Approved	No explanation given, claimant believes Son doing Ag Science is why he has been approved – no avenue to dispute denied claims offered, or further details.
Family 3	2018 Son Approved 2019 Son Denied	Subject offered at NT School. No further advice.
Family 4	2018 Son Approved 2018 Daughter Approved 2018 Daughter 2 Approved 2019 Daughter Approved 2019 Daughter 2 Approved 2019 Son Denied	2019 Son denied for Yr 12– Studied same subjects as previous year - Subject offered at NT School. No further advice.
Family 5	No claim.	Did not know Allowance was available – currently have Daughter boarding.
Family 6 – Enquiry for 2020	Daughter – Denied on subjects provided for 2020 – will require modified learning program.	Subjects incl Ag Sc offered through ‘program’ at an NT Boarding School or NTSDE. No further information provided.
Family 7	2019 Daughter Approved	No further details provided as to which subjects were approved.
Family 8	2019 Daughter Approved 2019 Daughter Approved 2019 Son not claimed	Son not claimed due to parent thinking he would be ineligible due to subjects studied.
Family 9	2018 Son not claimed 2019 Son Approved	Parent did not know about allowance in 2018.
Family 10	2019 Daughter Approved	Letter from school – doing Agricultural studies.

Logistical and Practicality Issues

Are claims denied, on grounds of curriculum, being cross checked with beds available at that time in the NT Boarding facility?

Are claims denied, on grounds of curriculum, having the fee schedule of that school taken into account? Ie If the subject is offered at a non-government NT Boarding School that has fee’s in excess of what the family can afford (for example in excess of \$35,000 per year tuition and boarding fee’s), is that school’s curriculum being taken into account regardless of how much it costs to attend?

Is practicality of distance of school from family home and family support being taken into account in the interest of the best educational outcomes for the child and in addition to supporting the students physical and mental wellbeing?

Should subjects offered at an NT School of Distance Education be used for comparison when claims are denied on the grounds of curriculum? Isolated families are forced to send their children to boarding school to continue their education if the family CANNOT provide adequate schooling (supervision and employment of someone capable of delivering middle/senior years materials, adequate teaching resources, middle and senior year levels of sports, arts, music) for the student through Distance Education. This includes COMPULSORY schooling years.

As per the Education Act 2015: Distance Education Requirements

A parent who has daily care and control of the student must ensure that the student reasonably carries out all course requirements of the educational instruction provided by the distance education centre, including any requirement to attend the centre or another place.

Ethical Issues

Due to the great expense of boarding and tuition to remote NT families, it is fair to say that knowing whether or not the student is eligible for the allowance (\$2000) is imperative for the family to make informed financial decisions on their children's education *before* they begin their studies?

Is it ethical to deny access to the allowance when a family's financial resources and their reliance on the allowance dictates whether the child can attend the appropriate school for their needs? Should that child that has been approved for one year, need to dis-enrol, and change schools in order to meet their financial obligations if they are denied the following year?

Is it ethical for the NT Department of Education to expect a child to board within the NT regardless of the best interest of the child, with limited secondary schooling options within the NT, by withholding access to the Interstate Boarding Allowance on the grounds of curriculum?

Should the NT Dept of Education use current policy guidelines to deny financial assistance to remote NT Students when the limited boarding options available can be culturally inappropriate for the student, due to the lack of diversity within the cohort of boarders, or beyond the economical reach of the family?

"I had never heard of these allowances before 2019. I have been living and working in the NT for 20+ years and was not aware there was help available to me through the Student Assistance Scheme. I found that the application process was so difficult and the application forms were hard to fill in because they had predetermined fields that didn't apply to me. It feels that we are being pressured to keep our children in the NT for secondary school - little regard is given to the best interest or learning outcomes for the children. If I were to keep my child at home for secondary school he would continue to be THE ONLY child in the school room - no access to sports, interaction with peers (we are 400km from town), no hands on learning in subjects such as science, woodwork, metal work, Art, textiles - just to name a few. Families should not be penalized for wanting their children to experience and have access to a good secondary education. The NT has a very limited boarding options and the parents should have the ability to look elsewhere if they deem the educational outcomes to be lacking - not the department. There was a lot of double handling of information and little connect between CentreLink and the NT Dept. of Ed: On one of the forms I was asked to provide information about the AIC payments I received for my children. After a 2 hr wait at the Alice Springs Centrelink office, no-one was able to help me with my inquiry. (I have all of this ordeal documented) When I was asking for help with the forms, it was mentioned that only one other family had had a form 'like mine' stamped by the School. This makes me think that not many families in Central Australia know about the scheme OR can navigate through the application process."

"This year I didn't bother applying as I knew there was a high probability that my claim would be rejected as she did not do Ag."

"I applied for the interstate boarding for both # and # in 2018 and 2019. 2018 I was rejected for both applications. I wrote a long spiel on the application about my reasons for sending kids interstate for boarding. 2019 I asked the school principals to write a letter to go with the application stating the achievements of the students, their role in the school (# boarding captain etc). #

application was rejected. # application was approved, the only change was that he transferred classes and had started doing agriculture.

My understanding is that agriculture is one of the few subjects that is not available in NT boarding schools, hence the approved application.”

“All 3 were approved in 2018 and daughters were approved in 2019 but not son in year 12 who was doing the exact same subjects as he did in year 11 when approved in 2018.

I think it is totally ridiculous for the govt to expect a child in their last year of school to change schools or lose their allowance just because a school in the NT changed the subjects they offer for that particular year. The whole system is flawed.”

“The guidelines for this allowance deliberately make it hard to access, and Student Assistance has a no transparency with their decisions. They don’t care how hard it is financially on families to educate your children remotely in the NT. If I lived in remote Qld I would have automatic access to financial support for boarding (over \$4500 per year) – plus double the amount of travel assistance, yet in the NT, your remote isolated kids don’t count. It is unbelievably expensive for families to educate remote kids in the NT. They wonder why people are leaving the NT in droves..”

“This is our 4th and last child to be educated to year 12. 2 have university degrees. It was a nice feeling to eventually have this support after experiencing our 9th year of drought and trying to find money to fund education. Boarding schools have increased their costs 7-8% each year, airfares have blown out of control. International flights are cheaper than domestic flights in Australia. All of our children have and will come back to the territory with their diverse skills to benefit the NT .”

2. Katherine Branch

CARRIED/LOST

That ICPA NT continues to advocate to the Minister for Education for a Living Away from Home Allowance for Geographically Isolated boarding students.

Explanation

The provision of a LAFHA for all Geographically Isolated NT boarding students, regardless of which school they are enrolled at, is the most equitable solution to assisting with access to quality schooling for Territorian boarders. The \$2000 p.a. Interstate Boarding Allowance requires review.

Case Study

NT Family - Nil LAFHA - \$600 if boarding within NT - \$2000 Interstate Boarding Allowance IF they meet the current criteria.

QLD Family - taken from Qld Govt Rural and Remote Support for Isolated Students allowance, will cover tuition fees up to \$2,930 per year, plus additional allowance of 0.50c per \$1 over that amount can be claimed up to a total maximum of \$5,849 per year.

3. Alice Springs Branch

CARRIED/LOST

That ICPA NT lobbies the NT Department of Education to develop and make available the Interstate Boarding Allowance decision making matrix to parents applying for the allowance.

Explanation

For several years members have been seeking clarification from the Department on the process taken when approving or rejecting applications for families who are applying for the Interstate Boarding Allowance.

ICPA members have attended several meetings with the Department during this time and to ensure this inquiry was followed up and information from the Department forthcoming to ICPA, the Alice Springs branch have been continuing to table this motion.

The reason why the decision making matrix must be developed and made available to ICPA, is that it will help families understand what financial support is made available to them when they are making long term financial decisions for their child's secondary education, for example:

Where they could afford to send their child to access a secondary education.

When they could afford to access a secondary school.

These financial decisions impact geographically isolated families for many years.

A decision making Matrix will help members understand when their applications will or won't be approved.

Currently, without a set criteria for approving applications, members find it very difficult to forecast and budget for their children to access appropriate secondary education facilities as the guidelines are so fluid.

If the criteria depends on new information provided by the school on a yearly basis, then the criteria should be changed to ensure families are able to access consistent financial support and they are able to make long term financial decisions.

If the Northern Territory Government can't provide assistance that is equitable for all Geographically Isolated students, (e.g.: Abstudy and AIC) that assists families to access interstate secondary education, then the Northern Territory Government should reassess the parameters in which this scheme is implemented to provide financial certainty to families.

Families would like the process to be much more transparent, they would like to see the process departmental staff use when considering applications and be given an avenue for explanations / corrections when the family asks for the case to be revised.

Members have been advised in the past that they are eligible for this allowance and then when they have re-applied, their application has been denied.

4. Alice Springs Branch

CARRIED/LOST

That ICPA NT lobby the NT Department of Education for an increase in all allowances within the Student Assistance Scheme, including the kilometre travel rate, to more closely reflect the cost of travel, especially in light of the number of kilometres our members travel on dirt roads to access education.

Explanation

For many of our members, a trip to town to attend an In-School event can include hundreds of kilometres of dirt roads.

Family 1) This family has two possible ways they travel for their children to attend in-school functions at Alice Springs School of the Air. The decision regarding which way they go largely depends on the road conditions, not the km's travelled to get there.

Option 1 is an 800km round trip; 200km Bitumen and 600km Dirt (suitable for 4wd only).

Option 2 is a 1060km round trip, 640km Bitumen and 420km Dirt (mostly in average to good condition, 4wd recommended)

They must travel with 2 x spare tyres, as blow outs are a common occurrence costing the family \$520 per tyre to replace (COOPER LT275/65R18 123Q ST Maxx) in the past 2 years this family has had to replace 4 tyres during trips to town (only counting trips to attend school functions.)

5. Alice Springs Branch

CARRIED/LOST

That ICPA NT ask for an update from the NT Department of Education to see what progress has been made to simplify the application processes involved in families applying for allowances under the Student Assistance Scheme.

Explanation

In 2019 / 2020, the department had several discussions with ICPA about simplifying the application process for Student Assistance Schemes and the creation of an online portal to complete applications. We would like to know if there has been a timeline set out for this process, if a completion date has been set and if ICPA are still be consulted with the process.

6. Katherine Branch

CARRIED/LOST

That ICPA NT reiterate to the NT Department of Education, and the Minister for Education, the necessity of interstate boarding for geographically isolated students due to the lack of boarding schools and boarding facilities available to non-indigenous students within the NT. We request the review of all boarding and travel allowances to adequately and fairly support interstate boarding students in order to ensure these children can complete their compulsory secondary schooling.

Explanation

There are only two boarding schools, and one boarding facility that accept non-indigenous boarders within the NT. If those schools are not suitable, not affordable, or do not have the capacity, it becomes a necessity for students to board interstate. Many interstate boarding schools are designed to cater specifically to the needs of bush students, many of whom have only ever previously studied via distance education. These are Territory students completing their compulsory secondary education, and the financial burden on remote families to achieve this is often overwhelming and financially exhausting. As the Education Act states that access to education must be free, it seems the allowances are not in line with legislation.

7. Katherine Branch

CARRIED/LOST

That ICPA NT encourage the NT Education Department to improve the Student Assistance Scheme application, re-application and processing systems and ensure the scheme subsidies and assistance is appropriate to the needs of isolated students.

Explanation

ICPA members continue to have issues with the Student Assistance Office in relation to applications, re-applying in subsequent years and processing times. Applicants in general apply for student assistance because they require financial assistance to bare the significant cost of educating rural and remote students.

Solving systemic problems would not only alleviate stress for applicants but would also reduce the stress and workload of the Student Assistance Office through a reduction in the number of queries and disagreements. Clearer avenues to dispute claims, and detailed explanations of claims denied are essential, as well as transparent decision-making matrix's should be supplied. The Student Assistance Scheme must be current and in line with the needs of users, and in comparison with other States, the Territory is currently falling short of coming anywhere near actual costs.

Comparison Study on Travel entitlements:

Current ATO travel reimbursement - 72 cents per km

Travel Subsidy for NT student - 46 cents per km

Travel Subsidy for QLD student- \$146 per student plus 82cents per km first 500km, then \$1.36 per km up to maximum \$1786.00

WA Boarding Students receive travel vouchers for flights to and from school in whichever state, yet NT refuse to support our isolated boarding students at all, despite the very limited boarding facilities available within the Territory.

Boarding

8. Katherine Branch

CARRIED/LOST

That ICPA NT implore the Chief Minister to implement the National Code for Boarding Students as unanimously endorsed in Cabinet.

Communications and Technology

NIL

Curriculum

NIL

Distance Education

9. Katherine Branch

CARRIED/LOST

That ICPA NT ensure the NT Department of Education subsidises the full amount of school room internet to families, and remains a key participant and advisor to the Department of Education during negotiation of service needed and during the transfer from the STARS network to an NBN centrally managed service.

Explanation

As all Katherine School of the Air students have now transitioned to NBN in their home schoolrooms, it is imperative that families have the correct plans and adequate data allowances for their student's needs.

The NT Education Act states that access to a public education must be free, and for Distance Education Students, access to reliable internet is crucial to enabling delivery of a standard public school education. The cost of schoolroom internet must be met by the Territory.

We thank the Department of Education for their subsidy of \$150 per family toward internet costs, which now allows families adequate data in multi aged school rooms until the transition to a new service provided by the Department.

It is imperative that the needs of isolated Distance Education students are met when negotiations are held over the transition from the STARS network to a centrally managed NBN service.

10. Alice Springs Branch

CARRIED/LOST

That ICPA NT lobby the NT Government and Department of Education to ensure that internet costs (as per the STARS network) for Geographically Isolated children enrolled and attending schools of distance education be the direct monetary responsibility of the Department of Education as this is consistent to the Education Act.

Explanation:

Families do not wish to apply for or fill out any more paperwork to help facilitate their children accessing a 'free public education'. This includes paying for internet for their children to attend and complete lessons via school of the air.

The costs delivering internet access to remote families via the STARS network has always been the responsibility of the Department of Education. If families are forced to use other means of accessing internet because the STARS system is not offered to them when they are enrolled in school of the air and they have to sort out their own internet connection for the school room, or they choose to use a different internet provider for their school room, they should not be wearing the costs of this access to education.

11. Katherine Branch

CARRIED/LOST

That ICPA NT continue to relay the importance of Northern Territory Schools of the Air to all relevant Ministers and Government departments.

Explanation

Assurance that Katherine and Alice Springs Schools of the Air in the Territory remain an imperative and supported part of our distance education sector by the NT Government is paramount. We cannot allow the NT Government to misunderstand the importance of these schools to our remote students, such as the devastating decision, subsequently reversed, by the WA government to close its valuable Schools of the Air due to funding cuts a few years ago. Territory families need to be supported and feel secure that their children can access an appropriate education, which cannot be provided by centralised city-based distance education institutions.

S1. NT State Council

CARRIED/LOST

That ICPA NT advocate for the NT Department of Education to provide, improve and support access to alternative options to distance education for secondary schooling for geographically isolated students, both within and outside the Northern Territory.

Explanation

Education is more than just academic learning. It is social and physical interaction, sports and hands-on practical subjects such as art, woodwork, science and drama. It is the exposure to peers and other influential social figures and role models.

This is so for all children, but even more so for geographically isolated children who by the nature of where they live do not get this exposure consistently or regularly in primary school. Distance education is an important and viable option for geographically isolated primary school children, balanced by interactive contact events and the need for close parental support. By secondary years, the need for additional exposure and interaction increases considerably.

National Children's Commissioner, Anne Hollands recently reiterated these sentiments. "School is a social learning environment, where social and emotional skills are developed, that are the platform for all academic learning and development and success in later life."

All children rely on school for so much more than just academic education. Boarding school provides rural and remote students with so many opportunities which are unavailable in their own communities or geographically isolated homes. While virtual learning works to allow academic participation, it is not a long-term solution for all students, and students need face-to-face learning opportunities thus the importance of mini-schools, boarding for GI students and classroom teacher time for everyone.

Early Childhood

12. Alice Springs Branch

CARRIED/LOST

That ICPA NT lobby the relevant Government Departments to ensure registered Early Childhood Services operating in the Central Australian region, such as RaisEducation, are financially supported to implement their program into the geographically isolated areas of Central Australia, that are not receiving such services.

Explanation

The Central Australian, geographically isolated region that lays outside of the 'remote community' footprint, has been without any early childhood service for decades.

We are calling on the NT Government to support the registered early childhood services such as RaisEducation.

Rural and Remote Schools

NIL

Special Needs

13. Katherine Branch

CARRIED/LOST

That ICPA NT urges the relevant Ministers to collaborate to ensure access to and subsidise accommodation and travel for children with specific or special learning needs to attend appointments with qualified specialists.

Explanation:

Currently the Patient Assistance Travel Scheme (PATS) provides subsidised accommodation and travel for remote families travelling in excess of 200km to visit doctors in a hospital. Parents of diagnosed specific or Special Learning Needs children have no access to assistance when travelling the same distance to see qualified Specialists in the Special Needs sector. Attending appointments with specialists is paramount to the education of these children. Families already having to deal with a Specific Needs Child whilst living in an isolated area, and having to travel long distances to appointments are unduly stressed by the necessity, on top of that, to finance these trips themselves as well. PATS should include subsidised travel and accommodation for diagnosed children needing to see Specialists in this field of Specific or Special Needs wherever those specialists may be located; whether in a hospital or not.

Case Study from Katherine School of the Air Parent

I believe that living in a remote part of the NT provides us with enough struggles as it is, let alone having to deal with a child with special needs. I feel that i am only relatively new to this experience and have found it all a steep and very expensive learning curve. Having to tick all the boxes to even

get a diagnosis which means seeing various different doctors, paediatricians, psychologists, Occupational Therapists, speech pathologists, and the list goes on, all numerous times, all scattered within the NT. On top of the extreme distances that need to be travelled, staying overnight as it cannot be deemed possible to do a return trip in one day, and all the added stress of having to find the funds to make these appointments possible. The very scary part is that this is only the beginning, these appointments and travel are now a part of the foreseeable future, along with the impending and no doubt ever rising costs.

14. Katherine Branch

CARRIED/LOST

That ICPA NT urges the Minister for Education to ensure all rural and remote students have access to and are prioritised for early identification and intervention for specific learning needs.

Explanation

Students in rural and remote areas often have little or no access to early intervention services and therefore, no indication of why their child continues to struggle at school. For Distance Education (DE) students, undiagnosed learning difficulties lead to stress and frustration in the DE schoolroom.

The home tutor, often the mother, while well-equipped with 'gut' feelings about their student, is ill-equipped to diagnose, treat and manage diagnosed specific education needs. Support and respect for the home tutor is integral on the path to diagnosis.

Even when the child is identified as having need for assessment, it is a long, slow process through the Department of Education channels to have the child tested, and can only be hurried if the family can afford assessment privately - with consultations being in excess of \$700. In addition, there are the expenses of travel, accommodation, time off work, and days away from schoolroom. Correct and critical Intervention cannot proceed until a formal diagnosis is done, leaving the child and distance education tutor unable to access assistance and often falling behind in their school work. The NT Department of Education must recognise that assessment and early intervention of learning difficulties in Distance Education students must be prioritised due to their isolation.

Case Study 1

Year 2 student at Katherine School of the Air is flagged as needing assessment due to inability to reach reading milestones, with no obvious reason. Paperwork is filed through school to have child assessed through Department of Education team. Intervention is begun at school through learning support, but with no testing or diagnosis, it is unclear what strategies should be implemented. Child falls further behind at school. Family drives 650km each way to Darwin to have private assessment at cost of \$1500. Child is diagnosed with Dyslexia. A new Individual Learning Plan is developed with the Teacher and Home Tutor enabling the child to have provisions implemented, and a specific decoding reading program delivered through the Learning Support Centre. After 4 years, the family have never had any contact from the Department of Education's team. Without the family bearing the significant cost and travel of a private assessment, the child would be left without a diagnosis, and possibly left well behind with her studies.

Many families do not have the knowledge of learning difficulties, or resources to pursue private assessments, and due to the geographic isolation, this leaves some students vulnerable to falling behind whilst waiting for intervention.

Case Study 2

Having a child in remote school is great! They have the best teachers money can buy, different and personalised opportunities that students might not encounter going to a city school and grow up with lifelong friends they never forget. What is unfortunate about education in remote schools is that resources are stretched as far as the eye can see when it comes to special education and receiving a diagnosis, so children who maybe struggling don't become equipped early enough to utilise special strategies that can be learned and implemented while they are in primary school to be engrained into their whole educational experience thus making them successful learners.

I have just started to struggle with my 14-year-old son who I thought had some learning and behavioural difficulties in the classroom much earlier in his life. I was brushed off by the principal at the time and he wasn't his teacher's favourite so he was left to keep going at everyone else's pace, no matter how he disrupted the class or refused to do work. In 2016 we got a principal who confirmed what I thought was the case and started the ball rolling of getting him assessed by a paediatrician, she was only there for a year but she had sent a referral with her concerns. The next Principal had a big mess to clean up at our school but there was no word from anyone and no visits for my son to check his hearing and vision for preliminary testing, the clinic was very kind in letting the school know when these tests were available to the school kids. Fast track to 2021 when I am getting emails of his behaviour and refusal to do work the way it needs to be done to get assessed for reports along with a high turnover of staff. Luckily St Joseph's Catholic College has a great support teacher who has met with his teachers and me to discuss getting him assessed within the Catholic College staff pool.

I now have a 6-year-old daughter who I have had the same assumptions about. The principal has been supportive and has done all she can in her power to get my daughter referred. The biggest hurdle has been getting her vision and hearing tested because now the local clinic can only test Indigenous children. I have since managed to get these tests done pulling on health officials heart strings to let my daughter complete the medical tests she needs although being non-Indigenous. It is a fight and a half.

Miscellaneous

15. Katherine Branch

CARRIED/LOST

That ICPA NT implore the Minister for Infrastructure, Planning and Logistics to increase maintenance of roads to ensure safe conditions for families travelling to attend to educational needs.

Explanation

Many Families need to travel vast distances over NT Roads to attend to the educational needs of their children, and there is concern over funding not being available for adequate road maintenance. Case Study: The current maintenance program on the Central Arnhem Road cannot keep up with the high volume of heavy vehicles/road trains using the road to access Nhulunbuy, cattle stations, communities, and mining exploration sites, leaving the road in an unsafe condition only weeks after a maintenance grade. This affects families when the road becomes so poor that they need to consider whether their children can attend a school contact event or assessment, or travel to collect or return school resources or unit work. If the road is deemed to be in an unacceptable state for Department of Education Teachers to travel, or a longer travel time is needed due to road conditions,

there can be a delay or school patrols can be cancelled, leaving students without the valuable contact time with teaching staff.

16. Alice Springs Branch

CARRIED/LOST

That ICPA NT lobby the Northern Territory Government and the NT Chief Health Officer, to grant exemption to all geographically isolated students from 'COVID 19 quarantine at government facilities' allowing these students to quarantine at their family home, providing the family and student meet the requirements to 'quarantine at home' set by the NT Chief Health Officer.

Explanation

Many children of remote families attend secondary school interstate.

Many of these families have an exemption to quarantine in a mandatory facility as they are classified as 'Agriculture as an essential service'.

Where the family of a student fall under an essential service category, then this classification should be passed onto the child as both of their primary caregivers (parents/guardians) are required to remain on the property to care for livestock and the millions of acres of property in their care.

17. Alice Springs Branch

CARRIED/LOST

That ICPA NT lobby the NT Department of Education and the Northern Territory Government, including the NT Chief Health Officer, for geographically isolated students enrolled in a Northern Territory School of the Air, and their families, to be able to cross the border and enter the Northern Territory for the purposes of accessing education.

Explanation

The Alice Springs Branch has a number of families who live in Northern SA (on remote properties) that are enrolled in distance education in the NT via Alice Springs School of the Air.

Just like their NT neighbours, Alice Springs is their closest town and where their children attend school. The biggest problem these families face is the invisible line that divides the NT & SA, this crosses the paddocks of their properties and prevents these families from coming to town to do all manner of business as well as preventing their children from attending school.

It is critical that these remote families are able to access 'in-school events' held only 4 times per year. For many children this is their only opportunity to see their teachers face to face and participate in group learning activities including sport, music, science activities, general interaction with their peers and also for learning assessments and grading carried out by class teachers.

We ask that these families are recognised by the NT Government and pathways are in place to ensure they are able to access educational activities for their children.

18. Alice Springs Branch

CARRIED/LOST

That ICPA NT be acknowledged and congratulated in their ongoing efforts throughout the year in attending delegations and lobbying Government on our behalf for a brighter future for our children in rural and remote Australia.

Explanation

NT State Councillors spend many countless volunteer hours following up on the motions that we submit each year at their NT State Conferences, providing guidance to Branch Executive, Committee and Members, providing feedback on motions from previous conferences. We would like to thank them for continually making themselves available to members and helping with a number of issues that arise at Branch Level and ensuring that our motions will get a voice at the table when the opportunity arises.

19. NT State Council

CARRIED/LOST

That Her Honour the Honourable Vicki O'Halloran AO, Administrator of the Northern Territory, be appointed Patron of the ICPA NT for the 2022/2023 year.

20. NT State Council

CARRIED/LOST

That Ruth Woerle is appointed the ICPA NT Archives Manager for the 2022/2023 term.

21. NT State Council

CARRIED/LOST

That Annika Bell is appointed the ICPA NT Down The Track Web Editor for the 2022/2023 term.

22. NT State Council

CARRIED/LOST

That the 2023 ICPA NT State Conference is a Webinar, hosted by Alice Springs Branch.