



2026 State Conference Motions

Allowances

1.

Katherine branch

Carried/Lost

That ICPA NT requests the Department of Education annually review the Student Assistance Scheme, including the zone methodology and allowance amounts, to ensure all geographically isolated students are adequately and fairly financially supported to complete their compulsory schooling.

Explanation:

ICPA acknowledges the Grants NT online platform is a significant improvement, however, ICPA members continue to have issues with the Student Assistance Office in relation to applications, re-applying in subsequent years, and changes of circumstances during the school year.

The Student Assistance Scheme must continue to be current and in line with the needs of users, cost of living, and currently, in comparison with other States, the Territory is falling short of coming anywhere near actual costs.

ICPA KB thank the Dept of Education for all the work they have put into the Student Assistance Boarding Allowance to this date. Moving forward we appreciate that the annual review includes the ICPA NT State Council in discussions around the review. Factors such as CPI increase, application process and accessibility for all Geographically Isolated students are included.

2.

Katherine branch

Carried/Lost

That ICPA NT continue to support ICPA Australia in their advocacy for a Remuneration for Remote Isolated Classroom Supervisors (RICS) Allowance.

Explanation:

Families in geographically isolated areas rely on children's supervisors to enable their children to access education. These supervisors play a vital role in supporting learning, wellbeing, and daily routines, often in challenging and isolated conditions, yet receive limited recognition or financial support.

A remuneration for Isolated Classroom Supervisors (RICS) Allowance would help reduce the financial burden on families, improve the attraction and retention of suitable supervisors, and support equitable education outcomes for remote children.

Travel

3.

Alice Springs branch

Carried/Lost

That ICPA NT advocates to the Northern Territory Minister for Infrastructure, Logistics & Transport and Qantas to enable its Resident Fares Scheme to include one way flights for Northern Territory student residents.

Explanation:

The Qantas Resident Fares Scheme currently applies only to return flights. However, residents of the Northern Territory, particularly families in remote and very remote areas, at times require one way travel due to practical and logistical circumstances. Extending the Resident Fares Scheme to include one way flights would provide flexibility, relieve financial pressure on remote families, and better reflect the real travel needs of Northern Territory residents.

4.

ICPA NT State Council

Carried/Lost

That ICPA NT advocates to the Department of Education and Training NT for greater communication and awareness of travel options that may be available for NT boarding students if seats/tickets are available on ABStudy travel routes.

Explanation:

Abstudy boarding students can access flights, buses, charters for transport to and from boarding school with travel organised by the Student Travel Office within the Department of Education. Students who are not eligible for Abstudy but may be travelling on the same flights, bus or travel route are not aware if there may be seats available that are not utilised and go empty.

For example one ICPA Member's child attends boarding school in Toowoomba. They must drive to Darwin from home, fly from Darwin to Brisbane and then catch a bus from Brisbane to Toowoomba. The boarding school that they attend doesn't offer a service to collect students from the airport. Flight scheduling for flights from Darwin to Brisbane suited this as the student could catch a redeye landing in Brisbane at 5am then catching the 6:30am bus to Toowoomba. Flight scheduling from Darwin to Brisbane has changed so the only direct flights available land in Brisbane after 5pm so the student can no longer catch the bus as the last bus leaves at 4pm. As they are not 18 they are not able to stay in a motel without an adult.

Any student flying through Abstudy would be met at the airport with a chaperone to travel on a charter to Toowoomba. There may be spare seats on this charter but non-Abstudy students and families are not made aware of these options.

Without this service it now means that any student flying into Brisbane to a school not directly in Brisbane will have to have an adult fly with them which means the additional cost of accommodation and return airfares

5.

Alice Springs branch

Carried/Lost

That ICPA NT advocates to the Northern Territory Minister for Infrastructure, Logistics & Transport, The Chief Minister and The Minister for Education to include geographically isolated students (recognised under Assistance for Isolated Children, AIC) who need to access public transport to access education facilities to be included in existing 'travel provisions' for children who are recognised under Abstudy Travel Scheme criteria.

Explanation:

It is reasonable to identify and declare that geographically isolated children face challenges in accessing transport to and from educational facilities.

It is also reasonable to note that children living side by side in remote locations should have access to 'assistance for travel to educational facilities' regardless of their heritage, skin colour or race. All children living in geographically isolated areas should be supported to access education.

Distance Education

6.

Katherine branch

Carried/Lost

That ICPA NT ensure the NT Department of Education and Training, pay the full amount of schoolroom internet costs, including any hardware costs to families and ensure that ICPA NT remain a key participant and advisor to the Department of Education regarding the provision required for distance education.

Explanation:

As all Katherine School of the Air students have now transitioned to private internet providers in their home schoolrooms, it is imperative that families are able to afford adequate internet packages 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 Government. Every classroom is unique, and families need flexibility to find the most appropriate internet solution for their situation.

The cost of schoolroom internet start-up costs and monthly fees must be met by the NT Government. Starlink is recommended by Katherine School of the Air IT Department and the startup cost for families fluctuate. For Geographically Isolated students requiring roaming internet access, monthly costs are up to \$195 p/month. With hardware costing between \$449 to \$549.

7.

Alice Springs Branch

Carried/Lost

That ICPA NT work with the Ministers for Education, Training and Tourism and other relevant organisations to increase the visibility, awareness and recognition of pathways offering formal training for Home Tutors and their employment opportunities within the Northern Territory.

Explanation:

Career days and school programs often highlight rural operations and the certificates and training available in agricultural fields, but discussions rarely include employment opportunities as Home Tutors. Increasing awareness of this role would help highlight the opportunities and importance of Home Tutors and the role they play in the agricultural industry.

8.

Alice Springs Branch

Carried/Lost

That ICPA NT request the Northern Territory Department of Education to conduct a comprehensive review of Distance Education in the Northern Territory, ensuring that all aspects of the specialised educational service including funding, educational frameworks and all other relevant criteria meet the standards set by the Northern Territory Department of Education and the Australian Curriculum .

Explanation:

In the Northern Territory, distance education schools are currently funded under the same framework as other public schools. However, distance education schools operate under significantly different conditions and face unique challenges that are not experienced by regular schools.

9.

Alice Springs Branch

Carried/Lost

That ICPA NT continue to work with the Chief Minister, Treasurer, Minister for Education & Training, Department of Education and Training and all relevant stakeholders to establish and support Remuneration for Isolated Classroom Supervisors (RICS) as financial recognition for the work undertaken by Home Tutors supporting geographically isolated students enrolled in distance education.

Explanation:

To enrol students in Northern Territory Schools of the Air it is mandatory to supply a Home Tutor to supervise the distance education classroom.

ICPA NT has been advocating for this for many years, and we thank them for their ongoing commitment. With the official recognition of the Remuneration for Isolated Classroom Supervisor (RICS) at the 2025 ICPA Federal Conference, we encourage ICPA NT to continue their efforts to ensure that geographically isolated students have equitable support through a formal supervision subsidy, addressing the unique challenges of distance education.

Early Childhood

10.

Alice Springs branch

Carried/Lost

That ICPA NT thanks the Department of Education and Training for continuing to deliver FaFT playgroups during in-school weeks in Alice Springs, and requests that the Department develop and implement new early learning programs for geographically isolated children in Central Australia.

Explanation:

Geographically isolated children in Central Australia have had limited access to regular early learning programs for more than two decades. While ICPA NT has advocated for improved early learning opportunities, there has been little change to date. We request that the Department of Education and Training review its current early learning programs and explore ways to expand access to geographically isolated children in Central Australia, ensuring that these children have equitable opportunities to participate in quality early learning experiences.

Tertiary and Training

11.

Alice Springs branch

Carried/Lost

That ICPA NT request feedback from Ministers, Senators and other relevant bodies on the allocation process of the Commonwealth Teaching Scholarship Program in the context of the Northern Territory.

Explanation:

Round three applications for the Commonwealth Teaching Scholarship Program are currently in process.

Understanding whether Northern Territory students are applying for, and receiving, the scholarship at comparable rates will help identify any barriers to access to inform future advocacy.

Special Needs

12.

Katherine Branch

Carried/Lost

Motion: That ICPA NT request that the Dept of Education provides targeted support and funding to the Additional Needs team at Schools of the Air to educate and support Home Tutors and families of students who are Geographically Isolated and have recognised additional needs.

Explanation:

In recent years NT Government have introduced "Special Needs Teachers" into Public Schools, which has certainly improved support for enrolled students and their families. There is still a gap for remote and Geographically Isolated students between identifying an issue and obtaining a timely diagnosis. The role of an Educational Psychologist within the Schools of the Air would greatly improve the diagnosis pathway and outcomes for these students.

Most geographically isolated parents and Home Tutors of students with learning difficulties are not trained teachers. Their role is to assist the student with their learning, supporting the School of the Air curriculum. Due to the 'satellite' nature of distance education classrooms, it is greatly difficult for the teachers to get an understanding of a student's capabilities and challenges through an online learning platform.

The key areas that need funding are,

- *Long waiting times for student assessments, due to lack of staffing in the education Department in remote towns of Katherine, Tennant Creek and Alice Springs.*
- *Limited access to online, or face-to-face support and training, for the Home Tutor. Due to waiting times on assessments and lack of skilled staff in Dept of Education who support the "Special Needs Teacher" in a Distance Ed context.*
- *Easier access to Tele-health options for children living in Geographically Isolated areas.*
- *Lack of personnel and financial resources for teachers to be able to conduct Patrols annually or as required to support Home Tutors.*

It is so important that families and Home Tutors can be armed with the right tools to educate students with learning difficulties in Geographically Isolated areas. An ongoing support network, online training and family patrols to remote areas are a lifeline to the student, home tutor and parents.

Miscellaneous

13.

Katherine branch

Carried/Lost

ICPA NT implores the Minister for Logistics and Infrastructure, Planning and Logistics to ensure that all Northern Territory roads under Territory jurisdiction – including both sealed (bitumen) and unsealed (dirt) roads – are maintained to a minimum standard that supports safe and reliable travel for families and Department of Education staff.

Explanation:

Many families across the Northern Territory must travel vast distances on remote roads to meet their children's educational needs. Increasingly, families are reporting that road maintenance is not meeting the minimum standards required to keep these routes safe and reliable.

There is significant concern that current funding and maintenance schedules are inadequate, with roads often deteriorating to unsafe conditions only weeks after a grade due to heavy usage from freight, community access, pastoral operations, and commercial activity. Families are frustrated that these minimum standards are not being met, leaving roads in a consistently poor state.

These unsafe or unreliable road conditions force families to reconsider whether it is feasible for their children to attend essential educational commitments such as contact events, assessments, school pickups or returns of unit work and resources. When road conditions are severe, Department of Education teachers may also be unable to travel, or may require extended travel time, resulting in delayed or cancelled school patrols. This directly reduces students' access to valuable face-to-face teaching and vital health and support services.

Entire Roper Hwy

Rankin Highway

Tablelands Highway

Buntine Highway

Duncan Highway

Western Creek Road

Gorrie / Dry River RoadDorrat Road