

## SUPPLEMENTARY MOTIONS

### ALLOWANCES

#### **S1 Meekatharra Air Branch**

#### ***Allowances***

#### **CARRIED/LOST**

***“That ICPA (WA) lobby the State Government for a conveyancing allowance for parents of distance education students who are required to drive their children to attend in-school learning programs.”***

#### **Explanation:**

Travel to educational ‘in-school’ face-to-face learning or activities is often hundreds of kilometres and the cost is borne entirely by the family. Distance education and School of the Air camps are not traditional school camps. Activities are based in a classroom environment like that of mainstream schooling (which GI students cannot regularly access) and vital curriculum is taught. They are also regularly used as a time for face-to-face testing requirements and activities that cannot be achieved via a computer screen.

Geographically isolated students who are enrolled in Schools of the Air (SOTA) in Western Australia seem to be excluded from the Department of Education's offering to provide every student with a pathway to a successful future (as per “Focus 2025”) where the Department notes its commitment to examining how they can expand opportunities for regional students.

We know that the opportunity for our students to attend ‘in-school’ learning sessions with face-to-face delivery has a direct impact on student educational outcomes and should be looked at as a fundamental and crucial part of a GI students education and has a place in the Departments 2025 Focus and delivery of the Quality Teaching Strategy (QTS) which “ensures that every student benefits from high impact teaching”.

In order for our students to attend face-to-face ‘in-school’ delivery of “high impact teaching” we need to consider the cost of how this happens for GI families and the impact of the true cost for a family on enrolment into a SOTA school. We want the message from the Director General, Department of Education to apply to all SOTA families equally, which is:

**“Every student in Western Australia deserves access to high-quality education that equips them for success in an increasingly complex world.” Focus 2025**

When our students travel to ‘in-school’ face-to-face learning events, they are not eligible for the conveyance allowance (as provided by the Public Transport Authority, School Bus Services) because they are not travelling to school, the activity is commonly and historically known as a “camp”.

This name has been adopted through the fact that the students will stay there for several days rather than a typical mainstream school excursion. The important fact to remember is that the teachers are delivering education as per the “Western Australian Curriculum” during these face-to-face contact hours with teachers as per the 8 learning areas of English, maths, science, humanities, arts, languages, health and physical education, and technologies. If the students do not travel to the activities for whatever reason, there is no alternative provision for them through the school. The teachers attend the ‘in-school’ learning events; there are no air lessons or contact with their teachers or classmates while the ‘in-school’ is in progress for any student unable to attend.

Face-to-face peer contact is essential for these very remote children who most frequently only have screen time contact. These students are isolated every day of their lives not just for school. Face-to-face interactions are impossible, you are home with whoever is in your family. There is no opportunity to make friends, practise

social interactions, join a choir, meet for lunch or play basketball. Seeing and attending a variety of different activities teaches children how to behave in different circumstances and while these may not be taught explicitly at school, they are inherently accessible. By attending the ‘in-school’ activities these GI children receive the opportunities that other school students are exposed to during their school educational journey.

With the cost-of-living crisis hitting everyone, travel from home to the SOTA ‘in-school’ face-to-face school education delivery has risen exponentially. We note the following programs which offer travel assistance or free travel for Western Australian students to access education:

- Parliament and Civics Education Rebate (PACER) Program, for students to attend an excursion to Canberra.
- “Free Travel” with student SmartRider on Transperth and Transregional services through the Ride to School Free Program and Fare Free Sundays.
- School Bus Services conveyance allowance.

Meekatharra ICPA urges the State Government to acknowledge the cost borne by our families to access education and create a travel allowance to reflect the true cost of attending a SOTA ‘in-school’ face-to-face learning event.

**Case Study:**

2025 Schedule of In School Events - Meekatharra SOTA						
	Term 1 (1 trip)	Term 2 (0 trips)	Term 3 (2 trips)	Term 4 (1 trip)		
Home Tutors Seminar		<i>In home learning</i>	In school - Physical Education	In School - Jnr SOTA		
Student In School		<i>teacher visit</i>		In School - Snr Perth		
Student Testing			Face-to-face visit 2025	Year 6 Graduation		<b>Total KM's</b>
Swimming Lessons			Meekatharra' location			<b>Return Trip</b>
<b>Family 1 KM's</b>	386		1246		386	<b>2018</b>
<b>Family 2 KM's</b>	1214		1354		1214	<b>3782</b>
<b>Family 3 KM's</b>	786		1292		786	<b>2864</b>
<b>Case Study Information:</b>						
Meekatharra School of the Air, Kempton Street, Bluff Point- Geraldton						<b>KM's</b>
<b>Family 1 - Yulin Station</b>						
Distance to Meekatharra SOTA (Geraldton)						<b>193</b>
Distance to Meekatharra In School term 3						<b>430</b>
<b>Family 2 - Yarrabubba Station</b>						
Distance to Meekatharra SOTA (Geraldton)						<b>607</b>
Distance to Meekatharra In School term 3						<b>70</b>
<b>Family 3 - Kirkalocka Station</b>						
Distance to Meekatharra SOTA (Geraldton)						<b>393</b>
Distance to Meekatharra In School term 3						<b>253</b>
<b>ATO Travel Rate 2024/25 88c per KM</b>						
<b>Analysis</b>						
Family 1 travelled a total of		<b>2018</b> KM's, At a cost of		<b>\$ 1,775.84</b>	as per ATO Rate	
Family 2 travelled at total of		<b>3782</b> KM's, At a cost of		<b>\$ 3,328.16</b>	as per ATO Rate	
Family 3 travelled at total of		<b>2864</b> KM's, At a cost of		<b>\$ 2,520.32</b>	as per ATO Rate	

**S2 Gascoyne Branch**

**Allowances**

**CARRIED/LOST**

**“That ICPA (WA) lobby the State Government for a conveyancing allowance for parents of distance education students who are required to drive their children to attend in-school learning programs for School of the Air’s.”**

**Explanation:**

Our CSOTA Families must travel long distances (100–480 km) at their own expense for Carnarvon School of the Air (SOTA) face-to-face learning sessions. These events are not recreational camps but essential classroom-

based learning opportunities where core curriculum, testing, and activities that cannot be delivered online take place. Despite their importance, students are ineligible for transport assistance because the travel is not classified as attending regular school, the activity is commonly and historically known as a “camp”. This name has been adopted through the fact that the students will stay there for several days rather than a typical mainstream school excursion. The important fact to remember is that Our Schools operate in two connected environments, at home and ‘in-school’ and teachers are delivering education in both of those environments as per the “Western Australian Curriculum” during these face-to-face contact hours with teachers as per the 8 learning areas of English, maths, science, humanities, arts, languages, health and physical education, and technologies.

We note the following programs which offer travel assistance or free travel for Western Australian students to access education:

- Parliament and Civics Education Rebate (PACER) Program, for students to attend an excursion to Canberra.
- “Free Travel” with student SmartRider on Transperth and Transregional services through the Ride to School Free Program and Fare Free Sundays.

The Gascoyne ICPA is calling on the State Government to recognise the significant financial burden faced by remote families when accessing education. They are urging the creation of a travel allowance that reflects the real cost of attending SOTA “in-school” face-to-face learning events, especially given rapidly rising fuel prices. This support would help parents of distance education students who must drive long distances across remote areas to ensure their children can participate in required in-person programs.

**S3 Gascoyne Branch**

***Allowances***

***CARRIED/LOST***

***“That the Isolated Children’s Parents’ Association WA lobby the State Government for an accommodation allowance for parents of distance education students who are required to book their own accommodation for their children to attend in-school education programs for School of the Air’s.”***

**Explanation:**

We have previously requested an increase in our schools \$100/night Accommodation reimbursement some 4yrs ago when the CSOTA Families Caravan Park of choice for “in-schools’ changed hands to the Discovery Parks and they increased their prices from \$125.00/night by 104% in 2022 and now it’s up to \$300/night, but our reimbursement has stayed the same for the last 8yrs that I am aware of. As we do not have a designated place or HUB to go to it is understood we do not qualify for any Accommodation Allowance that other School of the Air’s and Distance Education Families apparently receive. More investigation needs to be done to bring us all in alignment with one another or the scope needs to be expanded to capture say a preferred Caravan Park to Accommodate us all together.

Isolated Children’s Parents’ Association WA should advocate to ensure all Families can continue to attend Carnarvon School of the Air (SOTA) face-to-face learning sessions and events, Because with the cost of living and everything increasing it is adding more pressure on Families who may have to cease attending these essential events and have their children miss these valuable classroom-based learning opportunities where core curriculum, testing, and activities as well as the only time they get to engage socially in a face-to-face educational setting with their peers.

## EARLY CHILDHOOD

**S4** Midwest Branch

*Early Childhood*

**CARRIED/LOST**

**Motion:**

***"That Isolated Children's Parents' Association WA advocate to the Australian Government for fair and reasonable access and pricing to providers of the In-Home Child Care (IHCC) program for families in regional and remote Western Australia with subsidies the same as our friends in the city."***

**Explanation:**

The In-Home Child Care (IHCC) program is an essential service for many families living in regional and remote areas of Western Australia who cannot access centre-based childcare due to distance, workforce demands, or irregular working hours common in agricultural and regional industries.

The system for IHCC is not equivalent to those who can access childcare with subsidies in the city. IHCC providers costs are not transparent and even with a high level subsidy, families payment of services is never fully realised due to the agency funding structure. This significant financial barrier creates an unfair disadvantage for families in accessing income, career progression and support in what can be very isolating areas. The system also does not allow for the spectrum of skill levels of educators and in some cases an inability to secure a placement at all.

Families living in isolated areas rely on IHCC to support their ability to work, manage farm or station operations, and participate in community life. Without reasonable financial access to subsidies, the intent of the IHCC program—to support families who cannot access mainstream childcare—is not being met. The costs and quotes below convey very clearly that rural and remote families are not having access to fair and equitable childcare.

Therefore, it is important that Isolated Children's Parents' Association WA advocate for improved transparency in agency fees and a fee structure that is on par with those who can access childcare in city areas.

Please see below a comparison of costs for IHC for a family for the same amount of days verse costs for childcare in the city using the government based website <https://www.startingblocks.gov.au/>.

	CCS Entitlement	Cost for 5 days per fortnight	Subsidy	Total cost for family with Subsidy.
IHCC	90%	\$2170 (\$62 per hour)	\$1225.35	\$944.65
Childcare Centre in Geraldton	89%	\$645 (Day rate \$126)	\$456.05	\$189
			Difference in cost for the same service just a different location.	<b><u>\$755.65</u></b>

There are also **associated costs as a regional and remote family to provide an accommodation package to attract staff**. In this example, the package which the Brooks Family provide to their educator for accommodation, utilities and fuel has been calculated at \$35000 per year.

Childcare Based Centre for 5 days per fortnight:

## What I might have to pay now

	Weekly	Fortnightly
What the Australian Government pays	<b>\$228.03</b>	<b>\$456.05</b>
What you pay	<b>\$94.50</b>	<b>\$189.00</b>

IHC for 5 days per fortnight:

Description	Quantity	Unit Price	GST	Amount AUD
Brooks CCS CCS entitlement 95% of \$39.80 (\$37.81) [\$37.81 - 5% (government withholding of \$1.99) = \$35.82] Educator pay rate: \$37 per hour. Adjusted out-of-pocket fee to accommodate higher Educator pay rate. Out-of-pocket expenses (gap fee) equates to \$26.99 per hour.	35.00	26.99	GST Free	944.65

### Feedback from a Childcare Centre Manager:

Administration costs would be no different to a Childcare Centre. Ashley estimated that one hour max per family for administration would be required.

Insurance: \$473 for 12 months for an educator. These costs are also factored into the cost as well as superannuation.

Software (Quikkids) to manage a childcare service - no more than \$200 per month.

Unsure why the hourly rate is so high?

## RURAL AND REMOTE SCHOOLS

S5 Gascoyne Branch

*Rural and Remote Schools*

**CARRIED/LOST**

***“That the Isolated Children’s Parents’ Association WA, advocates to the Minister for Education to expand the full-time Kindergarten trial to include regional, rural and remote schools prior to statewide implementation of the program.”***

### **Explanation:**

Regional, rural and remote schools often lack facilities designed for kindergarten and frequently operate multi-

age classrooms with limited staff and resources. Including these schools in the trial phase of full-time Kindergarten is crucial to identify infrastructure needs, suitable staffing models, resource requirements, and impacts on timetabling and shared spaces. Without their inclusion, unique challenges may only emerge after rollout. Expanding the trial ensures more equitable planning, better resourcing, and a smoother implementation across Western Australia.

## **TRAVEL**

### **S6 Lakes District Branch**

### ***Travel***

### **CARRIED/LOST**

***“That ICPA WA advocate to the Minister for Energy and Decarbonisation to ensure reliable fuel security and distribution, along with measures that prevent price gouging across all regional and remote communities at all times.”***

#### **Explanation:**

Families in regional and remote communities are increasingly being forced to cancel or limit children’s extracurricular activities due to unreliable fuel supply. In some areas, fuel prices have risen significantly, impacting access to essential services and school participation.

The ongoing fuel supply insecurity and escalating costs are having a direct impact on educational access, participation, and support services for families in regional and remote communities.

### **S7 Lakes Districts Branch**

### ***Travel***

### **CARRIED/LOST**

***“That ICPA WA advocate to School Bus Services (SBS) and the Department of Education to introduce greater flexibility in the application of the 4.5 kilometre eligibility rule for country School Bus Services, allowing exemptions where safe access to school cannot reasonably be achieved or where bus capacity exists.”***

#### **Explanation**

The current 4.5 kilometre ineligibility distance for Country School Bus Services is an outdated policy that no longer reflects the realities of rural communities. This exclusion zone was originally implemented when buses were operating at full capacity to ensure students travelling from greater distances had priority access. However, changes in rural demographics and declining enrolments in many country schools mean this restriction is no longer appropriate.

Across regional Western Australia, agricultural consolidation, population shifts, and families relocating closer to regional centres have reduced student numbers in many small rural schools. As a result, some school bus routes now operate with very low passenger numbers or face cancellation due to insufficient ridership, yet these schools remain essential for families in the area.

Our school, Mt Manypeaks, along with many others, is currently experiencing reductions in bus services due to decreased ridership. Numerous schools have families located within the 4.5 kilometre zone who would use bus transportation if they were eligible. It is particularly concerning when schools lose bus routes because of low numbers, despite having families willing to use the service but deemed ineligible.

## **DISTANCE EDUCATION, SOTA & CURRICULUM**

**S8** **Gascoyne Branch**

***Distance Education, SOTA & Curriculum***

**CARRIED/LOST**

***“That the Isolated Children’s Parents’ Association WA lobby the State Government to ensure the Department of Education provides adequate, reliable and fit-for-purpose internet services for School of the Air and distance education students in geographically isolated areas and in a timely manner to all new enrolled Families.”***

***Explanation:***

Distance education and School of the Air delivery is heavily reliant on fast, reliable internet access, but current NBN services are often too slow for geographically isolated families. This makes it difficult to run platforms like Webex and limits participation—especially in households with multiple students. A one-size-fits-all internet approach fails to meet the needs of remote learners, forcing families to pay for their own alternatives.

Therefore, the best alternative would be to roll out Starlink to all School of the Airs and distance education students. The teachers have also reported they can tell which student is connected to Starlink vs NBN and it causes frustrations in students not being seen and heard with the 6-10 second delay before their peers are inadvertently cutting in on them, losing a child’s enthusiasm to learn. ICPA (WA) is calling for more tailored internet solutions that consider individual circumstances and better support students’ learning needs.

## **SPECIFIC EDUCATION**

**S9** **Gascoyne Branch**

***Specific Education***

**CARRIED/LOST**

***“The Isolated Children’s Parents’ Association WA calls on the Australian Government and the WA Ministers for Education and Disability, to request an Extension of Time to January 2027, further delaying the Roll Out by another 3 months to allow more sufficient time to seek further investigation into the potential impacts of these changes on children living in regional and remote Western Australia. To ascertain if they will receive fair, inclusive, and reasonable services under the proposed Thriving Kids program.”***

***Explanation:***

In August last year, The Government announced its plans to introduce “Thriving Kids”, which would replace the NDIS early childhood pathway for children aged 0–8 with mild to moderate autism or developmental delay). This is a major system overhaul, not a minor adjustment. There are significant concerns that children living in regional and remote Western Australia may face reduced access to services or simply have none at all. The start date for Thriving Kids has now been delayed from July to October 2026. By September the Minister for Health and Ageing, the Hon Mark Butler MP, referred an inquiry into the Thriving Kids initiative to the House Standing Committee on Health, Aged Care and Disability. The final report from the House of Representatives Standing Committee on Health, Aged Care and Disability regarding the [Thriving Kids initiative inquiry](#), titled "No Child Left Behind", was officially released on December 22, 2025. A separate final report from the Thriving Kids Advisory Group was delivered on February 3, 2026.

These reforms are yet to prove they will provide earlier intervention and broader support for children with developmental delay or disability; there are significant concerns that children living in regional and remote Western Australia may face reduced access to services with regional service deserts and thin markets. And this has not had a true co-design that involved a collaborative approach from start to finish.

I cannot find any mention of Isolated Children in any of the reports; we didn’t even make it into the Priority

Community Groups assessed in the inquiry. Families in isolated areas already experience major barriers in accessing allied health and early intervention services. These barriers include limited availability of therapists, long travel distances, high travel costs, and irregular service visits. Under current arrangements, many families rely on funding through the National Disability Insurance Scheme to access outreach services, telehealth, or to cover the additional costs associated with living remotely. What this means is there needs to be an investigation into the true cost and loss for participants on NDIS for these regional and remote children that it will affect. No one seems to be comparing the support costs of those who reside in the MM7 Zone for funding like I do. All the cost comparisons look like they are from MM1 Zones like Perth.

If the Thriving Kids program is delivered primarily through community-based or school-based services located in larger regional centres, children in remote and very remote communities may be unintentionally excluded. Without specific consideration for distance, workforce shortages, and the higher cost of service delivery in remote areas, families may be unable to access the supports their children need during critical early developmental years.

Children living in isolated areas should have equitable access to early intervention and developmental supports regardless of their location. It is therefore essential that the design and implementation of the Thriving Kids program include appropriate funding models, outreach services, telehealth options, and flexibility to ensure regional and remote children are not disadvantaged.

Isolated Children's Parents' Association WA should advocate to ensure the program delivers fair and reasonable access for all Western Australian children, including those living in regional and remote communities.