

While we appreciate that BAHA will be increased each year under Consumer Price Index (CPI), it is an important subsidy that rural and remote families rely heavily upon each year when sending their children away to provide them with an adequate education. A substantial increase in this allowance would help relieve some of the financial pressure faced by rural families with the rising cost of boarding.

A4 Eastern Districts Branch
CARRIED/LOST

Allowances

“That ICPA (WA) continue to advocate to the Minister for Education and the State Government for a substantial increase to the Boarding Away from Home Allowance (BAHA), to ensure the allowance more accurately reflects the true and rising cost of boarding for rural and remote families.”

Explanation:

While annual CPI indexation of BAHA is acknowledged and appreciated, the allowance remains a critical support that rural and remote families rely on when their children must live away from home to access education.

Boarding fees and associated costs continue to rise, in some cases well beyond CPI, placing increasing financial pressure on families who already face additional expenses due to geographic isolation. A substantial increase to BAHA is necessary to better align the allowance with actual boarding costs and to ensure that rural students are not disadvantaged in accessing equitable educational opportunities.

A5 Meekatharra Air Branch
CARRIED/LOST

Allowances

“That ICPA (WA) requests ICPA (Aust) continues to advocate the Federal Government for all pre-compulsory students, who are enrolled in a distance education program, be granted the Assistance for Isolated Children (AIC) Distance Education allowance.”

Explanation:

Under the current guidelines, part-time distance education students are ineligible for the distance education (DE) component of the AIC allowance, which means families enrolled in the kindy program must bear the costs of setting up and maintaining the classroom in the first year of schooling. Early childhood education is a material resource-heavy time which translates to expensive. This, coupled with the costs associated with setting up a classroom for the first time means that many families are under undue financial pressure at an already stressful time in their isolated education journey.

We believe that a kindy student should begin their schooling journey before commencing compulsory pre-primary the following year. Without this earlier focus of social, emotional, and foundational literacy/numeracy skills they will be significantly disadvantaged when beginning pre-primary. If education is considered essential, then the corresponding allowance should be considered essential as well.

COMMUNICATIONS

A6 Meekatharra Air Branch *Communications*
CARRIED/LOST

"That ICPA (WA) requests ICPA (Aust) to lobby to the Minister for Communications to ensure that Telstra clearly advertises and advises all customers that Satellite Messaging is not available through any Pre-Paid Service."

Explanation:

It has become evident that during a recent changeover from an Upfront Mobile Plan to a Pre-Paid Service Plan, there is no notification given to customers in Store, that Satellite Messaging is not an option available for any Pre-Paid Service, even in the event a 12 month upfront recharge (\$350) is activated.

Given the amount of customers within Australia that have no other option but to heavily rely on this satellite messaging service. We believe this raises many safety concerns for consumers, especially when you physically need to be out of phone reception to be made aware satellite messaging is no longer an option when on a Pre-Paid Service Plan.

DISTANCE EDUCATION, SOTA & CURRICULUM

A7 Meekatharra Air Branch *Distance Education, SOTA & Curriculum*
CARRIED/LOST

"That ICPA (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."

Explanation:

Distance education and School of the Air delivery is entirely reliant on fast and reliable internet access. The Department of Education currently utilises NBN as its internet service provider; however, the internet speeds available to geographically isolated families are frequently insufficient to support effective teaching and learning.

School of the Air uses the Webex platform to deliver face-to-face lessons, which requires stable, high-speed internet to function effectively. The current NBN service is often unable to support more than one student in the distance education classroom at a time, limiting participation and educational outcomes for families with multiple enrolled students.

A single internet service solution is applied across the state, despite the significantly different needs of geographically isolated students compared to those in urban areas. As a result, many remote families are required to independently source and fund alternative internet services to enable their children to access education, placing an additional financial burden on isolated families.

ICPA (WA) calls on the Department of Education to accommodate the needs of remote families when selecting internet service providers, assess individual student and family circumstances, and provide personalised internet solutions that adequately support each student's educational needs.

A8 **Meekatharra Air Branch** ***Distance Education, SOTA & Curriculum*** **CARRIED/LOST**

“That ICPA (WA) advocate for the Minister for Education, when meeting with Federal and State Education Ministers, to come up with a uniform solution towards an adequate remuneration for an isolated classroom supervisor (RICS).”

Explanation:

The Home Tutor is essential in a Distance Education, Home School or School of the Air setting to adequately supervise students. The cost of a Home Tutor is solely borne by the isolated family and is an added expense to what is usually an already tight budget.

A9 **Goldfields Eyre Branch** ***Distance Education, SOTA & Curriculum***
CARRIED/LOST

‘That the Isolated Children’s Parents’ Association WA (ICPA WA) advocates to the State Government to provide financial assistance to cover the cost of supplying a supervisor in the Geographically Isolated (GI) and Distance Education (DE) schoolroom.’

Explanation:

It is a requirement in state DE and Schools of the Air (SOTA’s) that a supervisor be present to support the delivery of the DE curriculum. The State Government is responsible for the cost of education delivery, including supervision, in traditional education settings (i.e. schools), however the cost of a supervisor is borne entirely by the family in a DE environment. We are seeking a government funded payment to recompense the home tutor for their time and expertise, be that an individual employed by the family or a parent.

A10 **Meekatharra Air Branch** ***Distance Education, SOTA & Curriculum***
CARRIED/LOST

“That ICPA (WA) lobby the State Government to provide a subsidy to assist with the cost of supplying a supervisor in the Geographically Isolated or Distance Education classroom.”

Explanation:

It is a requirement in state Distance Education and Schools of the Air that a supervisor is required to support the DE delivery. The State Government is responsible for the cost of education delivery including supervision, however the cost of a supervisor is borne entirely by the family in a DE environment.

RURAL & REMOTE SCHOOLS

A11 **Lakes District Branch** ***Rural and Remote Schools*** **CARRIED/LOST**

“That Isolated Children’s Parents’ Association WA (ICPA WA) advocates to the Minister for Education to continue dedicated funding for the Small Schools Mathematics and Science programs delivered through the School of Isolated and Distance Education (SIDE) to Level 3 schools, ensuring that small schools are not burdened with the associated delivery costs.”

Explanation:

Many Level 3 small schools operate with multi-age classrooms, where one teacher may be responsible for delivering curriculum across several year levels simultaneously. In these settings, the planning, preparation and differentiation required—particularly in specialist subjects such as Mathematics and Science—can create significant workload pressures.

The Small Schools Mathematics and Science programs delivered through SIDE provide vital support by reducing the instructional and planning burden on classroom teachers. Access to specialist teaching ensures curriculum depth, continuity and quality instruction, while allowing local teachers to better manage multi-age teaching responsibilities across other learning areas.

Without continued dedicated funding, small schools may be forced to absorb the costs of these programs, potentially limiting access or increasing strain on already stretched staffing resources.

Ongoing funding will:

- Reduce workload pressures for teachers in multi-age classrooms
- Support quality delivery of complex Mathematics and Science curricula
- Improve sustainability of staffing in small schools
- Maintain equitable access to specialist instruction for regional students
- Continued investment in these programs recognises the unique operational realities
- of small schools and supports both staff wellbeing and student outcomes.

A12 Lakes District Branch

Rural and Remote Schools

CARRIED/LOST

“That The Isolated Children’s Parents’ Association WA (ICPA 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 operate in facilities that were not purpose-built for kindergarten delivery. Many small schools already run multi-age classrooms that include Kindergarten students, often with limited infrastructure, staffing flexibility and specialist resources.

To ensure the successful statewide rollout of full-time Kindergarten, it is essential that regional, rural and remote contexts are represented in the trial phase. Including small and multi-age schools in these areas would:

- Identify infrastructure upgrades or purpose-built modifications required
- Determine appropriate staffing models for small and multi-age settings
- Assess resource and equipment needs
- Evaluate impacts on timetabling, supervision and shared learning spaces
- Ensure practical implementation strategies reflect the realities of small schools

Without regional representation in the trial, there is a significant risk that implementation challenges unique

to rural and remote settings will only become apparent after the program is introduced.

Expanding the trial to include regional, rural and remote schools will support equitable planning, appropriate resourcing and a smoother, more successful rollout across Western Australia.

A13 Lakes District Branch

Rural and Remote Schools

CARRIED/LOST

“That the Isolated Children’s Parents’ Association WA (ICPA WA) advocates to the Minister for Education to ensure that small senior high schools are not required to bear the financial cost of delivering Year 11 and Year 12 subjects that cannot be accessed locally and must instead be provided through the School of Isolated and Distance Education (SIDE).”

Explanation:

Small senior high schools in regional, rural and remote Western Australia often face staffing and enrolment limitations that make it impossible to offer the full range of Year 11 and 12 subjects on site. To ensure students can access required courses for graduation, ATAR pathways, VET programs or individual career goals, schools frequently rely on SIDE to deliver subjects that cannot be staffed locally.

However, the financial burden associated with accessing these subjects can fall to the small school. This places additional strain on already limited school budgets and may inadvertently restrict subject choice if funding constraints influence decision-making.

Students in small regional schools should not be disadvantaged in subject availability due to factors beyond their control, including geographic isolation and enrolment size. Accessing subjects through SIDE is not a preference but a necessity in many cases to provide equitable educational opportunities.

- Removing the financial penalty for small senior high schools will:
- Promote equitable subject access for regional students
- Support diverse academic and vocational pathways
- Reduce budgetary pressure on small schools
- Ensure students are not limited in their post-school options due to location

This motion seeks to uphold the principle that all Western Australian students, regardless of where they live, deserve fair and equitable access to senior secondary education pathways.

A14 Goldfields Eyre Branch

Rural and Remote Schools

CARRIED/LOST

“That the Isolated Children’s Parents’ Association WA (ICPA WA) advocates to the Minister for Education to address the lack of relief teachers available in regional areas and recruit a pool of permanent teaching staff strategically located to cover relief for regional schools.”

Explanation

Teachers, Graduates, and untrained teaching staff are unable to attend professional learning days throughout the term due to lack of relief staff. Classes are quite often combined unexpectedly as there are no relief teachers available in regional centres. Currently relief teachers register themselves to become of the DOE

pool of relief teachers. Teachers in regional areas that register for this system quickly find permanent placements due to the teacher shortage in our regions.

We are asking for permanent positions to be created specifically for relief teachers.

A15 **Goldfields Eyre Branch** **Rural and Remote Schools** **CARRIED/LOST**

“That the Isolated Children’s Parents’ Association WA (ICPA WA) advocates to the Minister for Education to allow geographically isolated students enrolled in SOTA to enrol in the in-term and VACSWIM swimming programmes at Kindergarten level.”

Explanation:

SOTA Children are enrolled in school and attending camp at kindy age and the whole school undertakes swimming lessons as one of the major camps of the year. Students who are under the age of 5 are excluded from the Swimming lesson programme. Children living remotely are far more exposed to water hazards such as dams, rivers and do not have access to private swimming lessons. South Australia currently enrolls children at 3 years old.

A16 **Goldfields Eyre Branch** **Rural and Remote Schools** **CARRIED/LOST**

“That the Isolated Children’s Parents’ Association WA (ICPA WA) advocates to the Minister for Education to implement a travel payment for staff forced to travel from one town to another town where employment is held as there is no housing available at the township where the school is located.”

Explanation:

Coolgardie staff are having to spend approximately \$100.00 a week of their wage on fuel to travel from Kalgoorlie to Coolgardie and return to Kalgoorlie which is an 80km round trip daily – 400kms per week as there is no housing available in Coolgardie.

A17 **Goldfields Eyre Branch** **Rural and Remote Schools** **CARRIED/LOST**

“That the Isolated Children’s Parents’ Association WA (ICPA WA) advocates to the Minister for Education for funding to be sought to further incentivise experienced teachers to take up contract and long term rural, regional and remote positions.”

Explanation:

Whilst the State has varying incentives to encourage teachers to rural schools they are not sufficient to attract experienced teachers to rural positions. Our region is suffering from a long drawn out teacher shortage.

As well as better incentives we suggest the state government run an advertising campaign to get teachers into the bush pitched at experienced teachers and their families.

Additional Incentives could include.

- Financial incentives for short term or contract work in the regions
- Increasing regional & district wage allowances for teachers that work in rural and regional schools – due to the cost of living increase current allowances are no longer incentives and barely cover the

difference in cost of living between metropolitan and remote regions. A more realistic incentive would be 25% of the teacher's wage.

- Increased childcare rebates for teachers with young families wanting to take up rural positions.
- Clear potential for permanency.
- Mortgage/rental allowances for teachers who choose to buy/rent privately in the rural or remote location in which they teach. This will alleviate the shortage in housing available for new teachers.
- Increased potential for permanency in the city after completing 3-5years in a rural, regional or remote position.

A18 Goldfields Eyre Branch Rural and Remote Schools CARRIED/LOST

“That the Isolated Children’s Parents’ Association WA (ICPA WA) advocates to the Minister for Education to continue to work with Fairbridge and the State Government to ensure that necessary upgrades at the Kalgoorlie Camp School are completed in a timely manner, addressing ongoing concerns around cleanliness, maintenance, and overall facility standards.”

Explanation:

While some improvements have been made at the Kalgoorlie Camp School, there is still significant work to be done to ensure the facilities meet an acceptable standard for students and staff. Recent experiences have highlighted ongoing issues with cleanliness in dormitories and ablution blocks, as well as maintenance of the grounds, which impact the overall experience for those attending camps.

Fairbridge must accelerate the pace of upgrades to ensure the camp remains a safe, hygienic, and functional space for students. Continued advocacy from ICPA WA will help ensure that these concerns are prioritised and that regional students have access to quality camp facilities that enhance their educational experience.

A19 Goldfields Eyre Branch Rural and Remote Schools CARRIED/LOST

“That ICPA (WA) requests that the State Government review the government provided housing available in regional and remote locations with a view to sharing accommodation between departments.”

Explanation:

It is increasingly difficult to recruit teachers to regional areas and lack of housing is one of the main barriers. It has come to our attention that government owned housing is vacant when there is no availability for the education department to place teachers in this housing – as it belongs to another government department that is not utilising it. Teachers are also being placed in hotel accommodation when there is government owned accommodation available for FIFO medical staff and police that could be shared.

A20 Eastern Districts Rural and Remote Schools CARRIED/LOST

“That ICPA(WA) advocate to the State Government across Departments, to improve the timely maintenance of regional school facilities and Government Regional Officers’ Housing (GROH), review the cost and management responsibilities of Principal housing, and implement a clear strategy for the safe removal of asbestos, in order to strengthen the attraction and retention of staff in rural and remote schools.”

Explanation:

Many regional schools face significant challenges in attracting and retaining staff. Teaching staff and principals in rural settings often manage multi-age classes, heavy teaching and administrative workloads, and have limited access to colleagues to share responsibilities. These pressures are compounded by government housing that is not consistently or adequately maintained.

Housing conditions can create considerable stress for staff relocating to regional communities, particularly for single women, and may contribute to staff choosing to return to metropolitan areas, resulting in the loss of experienced educators and increased costs associated with recruiting and training new staff.

Higher rental costs for Principal GROH housing, combined with expectations that principals personally manage any property issues, provide little incentive to pursue Level 3 leadership roles in regional locations. These issues are further compounded by delays in maintenance works managed through the Department of Education on school grounds, where even minor repairs can take extended periods to complete, compromising the learning environment for students and teachers.

Asbestos management on school grounds also remains a concern, with affected areas often fenced off or covered rather than fully removed, creating ongoing safety considerations for school communities.

Improving the efficiency of contractor approval processes through the Department of Finance and increasing the availability of approved tradespeople servicing rural schools, would help reduce administrative and maintenance burdens so that educators can remain focused on teaching and supporting students.

A21 Lakes District Branch

Rural and Remote Schools

CARRIED/LOST

'That the ICPA W.A. advocate to the relevant government departments to provide sufficient teacher housing in regional, rural and remote towns and particularly small towns, and are supported with subsidised rental assistance other than the Country Teachers program (CTP) current format and housing options.'

Explanation:

Housing is subsidised by the government in the regions for nurses and police and we continually look for ways to attract teachers to the regions and rent assistance would be a measure to improve staffing in the regions especially in rising cost environment with the additional costs with country living.

Currently the CTP only offers relocation and some additional earning to teachers at certain schools that have staffing history issues/disadvantage opposed to widespread regional rent assistance for teachers in small towns.

For example, while Bunbury might be a regional area and some schools offer incentives via CTP, an attracting a teacher to 300km from the coast with under 500 people is a vastly different proposition and rental discount would incentivise graduate teachers to the regions.

The teacher housing shortage is deficient across several small towns in Lakes District and while the Housing Crisis exists there is excessive pressure in the regions. This pressure makes it even more important to ensure these current teacher houses are fully operational and available when teachers need them.

A new graduate teacher had to source an alternative accommodation in another town 70 km away to travel to work each day as a housing was not available at the start of the term. The house had not been cleaned over

the December January and was not cleaned until 4 weeks into the Term. This is difficult when schools are trying to ensure a workplace for graduates is safe and welcoming and they are told they can't move in and setup their house and have to pay for travel to and from another town.

At another small regional school in term 4, a new principal and flying squad teacher were accommodated at the local pub with substandard conditions and no private bathroom facilities as no housing available.

Asking relief teachers such as FlyingSquad teachers to come and fill regional and rural roles and expect them to pay rent is a significant barrier. Quite often these teachers leave their houses in Perth with mortgages to come out and be the substitute teacher for the term and are highly valuable in stressful staff shortage situations.

A22 Lakes District Branch

Rural and Remote Schools

CARRIED/LOST

“That ICPA (WA) State Council lobby the Western Australian Department of Education to review the Principal Selection Panel criteria and processes for principal appointments in small regional and rural schools, so that the community representative (e.g., School Council member or equivalent) has a recognised, credible and appropriately weighted contribution reflecting local knowledge and insight when determining the suitability and likely longevity of principal appointments.”

Explanation:

In very small schools within small communities, the impact of an unsuitable principal or teacher appointment can be disproportionate and long-lasting. For tiny communities, these decisions can affect student enrolments, community confidence, staffing stability and the viability of the school itself. We have seen neighbouring communities experience significant disruption, including the closure of a local school.

The current principal recruitment and selection process is largely designed around the needs of larger schools. The criteria and interview questions can be appropriate in metropolitan or larger regional contexts, but they do not always reflect the realities of tiny schools, where the principal may be the only, or one of very few, teaching staff and is often deeply embedded in the wider community.

We are seeking a review that better values local insight by ensuring the community representative on the selection panel (School Council member or equivalent) has a recognised, credible and appropriately weighted role in the process. Community representatives should be able to contribute independently, without being “instructed” in how to vote or how to assess candidates, and their input should be treated as meaningful evidence about local context and suitability—not a token presence.

We also propose that a tailored set of selection questions and criteria be developed specifically for very small regional and rural schools. These could be informed by the School Council, P&C and current staff, so that the panel can assess factors that genuinely matter in tiny communities, including the candidate’s willingness and capacity to engage with community life and the likelihood of staying longer-term.

For example, in a school of approximately 20–30 students, community integration can be critical. Where appropriate and handled respectfully, consideration of a candidate’s capacity to settle into the community (such as family circumstances and willingness to contribute beyond the school) may be relevant, particularly when community services depend on volunteers (e.g., ambulance, sport, swim programs). These

considerations do not replace merit-based selection; rather, they provide additional local context to support better decisions about 'fit', stability and long-term success.

If the selection process better reflects the realities of country schools and properly recognises local input, we are more likely to appoint leaders who are well suited to the role, remain longer, and contribute positively to the school and community.

STUDENT ACCOMMODATION

A23 **Midwest Branch**

Student Accommodation

CARRIED/LOST

"That Isolated Children's Parents' Association WA (ICPA WA) calls on the Standards Australia and the Department of Education to ensure that all relevant education stakeholders across Western Australia are meaningfully consulted and actively involved in any review, amendment, or implementation process relating to Australian Standard AS 5725:2025 Boarding Standard for Australian Schools and Residences, access to consultation should be held within Western Australia face to face and in a online accessible format."

Further, that this consultation must include representation from:

- Rural, regional and remote families
- Boarding students and parents
- Government and non-government school sectors
- Boarding providers (including agricultural colleges and residential colleges)
- Aboriginal and Torres Strait Islander communities
- Students and carers from the disability community
- Pastoral and farming communities
- Education and child safety professionals

Explanation:

Boarding is not a choice for many rural, regional and remote Western Australian families — it is a necessity to access secondary education. Decisions made within national standards directly affect the wellbeing, safety, affordability and accessibility of boarding for geographically isolated students.

The implementation and review of AS 5725:2025 has significant implications for:

- Student safety and wellbeing
- Operational requirements and compliance costs
- Access and equity for regional and remote families
- The long-term sustainability of boarding facilities in rural WA

Without genuine consultation, there is a risk that standards may be developed or amended in ways that unintentionally disadvantage small boarding facilities, regional providers, or families already facing high costs and limited options.

ICPA WA represents families who rely on boarding as an essential service. As such, our members must have a formal voice in shaping any review process to ensure the Standard is practical, equitable, culturally appropriate, and workable in rural and remote Western Australian contexts.

Rationale

ICPA Midwest Branch believes that:

1. Boarding standards must reflect the realities of rural and remote education in Western Australia.
2. Compliance requirements must not create unintended financial or operational burdens that threaten boarding access for students or viability of schools and education department to be able to offer places and facilities.
3. Families and communities most impacted by the Standard deserve meaningful input.
4. Transparent consultation will strengthen the Standard and improve student outcomes.

Action

That ICPA WA:

- Advocate for formal representation of rural and remote stakeholders in the review process.
- Write to Standards Australia and the WA Department of Education seeking clarity on review timelines and consultation mechanisms.
- Seek collaboration with relevant education peak bodies to ensure a unified rural voice.

A24 Midwest Branch

Student Accommodation

CARRIED/LOST

“That ICPA (WA) advocates to the Minister for Education and Director General Department of Education for additional financial funding to be made available for the purpose of upgrades to WA State-run residential colleges.”

Explanation:

Geraldton Residential College has 100 students enrolled and a capacity of 120. Frewer house (male section) is at capacity. The accommodation and common areas are in dire need of repairs and upgrades to ensure the safety and well being of the students that call the college home for 280 days a year.

Students started this year with broken drawers, worn out floor coverings, tatty curtains, broken fly screens and worn mattresses. There have been individual cases of students getting trapped in bedrooms and shower cubicles after doors have become stuck. The bathrooms are the same bathrooms used by students who now in there 40's used when they were residing at the college in the 90's. More alarmingly two students recently reported being zapped when plugging in a laptop in a bedroom. The current budget allows for 4 rooms to be modernised per year at a cost of \$23,000 per room. At this rate, it will take 30 years for all rooms to have an upgrade to modern standards.

The college has been setting aside funds for an undercover outdoor area for some years now and are unable to keep up with the rising costs of materials and labour to achieve this goal. This project is extremely important to student mental health and would provide an all-weather option for staff and students to participate in activities outside, ensuring students are being physically active and interacting with others.

As stated above, students spend around 280 days of each year in our residential colleges. Parents and students must be able to rely on our residential colleges being safe and welcoming environments.

A25 Midwest Branch

Student Accommodation

CARRIED/LOST

“That ICPA WA lobby the Department of Education Western Australia for the release of the public review into residential colleges carried out in May 2025.”

Explanation:

In May of 2025 the Education Department carried out a public review on residential colleges with Geraldton Residential College used as the subject. The reports from this review have been finalised but have not been released to invested parties. The recommendations outlined in this review are vital for college management going forward. When a public school goes through the review process the findings are sent back within a timely manner and shared with staff and community to ensure transparency.

(Mingenew Primary did review on 3rd December. Parents were sent the outcome 2 weeks ago. So, with holidays that’s a pretty quick turnaround).

A26 Midwest Branch

Student Accommodation

CARRIED/LOST

“That ICPA WA lobby the Department of Education Western Australia to establish an annual review process for all state run Residential and Agricultural Colleges. Review should include feedback from families of children residing in these facilities. Once review is finalised review should be openly available to the public.”

Explanation:

Families have the right to participate in the care and choice of education facilities for their children. In the Department of education release of “Focus 2025” the key message from the Director General of Education states that “Every student in Western Australia deserves access to a high-quality education that equips them for success in a increasingly complex world.” The document goes onto to state that to honour the commitment, it must refine strategies and support systems to be responsive to the evolving nature of educational landscape.

We ask for a refined strategy and support system for boarding.

Our children in boarding are part of the educational landscape and what does and doesn’t happen in residential facilities makes a significant contribution to our kid’s educational outcomes. We ask that a review process is put into place for accountability to boarding standards and facility standards with open transparency for invested parties. Review process should be in alignment with current public school review process.

A27 Lakes District Branch

Student Accommodation

CARRIED/LOST

“That the Isolated Children’s Parents’ Association WA (ICPA WA) advocates to the Department of Education WA, through the Minister for Education, to develop and implement a formal review process for government residential colleges, comparable to the Public-School Review process undertaken by WA public schools.”

Explanation:

The Department of Education WA Public School Review (PSR) is a mandatory three-to-five-year cycle of accountability for all Western Australian public schools. The process requires rigorous self-assessment by each

school, followed by an external, evidence-based validation conducted by the Public-School Accountability Directorate against the School Improvement and Accountability Framework.

Government residential colleges play a critical role in supporting students from regional, rural and remote Western Australia to access secondary education. However, there is currently no comparable, transparent and cyclical review framework specifically designed for residential colleges.

Given the significant responsibility residential colleges hold in providing accommodation, pastoral care, wellbeing support and a safe living environment, a structured review process would:

- Promote continuous improvement
- Ensure accountability and transparency
- Strengthen governance and leadership practices
- Provide confidence to families and communities
- Support consistent standards across all facilities
-

A formal review model, aligned in structure and rigour with the Public School Review process, would help ensure residential colleges are meeting best-practice standards in student wellbeing, operational management and educational support.

A28 **Midwest Branch**

Student Accommodation

CARRIED/LOST

“That ICPA WA advocate to the Department of Education to set in place a code of conduct for LINC (Local input networking and communication) committees currently serving WA state run Residential Colleges”

Explanation:

After the change of governance in residential colleges was made some years ago college boards were replaced with LINC committees. The purpose of LINC committee’s as stated by the Department of Education reads

LINC committees provide a vital link between residential colleges and the community. Each of the 9 residential colleges has its own LINC committee, made up of community members. They provide advice and support to the college manager and staff.

The role of the committee:

The purpose of a LINC committee is to enable parents and members of the community to:

- *provide advice to the college manager regarding the operation and management of the college*
- *promote the college*
- *engage in activities that are in the best interests of students.*

The LINC committee may:

- *approve advertising and sponsorship arrangements*
- *be consulted on the student code of conduct*
- *take part in the selection of staff*
- *provide advice on disputes or complaints*
- *take part in planning, financial matters and college priorities.*

The LINC committee cannot:

- *intervene in management*

- *direct staff.*

This is the only statement of purpose given to LINC committees currently, along with how and who can be on the committee. The education department has not provided a code of conduct, terms of reference or information package to date. This has meant that LINC committees are currently in limbo as to the definition of their role and responsibilities. LINC members are volunteers giving their time to ensure that the colleges they are associated with are given the support that is needed. Currently they are unable to offer that support as they are unsure of the parameters in which they can work.

Public school councils and boards have a detailed information package including templates for codes of conduct for council members and terms of reference. There is also a dedicated department for public school boards and councils. LINC committee's need to be provided with the same resources as boards and councils.

A29 Lakes District Branch *Student Accommodation* **CARRIED/LOST**

“That the Isolated Children’s Parents’ Association WA (ICPA WA) advocates to the Department of Education WA, through the Minister for Education, to investigate the feasibility of establishing a purpose-built government residential college located on the site of a metropolitan public secondary school for students from regional, rural and remote Western Australia for Years 7–12.”

Explanation:

Currently, there is no government residential college in the Perth metropolitan area available to all secondary students. City Beach Residential College provides accommodation only for students enrolled in a Gifted and Talented program, leaving no broadly accessible government boarding option in the metropolitan area.

With the continuing rise in private boarding fees, many regional, rural and remote families are facing significant financial pressure when choosing Perth for secondary schooling. A government residential college in the metropolitan area would provide a more affordable and equitable option.

While Western Australia has several well-established regional residential colleges, some families choose Perth for secondary education due to:

- access to extended family support,
- more frequent and flexible transport options (including air and coach services),
- access to specialised academic, vocational, sporting or medical services,
- broader subject and pathway offerings to meet individual student needs and interests.

ICPA WA emphasises that the intent of this motion is not to undermine or reduce the viability of existing regional residential colleges. Rather, it seeks to explore an additional affordable option in Perth to support families whose circumstances require metropolitan schooling.

Investigating the feasibility of a purpose-built facility on an established metropolitan secondary school site would allow government to assess demand, infrastructure capacity and long-term sustainability while ensuring equitable access to education for students from regional, rural and remote Western Australia.

TRAVEL

A30 Lakes District

Travel

CARRIED/LOST

“That the Isolated Children’s Parents’ Association WA (ICPA WA) advocates to the Minister for Transport and School Bus Services to clearly outline and communicate the role, responsibilities, processes and decision-making procedures of School Bus Advisory Committees.”

Explanation:

Communities have been encouraged by Schoolbuses to create and register a School Bus Advisory Committee (SBAC); however, the purpose, role and authority of these committees have not been clearly communicated. Without clear guidance, communities are uncertain about the expectations, responsibilities and influence these committees have in decision-making processes related to school bus services.

There have been reports that after forming and registering an SBAC, and participating in consultation processes with Schoolbuses, they have not been contacted again or provided with updates following discussions. In some cases, bus runs have been discontinued despite consultation with the local committee, leaving communities feeling that their input has not been meaningfully considered.

Clear communication outlining the role, responsibilities, consultation processes and decision-making procedures of School Bus Advisory Committees would help communities understand how they can effectively contribute to discussions regarding school bus services.

A31 Eastern Districts

Travel

CARRIED/LOST

“That ICPA (WA) advocate to the Public Transport Authority and the Department of Education to implement mandatory community consultation within the community affected, transparent decision-making processes, and guaranteed transition timeframes prior to any alteration, suspension or removal of regional school bus services.”

Explanation:

The North Hyden school bus run was abruptly removed in early 2026 without community consultation, creating significant uncertainty for families accessing education services in Hyden. The removal disrupted established travel arrangements for students and placed sudden additional logistical pressure on families, before the service was later reinstated by the Minister for Transport following community concern.

This event highlighted the need for clear consultation requirements, transparent communication channels, and defined implementation timeframes that are actually adhered to prior to any proposed changes to regional school transport services, to ensure continuity of access to education for rural students.

For some students, attendance at school would not be possible without a dedicated bus service. In such circumstances, families may be forced to consider home schooling, which can limit students’ access to vital social development opportunities and the broader experiences provided by regional schools. Home schooling can also present significant practical challenges for farming families, particularly where both parents are

working on the farm or in single-parent households requiring the parent to work.

School transport services in regional areas should be viewed in a similar way to public transport access in metropolitan regions, where services are provided to support community connectivity regardless of usage numbers. Low student numbers on a regional bus run should not, in itself, justify the removal of essential transport services

A32 Lakes District

Travel

CARRIED/LOST

“That the Isolated Children’s Parents’ Association WA (ICPA WA) advocates to the Minister for Transport and School Bus Services to clearly outline the communication processes parents should expect regarding changes or cancellations of school bus routes, ensuring notifications are timely, direct, and not reliant on media or informal channels.”

Explanation:

Families in regional, rural and remote areas depend on school bus services as a vital part of their children’s access to education. Unexpected changes or cancellations of routes can have significant impacts on students’ attendance, safety, and family logistics.

Currently, there is not process that families should expect? Sometimes media, bus drivers or contractors. This leads to uncertainly and mistrust in the Minister for Transport and School Bus Services.

A clearly defined communication process would ensure that parents:

- Receive timely, direct notification of any route changes or cancellations
- Understand who will provide the information and by what channels
- Have sufficient time to plan alternatives for student travel
- Can rely on consistent and official updates rather than informal sources
-

Establishing clear expectations for communication will improve safety, reduce stress for families, and ensure trust in the school bus system is maintained.

A33 Lakes District

Travel

CARRIED/LOST

“That ICPA WA advocates to School Bus Services to ensure that families and bus contractors receive a minimum of two (2) weeks notice to the start of the school year or term in the event of any alterations or cancellations to a school bus route.”

Explanation:

For many rural and remote families, the school bus service is not simply a convenience but an essential means of accessing education. Families rely on timely and accurate information regarding school bus routes in order to make appropriate arrangements for their children to travel safely to and from school.

Members have reported instances where bus timetables, route changes or cancellations have been

communicated with little or no notice prior to the start of the school year or term. This lack of advance communication creates unnecessary stress and uncertainty for parents and carers, particularly in geographically isolated areas where alternative transport options may be limited or involve significant travel distances.

Providing a minimum of two weeks' notice for any alterations or cancellations to a school bus route would allow families and bus contractors sufficient time to plan and make alternative arrangements if required. In addition, a clear and transparent process for communicating proposed changes would allow impacted families to be informed and provide input before final decisions are implemented.

Ensuring timely communication and reasonable notice periods supports fairness and reliability in the school bus service and helps ensure that rural and remote students are not disadvantaged in their ability to access education.

A34 Lakes District

Travel

CARRIED/LOST

“That ICPA WA advocate the Minister for Transport raise the payment per kilometre for the Public Transport Authority (PTA) Conveyance Allowance to align with the respective yearly business expense rate (88 cents/km for 25-26) as set by the Australian Taxation Office (ATO).”

Explanation:

Geographically isolated students often travel significant distances each day to access education when no school bus service is available. Families who transport these students to meet their bus at designated bus stop or to school where no stop is authorised, rely on the Public Transport Authority (PTA) Conveyance Allowance; however, the current rate does not reflect the true cost of operating a private vehicle, including fuel, registration, servicing, insurance and depreciation.

The Australian Taxation Office (ATO) business expense rate of 88 cents per kilometre provides a recognised benchmark for the real cost of vehicle use. Aligning the PTA Conveyance Allowance with this rate would more accurately reflect the financial burden placed on families transporting students in rural and remote areas.

Given providing complimentary public transport for students travelling to school on SmartRider-enabled public transport services are a welcome support for metropolitan and regional families where services exist. However, students in geographically isolated areas often have no access to such services and must rely on private vehicles to travel long distances to attend school.

Increasing the PTA Conveyance Allowance would help ensure greater equity for rural and remote students by recognising the additional transport costs their families must carry in order to access education.

A35 Midwest Branch

Travel

CARRIED/LOST

“That ICPA WA continue to advocate on behalf of rural communities for transparent and timely communication around the provision of school bus services from the Public Transport Authority of WA (School Buses WA), specifically through registered School Bus Advisory Committees (SBAC’s).”

Explanation

The Yuna SBAC was formed in 2024 and formally registered in April 2025 as per the School Buses WA Operational Policy Manual. In September 2025, the Yuna SBAC hosted a roundtable meeting at the Yuna Community Centre with all stakeholders, including the Manager of the Public Transport Authority WA (Anthony Cattai) to

“have clear friendly communication between our community and SBS on the needs for our small community Primary School to have an active and viable bus service in our area. We appreciate the effort of SBS to come to our area to understand the needs of the community and hope that we can continue regular communication into the future.”

However, the termination of the Yuna South East Bus Service at the end of 2025 was not communicated to the Yuna SBAC. The school bus contractor was the only one advised. Not the school, not the family on the bus, and not the wider community. This extremely important information, ie. the termination or alteration of a service, needs to come through the SBAC in all instances. In the event there is no registered SBAC, the School Principals must be informed as soon as possible - before the end of the school term. It is imperative to ensure any proposed changes accurately reflect the needs of the community and are in-line with local circumstances (e.g. road conditions). This is crucial for rural businesses to attract staff with families, and for the community to have equitable access to education.