

Education

ALLOWANCES

A1. Walgett

“That ICPA-NSW requests the NSW Department of Education to include Walgett Community College (WCC) on the list for the “Limited Schools Program” for Years 7 -12 commencing 2023.”

Explanation:

Walgett Community College is the only high school in Walgett. The issues at the Walgett Community College have been well documented in the GIPA/Freedom of Information records and My School records over many years.

There is no denying that the truancy, vandalism of school property, physical and emotional abuse and high staff and principal turnover are directly contributing to mental health issues and poor educational outcomes.

The Conventional Rights of a Child stipulate that every child has the “Right to an Education” and the “Right to be treated Fairly”. Whilst most children are already eligible, those in town or just out of town are not. Denying eligibility to all children in Walgett access to this subsidy and a chance at a quality education is discriminatory and unfair. These children are no less deserving of an education than their peers that are already eligible for the AIC subsidy. They deserve equal access to AIC, and nothing less!

Allowing all children in Walgett regardless of where they live within the Walgett School catchment to be eligible for AIC payments will allow a fairer and more equitable access to an education in a safe and nurturing environment in which Walgett Community College cannot provide. These children deserve better.

PROGRAMME IS SUBJECT TO CHANGE AT THE DISCRETION OF THE PRESIDENT



Education

Whilst we acknowledge that Walgett has complex, wider community issues that can't be resolved by the Education Department, they can very easily address this issue!

Carried/Lost/Withdrawn/Deemed Covered

A2. Walgett

“That ICPA-NSW and the NSW Department of Education work collaboratively on a new Statement of Support for the Assistance for Isolated Children (AIC) subsidy, that has a fairer, more factually based set of criteria and objective assessment procedure.”

Explanation:

Currently approval of these applications sits with the relevant Executive Director and Director of Educational Leadership. Applications go through a process of approvals and are not solely based on objective facts and data.

The Current Statement of Support fails to provide parents with a way of proving their child will be Educationally Disadvantage if they attend the local school, despite having clear evidence through publicly available data that it is not a 'suitable school' for their child and can't meet their needs.

Freedom of Information requests show principal and staff turnover, violence towards staff and peers, use of weapons, illicit drugs. Data from the My School website show school's attendance, Community Socio-Educational Advantage (ICEA) score, and completion rates of VET courses. Independent Educational Studies, such as Educate Australia Fair, show educational disadvantage in remote and very remote towns. However even with all this evidence these applications are being denied time after time.

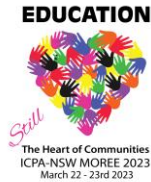
Is the Executive Director who is responsible for your school's performance, safety, range of subjects, modified curriculums, realistically going to be able assess the application with complete objectivity? Is this not admitting to the short comings of the school. Would this not be like writing a bad review on your own business?

The application should be simplified and streamlined so it is based on objective data such as:-

1) Your location and where you live on the Accessibility Remoteness Index of Australia (ARIA) map. Being awarded additional points if you live in a "Remote" or "Very remote" location.



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- 2) What is your local schools Index of Community Socio-Educational Advantage (ICSEA) Score.
 - 3) The local school's performance such as NAPLAN, ATAR results and attendance rates.
- Using actual facts and data is an easy and non-biased way of determining one's eligibility to apply for the AIC subsidy, not relying on one or more people's subjective opinion before being granted approval so that more isolated and disadvantaged children in remote and very remote locations have a fair chance at being eligible for assistance.

Carried/Lost/Withdrawn/Deemed Covered

A3. Louth

“That ICPA-NSW request that Service NSW adjust their criteria for accessing the Creative Kids Vouchers, to allow for equity of use for all students across the state.”

Explanation:

In late 2021 Services NSW changed the process in which a CREATIVE KIDS Voucher could be spent for school age children. Previously you could use your voucher for either a creative class in person (music lesson, art lesson etc.) or you could use the voucher to purchase specific art resource packs or purchase online prerecorded lessons to do at your own pleasure at home.

Carried/Lost/Withdrawn/Deemed Covered

A4. Balranald

“That ICPA -NSW ask Service NSW to re-evaluate their restructure of the Creative Kids voucher program.”

Explanation:

Geographically isolated children were not considered in the restructure of the Creative Kids voucher program and are now possibly going to miss out on using this financially and educationally viable resource. The restructure of the Creative Kids voucher program introduced from the 1st of January 2022, is refocusing on encouraging real-time (live) activities. Art kit programs, pre-recorded video lessons and online programs that are not delivered in real-time are no longer eligible.



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The fact that the programs, craft/art kits can only be received along with online live lessons has some complications attached to these as some families have limited/varied internet access that at times can be nonexistent making the access to these lessons difficult. If children were to travel to a physical lesson this includes the numerous amounts of kilometres families would have to travel to access these programs. Not all towns have access/provide these lessons meaning distances are extended creating a financial burden to families and time constraints.

In previous years the art/craft kits that were available through the Creative Kids voucher program from registered businesses were very useful, especially as resources for home school learning programs and during the learning from home times faced by teachers, students, and their parents during the pandemic. The Balranald branch ask that children from rural and remote areas have some consideration included in the Creative Kids voucher program and the delivery of the suggested art/creative lessons and how families can utilise these vouchers.

Carried/Lost/Withdrawn/Deemed Covered

COMMUNICATIONS

A5. Louth

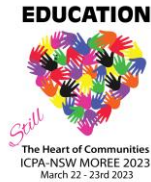
“That ICPA-NSW request that the Telstra Corporation ensure that there are reliable and continuous telecommunications services available to rural and remote students and their families.”

Explanation:

Rural and remote families need reliable access to telecommunications in order to access essential services and education. Telstra, as the corporation responsible for providing telecommunication services to rural and remote Australia, has a duty to ensure services are upheld to a functional status. Multiple service area dropouts from within the Bourke and Louth ICPA branch members areas have been reported. This has interrupted access to schools, resources, healthcare, and the normal duties and activities of daily lives. These drops in service for short and extended periods of time are directly restricting access to and indirectly negatively impacting the education of rural and remote children in NSW.

Carried/Lost/Withdrawn/Deemed Covered





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A6. Namoi

“That ICPA-NSW request the relevant Ministers to provide a rebate for rural and remote customers who will need to upgrade equipment (aerials and boosters) to change from 3G to 4G.”

Explanation:

We feel that with the changing over from 3G to 4G that the cost should not be a further burden on rural and remote customers. In some areas in the Northwest there are large gaps or distances between towers and some towers have been upgraded to 4G and others are still 3G. If you have old aerials and devices, they do not work on the 4G system. This is not a cheap exercise, and, in some cases, we are doing this just to get some service – not even a great service!

Carried/Lost/Withdrawn/Deemed Covered

DISTANCE EDUCATION/AHWISE

A7. Louth

“That ICPA-NSW urges the NSW Minister for Education and Early Learning to implement an initiative to ensure practical access to high schooling for geographically isolated Stage Four students, using the existing primary school facilities in remote and very remote areas.”

Explanation:

The NSW Department of Education does not provide practical high schooling options for some isolated high school students.

The students this motion refers to are those who are unable to successfully assimilate into a boarding school environment because of a variety of reasons. The only practical pathway left to access high school is by Distance Education.

It is unreasonable to expect a student having any success completing the Distance Education high school curriculum without a literate adult to support them and an appropriate environment to learn in.



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Many students whom this motion addresses are living within sight of a NSW Department of Education primary school which are resourced to meet their needs. This situation has led to parents arranging for their children to repeat Year Six because effectively that ‘buys’ them one more year of school. Isolated communities recognise it will be those students last school year.

We would like to see a situation in which a successful time at high school is as accessible and the attendance obligation to do so; is as rigorous as it is in primary school.

Louth ICPA recognises the complexities with enrolments in dual schools however we ask the Minister and their department to work with ICPA-NSW to find a solution which allows access to the existing primary school facilities, including a supervisor, immediately.

Carried/Lost/Withdrawn/Deemed Covered

A8. Wentworth

“That ICPA-NSW request the NSW Department of Education to include genuine consultation with home sites and Distance Education schools prior to any continued roll out of technology.”

Explanation:

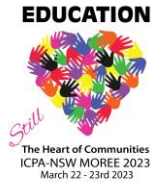
There is no denying that the recent prolonged rollout of new technology to Distance Education home sites has been nothing short of disastrous, causing an enormous amount of unnecessary frustration and wasted time and money.

The NSW Department of Education need to accept full responsibility and make the necessary adjustments to ensure this does not happen again. Consultation and advice from ICPA-NSW was completely ignored, the offer to visit a home site refused and the principal of the largest school for geographically isolated students kept completely in the dark.

Before any further investment is made in hardware such as laptops (and dare we say, a coloured printer that actually scans), we ask that the NSW Department of Education to engage in meaningful consultation and visit home sites and Broken Hill School of the Air to ensure they understand how this form of education works and what equipment is actually needed to make it work effectively. This is imperative for Distance Education students to receive an equitable education.

Carried/Lost/Withdrawn/Deemed Covered





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A9. Louth

“That ICPA-NSW asks the Minister for Education and Early Learning to ensure Distance Education and Remote and very Remote Schools mandate intensive block swimming lessons as a compulsory part of their sporting program.”

Explanation:

As rural and remote children are exposed to many water ways, Louth Branch believes that it is vitally essential that all rural children are taught lifesaving swimming skills. Block swimming programs need to be provided to ensure that the skills are taught and reinforced. This type of program delivery is effective and reduces the travel requirements/costs for parents on a weekly basis to obtain these such services at great cost to themselves.

Carried/Lost/Withdrawn/Deemed Covered

A10. Wentworth

“That ICPA-NSW request the NSW Department of Education progress Stage 2 of the Distance Education technology roll out to home sites in a timely manner with meaningful consultation so that students can access Wi-Fi, portable devices and a printer that is fit for purpose.”

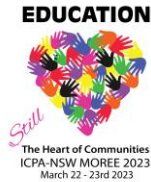
Explanation:

Portable devices are a necessity for continuity of learning in a Distance Education setting. The current Minister for Education and Early Learning knows this as she came to Broken Hill and spoke face to face with parents and staff. For portable devices to be an effective educational tool, home sites also need access to Wi-Fi.

If the NSW Department of Education engage in meaningful consultation, they will also realise that a printer that scans, has Wi-Fi capability, and can print colour is a necessity for geographically isolated Distance Education primary students. The current printer that families have received in Stage 1 of the rollout is a monotone printer that fails to scan and cannot connect to Wi-Fi.

Carried/Lost/Withdrawn/Deemed Covered





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A11. Tibooburra/Milparinka

“That ICPA-NSW requests the NSW Department of Education to provide one connected portable device per student and one colour printer per home school site, for Preschool to Year 12 students studying via Distance Education due to geographical isolation.”

Explanation:

Access to a portable connected device, either fixed or via Wi-Fi is an essential tool for full time geographically isolated Distance Education students.

Currently many families are going to extraordinary lengths and expense so their children can access basic technology and the internet because what is provided is completely inadequate. Use of a connected device as a geographically isolated Distance Education student is not optional, it is indeed the only way to access public education.

Students should have access to a colour printer to be able to print out resources sent via email from their school that are colour on the screen. Often teachers are sending colour documents to distinguish what work each student needs to complete. Another thing that is required to be printed in colour is a term planner and satellite timetables if these documents change during the year. Black and white printers hinder the ability for these things to occur.

Carried/Lost/Withdrawn/Deemed Covered

A12. Wentworth

“That ICPA-NSW request the NSW Department of Education to progress with urgency, the promised upgrade to satellite studios at Broken Hill School of the Air.”

Explanation:

We are all fully aware of the complete breakdown of the previous technology system. Kinder students have not been able to participate in proper phonics lessons for 3 years now. How this has gone on for so long is disgraceful.

There is no point rolling out new technology at the home site if we do not upgrade the school site to allow improved lessons to take place. The NSW Department of Education again must engage





Education

in meaningful consultation with the staff at Broken Hill School of the Air to ensure studios are able to operate in a way that allows for the successful delivery of lessons.

Carried/Lost/Withdrawn/Deemed Covered

EARLY CHILDHOOD

A13. Tibooburra/ Milparinka Branch

“That ICPA-NSW requests the NSW Department of Education to investigate a pathway for funding accommodation or offer rent subsidies, to teachers and educators in Early Childhood Centres that are located in remote and very remote locations.”

Explanation:

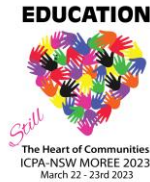
The first 5 years of a child’s life are vitally important for development in all areas, including cognitive, physical and social. While the State and Federal Governments have worked hard to establish and sustain early childhood education services in remote and very remote locations, it is very hard to attract teachers and educators to these areas. Accommodation is scarce and what is available is expensive. If services could offer rent subsidies or free accommodation, it would make it easier to attract staff to remote areas.

This situation in a very remote community like Tibooburra is even more acutely felt. There is one public school and one not for profit early childhood education facility, directly across the road from each other.

A person who wants to live and work with children in Tibooburra is much more likely to choose the job that comes with subsidised housing, which is the public school. Which then in turn adds another layer to the recruitment and retainment of staff for the early childhood education facility across the road, as they can't access the subsidised teacher housing. We believe there is scope for both public and other providers of early education facilities in remote and very remote to work together on this issue.

Carried/Lost/Withdrawn/Deemed Covered





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A14. Wentworth

“That ICPA-NSW request the Minister for Education and Early Learning and the NSW Department of Education to provide administrative learning and support for volunteer led community preschools.”

Explanation:

It is completely unrealistic to expect parent volunteers to be able to adequately administrate community preschools. The responsibility and expectation placed on these volunteers without training and support is beyond what can be considered reasonable.

Community preschools are often in small regional and rural communities where there exists a significant challenge to attract paid and qualified staff. Also, there is significant volunteer fatigue which has been raised with the NSW government via various channels for several years.

This is about trying to get support for volunteer community boards which are responsible for the operation of a preschool without any assistance. Some of the requirements placed on the volunteers include reporting to ECCMS (DoE funding body), meeting ACECQA requirements and EYLF/QIP, staff management disputes etc. It is a massive workload and the time required to effectively get up to date with this required information is overwhelming. We have included the acronyms as they are important and just highlights what knowledge is expected of unpaid people. Carried/Lost/Withdrawn/Deemed Covered

A15. Bourke

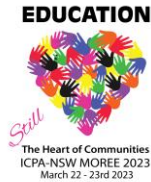
“That ICPA-NSW requests the NSW Minister for Education and Early Learning to implement better governance models for Early Childhood Services in Western NSW.”

Explanation:

In rural and remote areas of NSW, most Early Childhood Services are provided by Community Managed not-for-profit organisations, or Local Government. The significant weight of personal and financial responsibility placed on the volunteer management committees means that many potential candidates will not volunteer for such a role. There is limited capacity for volunteers to undertake rigorous training, and indeed Early Childhood Services have extremely limited resources to be able to deliver training in governance and financial management.

Carried/Lost/Withdrawn/Deemed Covered





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A16. Bourke

“That ICPA-NSW requests the relevant State Ministers for funding to be sought to address Early Childhood Teacher pay parity.”

Explanation:

Pay parity of Early Childhood Teachers is a significant issue. An Early Childhood Teacher completes a 4-year degree course. If they elect to work in the Public School System in a rural and remote location, the additional benefits they would get compared to working as an Early Childhood Teacher would include:

- Additional 7 weeks of annual leave (approx. \$10,000pa)
- Significantly shorter contact hours per week
- Approx \$20,000-\$30,000 additional salary
- Professional mentoring by other Teachers
- Structured Professional development programs (\$10,000 pa)
- Access to Teacher Housing (at a 70% discount on market rates in Bourke) (\$10,000pa)

Early Childhood Services are significantly limited in their budgets. It is important to find long term solutions to address pay parity of Early Childhood Teachers in rural and remote locations.

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A17. Louth

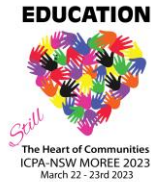
“That ICPA-NSW and ICPA (Aust) requests the relevant State and Federal Ministers to amend the lack of salary parity between four year trained early childhood teachers and four year trained primary and high school teachers.”

Explanation:

Currently, the pay gap is so significant it is impossible to recruit and retain teachers in Early Childhood Centres and new recruits often use early childhood jobs as a steppingstone into the primary school sector.

Carried/Lost/Withdrawn/Deemed Covered





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A18. Wentworth

“That ICPA-NSW request the Minister for Education and Early Learning review pay rates and incentives for Early Childhood and Preschool employees in rural and remote locations.”

Explanation:

For many years the NSW Department of Education have been aware of the need to provide pay and incentives to attract and keep teaching staff in rural and remote locations. We now need the same attention paid to attracting and retaining staff in the Early Childhood Sector.

At our newly opened Long Day Care Centre at the Wentworth Preschool, the staff member in the long day care room is entitled to higher pay than the preschool teacher. That same preschool teacher, currently studying to gain university qualifications, has received several written offers from Victoria promising a \$15,000 scholarship to work in Victoria. This is making it near impossible for border communities to attract qualified preschool teachers.

In very remote areas, access to housing or subsidised housing can mean the difference between having an operational Centre or not. Rural and remote areas need assistance to attract educators because our children deserve a ‘good start’ too.

Carried/Lost/Withdrawn/Deemed Covered

A19. Louth

“That ICPA-NSW requests that the NSW Minister for Education and Early Learning continues to establish Distance Education/School of The Air pre-schools in small, isolated schools where there is no other access to pre-school for four-year olds.”

Explanation:

As many as ten remote schools were identified by ICPA-NSW in 2014, as servicing areas without practical access to pre-schooling. The NSW Department of Education has since identified other sites.

Several remote preschools have since been established.



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The fact that to date ALL remote communities which have been identified as needing practical access to preschool have not had a simple Distance Education preschool model offered at their school can only be attributed to inefficiency and we ask that such be affected immediately.

Carried/Lost/Withdrawn/Deemed Covered

A20. Balranald

“That ICPA-NSW requests the NSW Department of Education to strongly promote and emphasise the benefits of early transition programs into rural and remote schools throughout NSW where there is no Distance Education model being used in the school.”

Explanation:

In 2019 Clare Public School introduced the early transition program for the four preschool aged children in the community. Children in this area would otherwise have had no other access to an early education due to the huge distances involved - for some a trip of 180kms one way.

The early transition program introduced at Clare Public School allowed these children to access the program in mid-2019 instead of late in the year. This early transition program allowed the children to have access to education resources and was received positively by the children, who showed great advancement in their school readiness.

The universal 600 hours of preschool recommended by the Federal Government is difficult to achieve. Many children from rural and isolated areas barely, if at all, receive the recommended hours of preschool education because of the limitations in their community. By encouraging more rural and remote schools to introduce the early transition program the NSW Department of Education would be allowing children to have some preschool education before attending primary school.

Carried/Lost/Withdrawn/ Deemed Covered





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HEALTH AND WELLBEING

A21. Bourke

“That ICPA-NSW requests the NSW Minister for Rural & Remote Health for travel and accommodation assistance to be made available for rural and remote families travelling to access in person specialist Allied Health services not covered by Isolated Patients Travel and Accommodation Assistance Scheme (IPTAAS) for geographically isolated and ‘at risk’ children.”

Explanation:

Children with specific education needs and developmental delays require access to appropriate specialist Allied Health services which often require in person consultations. Adequate and uniform assistance should be available to assist geographically isolated, vulnerable, and at-risk children accessing in person specialist sessions with expenses such as travel and accommodation when extensive travel is required to attend these consultations.

In NSW there are only a couple of services in Metropolitan Sydney that can be claimed for and are inaccessible for the majority of rural and remote families.

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A22. Rankins Springs

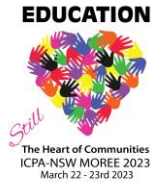
“That ICPA-NSW requests the NSW Minister for Education and Early Learning ensure that rural and remote schools have access to in person counselling sessions for students.”

Explanation:

There are students requiring counselling in person in rural and remote schools, however, due to the lack of services being available locally, they don't have access to an appropriate face to face counselling service. Our local TP1 School, Naradhan Public School, has not had access to a regular school counselling service for over three years. The school has a significant need for regular face to face counselling to support students academically and emotionally and are being disadvantaged by not having this support.



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This year, a School Counsellor has been allocated ½ a day a fortnight to the school (the same day is shared with another school in the district), however, in this time the Counsellor needs to travel to the school and does not allow sufficient time for cognitive assessments to be administered in the school counsellor time allocations, nor does it allow for discussion with the staff about the next steps needed to be addressed for each of the students requiring any other services that may or may not be provided for through the Dept of Education.

The school is required to pay for OT visits from its own budget and with this limited funding, it is not sufficient to employ an SLSO (Student Learning Support Officer) to assist students.

Schools are obligated to fund services for students needs outside of Dept of Education services due to wait times and lack of facilities in the area. The teaching staff are also feeling the absence of a regular school counsellor, who had previously provided support with classroom management strategies and learning adjustments to ensure every student was supported.

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A23. Broken Hill

‘That ICPA-NSW requests the NSW Department of Education ensure a more accessible school-based platform for assessment and diagnosis of any learning and well-being support requirements of children living in rural and remote NSW. This enables early identification and timely interventions without the need to access consultation outside the school.’

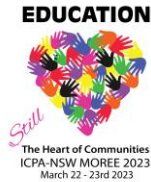
Explanation:

The NSW Department of Education schools have psychologists allocated to their schools through the school counselling service however they are unable to formally diagnose conditions such as ADHD, autism, mental health conditions and Specific Learning Disorder, ie. dyslexia. In rural and remote areas there is often very limited access to health professionals or specialist services. These are generally also highly transient positions making it extremely difficult for patients to develop any repour with that professional - one of the most important factors of childhood diagnostics.

Accessibility of services should run absolutely parallel between young people in rural and remote areas and their metropolitan counterparts. Specialised support can be extremely difficult to access



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by families who are already vulnerable and disadvantaged due to isolation. Taking into consideration the additional needs or complexities is paramount especially because multidisciplinary assessments are often required further delaying diagnosis. The follow-on effect delays support and early intervention and impedes a child's ability to grow and thrive.

We are not asking for additional Learning Support allocation and fully understand the shortage of specialised services within rural and remote areas. Utilising the current psychological health and wellbeing resources available within the NSW Department of Education would provide more timely and streamlined assessment and therefore earlier intervention processes within the schools.

Growing up in a rural or remote area should never be seen as a disadvantage. There should be no barrier for accessing services especially those that can change the trajectory of a life.

Carried/Lost/Withdrawn/Deemed Covered

A24. Louth

“That ICPA-NSW asks the Minister for Education and Early Learning and the Minister for Health to provide funding or subsidies for rural and remote Distance Education children that require allied health support.”

Explanation:

Currently remote students requiring allied health professional support are required to pay for services out of pocket as the Distance Education Centres are not providing the necessary support or the online allied health service linked with the school has large waiting lists. We ask that subsidies are provided so that parents of remote children are able to use private allied health professionals so that local providers can be accessed if available and to avoid wait lists to ensure that the appropriate support is provided in a timely manner. Allied health support for children who are not classified as disabled cannot access funding through NDIS therefore paying for it out of their own pocket.

Carried/Lost/Withdrawn/Deemed Covered





Education

MISCELLANEOUS

A 25. Louth

“That ICPA-NSW contact Sport and Recreation to ensure that DE students are contacted about sporting workshops in their communities.”

Explanation:

There are a lot of sporting associations and organisations. Many rural, remote, and very remote children are unable to access weekly team sports due to large distances having to be travelled. Louth ICPA would like to see funding be allocated to community groups i.e., collective ICPA branches etc. who would be responsible for organising and delivering the programs that provide sporting workshops/opportunities to these children. We would welcome sporting associations eg. Netball Australia, and NRL, linking their tours to rural towns/schools to include remote communities so that these children have equitable access to sport workshops.

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A26. Bourke

“That ICPA-NSW requests all relevant Ministers and Government Departments use a more accurate mapping method to determine how a particular area is assessed for eligibility for funding such as drought or exceptional circumstances.”

Explanation:

Inaccuracy of boundaries or lines on a map causes disparity such as when the Bourke area was assessed at the lowest rate of drought impact in 2019. As most people would be aware, this was indeed far from being the case. An example of the effects of this was that the funding payments anticipated for the Bourke and District Children’s Services (Preschool, Mobile & Childcare) for the three licenses were a third of what was received due to assessment determined by the CDI.

This could have allowed the Services to install water saving measures such as irrigation and tanks and replace plantings so that we could provide quality learning environments during a drought. The use of the CDI mapping also meant that children in our area were not eligible for the Drought

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Break program run by the Office of Sport, as the map indicated that Bourke (along with Cobar and Wilcannia) were not severely drought affected. The children and families in these areas were ineligible as a result of this map. However, those communities were some of the hardest hit at the time.

Carried/Lost/Withdrawn/Deemed Covered

RURAL SCHOOLS

A 27. State Council

“That ICPA-NSW State Council thank the Rural Regional Remote Education Policy unit within the Department of Education for facilitating the fortnightly meetings with ICPA-NSW.”

Explanation:

ICPA NSW have found these meetings to be very useful and a great opportunity for the Organisation to learn more about Government Department procedures and announcements. It also enables State Council to bring issues and provide feedback to the Department. It means we have been able to take long standing motions directly to the source and with setting agendas, taking minutes, and actioning the follow up we are already seeing a shift in outcomes.

Carried/Lost/Withdrawn/Deemed Covered





Education

A28. Louth

“That an ICPA-NSW representative meets annually with each Director, Educational Leadership overseeing rural and remote schools and that ICPA be invited to annual meetings which suit the DELs’ calendar.”

Explanation:

Louth ICPA understand that our representatives have been invited to ask for meetings with remote DELs annually. We believe however that annual meetings would be more likely to happen if the Director, Educational Leadership’s calendar had ICPA as an invitee to a NSW Department of Education forum which is constant.

Carried/Lost/Withdrawn/Deemed Covered

A29. Bourke

“That ICPA-NSW request the NSW Department of Education ensure that Connected Communities Directors of Educational Leadership are included in regular meetings held between ICPA-NSW and Department of Education representatives.”

Explanation:

Many of our rural and remote areas have Connected Communities Schools but as a body Connected Communities are not present to hear the issues and concerns discussed at conference or in deputations. It would be beneficial to have a representative from Connected Communities leadership attend as part of the regular meetings between Department of Education and ICPA-NSW.

Carried/Lost/Withdrawn/Deemed Covered





Education

A30. Wentworth

“That ICPA-NSW request the NSW Department of Education ensure the ‘Tell Them From Me’ parent and student feedback surveys are offered in all NSW small schools, with responses collected and actioned by the office of Director, Educational Leadership to ensure anonymity is maintained.”

Explanation:

We thank the NSW Department of Education for the work already completed to ensure more rural schools and their families have the opportunity to participate in the “Tell Them from Me” surveys. However there remains a disconnect between many remote small schools and the Director, Educational Leadership and many parents feel they have no avenue to report what is happening in a school and community. Directors, Educational Leadership visit remote locations infrequently and check in with Principals, though rarely seek the feedback from families or communities.

In a small school, the interaction between the school and the community is vital and families should have an appropriate avenue to report their educational experiences and expectations.

We understand the need for anonymity and therefore in a small school setting responses should go direct to the Director Educational Leadership’s office. They could then share across all small schools what is working well and what could be improved.

Carried/Lost/Withdrawn/Deemed Covered

A31. Louth

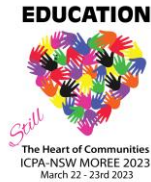
“That ICPA-NSW urges the NSW Department of Education to make school staff aware of ICPA as an information source for understanding isolated education processes and difficulties that may be incurred due to remoteness.”

Explanation:

Louth ICPA welcomes sharing knowledge with professional staff and believes that all communities need to discuss issues with the aim of working collaboratively towards solutions. We would like NSW Department of Education to have a definite policy which informs remote staff of ICPA’s role in remote areas.

Carried/Lost/Withdrawn/Deemed Covered





Education

A32. Louth

“That ICPA-NSW urges the NSW Minister for Education and Early Learning, to ensure that there is always a ‘handover’ between principals in remote and very remote small (TP1) schools.”

Explanation:

We realise the improbability of teachers being able to psychically meet before the end of the previous year, however, if the outgoing principal could provide the following for the new incoming principal, it would alleviate issues in small schools with only a teaching principal (TP1).

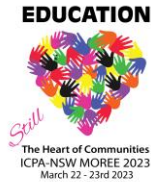
Often the incoming principal has not been in this role previously.

The proposed handover: -

1. A first term program would allow the teaching principal to
 - settle into the huge administrative load knowing that the students are starting their schooling in the first week.
 - become familiar with the multistage classroom environment.
 - assess the students’ academic progress and levels before having to set their own program.
 - check what resources are available at the school before purchasing new ones.
 - know the students and their families which in a small community is integral to roles in which leadership is required.
2. It is vital a discussion is had between the incoming and outgoing principals to ensure the new principal has an insight into the school and the community.
3. Principal contracts should commence on the 1st of January, allowing the principal to familiarise themselves with information applicable to the new school prior to the 1st day of term.
4. If a face-to-face handover cannot be achieved – surely a zoom could be organised in order for the two principals to connect and for the outgoing principal be able to answer any questions from the incoming principal.

Carried/Lost/Withdrawn/Deemed Covered





Education

A33. Louth

“That ICPA-NSW requests the NSW Department of Education to provide single accommodation at all remote schools.”

Explanation:

There is not any affordable accommodation in Louth. Therefore, when a casual teacher or visiting consultant needs to overnight it is not feasible for them to do so. There is no additional funding which allows for this extra expense. This is yet another disincentive for principals as they cannot leave their position for any amount of time as the school would be without a teacher.

Carried/Lost/Withdrawn/Deemed Covered

A34. Louth

“That ICPA-NSW requests the Executive Director of Public Schools NSW ensures that the Director, Educational Leadership physically attend the rural, remote and very remote TP1 schools at least twice a year to check the school program.”

Explanation:

The Director, Education Leadership needs to review the teaching principals’ program, register of work which has been taught and the students completed work which aligns to that program. This level of support is necessary for the teaching principal who is working in professional peer isolation (despite having access to online mentoring) and the communities they are serving whom deserve the best education possible for their children.

Carried/Lost/Withdrawn/Deemed Covered



Education

A35. Louth

“That ICPA-NSW requests the Executive Director of Public Schools NSW ensures that the Director, Educational Leadership physically attend the rural, remote and very remote TP1 schools at least twice a year to meet with the school community.”

Explanation:

We believe that the Director’s physical presence will engender friendships and networking which will allow the Director to understand issues between teaching principals and their communities before problems arise.

Carried/Lost/Withdrawn/Deemed Covered

A36. Louth

“That ICPA-NSW requests that the Director, Educational Leadership responsible for isolated schools, monitor their principals’ professional development directly benefits their current school. “

Explanation:

Currently the principals in TP1 schools are able to access a series of training opportunities for themselves even though they are intending to transfer from their current school. If the training is not beneficial to the current school valuable resources are misspent.

Carried/Lost/Withdrawn/Deemed Covered



Education

A37. Louth

“That ICPA-NSW requests that the Chief Executive of the NSW Land and Housing Corporation ensure that agencies responsible for the maintenance of remote teacher housing do so efficiently.”

Explanation:

Currently we have many examples of inefficiency and negligence in the maintenance of teacher housing. Those agencies responsible conduct six monthly checks. Before a teacher begins an appointment, all residences must be watertight, cracks and gaps filled, paint work done etc.

Some examples are:

- A new rainwater tank has been installed at a school residence, the old tank has not been taken away and the new tank has not had the guttering installed (100mm of rain has fallen at this residence since the new tank has been installed and not one drop has gone into the new tank).
- At another remote school there are two residences but only one carport.
- A second teacher’s house has an extension cord running into the main residence for electricity.
- Blinds have been taken from a western verandah and never been replaced.
- Even in cases where maintenance has actually been completed there has been no one to check quality assurance or even that it has been done.

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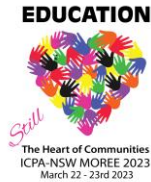
A38. Rankins Springs

“That ICPA-NSW urges the NSW Department of Education to ensure that the Hub and Spoke Program position in rural communities is retained for TP1 and TP2 schools so that relief teaching staff can be accessed when needed.”

Explanation:

Our local schools currently have access to a Hub and Spoke Program teacher when covering teaching staff on leave or who are attending professional development. School principals are continually fighting for the positions to continue as casual teacher availability is extremely low in rural areas. These positions are vital in ensuring schools remain operational in the event of an

PROGRAMME IS SUBJECT TO CHANGE AT THE DISCRETION OF THE PRESIDENT



Education

unexpected illness and/or leave. TP1 and TP2 schools have a low number of staff and do not have the ability to split classes in the event of an unexpected absence. Another issue is that this Hub and Spoke Program position is shared with three small schools in the area whilst the teacher is based at a Central School in the district.

Whilst Principals and teachers are accessing Professional Learning at the same time, each school can't access the relief teacher through the Hub and Spoke Program on the same day so accessing a very small bank of relief teachers is still an ongoing issue in rural areas. At conference last year, Julia Mitchell from the Dept of Education responded to this motion indicating that a teacher had been engaged in our district for three years.

We acknowledge that these positions are three- or five-year contracts, however, it is very rare that staff stay in this position for much longer than 1 or 2 years, therefore it is necessary to ensure that this position is retained for TP1 and TP2 schools.

Carried/Lost/Withdrawn/Deemed Covered

A39. Louth

“That ICPA-NSW requests the NSW Department of Education to include an appropriate vehicle in the incentive package for Rural Schools Principals whose School is on an unsealed road. “

Explanation:

Without a vehicle attached to the school, these very remote schools are at a disadvantage in attracting staff. An arrangement for a school car to be used as a part private vehicle such as there is for some other local government staff, for example, local shires.

In small schools an added attraction is that students can be transported to school-based activities.

Vast distances and unsealed roads in these isolated communities coupled with the fact that there are no essential services (for example health, emergency services and tele communications) means that the school and students are even more isolated without an appropriate vehicle.

Carried/Lost/Withdrawn/Deemed Covered





Education

A40. Louth

“That ICPA-NSW requests the NSW Minister for Education and Early Learning that when incentivising remote teacher packages, they ensure that those incentives are authentic as to the teachers’ contract.”

Explanation:

Currently remote teacher housing is subsidised considerably. However, this rental subsidy needs to be in addition, to the remote teacher incentive. We feel that therefore the remote teacher incentive really is not an incentive at all.

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A41. Rankins Springs

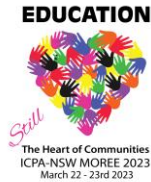
“That ICPA-NSW requests the Minister for Education and Early Learning and the Regional, Rural and Remote Education Policy Unit to ensure that regional, rural and remote schools facilitate and provide letters of reference, letters of support and/or letters of recommendation for students to their families who wish to apply for secondary school scholarships, bursaries and/or funding from private, public or independent schools and/or community organisations that provide financial support for secondary education.”

Explanation:

A family recently asked our local rural primary school for a reference from a class teacher to add to a portfolio for their child to apply for boarding scholarships in 2023. The request was refused on the grounds that public schools do not liaise with private schools or other schools according to the Department of Education’s policies. The family were also told over the phone that staff are too busy to write references at the end of the year and a school report should suffice.

The concern was heightened as references have always been given upon request from the local primary school, even last year under the current principal. The parent body is concerned that if simple requests like these are refused from regional and rural schools, isolated families, who already have hard decisions to make when it comes to the secondary education of their children,

PROGRAMME IS SUBJECT TO CHANGE AT THE DISCRETION OF THE PRESIDENT



Education

that families will be further impacted. And more importantly, students will also be impacted if they cannot access scholarships, bursaries and financial support from secondary schools and other community organisations.

The family has not yet determined which schools they will be enrolling their children in, although depending on the school, the application process for scholarships is extensive and time consuming.

Moving forward, Rankins Springs Branch would like to see a stronger partnership formed between isolated families and small regional and rural schools. We would like to see such simple requests honoured.

The well-being and educational goals of isolated rural students should be promoted and encouraged first and foremost.

Carried/Lost/Withdrawn/Deemed Covered

A42. Rankins Springs

“That ICPA-NSW requests the NSW Minister of Education and Early Childhood to allow TP1 & TP2 Principals more autonomy on how Routine Planned Maintenance funding is spent.”

Explanation:

Currently the Assets Management Unit identify what projects will be funded with the Routine Planned Maintenance funds whilst the Principals of TP1 & TP2 schools don't have any say in where the money will be spent in their school. Often the money could be better spent in other areas that would be of immediate benefit to the students and staff. Funds associated with Routine Planned Maintenance are for carpets, painting, adjusting doors and windows, cupboards and boundary fencing.

A school where students of some of our members attend wanted to fix some old blinds in the staff room and place ceiling fans in some of the rooms. However, they could not use the money they had available to them in Routine Planned Maintenance fund as the items requested were classified as new fittings and fixtures. Improvements need to be included. ICPA-NSW State Council has completed a submission for the review into the Planning and Delivery of School Infrastructure in NSW where it is hoped that this issue will be addressed.

Carried/Lost/Withdrawn/Deemed Covered





Education

TERTIARY EDUCATION

A43. Louth

“That ICPA-NSW requests University Administration Centre (UAC) to look at the way credits and advance learnings could be transferred from one academic transcript with recognition of prior learning when students move from one university to another.”

Explanation:

Louth ICPA asks for this because we believe the circumstance is unfair when a university degree course unit has been completed and passed that a student is required to re-do and pay again for that same unit.

When degree courses are certified by NSW Department of Education, we feel the lack of unit acknowledgment is an inequitable deterrent for students’ success in achieving qualifications; requiring more time to complete (increased accommodation costs) plus having to pay twice for the unit.

Carried/Lost/Withdrawn/Deemed Covered

TRAVEL

A44. Nyngan

“That ICPA-NSW formally thanks the Minister for Regional Transport and Roads, for the initiation of the Regional Apprentice and University Student Travel Card trial program.

Explanation:

The current inadequacies of affordable and available transport for apprentices and university students to attend TAFE and university presents a major barrier to the access of tertiary studies for rural and remote students and their families.



PROGRAMME IS SUBJECT TO CHANGE AT THE DISCRETION OF THE PRESIDENT



Education

The students we represent may be required to travel hundreds of kilometres to attend university, or regularly scheduled TAFE classes for their apprenticeships. The proposed \$250 travel card included in the recently announced Dubbo trial is welcomed with enthusiasm, as it will help ease the cost of travel for education and training. It is hoped that it is implemented across rural and regional NSW.

Carried/Lost/Withdrawn/Deemed Covered

A45. Walgett

“That ICPA-NSW Department of Education, Transport for NSW, Bus NSW to implement a state funding program that would help ensure that no young children are left on school, preschool or childcare buses by installing sensor devices that sense sound and movement, to detect and alert drivers if young children have been left in the vehicle.”

Explanation:

Despite numerous incidences occurring over the years of children being left on childcare/school buses this continues to be a major issue. The incidences occur on a far more regular basis than reported to the public. These incidences have caused distress, heat exhaustion but have also caused major physical injury and death.

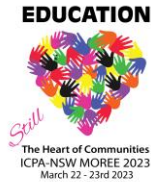
Whilst thoughtful Policies and Procedures are continually put in place in Schools and Childcare Centres, there needs to be a procedure implemented to counteract unfortunate human error.

A Sensor Device that monitors sound and movement just like a home monitoring device could be set during the hours that the bus wouldn't ordinarily be transporting children. Alerts could be made to the bus drivers and Centres or schools by mobile phones should the sensor detect anything.

Human error is inevitable, we urge the NSW Government act on implementing movement monitors as a matter of urgency on all Childcare Centre and School buses.

Carried/Lost/Withdrawn/Deemed Covered





Education

A46. Rankins Springs

“That ICPA-NSW requests the NSW Minister for Regional Transport and Roads and Transport for NSW to lower the number of students required to start a non-commercial bus run as a matter of urgency.”

Explanation:

Although a bus run may be maintained with eight students, 15 students are required to start a new bus run. This requirement means that an operator needs to purchase a Category II, which is a 14 - 24 Authorised Adult Seating Capacity (AASC – excluding the driver), bus to service the run.

This would mean for example a Toyota coaster or similar bus. If the required number to commence the run was brought back to eight then a Category I, which is an 8-seater – or a 13AASC bus, is all that would be required, a Toyota commuter bus or similar. We understand that the larger bus allows for a significant growth of student numbers but would argue that the lower number of eight is hard enough to attain in most rural and remote communities so that much room for growth is not necessary. Consideration of applications for commencement numbers lower than the requisite 15 on a case-by-case basis would be welcome and appreciated.

All communities are different, and consideration of this should be taken into account. Perhaps it is time that Transport for NSW again looked at community owned bus runs where feasible, which would be less expensive to support.

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A47. Namoi

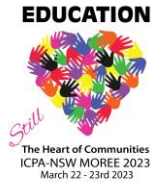
“That ICPA-NSW requests the Minister for Regional Transport and Roads to provide extra funding to Local Councils for school bus routes roads to be maintained, repaired and upgraded.”

Explanation:

Potholes, rough gravel roads, deterioration of tar road edges and overgrown (tall) grass edges all make it more dangerous for school buses to travel on.

Carried/Lost/Withdrawn/Deemed Covered





Education

A48. Wentworth

“That ICPA-NSW continue to work with Transport for NSW to evaluate bus runs on a case-by-case basis rather than set numbers in remote areas.”

Explanation:

One size does not fit all. Bus runs and routes need to be assessed on a case-by-case basis so that the people making the decision are fully aware of the alternate and consequences that come with that decision.

The understanding that this decision in remote areas means children will either attend a small school, who would welcome the numbers, or School of the Air, is important when assessing a bus run. It is also important to consider the long-term numbers for a desired bus run.

Carried/Lost/Withdrawn/Deemed Covered

A49. Wentworth

“That ICPA-NSW request Transport for NSW to increase the number of trips for South Australian Term Boarders to accurately reflect the compulsory number of trips they are required to travel home.”

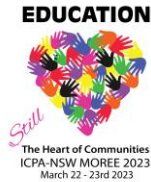
Explanation:

Many of Wentworth Branch’s members have children who board in South Australia. This is mostly a logistical decision, as although they all reside in NSW, Adelaide has their closest boarding options.

Unlike boarding schools in NSW and Victoria who have 1 exeat weekend per term, those in South Australia have 2 exeat weekends per term. Some boarding houses fully close on these weekends requiring all boarders to return home or find alternate accommodation. Some boarding houses remain open but with most boarders going home, it can be a very lonely place to be. Exeat weekends are a great opportunity for students to return home to be with family.

It is our understanding that Transport for NSW base their 9 trips per year for Term Boarders on fixed NSW school terms, 8 compulsory trips, plus one extra (which may be needed for sickness etc.) to maintain a consistent approach for all families.





Education

We would like to see Transport for NSW allow at least 13 trips per year for South Australian Term Boarders, based on fixed South Australian school terms. This would cover the 12 compulsory trips home per year plus one extra (which may be needed for sickness etc.).

The addition of just a few trips per year for South Australian Term Boarders would mean they are assisted for all compulsory trips home, the same as those families who have students boarding in NSW and other states.

Carried/Lost/Withdrawn/Deemed Covered

A50. Tibooburra/Milparinka

“That ICPA-NSW ask Transport for NSW to review the current School Drive Subsidy classification for boarders to include more options to meet current needs.”

Explanation:

Currently there are only 2 classifications for boarding students for SDS, Term and Weekly. At the current time we find that the "term" boarder classification is not meeting the number of trips required by the boarding students.

Carried/Lost/Withdrawn/Deemed Covered

A51. Broken Hill

“That ICPA-NSW lobbies Transport for NSW to increase their allowable trips for Term boarders.”

Explanation:

Currently term boarders are allowed 5 trips per semester 9 trips per year. This does not cover all the trips that students are traveling to and from each semester.

Many boarding schools have 2 leave weekends per term: 4 a semester. This then does not allow trips to be claimed for beginning and end of term and any other trips that require a student to return home, for example, being unwell.

Carried/Lost/Withdrawn/Deemed Covered





Education

A52. Broken Hill

“That ICPA-NSW urges Transport NSW improve their School Drive Subsidy Program by providing a direct telephone help line between liaison officers, schools and families.”

Explanation:

The current system is time consuming, frustrating, and ineffective. We feel it could be streamlined and simplified to ensure accessibility for everyone. Many families are experiencing significant and reoccurring issues.

A more direct communication line between a liaison officer, schools and families would make the program much more accessible and effective.

Carried/Lost/Withdrawn/Deemed Covered

A53. Wentworth

“That ICPA-NSW request Transport for NSW to add a “Rural & Remote” option to their School Drive Subsidy feedback form.”

Explanation:

It is fantastic that Transport for NSW have now assigned two staff members for the School Drive Subsidy to ensure queries through the feedback form are processed effectively and accurately. We acknowledge that this has been a recommendation by ICPA-NSW and we thank Transport for NSW for instating them.

Although it is great to now have a pathway for where to direct issues when they arise, we feel that if there was a “rural and remote” option, these enquiries would be addressed more quickly by the two assigned Transport for NSW staff members and resolved sooner.

Carried/Lost/Withdrawn/Deemed Covered





Education

A54. Broken Hill

“That ICPA- NSW urges Transport NSW to improve their School Drive Subsidy program parent portal for rural and remote families.”

Explanation:

The current system is time consuming, frustrating, and ineffective. Past issues have not been resolved and it could be streamlined and simplified to ensure accessibility and equality for everyone.

Due to the poor functioning of the parent portal, many families are experiencing significant and reoccurring issues. Improvements to the parent portal would greatly assist families resolve these issues.

Carried/Lost/Withdrawn/Deemed Covered

A55. Balranald

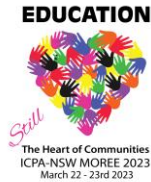
“That ICPA NSW request Transport for NSW to extend the Preschool Drive Subsidy following the Pilot Program and provide greater transparency for families to navigate the eligibility and application process.”

Explanation:

After the implementation of the pilot program for Preschool Drive Subsidy, it has been difficult for both families and services to access information regarding eligibility and application processes. The Pilot Program eligibility criteria has only included students and services in remote and very remote locations. The distances travelled to services to be eligible are nominal (1.6km in a straight line) yet the maximum distance claimable per trip is 50km. By the very nature of remote and very remote areas, some families are travelling distances well beyond the capped distance.

Further to this point, many families living in outer regional locations have to travel well in excess of the 1.6km distance to attend early childhood services yet are ineligible for the subsidy as they do not meet the criteria due to being in an outer regional location. Several families enrolled at the Wakool Preschool travel more than 30km one way to attend the service. Bus travel is permitted at the discretion of the bus service.





Education

It is ICPA Balranald Branch's understanding that this is not supported by Transport for NSW due to safety concerns including inadequate harnesses for under 5-year-olds, lack of supervision and concerns over child protection issues. Many early childhood services agree with these concerns.

The NSW Department of Education has recognised the high value placed on early education with its introduction of the Early Years Commitment, with fully funded preschool for the year prior to commencing school to be extended to five days per week.

Therefore, it stands to reason that an extension of the Preschool Drive Subsidy would reduce some barriers for accessing early childhood education for children in very remote, remote and outer regional areas in NSW.

Carried/Lost/Withdrawn/Deemed Covered

A56. Rankins Springs

“That ICPA-NSW requests the NSW Minister for Transport to allow preschool children to travel on rural and remote bus runs in the year prior to commencing school enabling them to be included in the Pre- School Drive Subsidy and the School Students Transport Scheme for that year.”

Explanation:

The costs relating to getting preschool children to the service's front gate are a significant barrier for many rural and remote families. If the preschool children were included in the contract between the bus operator and Transport for NSW this would result in certainty of numbers and financial remuneration for the bus operator, as well as a definite seat for the child. For those families who do not have the option of putting their preschool child on the local school bus, the ability to receive the School Drive Subsidy to transport their child from home to preschool would be of great benefit. This would alleviate some of the costs relating to driving their own vehicle to transport the child to the preschool's front gate.

Carried/Lost/Withdrawn/Deemed Covered

