

FINANCIAL ASSISTANCE

A 11. BLACKALL BRANCH

Motion

“That ICPA Qld lobbies the Queensland Government to allow towns already listed for Years 11-12 Bypass, to be eligible for LAFHAS from Year 10.”

Explanation:

Blackall is a bypass school for year 11-12 only, however, many independent schools now start their senior year subjects up to a term prior (year 10). If students are going away to independent school for years 11 and 12, they could potentially miss a full term of senior study if the school they have chosen starts senior subjects in year 10.

CARRIED

A 12. QUILPIE BRANCH

Motion

“That ICPA Qld lobbies the Minister for Education and Department of Education to approve individual non-state boarding schools in neighbouring states including South Australia to be eligible for the Living Away from Home Allowance (LAFHA) – Remote Area Tuition Allowance.”

Explanation:

LAFHAS Remote Area Tuition Allowance “benefits students who are geographically isolated who reside in QLD and is paid for students who board at approved non-state primary or secondary schools and whose parents’ pay fees for tuition at the school”. Currently QLD non-state and certain NSW non-state schools are considered approved schools for this allowance to be paid however schools in neighbouring states including South Australia are not. There are remote families living on the QLD/SA border that would prefer to send their children away to boarding school in SA due to reasons including easier access to transport for their children and closer family support for their children who are away from home for the first time. Adelaide, SA has less than 10 boarding schools and given the vastness of stations on the QLD/SA border, this will only result in a very small number of families that may choose this option.

A further consideration must be given to the distances families and students must travel to attend a boarding school. For example, the difference to one-member family in the Southwest is only an additional 50km to attend boarding school in Adelaide as it is to attend boarding school in Toowoomba, taking into consideration that the family also has emotional support in SA and much closer public access transport options. Secondary students and their families on the QLD/SA border should be able to have the same opportunity that children on the QLD/NSW border have in regards to an option of an approved school to best suit their family’s needs and their child’s emotional wellbeing.

CARRIED

A 13. FAR NORTH QUEENSLAND BRANCH

Motion

“That ICPA Qld continues the great work in lobbying all relevant Ministers and Departments to increase the Living Away from Home Allowance (LAFHAS).”

Explanation:

Rural and remote families of the Far North are all too aware of the sacrifices made and distances necessary to travel in order for their children to again access to an education on a parity with their peers in urban areas. Boarding and travel fees come at an extraordinary cost to families and far exceed the LAFHAS rates. Whilst the current LAFHAS assistance is appreciated, it falls far short of the actual costs of living away from home education expenses. Therefore, an urgent increase must occur.

Extra Explanation: Given the announcement from the DG Michael De’Ath, FNQ Branch would like to thank State Council for their successful advocacy and the Qld government on the increase to the LAFHAS. Therefore, the increase will be an enormous benefit to families and ease the financial burden and hardships. Thank you.

CARRIED

A 16. MT ISA BOTA BRANCH

Motion

"That ICPA Qld lobbies the Department of Education to provide an additional allocation of The Rural and Remote Education Access Program (RREAP) funds to RREAP eligible schools whose students have been impacted by natural disaster.”

Explanation:

Providing additional support to geographically isolated children who have experienced natural disaster is essential to ensure they don’t have poor learning outcomes and a decline in educational functioning. The RREAP provides funding to eligible rural and remote state schools and their communities to improve the educational outcomes and opportunities for students who are disadvantaged because of their geographical isolation so that students’ learning outcomes match those of other students. All eligible schools receive funding automatically through school grant payments each year in line with the RREAP appropriation profile in February and July. <https://education.qld.gov.au/schools-educators/other-education/rural-and-remote-education/support-rural-and-remote/rreap> . We are requesting an additional allocation of funds be granted to RREAP eligible schools whose students have been impacted by natural disaster, so they are not further disadvantaged. This is in addition to the \$0.075m set aside for emergent needs related to rural and remote state schools.

CARRIED

A 17. FAR NORTH QUEENSLAND BRANCH

Motion

“That ICPA Qld lobbies State Government departments to introduce a Home Tutor ‘Distance Education Teaching Allowance’ as financial remuneration for the essential work the distance education Home Tutor performs in geographically isolated distance education home classrooms.”

Explanation:

Distance education for geographically isolated students who have no access to daily face-to-face schooling is founded on the assumption that a ‘Home Tutor’ is available to supervise the students in their home classroom. While most distance education services are well structured and ably staffed, the successful delivery of distance education requires students to have ready daily access to a Home Tutor who can teach and supervise the program in the home classroom.

The Home Tutor must be present to commit six to eight hours a day in addition to necessary preparation time. This role requires dedication and commitment and can last many years. The Home Tutor must be capable and confident in delivering the distance education program in order that their students can achieve educational parity with their peers in face-to-face schools who have daily access to professionally trained teachers and support staff. The delivery of distance education is not possible without the commitment of Home Tutors who are responsible for the face-to-face delivery of educational support, supervision, and educational evaluation of their students. While distance education tutors spend about the same time as a teacher in a face-to-face school preparing daily lessons, teaching, and supervising their students, they receive no remuneration for the work they do. Particularly for geographically isolated families, the role of Home Tutor often falls on the mother, which means they are then not able to participate in, or have to juggle, other day to day work, either in the family business, on the property on which the family lives or elsewhere. They often forego their own careers and earning capability to teach their child/ren enrolled in distance education. Some families may employ a tutor or governess, but this comes at considerable cost and finding a governess/tutor is often difficult in isolated areas.

Further, over the years the roles women assume in the operation of family businesses in rural and remote areas have changed and increased, so performing the position of Home Tutor multiplies their workload. This adds pressure on other family members and may require the employment of additional staff.

Consideration must be given to the burden on approximately 1,500 families in geographically isolated areas for whom distance education is the only option to educate their children. The vital role of the Home Tutor should be remunerated through an allowance, which recognises the essential work they perform.

While the Assistance for Isolated Children (AIC) Distance Education (DE) Allowance helps geographically isolated distance education families with some of the incidental expenses of educating their children, this does not include covering the cost of someone to teach the children in the home classroom. Under the AIC Guidelines, the AIC DE Allowance was not established to cover costs for providing a tutor in the distance education home classroom.

The table below shows the average financial loss and implications of a mother or other family member

undertaking the distance education Home Tutor role¹.

Average hours per day	6-8 hours per day, approx. 40 weeks per year
Average years spent as DE tutor for one child	8 years (kindy/preschool plus primary school)
Average total hours spent tutoring one child	9,600 –12,800 hours
Minimum Wage	\$21.38 per hour
Unpaid Work/Wages forgone (number of hours x Minimum wage)	\$205,248 - \$273,664
Superannuation @ 10% foregone	\$20,525 - \$27,366

¹ Isolated Children's Parents' Association Inc (Australia) 2023. Distance Education Portfolio 2022-23 Briefing Paper.

CARRIED

A 18. HUGHENDEN BRANCH

Motion

“That ICPA Qld continues to lobby State Government departments for the introduction of a ‘Distance Education Teaching Allowance’, paid to families enrolled in a School of Distance Education and where Distance Education is the only option due to geographical isolation.”

Explanation:

Students enrolled in a School of Distance Education due to geographical isolation, currently receive between 6 and 15 hours per week of online lessons with their school-based teacher, quite a vast difference to those students who attend a main-stream school and receive a minimum of 25 hours per week of face-to-face lessons with their teacher.

Students in Schools of Distance Education require the guidance from a home tutor or a governess to adequately support them in their home learning environment, to participate in online lessons and enhance the delivery of curriculum lessons that are not delivered directly by their online teacher.

In most cases, families must employ a governess at their own expense (an estimated cost of \$70,500/pa), or one parent/guardian must relinquish a contributory financial position to take on the role as home tutor to supervise and teach their children. A DETA (Distance Education Teaching Allowance) needs to be introduced to help support families with the employment of a governess or home tutor, who plays a vital role in the supervision of students in isolated classrooms and the delivery of curriculum that is not being specifically taught by their school-based teacher.

CARRIED

A 20. JULIA CREEK BRANCH

Motion

“That Julia Creek ICPA Branch thanks State Council for their advocacy of motion A26 presented at 2022 conference regarding a “Distance Education Teaching Allowance”, paid to families enrolled in a state-based school program and educating their children at home via the distance education model where distance education is the only option due to geographical isolation.”

CARRIED

A 21. LONGREACH BRANCH

Motion

“Longreach ICPA Branch wishes to thank ICPA Qld State Council for continuing to lobby for an increase in the Living Away From Home Allowance (LAFHAS).”

Explanation:

We are grateful to ICPA State Council for investing so much time and effort into lobbying for policies, programs and funding that help our families access an equitable standard of education for our children, despite the distances we live from mainstream secondary and tertiary education facilities. An increase in the Living Away From Home Allowance can be the one thing that enables our children to access the standard of education that sets them on a pathway to achieve their full potential.

CARRIED

A 22. RICHMOND BRANCH

Motion

“That Richmond ICPA Branch would like to acknowledge and thank ICPA Qld for their continued lobbying for an increase in the Remote Area Tuition Allowance (RATuA) – under the Living Away From Home Allowance Scheme (LAFHAS).”

Explanation:

ICPA Queensland has tirelessly continued to lobby an increase in the RATuA over many years. With 12 shires in Queensland not having secondary school the RATuA has assisted geographically isolated families with the tuition fees at boarding schools so their children can obtain a secondary education in an environment that promotes more than just a curriculum but a sense of connection to peers and support staff.

With a recent press release and videos highlighting the importance of what an increase to families and communities will make, we wish to acknowledge councillors' contribution and thank them for continuing to lobby this increase for us.

CARRIED

A 23. TAMBO BRANCH

Motion

"That the Tambo Branch congratulates ICPA Qld State Council for their ongoing lobby for an increase in LAFHAS. In particular their recent press conference in Brisbane in March which earned ICPA critical media coverage."

Explanation:

State Council are ongoing in their pursuit to raise the profile of the disparity of LAFHAS. In March this year they took the risk of hosting a press conference at Parliament house in Brisbane. The purpose of this was to request an immediate increase to the LAFHAS and gain extra media coverage on the issue and for ICPA. Articles were published through various media outlets including *Courier Mail*, *Outrider blog*, *In Qld*, *Country Life*, *Townsville Bulletin* and the *North Qld Register* and radio interviews with *Qld Country Hour*, *ABC Radio* and *Dobbo*.

There was a massive effort put in by State Council and branch members to create short videos about LAFHAS and its impact on families, alongside the milk bottle slide about distances from senior secondary schools.

State Council worked closely with AgForce to create an excellent map which outlines which areas of QLD are without Senior Secondary Schools. This was hours and hours of volunteer work and your commitment and success is recognised.

CARRIED

S 5. SPRINGSURE ROLLESTON BRANCH

Motion

"That ICPA Qld lobbies the relevant State Ministers to expand the current eligibility for LAFHAS to include Year 10 students in P-10 schools that are not considered a by-pass school."

Explanation:

In situations where the local school is a P-10 school, children have no choice but to move to a new school for Years 11 and 12.

Many families are making that move in Year 10 (for many it is even earlier) to ensure the child is getting that continuity of learning and therefore the best opportunity for success with their senior studies.

The Queensland Government's *P-12 Curriculum, assessment, and reporting framework*² sets out the requirements for Queensland State School to focus on future pathways to ensure that every student, by the end of Year 10, has developed a Senior Education and Training (SET) plan and is provided opportunities for review during Years 11 and 12.³

The Framework also considers how to prepare students for success in their senior studies; *Year 10 provides students with the foundation to make the best possible choices about their transition to senior studies. During Year 10 schools help students to recognise and build on their strengths and interests, and to identify areas where more support may be needed. Importantly, Year 10 is a time for making informed decisions about future pathways.*⁴

Continuity and a supportive transition into senior studies are recognised as the best preparation for success. The Framework goes on to outline strategies schools should employ to support students in their transition to senior studies including⁵ :

providing electives in Years 9 and 10 based on the Australian Curriculum to ensure a firm foundation for students' studies in senior syllabuses

structuring the Year 10 Australian Curriculum content in a way that highlights the links and continuities into senior studies

packaging Year 10 content as an introduction to a specific senior secondary subject

providing opportunities to experience assessment techniques from the corresponding senior syllabus, where applicable, and adjusting assessment conditions to be appropriate to the stage of learning

While all these strategies can and should be employed by all schools there is a definite advantage for the student that can be introduced to these strategies in Year 10 and then continue with their SET plan, Individual Curriculum Plan (ICP) and identified future pathways within the same supportive environment for Years 11 & 12.

¹ Queensland Government Department of Education Website: <https://education.qld.gov.au/curriculums/Documents/p-12-curriculum-assessment-reporting-framework.pdf>

² P-12 Curriculum, assessment, and reporting framework: Requirements for Queensland state schools in Prep to Year 10 (Page 4 of 30)

³ P-12 Curriculum, assessment, and reporting framework: Preparing students for success in senior secondary (Page 24/30)

⁴ P-12 Curriculum, assessment, and reporting framework: Transitioning to senior studies (Page 25/30)

CARRIED

S 6. TAMBO BRANCH

Motion

“That ICPA QLD lobbies the DoE and other relevant departments to provide financial assistance for Rural and Remote students attending Band 5-7 schools, who are selected to represent their districts and regions in school sport, to assist with covering some of the costs associated with travel and accommodation to attend these events.”

Explanation:

Rural and Remote students who are selected for District and Regional school sports need to travel vast distances to attend training and events associated with the sport. For some families it is completely unaffordable and therefore denying an opportunity for their student to succeed in sport. The current young athletes travel subsidy states that eligible athletes and officials can apply for 1 eligible event at each tier, once every 2 calendar years. The subsidy amount is state or state school events \$200, national, or national school events \$400, and international events \$600. For rural and remote families \$200 is most likely only going to cover the cost of a one-way trip to the first event. Some families are travelling up to 10,000km in order to access school sport events.

We note that the Emerging Athletes Pathway program is underway. Unfortunately for Rural and Remote students it would only be on the rare occasion that a student would be eligible for such a program given the challenges of accessing preliminary events that would provide the student with an opportunity to reach the skill level required to be considered as an emerging athlete.

Extra Explanation:

When we were researching this motion, we found it very unclear if we were able to access money from the new Emerging Athletics Program. Under this program eligible athletes, coaches and officials can apply for up to two events per financial year – State School Event \$500, National School Event \$600, International Event \$800. While being at conference we have heard someone has accessed money from this program, but it is decided on as an individual basis.

CARRIED