



The Isolated Children's Parents' Association of Australia (Inc)

RURAL SCHOOLS

It is recommended that this Policy be read in conjunction with the Education Allowances Policy, other individual Portfolio Policies and associated ICPA Aust documents

POLICY

ICPA seeks to ensure delivery of quality educational services to students in rural and remote schools.

OBJECTIVES

1. Specialist teachers and student support services are available in rural and remote schools
2. Staffing allocation considers the individual enrolment needs of rural and remote schools.
3. Appropriate resources are allocated which address the unique needs of rural and remote schools.
4. All students in rural and remote schools have access to up-to-date educational technology.
5. All school staff receive professional development in the use of technology.
6. Technology enhances rather than replaces face-to-face interaction for students, teachers and parents.
7. All secondary core subjects are delivered face-to-face by teachers who are trained in and qualified to teach those core subjects.
8. A rural education unit is available in teacher training courses and universities encourage pre-service teachers to undertake practicums in a diversity of teaching situations including rural and remote schools.
9. AIC eligibility includes rural and remote schools where English is the second language and schools where the syllabus and teaching arrangements are modified resulting in a limited curriculum on offer compared to the general curriculum of schools in a state or territory.
10. Extra resources and funding are made available specifically for students in rural and remote areas to provide access to a wide range of educational opportunities.
11. Funding is provided to further incentivise experienced teachers to teach in rural, regional and remote locations.
12. The Parliament and Civics Education Rebate (PACER) scheme accounts for remoteness and ease of access to transport options for students travel to Canberra to participate in program.