

BOARDING SCHOOLS AND HOSTELS

S 1. CAPRICORNIA BOTA BRANCH

Motion

“That ICPA Qld lobbies the Minister for Education and Director-General of Education to mandate that ‘Boarding Standard for Australian schools and residences’ is compulsory for all school boarding facilities in Queensland and reviewed as per the code every three years, ensuring that Geographically Isolated Children receive age-appropriate holistic development and support in safe environments.”

Explanation:

We are advocating that the ‘Boarding Standard for Australian Schools and residences’ (AS 5725:2015) be mandated in all boarding facilities in QLD and be reviewed by the code as per standard to help promote the development of consistently higher standards across all boarding facilities.

The boarding standard was approved by the Council of Standards Australia on the 8th July 2015 and was published on 23rd July 2015. The objective of the standard is to provide owners, operators, managers and staff of boarding services with a framework of required topics that need to be addressed in order to deliver a safe, healthy and productive environment for boarders. It is a comprehensive standard and an extensive list of stakeholders formed the committee who contributed to the development of it. This standard is mandated in other states (NSW, VIC, WA & soon to be SA). Currently, the “Boarding Standards’ are only enforced in the three QLD State Government boarding facilities located in Dalby, Mt Isa and Weipa. With approx. 75% of rural and remote children making up the enrolments at boarding facilities across QLD it seems unfathomable that the remaining non-government boarding schools in QLD operate without having a regulatory body governing them.

The implementation of governance processes for all non-government boarding schools in QLD is critical and well overdue.

Geographically Isolated families are faced with the prospect of sending children away to boarding school in Year 7 typically aged 11 or 12 which is a very vulnerable age to leave the family home environment. Some children are extremely isolated due to being hundreds or even thousands of kilometres away from the safety of their families which increases the vulnerability of this group of children. Mandating the standard would ensure that vulnerable geographically isolated children who have no other choice than to attend boarding school receive a consistently high standard of holistic and equitable care equivalent to that of other services whose primary role is caring for children.

We would like to reference the degree of legislation and governance that other framework and guidelines associated to other aspects of school age care encompass.

The National Quality Framework

That provides a national approach to regulation assessment and quality improvement for Early Childhood Education and care and outside school hour care services across Australia.

In-Home Care National Guidelines

Have been developed to provide clear and consistent guidance to IHC Support Agencies, IHC providers, IHC Services and IHC Educators in delivering care and families receiving care.

The National Framework for Managing COVID-19 in schools and Early Childhood Education and Care

Enforced to reduce the risk of transmission of COVID-19 in schools.

This illustrates the importance that various levels of government place on protecting children. There is seemingly a huge void for the protection of an equally vulnerable group of children, our Geographically Isolated Children. Rural and Remote families fee paying families deserve to know that

their children are adequately protected by legislated standards whilst attending these schools.

It is important to note that rural and remote families often have no other choice other than to send their children to boarding school whilst some choose to invest in their children's future and send them further afield in an attempt to provide a broader scope of opportunities and develop them to be contributing global citizens. These types of opportunities are often unachievable due to the lack of services in smaller rural centres and is often the reason families move away from rural areas. The future of boarding is paramount for all rural and remote families who rely upon it and can only be improved upon if the "Boarding Standards" are mandated. We don't just want our children to 'survive' boarding school we want them to 'THRIVE'.

We are aware that there are schools that meet and may even exceed the standards, that do provide quality outcomes for Geographically Isolated Children. We want to highlight the importance of improving the standards of care for all children regardless of the size and location of the school and that our boarders are given the same holistic development by means of Academic Development, Social Development, Emotional Development and Physical Development that their day school counterparts do. Additionally, it is critical for our children to be supplied with essential necessities of safe facilities, appropriately trained leaders and supervisors to ensure the health and well-being of boarders is being monitored and be provided with nutritionally sound meals so they can participate in all aspects of boarding life including academics, sporting and cultural endeavours.

Geographically isolated families experienced unprecedented considerations on where to send their children to boarding school during the height of the pandemic with many choosing boarding schools that were easily accessible from their place of residency so as to be able to collect their children in the event of an outbreak. It was also highlighted during the pandemic just how important it is for our wellbeing to be socially connected. It is important to mention that voting with your feet and walking away from the school when repeated attempts are made by boarding families to resolve issues with schools is often not the best outcome for the student or school. Many students are settled and have formed strong connections within the day school and with fellow boarders and are reluctant to leave, due to having to re-establish friendships, in case the next school is worse and the added stress of being further away from their homes, families and communities. Schools are often impacted by fluctuating enrolments and some choosing to safeguard the income by placing strict policies around supplying notification of withdrawal from boarding. Although rural and remote QLD is vast in size the community is tightly held which stands to affect schools when the most valuable marketing tool for them is word of mouth from existing boarding families.

We recognise the efforts made by ABSA in facilitating key areas of professional development to boarding schools, but the fact still remains that mandating the 'Boarding Standard' and appropriate review as per code of non-government boarding schools is vital for the protection of Geographically Isolated Children.

CARRIED

COMMUNICATIONS

A 1. MT ISA BOTA BRANCH

Motion

"That ICPA Qld raises awareness with its communications stakeholders to ensure their services and infrastructure receive repairs, and general and preventative maintenance as a priority in regional and remote areas prior to seasonal weather conditions."

Explanation:

The recent North Queensland Flooding and Monsoon event highlighted many failures in the provision of communications services to regional and remote areas, particularly those that have a wet season

that restricts access to infrastructure to conduct repairs, general and preventative maintenance. The mobile tower in the township of Gregory had a known issue with its batteries not holding charge/requiring replacement. Who here thinks going into a Wet Season (with cloudy weather) that the communications provider should have replaced these batteries as priority? At the onset of the rain event not only did that mobile network fail but also many poorly maintained landlines in the Gregory, Burketown, Mt Isa and surrounding Shires. This left distance education students with no phone lines and Boarding School students unable to contact their parents unless the parents were within range of a NBN Sky Muster Service that still had power and connectivity.

This was a particularly distressing situation for many of our own branch members during evacuations. We have another distance education family who has gone without a landline for over 3 months because the repairs were not prioritised for completion whilst that property still had road access. We need repairs, general and preventative maintenance carried out in isolated areas as a priority, prior to seasonal weather conditions, as access to the infrastructure is also impeded during these times.

CARRIED

A 2. JULIA CREEK BRANCH

Motion

“That Julia Creek ICPA Branch thanks State Council for its advocacy in regard to 2021 conference motion F3 and looks forward to future participation in the Digital Child program.”

CARRIED

CURRICULUM

A 3. JULIA CREEK BRANCH

Motion

“That ICPA Qld continues to lobby the Department of Education and Training and the Minister for Education to ensure there is adequate funding for a full-time position of Curriculum Resource Review within each School of Distance Education to assist with the implementation of the changes to the national curriculum in Schools of Distance Education.”

Explanation:

The C2C writing team which produced our classroom materials, has been disbanded; however, the materials are constantly needing to be reviewed and updated, including the supporting resources. Therefore, there needs to be a teacher employed in the specific position to continue the process of review and updating of resources. We are currently on version 9 of the curriculum, a process of review which required all classroom teachers to be involved in many *adapt and adopt* days, whereby these teachers were taken away from “on air” contact with their students to review and update ILM resources. We are calling for a curriculum experienced teacher to be based at each School of Distance Education, whose sole responsibility is reviewing and updating materials and liaising with teachers and home tutors. This position needs to be in addition to the current allotment of teachers at these Schools of Distance Education, not an additional role for a current teacher to be given, or a teacher removed from their current position with no one to replace them.

CARRIED

A 4. WINTON BRANCH

Motion:

“That ICPA QLD lobbies the Minister for Education to declutter and realign the Australian

Curriculum, with a focus on stronger outcomes in core subjects, having particular emphasis on literacy and numeracy.”

Explanation:

It has been over 10 years since the Australian Curriculum was adopted in Queensland from prep to year 10. Statistics show that rural students results are declining. To assist rural and remote schools to deliver the current version of the national curriculum and ensure they are not disadvantaged further the curriculum needs to be refined to ensure students are concentrating and reinforcing their learning on the core skills, particularly literacy and numeracy. Students and teachers have been overwhelmed by the amount of unnecessary work students are expected to complete outside of basic core skills. This has been particularly evident with students studying via on-air platforms as non-skilled home tutors are often required to cover the whole curriculum.

CARRIED

A 5. JULIA CREEK BRANCH

Motion

“That Julia Creek ICPA thanks State Council for their advocacy of motion A8 presented at 2022 conference regarding a funded role to update the latest versions of the curriculum and are grateful that ICPA Qld will continue to follow this with keen interest.”

CARRIED

DISTANCE EDUCATION

A 6. MT ISA BOTA BRANCH

Motion

“That ICPA QLD lobbies the Department of Education (DOE) to develop a policy with Schools of Distance Education to utilise Australia Post Express services for geographically isolated distance education school materials delivery during severe weather events.”

Explanation:

This motion is in response to the feedback from Australia Post to a motion at Federal Conference in 2022 regarding the prioritised delivery of distance education school materials during mail disruptions, such as a natural disaster. It was highlighted though that in an extreme weather event, Express Post items are amongst the first delivered and therefore it was recommended that the Express Post service be utilised to ensure educational items are expedited through the network in these circumstances. The recent North Queensland Flooding and Monsoon event disrupted the delivery of geographically isolated distance education school materials for weeks and in some cases months. Restricted road and airstrip access also compounded this issue for a number of families so that when mail services finally resumed mail contractors struggled to deliver the backlog of mail. If the DOE has a policy with schools of distance education to utilise Australia Post Express services, which we assume would be at a significantly higher cost to these schools, during severe weather events this would assist getting the mail to geographically isolated distance education students as quickly as possible.

CARRIED

EARLY CHILDHOOD

A 7. NEBO BRANCH

Motion

“That ICPA Qld lobbies the Department of Education to ensure that all rural and remote schools are adequately resourced, from both staffing and infrastructure perspectives, to develop and deliver kindergarten programs in a multi-age setting.”

Explanation:

Since the introduction of the state delivered kindergarten program, there have been many benefits to rural communities and families. There are, however, real challenges for the educators and support staff juggling the early learning requirements of the kindy cohort, which is largely play based, and the direct learning of the remaining students in P-6 with the curriculum and classroom-based learning. Many of these schools are one-teacher schools, with the principal or teacher being significantly stretched between these varying educational needs. The support staff are similarly stretched and find themselves under resourced and unable to fully meet the learning requirements of all, simultaneously. There are also practical issues when it comes to supervision.

The integration of kindergarten children into the schooling system is unique to rural and remote schools. Many rural schools have slotted the kindergarten students into their existing school environment, but still require upgrades to their facilities, for example, bathroom amenities by way of additional, and lower toilets suitable for the younger children, showers, washing machines, greater ground level or ramp accessibility, and more age-appropriate play resources in the classroom and playgrounds. Many schools have not sought these upgrades as it would be a hit to their budget, that they require elsewhere, and thus carry on with resources they have. We are urging the Department to consider greater funding to all areas of the kindergarten program, to improve schools on all fronts of teaching, learning, and infrastructure resources so that rural and remote schools are under less strain and better able to deliver the kindergarten program, whilst not compromising their obligation to the curriculum to the remainder of the school students.

CARRIED

A 8. CLARKE CREEK BRANCH

Motion

“That ICPA Qld lobbies relevant authorities for the allocation of a full-time early childhood teacher to small schools where the kindergarten enrolment exceeds 5 students in schools with total enrolments of greater than 18 and less than 25 students.”

Explanation:

Kindergarten students are as young as 3.5 – 4 years old when they commence kindergarten. In primary schools offering the State Delivered Kindergarten program to families in rural and remote communities there are also children representative of cohorts from Prep to Year 6. Effectively that means that a small school with enrolments of up to 25 students may have children in attendance from 3.5 years to 11 years of age with a teaching principal, a part-time teacher (if they are fortunate enough to find one) and teacher aides (if they are able to source any) Kindergarten students require constant supervision and age-appropriate planning by teaching staff. In instances where a school has between 18 and 25 students with more than 5 kindergarten students in attendance, there should be the appointment of an additional full-time Early Childhood teacher to cater for the additional demand of these younger children.

CARRIED

A 9. NEBO BRANCH

Motion

“That ICPA Qld lobbies the Department of Education to ensure that all teachers in schools offering State Delivered Kindergarten are remunerated to reflect their additional requirements in implementing the kindergarten program.”

Explanation:

Staff burn out is an increasing and recurring issue for rural and remote schools. Many implement the kindergarten program in a one-teacher setting, with limited support staff who are already stretched. This setting inherently leads to an increased workload, often completed outside of their hours, and receiving no additional remuneration, which in turn is seeing a decline in attraction of staff to rural and remote schools as the support is not there and their workloads are becoming more onerous.

The planning for the kindergarten program is required to be undertaken and overseen by a teacher, yet can be implemented by teacher-aide staff. There is a lack of adequate remuneration for this additional time outlay by teachers, and an expectation on teacher-aide staff, whom are not specifically early childhood trained, to deliver it.

We are seeking that the Department recognise that in these multi-age settings, the planning and teaching across such a wide range is extensive and requires greater financial support.

CARRIED

A 10. HUGHENDEN BRANCH

Motion

“That ICPA Qld lobbies relevant stakeholders and In Home Care (IHC) to establish a rural and remote IHC branch that solely works alongside families who are geographically isolated.”

Explanation:

In Home Care currently provides funding for families whose circumstances make it difficult for them to access other forms of mainstream childcare. This funding enables families to employ a suitable educator to deliver childcare in the home. The funding is tailored to meet the needs and circumstances of each family. There are a number of In Home Care support agencies in Queensland. It would be beneficial to rural and remote families who use IHC to work with one Agency who solely support families and their needs living in geographical isolated areas.

CARRIED

S 2. MITCHELL-TOMOO/DUNKELD BRANCH

Motion

“That ICPA Qld lobbies the Department of Education to standardise payment rates and methodology made to all rural and remote kindergarten service providers to ensure equity.”

Explanation:

As it stands, there is an unfair distribution of payment rates between sessional kindies (Stand-alone) and long day care providers who deliver kindy. Sessional kindies are receiving more funding than day care centres in rural Queensland. We acknowledge that day care centres are receiving the CCS funding

(Federal Government funding), but this is falling short of what sessional kindies are receiving. Sessional kindies receive their funding allocation at the start of the term, whereas long day care centres do not receive their funding allocation until the end of the term. This is making it hard for small not-for-profit long day care centres in rural Queensland to be financially viable as they cannot pass on this funding to parents/families until they receive it. If the centre passes on the funding early, it leaves them out of pocket for the remainder of the term, as well as the possibility of incorrect payments being made. This inequity makes it hard for small centres with small numbers of children in rural areas to stay in operation as well as parents/families being further out of pocket.

CARRIED

S 3. MITCHELL-TOMOO/DUNKELD BRANCH

Motion

“That ICPA Qld lobbies the Department of Education to review the funding model for Rural and Remote Long Day Care Centres providing Kindergarten programs to ensure they, and the students/families that utilise the service, are not disadvantaged by changes made to the program.”

Explanation:

Last year, the Remote Area Funding (ARIA) went to the centre to distribute how it worked best for their centre. This year, the new funding model is allocated to individuals/families and the remoteness amount to the teacher (which is great, we need ECTs (Early Childhood Teachers) in our centres via the centre to distribute, but this model is not considering how these small centres with small numbers of children can distribute the funding. In 2022 QKFS (Qld Kindy Funding Scheme) had ARIA (Remote Area Funding) which was allocated to the centres in rural/remote Queensland. By not having extra funding for remoteness for the centres themselves to use to keep their business viable the long day care centres are put under financial pressure which means the increase in fees is passed on to parents/families. The roll out of this new funding has been, and continues to be very hard for the provider to understand and allocate funds, let alone the parents/families who turn to these providers for answers and come away with very little understanding of this new funding model. In small rural/remote towns we have no choice as to where we send our children for this very beneficial and important year of education - Kindy. In small towns we only have the one option of kindy that is available to us.

CASE-STUDY

Changes to kindy funding from 2022 (QKFS – Qld Kindy Funding Scheme) to 2023 (Kindy Subsidies):

Kindy fees increase at Mitchell Long Day Care Centre:

Kindy fees have increased from \$65/day to \$97.80/day for a 5-day fortnight kindy program from 2022 to 2023 with the new kindy funding. This is a \$32.80 increase per day. The service has had to increase their fees to be able to run efficiently and sustainably. These increases will also increase overtime with the cost of living and wage increases etc. We need these facilities to stay viable for the future of our children and education in our little rural communities.

Last year the funding (QKFS) was applied to the fees before CCS (Childcare subsidy – federal funding) was applied, therefore parental out of pocket was less.

With the new funding, families receive the base subsidy which is \$70/fortnight off their out-of-pocket fees. Some families receive the Kindy plus subsidy (A&TI, Healthcare care, pension, living out of home etc) or FTB A or B (Family Tax Benefit Subsidy) if eligible, these extra subsidies make the out of pocket less for these individual families. This individual family's out of pocket fees are/were approximately:

2022 - \$32.50/day

2023- \$45/day

If the long day-care didn't provide a kindergarten program in the town the State Government would be funding a free State-run kindy at the local state school like the kindy program running half an hour down the road. It is not viable for these families to access this Kindy as it would be a 1 hour round trip twice a day and this would make it very difficult to have women in particular, in the work force and educate their kindy children.

Other similar towns are experiencing these same issues through their kindy program run at their long day care

The sessional kindy in Charleville's out of pocket for this family would be approx. \$21/day this year

CARRIED

S 4. NEBO BRANCH

Motion

"That ICPA Qld lobbies the Department of Education to make available Queensland Distance Education kindergarten program planning materials, to staff in rural and remote schools offering the State Delivered Kindergarten Program."

Explanation:

By making these resources available to rural and remote schools, it will alleviate many current challenges, and the planning workload. These programs are often implemented in one teacher schools, with teaching principals generally having no prior experience planning for this cohort, as it is not a prerequisite for them taking up positions in Band 1 schools and find themselves feeling ill-equipped and an increased planning workload which is already overwhelming given their planning requirements for students in all other year levels. The support staff who assist in overseeing and implementing the program also have limited or no early childhood training. By having clearly defined materials to guide off, this would greatly assist all members of staff to best implement the program in a more efficient and informed way.

CARRIED

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 South West 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 14. LONGREACH BRANCH

Motion

“That ICPA Qld continues to lobby for an annual increase in the Living Away From Home Allowance

(LAFHAS) in 2023.”

Explanation:

With the increasing cost of living, the difficulty in finding affordable student accommodation, and the rapidly increasing cost of education, it is imperative that ICPA Qld continues to lobby government departments to ensure LAFHAS increases each year. LAFHAS makes all the difference in whether a remote student is able to access their chosen school.

WITHDRAWN

A 15. SOUTHERN DOWNS BRANCH

Motion

“That ICPA Qld lobbies the State Government to significantly raise the Living Away from Home Allowances Scheme (LAFHAS) rates for rural and remote students attending boarding school.”

Explanation:

For many rural and remote students in our branch area, boarding school is not a luxury but often the only viable option for families who wish to remain living in their community while educating their secondary school-aged students. The lack of secondary schooling options in rural areas and the long travel times to access these options often make boarding school the only option.

Case Study:

A student, who is the eldest of 4 children, with professional parents who work in a regional community within the Southern Downs branch area, has started Year 11 in 2023. The family lives 80km (approx. 1 hour and 30 minutes via bus transport each way) from their nearest Senior Secondary School. The student would spend approximately 3 hours travelling to and from school daily. The family made the very difficult decision to send their child to boarding school as the travel time was prohibitive and they felt their child deserved the opportunity to access many of the extra-curricular activities that both the school offered and equivalent to those available to any metropolitan student.

The current Remote Area Travel Allowance for this student is \$142 per semester. The Remote Area Tuition Allowance is \$3138 per semester. The family is out of pocket \$9295.66 per semester for tuition and at least \$840 for travel (based on using the bus transport provided by the school at end of term and private transport at beginning of term). This is over \$20,000 for one year of schooling. This figure does not consider the costs of the student boarding.

When calculating boarding costs on top of these tuition and travel costs, multiplied by 4 children, this family would financially be better off moving to a larger community where their children’s educational (both curricular and extracurricular) needs can be met. This family will likely move from the community as many families have before them to educate their children.

How do regional and remote communities attract and retain essential professionals and tradespeople like teachers, doctors, nurses, engineers, electricians etc when the cost of educating their children in regional and remote communities is so high?

WITHDRAWN

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 19. JULIA CREEK BRANCH

Motion

“That ICPA Qld continues to lobby State Government departments for the introduction of a Home educator financial allowance package, “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.”

Explanation:

Currently, children enrolled in Distance Education receive between 6 and 11 hours per week of online based contact with a centre teacher. A Home Tutor (used in this context to refer to a parent/guardian who supervises and instructs the student/s in their home-based isolated classroom) or a governess (used in this context to refer to an adult employed by the family to supervise and instruct the student/s in their home -based isolated classroom) is necessary not only for the supervision of students whilst on air with their centre teacher, but also to deliver the curriculum of all other KLA’s that are not taught on air (in some cases the SDE teacher is only teaching 1 subject eg. English). Families have had to employ a ‘governess’ at their own expense, or one parent/guardian must relinquish a contributory financial position to supervise and teach their children for the school week. The role of home tutor/governess is vital for children in the isolated classroom to ensure children attend all scheduled online lessons and complete all other KLA work required. Children in the early years cannot be expected to manage their own time, nor can children in the older grades be expected to learn independently and unsupported.

Annual Salary	\$ 90,000.00
Superannuation Guarantee Rate	9.50%
Annual Superannuation Guarantee	\$ 8,550.00
Avg Annual 10 year return - Q Super Balanced	8.19%
	Value at End of Year:
1	\$ 8,550.00
2	\$ 18,500.49
3	\$ 29,265.93
4	\$ 40,913.05
5	\$ 53,514.07
6	\$ 67,147.12
7	\$ 81,896.71

8	\$	97,854.30
9	\$	115,118.81
10	\$	133,797.29
11	\$	154,005.53
12	\$	175,868.83
Superannuation Guarantee Component	\$	102,600.00
Interest Component	\$	73,268.83

* A simple calculation assuming both SG and investment returns are only paid once annually at the end of the year

DEEMED COVERED BY A17 & A18

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 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 framework² 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

SCHOOLS

A 24. SOUTHERN DOWNS BRANCH

Motion

“That ICPA Qld lobbies the Department of Education and Queensland Teacher’s Union to resolve the ongoing situation with Acting Principal positions causing disruption in rural and remote schools.”

Explanation:

Rural and remote students are more disadvantaged by the process whereby Principals are ‘acting’ in a position that is held by another Principal who is ‘acting’ for another, etc. Therefore, the principal’s position in a small, rural school is dependent on many other acting roles throughout the state and can change more frequently than in larger, metropolitan schools. Short-term principals cause huge disruption to rural and remote schools and communities through lack of consistency of long-term strategic direction and inability to build strong community relationships.

CARRIED

A 25. CHARTERS TOWERS BRANCH

Motion

“That ICPA Qld lobbies the Department of Education (DoE) to lower the threshold enrolment requirements deemed necessary for two full time teachers in a small rural school, from 21 to 16 enrolments.”

Explanation:

Small rural schools currently need a total of 21 enrolments from years Prep to 6 for the DoE to supply two full time teachers. For schools that do not meet this threshold – even by one enrolment - it means that the DoE does not provide adequate resources to employ a second full-time teacher. In such cases, the small rural school would only have one classroom, **with one full-time teaching principal, and a fractional teacher, for up to 20 students across, potentially 7-year levels.** Unlike most of their metropolitan colleagues, these teachers are required to teach and support seven different year levels from Prep to Year 6 – a task that can be extremely challenging and stressful. In many cases, the

expectations and demands on these teachers are extremely high and their ability to provide equity and excellence in their teaching is severely compromised. Lowering the threshold of total enrolments to 16, to gain the second full time teacher would allow each student in a small rural school to receive the quality of education and support they need and deserve from their teachers, as is expected in larger regional and urban schools.

CARRIED

A 26. NEBO BRANCH

Motion

“That ICPA Qld lobbies the Department of Education Queensland to review and substantially increase the rural locality allowance, in relation to the current salary schedule for teaching staff who are employed in a rural or remote school.”

Explanation:

An extract from the Queensland Rural and Remote Benefit Booklet, released last year, explains that:-

A locality allowance is paid to employees specified in Directive 16/18: Locality allowances. The payment varies across rural and remote centres and is reflective of the school’s location, quality of life factors and cost of living. The amount is displayed as an annual figure in this booklet, however, it is paid fortnightly.

<https://teach.qld.gov.au/teach-in-queensland-state-schools/pay-benefits-and-incentives/rural-and-remote-service-calculator>

<https://teach.qld.gov.au/teach-in-qld-state-schools/Documents/remote-teaching-booklet.pdf>


Concerningly, the last time these figures and allowances were reviewed was 11th of May 2018 which superseded the previous figures done in 1999. Also curiously, a measure of “quality of life factors” is surely subjective, and unable to be quantified, or differentiated between localities. We would suggest that ALL rural and remote locations have unique challenges and should ALL receive a component of allowance recognising this.

We are seeking that there be immediate review of these figures, as the locality allowance is not accurately or appropriately covering the true cost of living in these rural areas, and it further fails to be attractive to warrant those considering leaving larger towns and cities to live and work in rural and remote areas. We wish to highlight that there are significant undertakings professionally and personally when taking on a role in a rural or remote setting, when compared to those in metropolitan settings. These teachers or principals often lack adequate support staff, and their school environments often have many gaps that are taken up by them, with no further remuneration, yet an expectation to undertake in order to keep the school functional – such as librarian, admin, financial, health and safety, HR, groundskeeping, fundraising, tuckshop, uniforms, water pumps, and everything in between, all whilst juggling a multi-age class of kindy to grade 6, planning all lessons, full supervision and accountability across the board, coupled with limited internet and phone, isolation, and an array of other practicalities that are less than favourable. There is simply no attractive incentive to teach outside of a metropolitan area, that compensates for the abovementioned increased undertakings that are inherent with a rural teaching position. A recent news article in the Queensland Country Life on April 7 2023, featuring member for Burdekin Dale Last, spoke at length of the teaching shortage crisis in central Queensland, where he is quoted *“There needs to be a recognition that positions in rural and regional areas, are vastly different to those in larger regional cities and because of this there needs to be packages in place to encourage them to these areas”*. Attraction and retention of staff in rural localities is becoming a critical issue, with little incentive or improvement on the horizon. This has devastating effects for children and families of school communities who suffer through high teacher turn over as the staff quickly seek out return to larger

regions. At the heart of the issue is that rural areas simply cannot compete with larger city offerings, therefore, the only factor that can make a difference is increased remuneration.

We have tabled figures received by someone working in our central area, to see what the real take home amount is, and how that equates in dollar values per week, after tax: -


School Taxable RoRRS and Locality allowance combined payments	Gross (before tax)	Net	Net p/w payment ** these are based on half rates for individual with no dependent	Distance to nearest township, in one direction, with groceries, however not necessarily larger city or township with essential services
Valkyrie SS	\$154.76 p/f \$4,024.00 annual	\$97.00 p/f \$2,522.00 annually	\$48.50 p/w	Moranbah 94kms Mackay 144kms
Clarke SS	\$150.95 p/f \$3,924.87 annual	\$95.00 p/f \$2470.00 annually	\$47.50 p/w	Middlemount 85kms (over rough, dirt road) Sarina 159kms Mackay 169kms Rockhampton 189kms

Print 

Valkyrie SS

Central Queensland

Benefit/Allowance	Amount
Recognition of location travel allowance	\$1,200.00
Recognition of location travel allowance – dependant benefit	\$0.00
Recognition of service payment	\$1,800.00
Locality allowance	\$1,024.00
Identified location payment	\$0.00
Total annual benefit (See disclaimers below):	\$4,024.00

Print 

Clarke Creek SS

Central Queensland

Benefit/Allowance	Amount
Recognition of location travel allowance	\$1,200.00
Recognition of location travel allowance – dependant benefit	\$0.00
Recognition of service payment	\$1,800.00
Locality allowance	\$924.87
Identified location payment	\$0.00
Total annual benefit (See disclaimers below):	\$3,924.87

Central Queensland

	TRANSFER RATING	RoRRS allowances and payments							Non RoRRS allowances and payments			
		RECOGNITION OF LOCATION TRAVEL (\$)				RECOGNITION OF SERVICE PAYMENTS			IDENTIFIED LOCATION (\$/YR)	LOCALITY ALLOWANCE (\$)		BEGINNING TEACHER PAYMENT (\$)
		TEACHER	DEPENDANT ADULT/SPOUSE	CHILD 2+	CHILD <2	YEAR 1	YEAR 2	YEARS 3-8		SINGLE	FAMILY	
Tresswell SS	6	2100	2100	2100	1050	2400	3600	4800	-	1252.29	2504.57	1500
Valkyrie SS	5	1200	1200	1200	600	1800	2700	3600	-	1024	2048.01	1000
Clarke Creek SS	5	1200	1200	1200	600	1800	2700	3600	-	924.87	1849.73	1000

The current locality allowance, on average in most of these transfer 5 rating schools, and most only being eligible if they are permanent, for the half rate (no dependents), is dismal, at approximately \$48.00 a week. We ask you to consider, would you live and work outside of a city for less than \$50.00 a week to cover all of the above mentioned significant increased costs of living?

CARRIED

A 27. TAMBO BRANCH

Motion

"That ICPA Qld lobbies the Department of Education, and other relevant departments, to ensure that the surrounds of Department housing in Rural and Remote areas are maintained."

Explanation:

Due to the often-transient population in Rural and Remote locations, gardens, and surrounds of Department housing in Rural and Remote areas often suffer from neglect and as such look very unappealing from the street and unwelcoming for new arrivals. As part of the campaign to attract and retain teachers, as well as other public servants to Rural and Remote areas, accommodation must be well maintained. It is an unrealistic expectation to assume that short term tenants will invest time and energy into the garden.

CARRIED

A 28. TAMBO BRANCH

Motion

"That ICPA Qld lobbies the Department of Education to enable students who have attended a band 5-7 P-10 State School to complete Years 11-12 at that venue whilst studying via a School of Distance Education."

Explanation:

Tambo State School offers Prep to Year 10. When students graduate Year 10 and wish to continue their studies, they have the option to attend boarding school or enrol in Distance Education for Years 11 and 12. After years of school routines and structure, peers to work with, and full access to teachers, the students who enrol in Distance Education often find this new way of learning very challenging and as a result cease their education journey or under perform. In some situations, these students also find themselves at home alone all day while their parents are at work. Students in these situations

would benefit from a safe and supportive network in a school environment.

LOST

A 29. YARAKA ISISFORD BRANCH

Motion

“That ICPA Qld lobbies the Department of Education to increase the minimum funding for a second teacher in Level 1 small schools per fortnight.”

Explanation:

Currently Level 1 schools (0-25 students) are entitled to department funding for a second teacher up to three days a week. To attract any teacher to the position in these remote and rural communities, many small schools are having to fund the rest of the second teacher’s full-time wage from the school’s budget which causes extreme financial strain to the school and resources and is not feasible long-term. To attract and maintain staffing in rural communities where numbers at small schools fluctuate constantly, increasing the funding to 4 days a week would make supplementing the wage for a full-time position viable. This would attract teachers to these positions and communities and ensure that students in regional areas have the same equity and access to reliable and consistent staff to ensure excellence.

CARRIED

A 30. YARAKA ISISFORD BRANCH

Motion

“That ICPA Qld lobbies the Department of Education to fund travel for teachers whose teaching allocation is split between rural and remote small schools to ensure viability of the position.”

Explanation:

Some schools have split a full-time position between neighbouring towns however the department does not provide any travel allowance for these teachers and most of these teachers are travelling long distances between schools.

For example, Stonehenge and Jundah share a second teacher. If you work within 50 minutes from your home, you are not allocated any travel allowance or a department vehicle. Stonehenge and Jundah are 67km apart and are therefore only considered a 40-minute car trip. She is allocated Education Queensland accommodation in one town so travels to and from 5 days a fortnight, within her own time and using her own fuel and vehicle. This is an issue that needs to be addressed to attract and maintain teachers to these small rural communities.

CARRIED

A 31. RICHMOND BRANCH

Motion

“That ICPA Qld lobbies the Department of Education to cap upper primary school multi-age class size numbers (i.e. Years 4, 5 and 6) to 25 students to bring in line with maximum class numbers for Years Prep to 3 in rural and remote schools.”

Explanation:

Queensland Government schools implement strict class sizes as follows: 25 students per class in Prep

year to Year 3. 28 students per class in upper primary school Years 4, 5 and 6. 28 students per class in junior high school Years 7, 8, 9 and 10. In addition, classes can have up to, but not more than, 2 additional students in the setting.

What this means is that any time throughout a year, in particular after day 8, students in years 4-10 in rural areas can be in a classroom of up to 30 students, and in many cases under the direction of a graduate or early service teacher.

To alleviate this, a consistent class size capped at 25 students total, would ensure teachers of all experience levels provide delivery of quality educational services to students in rural and remote schools and to cater for the varying needs of isolated students.

In line with the Department's latest vision of Equity and Excellence and its acknowledgement of schools making an impact, a consistent class size of 25 students, in particular for students in year 4 to 6 – would assist the department's vision of better outcomes for students across their schooling journey. Consistent class sizes would support the wellbeing of students as they transition from primary to junior secondary, keeping them engaged in learning as they move onto their senior schooling years.

Through equity and excellence in all our learning settings, such as consistent classroom sizes, this means every student will be given the same opportunity at every age/ learning level – with the same student teacher ratio - to succeed and remove barriers to help realise the potential of every student.

CARRIED

A 32. WESTMAR INGLESTONE BRANCH

Motion

“That ICPA Qld lobbies the Department of Education to ensure that teaching principals in small schools are given the required level of administrative support to ensure that administration tasks do not take away valuable time from teaching and planning in the classroom.”

Explanation:

Regardless of the number of school enrolments, the demands placed upon principals of small schools is ever increasing. In addition to teaching, planning, and supporting learning (as they are trained to do), their time is being consumed by administration tasks - like budgeting, camp planning, grant applications, learning support, parental liaison, staff co-ordination, staff recruitment and contributing to essential school / community interaction. A state-wide teacher shortage compounds the situation, with Principal “admin days” needing to be reallocated and if necessary, decreased due to a lack of available relief or second teaching staff. Teacher burnout is likely the result of these increasing pressures and expectations.

CARRIED

A 33. NEBO BRANCH

Motion

“That ICPA Qld lobbies the Department of Education Queensland to include greater, and more specific allowances and inclusions under the Recognition of Rural and Remote Services Scheme (RoRRS) to better financially support those teaching and living in rural and remote areas.”

Explanation:

Educators who undertake positions in rural and remote areas are subjected to far greater personal costs due to isolated localities. There appears to be no attractive, or substantial incentives for anyone

to leave metropolitan or regional areas. Any uptake to rural or remote areas is generally short term, as these costs are generally not understood until they are living it, and they quickly realise how out of pocket they become. The practical and logistical challenges faced, without appropriate and proportional financial support, often leads to high staff turnover, or general deterrence from taking up advertised positions in these settings. We acknowledge the current three level payment system in place being the Recognition of Location, Recognition of Service, and Locality Allowance, however these fall short of providing an exciting and stimulating package that entices people to remain in rural locations long term. Where a school is not attached to a township, and is the only landmark of its area, for example in our central area, Valkyrie, Clarke Creek, Kilcummin and Mistake Creek, staff have significant travel to get groceries (anywhere from 50 to nearly 200 kilometres in one direction) greater internet and phone costs due to limited coverage and increase of use for entertainment. Also, higher electricity bills from running water pumps, or generators. When they are finally able to get their groceries, the cost is far higher due to limited availability, a small independent grocer, and no other alternative. These members of staff also travel great distances to undertake any social or personal endeavours, which if they choose not to pursue due to cost, quickly leads to their own isolation, dissatisfaction and ultimate departure. Likewise, those positioned in small rural or remote towns, also have higher costs of living as the cost of limited supplies in those localities is at inflated prices with no alternative and significant distances to the next regional city, such as Clermont, Alpha, Julia Creek, Tambo, Cunnamulla, essentially any township without a major supermarket relying on smaller independent grocers.

Greater financial provision under the RoRRs Scheme needs to be explored by the DoE to attract and retain staff to rural and remote areas, so they are not financially disadvantaged or deterred. Suggestions of additional support would be:- Substantial financial increase to the Recognition of Travel payment (listed annually, paid fortnightly) to more accurately reflect the great distances travelled by road for groceries, appointments etc.

Substantial financial increase to the Recognition of Service payment (listed annually, paid fortnightly, increasing with subsequent years of service) to contribute to other necessary but increased costs such as exorbitant groceries, phone and internet, car and tyre servicing, mental health and wellbeing (attending appointments other than medical).

CARRIED

S 7. WESTMAR-INGLESTONE BRANCH

Motion

“That ICPA QLD lobbies the Department of Education to provide access to specialist LOTE teachers in rural and remote Queensland schools through circuits organised and managed by regional HR staff.”

Explanation:

LOTE is a compulsory subject of the Australian Curriculum. The Department of Education used to provide many rural schools with travelling LOTE teachers on circuits. This has been phased out in recent years and moved to an SDE model for most rural and remote schools. Teaching LOTE through SDE facilities is an inadequate form of education for a language other than English. Students cannot connect with a teacher from another culture. Often language barriers are an issue and students struggle to understand a teacher with a heavy accent. Technological issues often impede lessons from progressing at the required pace while students wait for Q Learn to load. A face-to-face teacher would provide a much richer educational experience and improved learning outcomes. Equity is not being met for rural and remote schools in the teaching of LOTE as urban schools have access to face-to-face learning.

CARRIED

SPECIFIC NEEDS

A 34. WESTMAR INGLESTONE BRANCH

Motion

“That ICPA Qld lobbies the Department of Education to ensure that small schools with students identified with physical, cognitive, emotional, behavioural and/or diverse learning needs, be provided with sufficient support for teaching staff and students, so that the Australian curriculum is accessed by all students in the entire multi-aged classroom.”

Explanation:

In small schools where there are multi-aged classrooms and no specialised support services, it is not only the student with the learning adversity that has their learning interrupted and challenged, but the entire classroom. Specialist teachers and support staff provided to our small schools, are usually visiting staff (on a roster) who travel from a larger centre. These visits can be unreliable if there are “unforeseen circumstances” at the larger centre, to the detriment of the staff and students at the small school. Small schools ideally need their own cluster support services and not rely upon services distributed from a larger facility. Teaching principals are trained to teach, however in these circumstances their time becomes strained trying to facilitate this support.

Case Study example –

Teacher Aide hours of support were reduced in 2022/2023 – and consequently our small school must apply for extra hours to fill the gap. This is an extremely time intensive process – time which our teaching principal does not have, due to many other constraints. Support for our students comes from a variety of places. GO based in Chinchilla, OT based in Bollon, Physio based in Roma and our Speech Language Pathologist comes from Toowoomba – these services are all more than 90 minutes away.

Our HOSSES (Head of Special Education Services) is based in Tara. This year our HOSSES contact has been one phone call and a physical visit for 3 hours (during teaching hours). This person has since taken over the role of Deputy Principal at Tara, so our small school has not had a dedicated HOSSES since mid-March. In Term 1 we also had staffing issues with no second teacher in the school until week 2 and then only one day per week (not two days, as we were allocated).

EQ has a new system where schools can access support using Specialist Disability Support for Schools (<https://education.qld.gov.au/about-us/budgets-funding-grants/grants/other-organisations/sdss/for-schools>). This system is adequate if you are located somewhere near where services such as this exist – unfortunately however, not in our district.

CARRIED

S 8. TAMBO BRANCH

Motion

“That ICPA Qld lobbies the Department of Education to broaden its criteria for Rural and Remote Schools to access Allied Health Services that are education related.”

Explanation:

Living and educating children in rural and remote schools, families are continually faced with the challenge of accessing Allied Health Services that will assist with positive educational outcomes.

It is challenging for Education Queensland to fill Allied Health positions in Rural and Remote locations,

due to many factors out of their control.

It is paramount that the criteria be reassessed to allow more flexibility for rural and remote schools to access such vital services that may be available in the community from an external provider.

It is really important that children have access to Allied Health in their own communities as taking children 1000's of kms away from home to access these services is disruptive to their schooling due to requiring many days off, where it would only require a 40-minute session in their own environment.

CARRIED

TEACHER EDUCATION

A 35. FAR NORTH QUEENSLAND BRANCH

Motion

“That ICPA Qld lobbies the Department of Education and training providers to support the creation of accredited training pathways for Home Tutors to not only formally recognise their educational and teaching skills and experience in the distance education home classroom, but also to improve their future employment opportunities upon finishing up as a Home Tutor.”

Explanation:

Distance education for geographically isolated students who have no access to daily face-to-face schooling and students that have other barriers to attending face-to-face school 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 to teach and supervise the distance education program, in addition to necessary preparation time. The Home Tutor role requires dedication and commitment and often lasts several 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 accountable for the face-to-face delivery of educational support, supervision, and educational evaluation of their students.

Particularly for geographically isolated families, the role of Home Tutor often falls on the mother, which means they are then unable to participate in, or have to juggle, other day to day work, either in the family business, on the property on which the family resides or elsewhere. They often forego their own careers, earning capability and study ambitions to teach their child/ren enrolled in distance education. Some families may employ a tutor or governess, but this comes at substantial cost and finding a governess/tutor is often difficult in isolated areas⁶

Often over many years in the role, the Home Tutor develops a range of invaluable educational and teaching skills, but there is no formal recognition of these skills and experiences, or upon finishing as a Home Tutor, limited future employment opportunities in face-to-face schools. Home Tutors should have the opportunity to take up accredited training pathways in order to attain formal qualifications in the education field. With the shortage of teachers and high demand for teacher aides in Australia, particularly in rural and remote areas, Home Tutors are an ‘untapped asset’ and formally recognising their many years of commitment, skills developed, and experience is a benefit all round.

As part of the training pathways it is proposed that due to the nature of the role Home Tutors play in the home classrooms and their participation in professional development delivered at distance education community engagement events, they should be eligible for recognition of prior learning (RPL) for some course units, as well as reduced classroom time for placement. Investigation into suitable courses offered by Queensland TAFE found that the Certificate III in Education Support requires 100 hours of placement.

This would be difficult to achieve, particularly for a geographically isolated Home Tutor, so it is proposed that time teaching in the home classroom and opportunities for supervised teaching at distance education minischools count towards placement. Current barriers to achieving this aim should be addressed and dismantled.

As an example, ICPA Northern Territory have teamed up with Charles Darwin University to create training pathways for Home Tutors. The scheme supports Certificate III, Certificate IV, and Diploma qualifications for both Home Tutors and people who may work as governesses for children doing distance education. The program supports RPL, reduced class time, and once completed the qualifications count towards an education degree.

Further, finding and retaining Home Tutors and governesses can be difficult, and having the opportunity to upskill and come away with a qualification while working, will encourage more people into the role of Home Tutor.

² Isolated Children's Parents' Association Inc (Australia) 2023. Distance Education Portfolio 2022-23 Briefing Paper.

CARRIED

TERTIARY, TRADE AND TRAINING

A 36. TAMBO BRANCH

Motion

“That ICPA Qld lobbies the Department of Employment, Small Business and Training to generate a flow chart that provides details of support contacts for apprentices/trainees at various stages throughout their training.”

Explanation:

When apprentices start their training journey there is a lot of information to gather and navigate. Having a flow chart available as a visual guide for apprentices would allow for better understanding of the process. This type of resource would also provide apprentices, parents, and their support network with contact information for regional offices where they are able to get support and information and advice on when it is appropriate to contact such offices. A resource such as this would support rural and remote based apprentices as well as apprentices who have relocated for their training when they are perhaps away from family networks and support structures along with the process to expect throughout their apprenticeship.

CARRIED

A 37. WINTON BRANCH

Motion

“That ICPA Qld increases awareness amongst tertiary training providers of the job opportunities that exist for tertiary education students in the role of Home Tutor/Governess.”

Explanation:

To coincide with the current promotion of careers in education, awareness should be brought to the opportunity of working as a Home Tutor or Governess so that tertiary students studying in the field of education can experience a distance education setting and rural communities. This could lead to positive outcomes with more graduates choosing to take up rural placements and assist families who are struggling to find suitable applicants to fill these positions. In addition to this, the tertiary education student is gaining experience working with curriculum, practical teaching skills, classroom management skills, and many other skills that will transfer to their chosen education career.

CARRIED

TRAVEL

A 38. MOONIE BRANCH

Motion

“That ICPA Qld lobbies the Department of Transport and Main Roads and all other relevant departments to adopt financial payment parameters that are fair for the viability of isolated and remote school bus runs, given the introduction of electronic tagging of school buses and passengers, and fluctuations in remote school student numbers.”

Explanation:

The introduction of electronic tagging of buses and children, while brilliant for the peace of mind of many, has raised some concerns for remote and isolated bus run owners. The foremost concern is the reduction in per kilometre payments when children are not on the bus due to wet weather, town appointments, sports carnivals etc.

Isolated bus runs are a business that needs to be remunerated so they are viable to maintain the security of services in rural and remote areas, such as a minimum per km retainer, despite the daily fluctuations in passenger numbers. In the longer term as rural and remote areas by nature fluctuate in the number of students from the generations and new families coming into district, bus routes need to be easily extended to accommodate these fluctuations. The threat of permanently losing bus runs, when there is only a year or two between the next generation coming of school age is a constant concern. In these rural and remote areas, bus operators are often forced to leave the community for supplementary income to maintain their buses and upgrade them.

CARRIED

A 39. NEBO BRANCH

Motion

“That ICPA Qld lobbies the Department of Transport and Main Roads and Translink to collaborate with ICPA Qld in assisting to gain vital data, state-wide, to ascertain the discrepancy and eligibility of families regarding the conveyance allowance.”

Explanation:

Nebo Branch highlights that this is an issue that has been on the agenda for decades. It is disappointing to see that the same issue still exists with no change in policy from Translink on such a recurring problem, despite ongoing efforts to continually raise awareness from ICPA Qld State Councillors. ICPA Qld State Council has attempted to gain case studies directly from member families to support the advocacy. We understand the issue has reached a standstill with Translink indicating

they will not consider any change without data substantiating the difference in lengths travelled by families from their home garage to the property boundary, which for years this organisation has lobbied that families are not being properly compensated for, or are unfairly ineligible due to technicalities.

We are seeking that Translink be made aware that this volunteer organisation simply does not have the technical capabilities, funding, or support to collate the supporting data they are requesting in order to consider the matter further. Information requested such as GPS co-ordinates, google maps and images of driveways, property boundaries, and bus pickup locations, is outside of the technical and connectivity capabilities of some members, as well as them being overwhelmed having to undertake and provide this information themselves when being previously requested to do so. We feel it is time that Translink join the efforts in obtaining this data, and further suggest they already have this information in place with their GIS and PLI data systems (see extract below). It is time that Translink take initiative to identifying families being undercompensated, look at restructuring their allowance system, and identifying those who have not been covered at all, in the hope that a more equitable system and method of calculation can be formulated, and finally, being paid for the actual kilometres travelled from home garage to bus pickup location.

Additional Information supporting: In viewing the *Queensland School Transport Assistance Scheme Policy* current as at July 2022, an extract from page 5 reads:-

Distance measurements

A Geographic Information System (GIS) is used to measure distance.

The distance between the student's residence and nearest state school or non-state school of type, or the nearest bus service, is measured by the shortest trafficable route over roads for public use, and averaged. For example, distance from school to the residence and return, divided by two.

The following Queensland Government datasets are used:

Department of Transport and Main Roads approved digital road network

Department of Resources Property Address Queensland database, commonly referred to as the Property Location Index (PLI)

Department of Education defined school location points.

The datasets for PLI and school location points are available on the Queensland Government Open Data Portal at data.qld.gov

CARRIED

A 40. NEBO BRANCH

Motion

"That ICPA Qld lobbies the Department of Education, Department of Transport and Translink to make Kindergarten children attending local schools that offer State Delivered Kindergarten an allocation so that they can travel on designated rural bus runs."

Explanation:

We are seeking that Translink includes in their policies guaranteed seating allocation for kindergarten attendance children. Formal recognition of kindergarten children is required for bus operators to receive any State Government financial assistance.

Currently, where space permits, bus operators are transporting kindergarten children on their service as a matter of goodwill. Whilst in many cases the inclusion of these children will assist in the long-term viability of bus runs due to increased numbers, there may be short term instances where the

total number of children seeking to travel on a bus run may exceed the number of allocated seats a small bus has capacity to carry. In these instances, we are seeking that there be provision made to allow some discretion and decisions of the local community, together with either their bus committee or bus operator, to decide how any additional numbers will be handled. We would be seeking that in making the allocation a guarantee, that a small bus operator should not be automatically required to upsize their bus to accommodate the extra numbers if it is a short-term increase.

Since State Delivered Kindergarten has now been in place at any State School throughout Queensland since 2019, it is time that these students be provided for as an allocation in alignment with all other students.

CARRIED

A 41. CLARKE CREEK BRANCH

Motion

“That ICPA QLD lobbies relevant authorities for the Conveyance Allowance to be modified to include kindergarten students in rural and remote areas.”

Explanation:

Since the commencement of the State delivered Kindergarten Program to rural and remote communities throughout Queensland, we have seen branch motions presented at ICPA State Conferences regarding Remote Kindy Travel.

In instances where Kindy students are unable to travel by bus to attend these kindergarten programs and when the family home is a considerable distance from the nearest primary school offering a state delivered Kindy program there should be provision of a travel allowance to support geographically isolated families with the cost of travel. Primary students who reside more than 3.2 km from the nearest school are currently eligible for a travel allowance.

CARRIED

MISCELLANEOUS

A 42. LONGREACH BRANCH

Motion

“That ICPA Qld considers offering a recurring membership subscription to meet the needs of contemporary families.”

Explanation:

To establish a solid membership base and the most convenient reliable way for members to renew membership we propose that ICPA Australia and Qld offer a recurring membership subscription which is automatically renewed each year with credit card. Members still receive an email notification regarding their renewal and can choose to opt out. This system may increase membership as members won't forget to renew their membership and it saves them the extra job of logging onto the ICPA website. This automatic system will better meet the needs of busy mums and families.

CARRIED

A 43. NEBO BRANCH

Motion

“That Nebo Branch kindly requests ICPA Qld State Council to consider, and liaise with ICPA Federal Council, about introducing in addition to the 12 month membership, further options of 3 year, 5 year, and possibly 10 year membership renewal options.”

Explanation:

At a branch level, it is becoming increasingly difficult to recruit, or maintain members. We are experiencing that the annual membership seems somewhat onerous to some people, coupled with the timing of renewal falling at a busy time for families over Christmas/New Year and return to school. As a result, the requirement of renewing year in, year out sees some members fail to renew after a year or so and our membership falters. Having discussions within our branch, as well as neighbouring branches, we feel that if there were longer term options for renewal, this would be desirable for many. Even with the initial greater upfront cost, people would feel organised by having completed this task and not having to revisit for some time. Their support for State and Federal Councils' is also solidified well into the future. It is not that those in our area are unsupportive, or unwilling to join, rather some seem unmotivated to continually renewal.

CARRIED

A 44. MT ISA BOTA BRANCH

Motion

“That ICPA QLD liaises with ICPA Australia to develop constitutional changes necessary for financial members to be able to join additional ICPA branches as affiliate members by paying the required additional branch membership portion only.”

Explanation:

For example, a financial member of the Cloncurry ICPA branch would only have to pay our Mt Isa BOTA \$3 to be an affiliate member of our branch, not purchase two full memberships which is currently the only available option. We are noticing that some branch events require compulsory membership of ICPA QLD in order to participate such as sports camps, and that this is leading to a prevalence of members holding two ICPA memberships.

Our branch has members who have paid full membership (that is branch, state and federal fees) twice over, so State has received \$60 and Federal \$44 from the same member.

State-wide there are some instances where one spouse is a member of one branch and the other spouse a different branch. There are also travelling families who have membership with their local branch and additional membership (sometimes interstate) with another branch when they are contracting in that area. Our branch also has difficulties in that we conduct an annual Sports For Bush Kids (SFBK) event for families from over 10 different ICPA branches from Mt Isa School of The Air (MISOTA). The SFBK Committee is open to any MISOTA family but unless they are a member of our branch, they can't put forward motions for our branch to approve such as budgets, expenditure, grants and sponsorships.

We appreciate that multiple branch memberships cause issues for the current online membership system and significant changes would have to be made to the database to accept affiliate memberships. We feel that members who wish to become active in more than one ICPA branch is beneficial for the organisation and should be encouraged and facilitated if possible. It would be up to the discretion of ICPA QLD and ICPA Australia as to whether a branch affiliate member has the same rights at that branch compared to the branch they are fully financial with. For e.g. can they hold

Executive Positions, vote at AGM's or be delegates for their affiliate branch/es at Conference?

LOST

A 45. NEBO BRANCH

Motion

“That Nebo Branch kindly requests ICPA Qld State Council to consider an upgraded feature to their online risk management form, to become more user friendly with the form being able to be entirely completed and submitted via the same online link.”

Explanation:

We appreciate that Qld State Council may not have the technological capabilities to achieve this request at this time. We wanted to raise the desire for this form to become more easily completed, so that it could be done on any device, for example, by clicking a “risk management form link”, auto filling in the requisite information, digital signing or confirmation/acceptance of the information, and clicking a completion button at the end of the online form that would send the completed information directly back to Qld State Council, all via the one online link. The current form as a PDF needs to be downloaded, completed, saved, printed, signed, scanned, and emailed back, often while negotiating unreliable internet. With many branches having members stretched with their volunteering, family, and work commitments, making this important form easy, instant, and able to be undertaken and completed anywhere, anytime, would see this completed in a much timelier manner and streamline the process for all.

LOST

S 9. TAMBO BRANCH

Motion

“That Tambo ICPA encourages ICPA State Council to engage a PR/media agency to assist and support with ICPA lobby and promotion.”

Explanation:

PR/media agencies can be engaged on a needs basis. They have the skills, qualifications, and contacts to enhance ICPA's lobby. The workload on the volunteers continues to grow and change and it becomes more relevant to have support available to State Council in the public relations and media sphere.

CARRIED

S 10. QUEENSLAND STATE COUNCIL

Motion

“That the Minutes of the 2021 Queensland State Conference be ratified.”

CARRIED

S 11. QUEENSLAND STATE COUNCIL

Motion

“That the Minutes of the 2022 Queensland State Conference be accepted as true and correct.”

CARRIED

F1 NEBO BRANCH - SCHOOLS

“That ICPA Qld Inc. lobbies the Department of Education to fund travel for all staff whose roles are positioned across multiple schools, to ensure the viability of these positions.”

Explanation:

Rural and remote schools are experiencing staff shortages across the board and are struggling to attract and retain staff for positions such as a second teacher, admin, teacher-aide, cleaner, IT support, groundskeeping, sport and HPE, music and LOTE. These positions are often part time, one day or one session positions and the location of rural schools, coupled with the lack of greater hours to make it attractive and viable, especially when there is no guaranteed travel component to support these travelling roles. Sharing these positions within a cluster in the most viable option and we ask these positions be fully supported financially for travel and the flexibility to be employed in a shared capacity to meet the needs of these unique circumstances.

CARRIED

F2 NEBO BRANCH - TRAVEL

“That ICPA Qld Inc. lobbies the Department of Education to assume responsibility for the management of rural and remote school bus runs.”

Explanation:

The Department of Education would be a better suited Department to handle the management of rural and remote bus runs due to their innate understanding of the uniqueness, complexities and specific needs and circumstances of these runs.

CARRIED

AGM Motion 1

MINUTES OF 2022 AGM

“That the minutes of the 2022 AGM be accepted.”

Carried

AGM MOTION 2

MINUTES OF 2021 AGM

“That the minutes of the 2021 AGM be ratified.”

Carried

AGM Motion 3

ADOPTION OF FINANCIAL STATEMENTS

“That the Treasurer’s report be received and Audited Financial Statement for the Financial Year 1st April 2022 to 31st March 2023 as presented to the Non-Profit Sub Entities branches at conference be adopted.”

Carried

AGM Motion 4

SETTING OF MEMBERSHIP FEE

“That the membership fee for 2024 be set at \$30 inclusive of GST.”

Carried

AGM Motion 5

SETTING OF FOICPA SUBSCRIPTION

“That the ‘Friends of ICPA Qld’ Subscription, only available for organisations, be set at \$75 inclusive of GST for 2024.”

Carried

AGM Motion 6

ELECTION OF AUDITOR

“That Ringrose Button Chartered Accountants be appointed auditors for the coming year.”

Carried

AGM Motion 7 - BELYANDO – MT COOLON BRANCH

Motion

“That the Belyando/Mt Coolon Branch hosts the 53rd ICPA Qld Inc Annual State Conference in Townsville in 2024.”

Explanation:

Belyando/Mt Coolon would like to host the ICPA Qld Conference in Townsville in 2024 to promote the regional area. Hosting in a large regional centre such as Townsville will assist the organisation of conference.

Carried