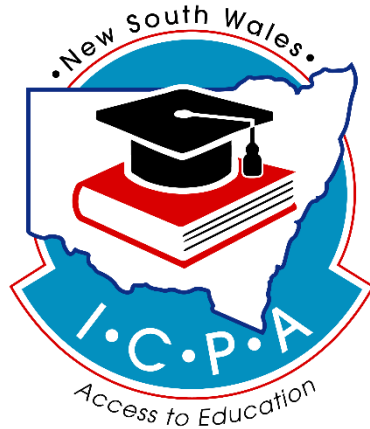


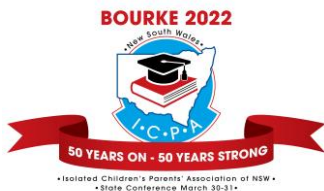
**THE
ISOLATED CHILDREN'S PARENTS' ASSOCIATION
OF NEW SOUTH WALES INC**



***50th Annual Conference
Bourke – 2022***

Motions

**THE ISOLATED CHILDREN'S PARENTS' ASSOCIATION
OF NEW SOUTH WALES INCORPORATED**



ALLOWANCES

A1. Bourke

“That ICPA-NSW supports ICPA (Aust) in requesting relevant Federal Ministers to change the criteria of the Relocation Scholarship so that tertiary students from remote and rural areas, who are not eligible to receive other student allowances, still receive the Relocation Scholarship if they are leaving home to study the year after completing Year 12.”

Explanation:

Tertiary students who are eligible for Dependent Youth Allowance are also able to apply for the Relocation Scholarship which is a welcome injection of funds for any student having to leave the principal place of residence and set up a new place to live to attend tertiary studies. However, it is not available to students who are deemed independent or not eligible for any other allowance. The meaning of relocate is ‘to move or to establish in a new place’. Regardless of whether a student is eligible to receive certain student allowances, they are still relocating. This scholarship was established to ensure students who had to undergo a process of relocation would not have the unfair financial burden of a move compared to those who are able to live and study from their family home. It would appear less as they are not only unable to access Youth Allowance but are also ineligible for the Relocation Scholarship.

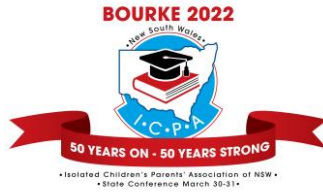
Carried/Lost

A2. Bourke

“That ICPA-NSW supports ICPA (Aust) in requesting the Federal Government to change the criteria for gaining Independent Youth Allowance, so that rural and remote students who have to leave home to study at tertiary level, and are not eligible for Dependent Youth Allowance, are eligible for Independent Youth Allowance.”

Explanation:

Students who are unable to access Youth Allowance due to the Parental Means Test are having to support themselves until they prove they are independent. The Parental Means Test is not indicative of what income is available to support the family. Commodity prices and sale of stock due to drought can exaggerate figures. Consideration needs to be given to the fact that most income goes back into the running of the farm or into Farm Management Deposits for restocking and/or taxation reasons because of the forced sale of stock. We are not wanting to include students moving out of home because they feel like moving. The students we represent move hundreds of kilometres to major regional centres or cities and pay inflated rent and utilities for accommodation near their university. Moving so far away from the family home to set up a second home is a fair indication that these students are the very ones that should be eligible for Independent Youth Allowance. These students should be focusing on studying their chosen degree. It is great if they find part time employment however finding a job in a new environment and



supporting themselves is a major concern. It leads to high dropout rates and increased stress and anxiety on individuals.

Carried/Lost

A3. Bourke

“That ICPA-NSW supports ICPA (Aust) to request the Federal Government change the eligibility criteria for Independent Youth Allowance, so that those rural and remote students who choose to save or invest their earnings during the working period prior to attending university, are not disadvantaged.”

Explanation:

Students who choose to save their earnings during their gap year should not be deemed ineligible or disadvantaged. Many students work hard to save their earnings to buy a car or perhaps a house deposit but instead must use their savings to support themselves and pay rent while attending university. Other students who earn enough to be considered eligible for Independent Youth Allowance but spend everything they earn can be eligible for the allowance but those who have saved and have money in the bank or invested their earnings are not eligible for the allowance, and therefore not eligible for the Relocation Scholarship, Tertiary Access Payment or Rent Assistance.

Carried/Lost

A4. Bourke

“That ICPA-NSW requests all relevant NSW Ministers and Government Departments use a more accurate mapping method than the NSW Department of Primary Industries (DPI) Combined Drought Indicator (CDI) or ‘drought map’ that has been used to determine how affected a particular area is for assessing funding and drought services.”

Explanation:

An example of how the inaccuracy is causing disparity is that Bourke was assessed at the lowest rate of drought impact as at 30 June 2019. As most people would be aware, this is indeed far from the case, and Bourke continues to feel the significant impact of the prolonged drought both economically and socially. The funding payments anticipated for the Bourke and District Children’s Services (Preschool, Mobile & Childcare) for the three licences were a third of what was received due to assessment determined by the Combined Drought Indicator. This would have allowed the Services to install water saving measures such as irrigation and tanks and replace plantings, so that we could provide quality learning environments during a drought. The use of the Combined Drought Indicator mapping has also meant that children in our area are not eligible for the Drought Break program run by the Office of Sport, as the map indicates that Bourke (along with Cobar and Wilcannia) are not severely drought affected. The children and families in these areas are ineligible.

Carried/Lost





A5. Broken Hill

“That ICPA-NSW continues to support ICPA (Aust) to request Services Australia to increase the Assistance for Isolated Children (AIC) for geographically isolated students undertaking secondary education via Distance Education.”

Explanation:

As students reach secondary level of their schooling through distance education, their needs become greater from the primary years. Currently the AIC allowance is the same for secondary students studying via distance education as primary students. Once a student reaches Year 7, more than likely they will be changing schools. This means extra cost of setting the student up for the school year. Changing schools encompasses new costs such as uniforms, appropriate furniture, educational resources, technology devices and access to satellite internet. With students moving into secondary schooling through Distance Education, it quite often means that the school is a much further distance from their home. This makes travel and accommodation expenses higher for students to be able to attend residential events.

For example, many ex-Broken Hill School of The Air (BH SOTA) students are continuing their education into secondary through Dubbo School of Distance Education (DSODE) or ECalrossy. As students move on from BH SOTA, they need to return all furniture, resources, and access to satellite internet to the school. Another example are White Cliffs and other students who live in a town which has access to primary school but not secondary schooling. These students will be studying via Distance Education for the first time which means students need to be set up for their secondary schooling including new appropriate furniture, learning resources and new uniforms. With more demand on technology for student learning the families need to set up access to satellite internet and have the appropriate devices to carry out their school work. Dubbo and Tamworth are a much greater distance from students in Far West New South Wales which adds to travel and accommodation costs for students to have equal access to educational experiences at the student’s school. All these expenses are the responsibility of the student’s family.

Carried/Lost

A6. Louth

“That ICPA-NSW supports ICPA (Aust) to request Services Australia to increase Centrelink rent assist payments”

Explanation:

Regional, remote and very remote children need to factor in rent to their study plans. Rent is the biggest component of a student’s costs. For example, to study in a larger city this may mean that a student has to work so much that their course suffers.

Fortnightly

If a student is over 18 years of age, has no children and is single Youth Allowance is \$304.60.



Rent Assist varies according to your rent. If a student is paying \$124.60 in rent they will receive a maximum of \$93.07 rent assist.

Approximate average fortnightly costs based on single basic room.

- Charles Sturt University Orange - \$400 without board
- Port Macquarie's Charles Sturt University -\$480 without board
- Coffs Harbour Southern Cross University -\$400 without board.
- Women's College Sydney University- \$1200 with board.
- University of New England-\$350 without board
- Sydney rented share accommodation - \$600 without board
- Larger regional NSW town/city rented share accommodation- \$320 without board

Carried/Lost

A7. Nyngan

“That ICPA-NSW supports ICPA (Aust) in requesting the Department of Human Services to increase the Assistance for Isolated Children boarding allowance to more closely reflect the real costs of educating isolated students.”

Explanation:

Boarding school fees continue to rise at a greater rate than the CPI. The Assistance for Isolated Children boarding allowance, an equity allowance, needs to be updated constantly to reflect the increasing financial burden being placed on isolated families by the government to educate their children. There is an underlying problem of an ongoing erosion of this benefit as an allowance, as boarding and tuition fees increase at a greater rate than the allowance. If our government is serious about providing the world-best educational opportunities to equip children with the skills they need, this equity allowance needs to remain equitable, giving rural children an education equivalent to their city counterparts.

Carried/Lost

A8. Walgett

“That ICPA-NSW request ICPA (Aust) NSW Government urgently review the current Assistance for Isolated Children Policy and Guidelines to move from a largely school ‘subject choice’ focus of assessment for funding to the assessment of a much broader criteria of educational disadvantage based on conducted research.”

Explanation:



There has never been a more pertinent time in our community, while we all experience the chronic teacher shortages across the state, to address the educational disadvantages of rural and remote students ... some very remote and socially isolated. Why are these students still being overlooked? Why has the AIC Policy and Guidelines not been changed over time to address obvious educational inequalities in this region?

The students in the most educationally disadvantaged areas of this country are still unable to access the AIC, the AIC being a small contribution to the enormous costs of education.

One example of the many studies done on Educational Disadvantage, real educational disadvantage, that could be used in an AIC Assessment is a particular Study done by Bankwest Curtin Economics Centre Study, "Educate Australia Fair", June 2017. To quote Dr Allan Duncan in his Foreword

'There are many indicators that can be used to measure education access, participation and outcomes, but no one indicator can show the full picture. Through the new BCEC Educational Disadvantage Index, we pull together data from a wide range of sources, to deliver a comprehensive analysis of education inequality across Australia. We profile those areas of the country that aren't providing fair access to educational opportunity for our youngest Australians and see how this potentially exacerbates participation in education in the later stages of secondary and into tertiary education.'

In this study they included the ten areas that suffered the most educational disadvantage. Number 1 Far West, number 2 Walgett - Lightning Ridge and number 3 Bourke -Brewarrina.

All students from these particular areas, some very sparsely populated, deserve the opportunity for a fair and equitable education. By offering these students some assistance in making them all eligible for the AIC, is a step forward in addressing their very real educational disadvantages and the social isolation they experience simply defined by the postcode in which they live.

Carried/Lost

A9. Walgett

"That ICPA-NSW supports ICPA (Aust) in requesting the Department of Human Services to change the criteria for the Relocation Scholarship to include all students from regional or remote areas relocating who do not qualify for Dependent Youth Allowance"

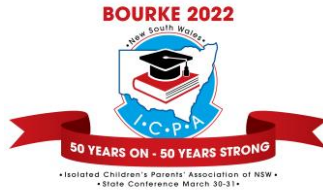
Explanation:

Dependent adults need financial help in relocating to university, these students are moving from regional and remote areas to the city or possibly even interstate and this is a huge burden on the financials of the family.

The Relocation Allowance would give them the opportunity and time to move, settle and commence studies before having to seek employment to subsidise their cost of living away from home.

Carried/Lost





BOARDING SCHOOLS, AGRICULTURAL HIGH SCHOOLS AND HOSTELS

A10. Balranald

“That ICPA-NSW requests the relevant authorities to create a standard Essential Traveller’ exemption for boarding school students, their parents and tertiary students that live in a different state to their educational institution, if border closures occur in the future.”

Explanation:

During 2020/2021 Covid 19 pandemic many boarding, and university students and their families were placed under undue stress when state border closures prevented students returning home or back to school or university, preventing them from being able to access their education, and maintain their emotional well-being. Late in 2021, a National Code for Boarding School Students was created by the Federal Government, with all states agreeing to adopt the principles of the Code and implement it in each state. Overwhelmingly, few states implemented the code in such a way that it benefited students and their families, only adding to the stress and uncertainty of travel and education plans. There appeared to be no federal body able to hold the states to account on this. With school returning in 2022 during the Omicron wave of COVID-19, state governments again gave differing guidelines to boarding houses and hostels to accommodate and care for students upon return. Many boarders commenced boarding with a “drop off” where parents were not allowed on school site, and boarders unable to leave school premises for any reason, including medical appointments. Many of these boarders share classes with day students who return home daily with freedoms to come and go from school. In many cases, it would seem boarding students are being isolated on school grounds to avoid isolation in the future. This could become detrimental to the emotional and social wellbeing of students if it is to continue for prolonged periods of time, as well as affecting their ability to perform academically. The lack of consistency around these requirements has led to confusion and stress for many families and children. With ICPA-NSW continuing to advocate for these students, their wellbeing can be kept at the forefront of priority of the relevant authorities.

Carried/Lost

A11. Balranald

“That ICPA-NSW continue to request the relevant authorities to consider the emotional wellbeing of boarding students when implementing covid management plans in boarding houses

Explanation:

With school returning in 2022 during the Omicron wave of Covid 19, state governments again gave differing guidelines to boarding houses and hostels to accommodate and care for students upon return.



Many boarders commenced boarding with a “drop off” where parents were not allowed on school site, and unable to leave school premises for any reason, including medical appointments. Many of these boarders share classes with day students who return home daily with freedoms to come and go from school. In many cases, it would seem boarding students are being isolated on school grounds to avoid isolation in the future. This could become detrimental to the emotional and social wellbeing of students if it is to continue for prolonged periods of time, as well as effecting their ability to perform academically.

The lack of consistency around these requirements has led to confusion and stress for many families and children. Some state health authorities have defined all boarding students within a boarding institution as close contacts of each other, while others have different rules. Some are allowed to have students isolate within the boarding house, while others have been told they cannot do this, and any child who is unwell, deemed a close contact, or positive with Covid 19 must be collected immediately. This obviously presents logistical problems with many families unable to make a return trip from home to school safely without needing to stay overnight along the way due to distance, but unable to do so with a student with covid.

These scenarios present constant concern and worry for boarding staff, students and family, causing building stress and worry for all involved, while the wider community returns to a greater sense of normal while living with covid. The gap is widening for the rural and remote students accessing education through boarding school. With ICPA-NSW continuing to advocate for these students, their wellbeing can be at the forefront of the relevant authorities.

Carried/Lost

A12. Broken Hill

“That ICPA-NSW strongly requests ICPA (Aust) to advocate for boarding school students, to ensure state governments follow and implement an explicit National Code for Boarding School Students.”

Explanation:

As states learn to live with COVID-19 spreading within the community, there is concern from families that restrictions placed on boarders puts them at a disadvantage compared to their day student peers. We understand that restrictions are necessary to protect boarding communities but feel that the restrictions placed on boarders could be more flexible and consistent. Boarders, as a cohort, are already at a disadvantage and are vulnerable.

Carried/Lost

A13. Broken Hill

“That ICPA-NSW advocates for boarding school students and their immediate families to be classified as “Essential Travellers” in emergency management plans.”

Explanation:





We greatly appreciate that state borders are for now open, yet families live with the worry that this could change and appreciate ICPA-NSW and ICPA (Aust) working with the relevant authorities to prevent border closures and/or Local Government Areas lockdowns affecting boarders and families in the future.

Carried/Lost

A14. Louth

“That ICPA-NSW urges the NSW Department of Education and relevant stakeholders to consult with ICPA-NSW and NSW boarding families to be flexible and considerate around regulations regarding returning to school.”

Explanation:

The return to boarding saw differing interpretations of the health guidelines by boarding schools. There need to be policies which allow for a more streamlined boarder drop off, both for schools and families, at the beginning of the year and the school terms throughout the year. Staggering return times for instance which then limits the number of people in the boarding houses, at any one time, elevating the need for drop off time restrictions on families and the use of Rapid Antigen Tests before entering boarding houses can help with the process. Boarder family involvement is an integral part of the boarding school environment. Louth Branch urges the NSW Department of Education and boarding schools to work together on this issue.

Carried/Lost

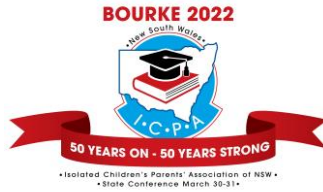
A15. ICPA-NSW State Council

“That ICPA-NSW strongly supports the Australian Boarding Schools Association and ICPA (Aust) in requesting that at all times, boarding school staff are considered essential workers.”

Explanation:

With the current pandemic some health authorities have not declared that all the boarding school staff are considered as essential workers. Boarding schools are very different school settings and need more than teachers to be operational. All teachers are considered essential workers, but not all the other staff such as boarding staff, kitchen staff, cleaning staff. Without all these members of staff, boarding schools are unable to operate.

Carried/Lost



COMMUNICATIONS

A16. Louth

“That ICPA-NSW strongly requests Telstra address the lack of a consistent mobile and landline service to the Louth Public School and local community”

Explanation:

The Louth Public School has ongoing issues with their landline and are forced to use a mobile however the mobile phone service is not always reliable. If the landline service is not available and if the mobile service goes off, the Louth Public School is uncontactable and unable to make calls including if there is an emergency.

Carried/Lost

A17. Namoi

“That ICPA-NSW requests the Telcos to ensure that when 3G services are switched off, that the rural/remote mobile service is equivalent or better than what we currently have.”

Explanation:

Rural/remote people rely on reliable, affordable mobile services for phone calls and internet (for emergencies, education, running of businesses, accessing online health services and in their personal lives).

Carried/Lost

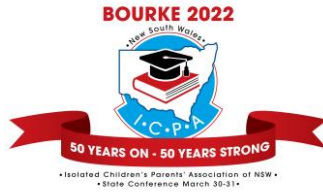
A18. Rankins Springs

“That ICPA-NSW strongly urges the NSW Minister for Education and Early Childhood ensure that all remaining TP1 and TP2 schools with satellite internet have a secure and consistent connection.”

Explanation:

We thank the Department of Education for installing fibre optics at Naradhan Public School which has resulted in an improvement with the connection as opposed to the previous satellite internet connection.

Carried/Lost



A19. Tibooburra/Milparinka

“That ICPA-NSW thanks NBN for donating laptops, in 2021, to various education facilities around the state including Broken Hill School of the Air and their Hay campus.”

Explanation:

The laptops have been utilised for various reasons. Some examples include one of our branch members, whose NSW Department of Education internet connection, required for satellite lesson, broke in July 2021. The connection could not be fixed until a technician physically came to their remote property, as there was a lockdown, this could not occur and in fact still in February 2022 has not been fixed. The family’s 3 children were able to use the laptop to attend the school’s satellite program. They used a home NBN Sky Muster Plus plan to connect and access essential satellite lessons. Without the laptop the 3 children would have been unable to access essential satellite lessons.

Another example includes the scripture teacher based out of the School of Air Hay Campus. The teacher used to travel many hundreds of kilometres to come into the studio in Hay. The teacher now has a laptop, with the school satellite lesson program on it and can now log in and teach her lessons from wherever she is. The teacher has expressed much gratitude at being able to do this.

Carried/Lost

A20. Tibooburra/Milparinka

“That ICPA-NSW asks Telstra to provide comprehensive information on the conversion of 3G to 4G connectivity to all local and remote communities for many reasons including education of our students. Members would like consultation and dissemination of such information with specific timelines, accessibility, booster and equipment capability before 3G towers are converted to 4G connectivity.”

Explanation:

We request that Telstra provide this information across a variety of means, such as letters, social media, community meetings, webinars, local newspapers, phone calls etc in simple to understand terms.

In June 2019, a laminated letter was found, zip tied to the property Mt Shannon fence. The letter was to inform the community that the, Mt Shannon, 3G tower was to be upgraded to 4G, within the next 6 months. The tower is still currently on 3G. The community is still in the dark as to when the tower is going to be upgraded. Some community members who are on the edge of coverage of this tower are very concerned that moving to 4G will decrease the area the current tower covers. This tower not only provides mobile connectivity but also landline coverage. In our distance education classrooms this means phone support for our students, home tutors and parents.

Carried/Lost



DISTANCE EDUCATION/AHVISE

A21. Brewarrina

“That ICPA-NSW urge the NSW Department of Education to investigate alternative learning options for Stage 3 students rather than the current option through Distance Education and School of the Air.”

Explanation:

Currently Calrossy are offering a virtual classroom called eCalrossy for Year 7 and 8 students. It is a virtual classroom that is giving rural and remote families another option to educate their children other than sending them to boarding school.

Can the NSW Department of Education adopt a similar program for Stage 3 - Year 5 and 6 students in preparation for secondary schooling?

Currently, Dubbo School of Distance Education and Broken Hill School of the Air are not meeting the needs of the Stage 3 children in adequately preparing them for the transition to secondary school. The e-learning platform would allow the Stage 3 children to remain at home until the end of Year 6.

Carried/Lost

A22. Brewarrina

“That ICPA-NSW Urges NSW Department of Education to encourage the sharing of resources between Dubbo School of Distance Education and Broken Hill School of the Air to ensure quality educational outcomes for all distance education students.”

Explanation:

Can the Department of Education encourage both Dubbo School of Distance Education and Broken Hill School of the Air to share learning material between the centres to enhance the learning of their students.

Broken Hill School of the Air has deconstructed their maths program and added extra content which would greatly benefit other students in other centres like Dubbo School of Distance Education.

Carried/Lost

A23. Brewarrina

“That ICPA-NSW requests the NSW Department of Education to investigate an alternative to the current “Maths Pathways” learning program being implemented through Dubbo School of Distance Education, to better suit the learning needs and styles of distance education students.”



Explanation:

Dubbo School of Distance Education have implemented Maths Pathways as the only maths program for Stage 3 upwards. This program is not taught by a teacher but by a computer. This program should only be used as a supplementary learning program to enhance other maths programs. The best learning outcomes are achieved using multiple teaching strategies, different exposures and by being delivered by a teacher/supervisor. All educational programs should contain the above.

Maths Pathways might analyze and deliver the teacher lots of data on a child that is completing the modules, but it runs the high risk of becoming boring and non-stimulating if being delivered by only one strategy. Maths Pathways do not cater for students with different learning styles.

Carried/Lost

A24. Broken Hill

“That ICPA-NSW requests the NSW Department of Education and Early Childhood to improve and expand the infrastructure at Broken Hill School of the Air.”

Explanation:

The current facilities at the Broken Hill School of The Air campus are mostly made up of outdated transportable buildings which are full to capacity and only two functional classrooms (there are 10 classes in 2022). Therefore, the school is unable to accommodate all enrolled students at once. This results in staggered attendance for various stages, and some families spending one week in town for their children to only attend school for part of the week and another child the other part of the week or involve multiple trips during the week or term.

This also results in teachers having to take some Stages off campus as there is not enough room for all students. School of The Air student numbers need to be reviewed as there has been a long term increase in the number of enrollments and facilities currently assigned are not sufficient for current needs. These facilities need to be increased so these children are not disadvantaged by lack of interaction their teachers and peers.

Carried/Lost

A25. Louth

“That ICPA-NSW ask the NSW Minister for Education to ensure secondary students at Dubbo School of Distance Education have “in person” access to their peers and teachers each term.”

Explanation:

2020 and 2021 were years like no other, however we believe opportunities for in person contact with their teachers or fellow students is necessary for Distance Education secondary students.

Carried/Lost





A26. Tibooburra/Milparinka

“That ICPA-NSW requests the NSW Department of Education to provide one connected device per student (Preschool to Year 12) who are enrolled full time in Distance Education due to geographical isolation.”

Explanation:

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

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

Carried/Lost

A27. Wentworth

“That ICPA-NSW strongly requests the NSW Department of Education to ensure there is a point of contact and advocacy for Distance Education schools.”

Explanation:

The NSW Department of Education has recently restructured and there is concern amongst the broader school community that Distance Education schools will no longer have strong representation and understanding within the Department. Previously there has been a strong understanding of the unique context in which Distance Education schools operating through the position of the Leader, Rural and Distance Education. Distance Education schools must not fall through the cracks with the recent restructure.

Carried/Lost

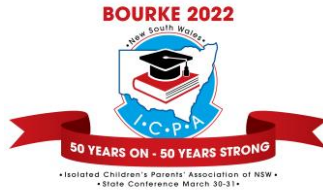
A28. Louth

“That ICPA-NSW urges NSW Department of Education to implement practical access to secondary schooling for geographically isolated Distance Education Stage 4 students, using the existing primary school facilities in remote and very remote areas.”

Explanation:

For many years NSW Department of Education has not provided practical secondary options for some isolated children who are beginning secondary schooling.





The students this motion refers to are those who, for many reasons, are unable to successfully assimilate into a boarding school environment. These children may be emotionally unready to leave their families to attend boarding school or because of a variety of other prohibiting reasons.

The only practical pathway left to access secondary school is by Distance Education. Successful Distance Education requires a tutor and an appropriate place. Currently children in this category are unable to access Assistance for Isolated Children, In Home CCB or financial aid for the employment of a home tutor. Distance Education Allowance may financially cover the setting up of a school room however some students are without a space to 'set up'.

We would like to see a situation in which a successful time at secondary is as accessible and the attendance obligation to do so, is as rigorous as it is in primary school; at the very least for Stage 4 students. It is unreasonable to expect or imagine a student having any success completing the Distance Education secondary curriculum without a literate adult to support them and an appropriate environment to learn in.

Many students whom this motion addresses are living within sight of a NSW Department of Education primary school which are resourced to meet their needs. The model has varying precedents. In the 1980s and 90s Distance Education students could come to school and quietly complete their leaflets. In another instance students were tutored in (an unairconditioned!) a village hall. Recently indigenous students were given permission by the generosity of the principal to come to school and the Distance Education centre provided a tutor, for two days of the week. These arrangements have been advocated for privately and are ad hoc. Therefore, in some instances, remote families are anxious when their children are nearing Stage 4 (Year 7).

Latterly with the increase of regulations accessing the primary schools' facilities for studying secondary has been more difficult.

This situation has led to parents arranging for their children to repeat Year 6. In some instances, the whole community worries and wants the Year 6 student to repeat because effectively that 'buys' them one more year of school. The family and community recognise it will be those students' last chance of a genuine school year.

Louth Branch recognises the complexities with enrolments in dual schools however we ask the NSW Department of Education work with ICPA-NSW to find a solution as quickly as possible because the current reality is that for some children their future is inescapable with the one avenue - education- being closed to them.

Carried/Lost

A29. Louth

“That ICPA-NSW requests the NSW Department of Education to support incentives, such as recognition of work experience, for graduate teachers who accept work as a home educator (governess) tutoring distance education student in remote areas.”



Explanation:

Many families who have more than one student in the home school room may employ a governess. Usually this is an untrained person or backpacker. In supporting graduate teachers to be employed as a home tutor in a distance education school room there are several benefits. For the students, they are being supervised by someone who is a graduate teacher. The advantages for the graduate teacher is that they have a full-time job, including full board and keep, they are working in the industry they have trained for, they are working under the guidance of an experienced teacher, they are gaining experience working in a multistage classroom and would be gaining recognition work experience.

For the family, they are able to afford to employ a qualified supervisor to help educate their children. This has the potential to encourage qualified teachers to move to the bush. The government is saying that the amount of funding for education is continually rising with the standard of education getting further and further behind. Could this be a way of helping close the gap in education between the rural, remote and metropolitan schools?

Carried/Lost

A30. Tibooburra/Milparinka

“That ICPA-NSW increase the understanding and awareness of the Home Educator role to promote this employment opportunity.”

Explanation:

We ask that when ICPA-NSW liaises with educational institutions such as TAFE, universities, Country University Centres, and private companies, who offer training in teaching and early childhood, they promote the Home Educator role as viable and accessible employment opportunity in rural areas.

Another suggestion is to liaise with these educational institutions to find a pathway that recognise the work carried out in a distance education classroom can contribute to work placement hours to fulfill the requirements for completion of the teaching courses.

Case Study: This year, one of our branch members tried to recruit a Home Educator (governess) for 16 weeks. For 15 weeks there was no applicants. This family has been employing Home Educators for 9 years and this year by far was the most difficult. This member really found a lack of awareness of the Home Educator role was a major contributing factor this year.

Carried/Lost

A31. Brewarrina

“That ICPA-NSW urgently requests the NSW Department of Education to provide the NBN Sky Muster service to enable better quality internet and learning platforms for Distance Education students.”

Explanation:





The current NSW Department of Education services available to Distance Education and School of the Air centres are not adequate. The computer and internet is still very slow and not allowing resources to be downloaded and accessed in a timely manner. REACT can only have two student videos on at a time. Many of the resources such as videos may take over an hour to download before they can be viewed. The system is extremely slow especially when there are multiple School of The Air and Distance Education centres and students using the system all at once.

When will the new NBN Sky Muster service be installed and implemented?

Carried/Lost

A32. Brewarrina

“That ICPA-NSW investigate with the NSW Department of Education if families can be reimbursed /subsidised for the use of their own technology/ hardware/data access whilst waiting for the NBN Sky Muster service to be satisfactorily implemented for Distance Education families.”

Explanation:

Over the past 18 months many new families to School of the Air and Distance Education centres have been told that there was no point installing a new NSW Department of Education computer into their school rooms as the new NBN Sky Muster service will be coming online very soon. These new families have then been using their own home computers to access lessons and resources needed to complete their everyday school requirements at their own expense. These families need be reimbursed for the cost of this extra financial burden.

Carried/Lost

A33. Broken Hill

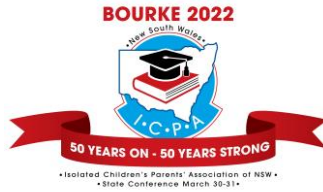
“That ICPA-NSW requests the NSW Department of Education provide a time frame of when geographically isolated students enrolled in Distance Education will be switched over to the NBN Sky Muster service as a matter of urgency.”

Explanation:

Attendees at the 2021 ICPA-NSW State conference were informed by the NSW Department of Education that Broken Hill School of the Air would be switched over to the NBN Sky Muster service by the end of 2021 and beginning of 2022.

Families of Broken Hill School of the Air have not received any correspondence regarding this switchover, apart from a survey which was conducted at the end of Term Four 2021, to gather information regarding the family's current NBN Sky Muster service connections.

Families conducting their children's education through Distance Education through the NSW Department of Education, would appreciate more communication regarding the NBN Sky Muster service switchover



and perhaps a guarantee that this long awaited and necessary improvement for our children's access to appropriate technology will take place as a matter of urgency.

Twelve new families to Broken Hill School of The Air are waiting for the rollout of NBN Sky Muster service and do not have access to the REACT program using NSW Department of Education supplied equipment. They have either had to use their own devices or purchase new equipment to access the necessary technology to access their child's education.

Carried/Lost

A34. ICPA-NSW State Council

“That ICPA-NSW ensures that after the completion of the NBN Sky Muster service roll out to geographically home isolated Distance Education primary Students, there is a quick transition for preschool and secondary students onto the same network and technology resources (ie. computers etc.).”

Explanation:

ICPA-NSW is aware that in the past Distance Education students who are in secondary do not have access to the same internet and technology resources as their primary counterparts. We would like to ensure that there is a consistent technology approach across all Distance Education students who are geographically home isolated.

Carried/Lost

EARLY CHILDHOOD

A35. Tibooburra/Milparinka

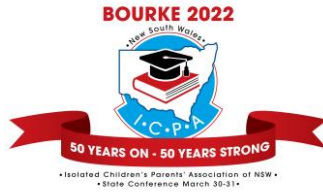
“That ICPA-NSW requests the NSW Department of Education to provide funding for accommodation, or offer rent subsidies, to teachers and educators in Early Childhood centres in remote locations.”

Explanation:

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

Carried/Lost





A36. Bourke

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

Explanation:

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

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

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

Carried/Lost

A37. Louth

“That ICPA-NSW requests the NSW Minister for Education and Early Childhood to amend the lack of salary parity between four year trained early childhood teachers and four year trained primary and secondary teachers.”

Explanation:

It is necessary for the NSW Department of Education to take over the salary payments of early childhood teachers so that they can be afforded the same salary package as their four-year trained peers who are working in primary and secondary.

Currently, the pay gap is so significant it is impossible to recruit and retain teachers in early childhood centres and new recruits often use early childhood jobs as a steppingstone into the primary school sector. Particularly in the remote context where the early childhood packages are without comparable incentives such as holiday pay, provision for housing, access to professional support and travel to attend professional development.

Some centres are unable to offer early childhood packages which are equal to those in state primary and secondary schools.

Carried/Lost





A38. Wentworth

“That ICPA-NSW requests the NSW Minister for Education and Early Childhood review pay rates and incentives for Early Childhood workers in rural and remote locations.”

Explanation:

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

We are losing university trained early childhood educators to the school system where the pay and conditions far outweigh that of preschool and childcare centres, yet we know how important those early years are.

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

Carried/Lost

A39. Bourke

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

Explanation:

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

Carried/Lost

A40. Louth

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

Explanation:





Thank you for the establishment of the Distance Education Preschool at Ivanhoe Central School. Several remote schools were identified by ICPA-NSW in 2014, as servicing areas without access to preschooling.

The fact that to date all remote communities which have been identified as needing practical access have not had a simple Distance Education preschool model offered at their school can only be attribute to inefficiency. This is despite an on-going effort to collaboratively find a system with sustainably which could facilitate preschooling in remote villages for three and four-year olds.

Carried/Lost

HEALTH AND WELLBEING

A41. Balranald

“That ICPA-NSW requests the NSW Minister for Health and NSW Minister for Regional Health to implement an incentive program to encourage allied health professionals to come to rural and remote areas.”

Explanation:

Children benefit the greatest from early intervention. To give one example, a speech issue is usually identified at preschool. Parents are then referred to the relevant therapist at a local allied health service, however there is an increasing gap and turnover of health professionals in towns like Balranald, therefore parents may need to travel over 300kms one way to access a speech therapist or occupational therapist. The disadvantage of access to allied health professionals in rural health services settings was recently highlighted during the pandemic as health professionals and appointments were made near impossible due to border closures, covid regulations and the redistribution of health specialists in our health system. Telehealth was a highlighted benefit of allowing access for health specialists and their patients, but there is nothing more important than face to face appointments so that health specialist can properly perform their assessments and referrals. Balranald Branch therefore requests that more incentives be offered to allied health professionals to work in rural and remote localities.

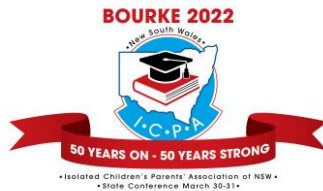
Carried/Lost

A42. Bourke

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

Explanation:

Children with specific education needs and developmental delays require access to appropriate specialist



allied health services which often require face-to-face consultations. Adequate and uniform assistance should be available to assist geographically isolated, vulnerable and at-risk children accessing face-to-face specialist sessions with expenses such as travel and accommodation when extensive travel is required to attend these consultations.

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

Carried/Lost

A43. Louth

“That ICPA-NSW requests the NSW Minister for Health and the NSW Minister for Regional Health to investigate antenatal, postnatal and infant support available to rural and remote parents, especially the provision of services that are accessible and supportive of geographically and socially isolated families. “

Explanation:

The health and wellbeing of children and their parents is vital to promote growth, establish foundational skills, knowledge and understanding to support success in preschool, school and adulthood. Isolated parents and their children are unable to access adequate support, especially in the early childhood stages of infancy. This means families are relying on social structures, a compounding problem as rural communities are becoming smaller and more isolated as agricultural practices become more efficient and populations change. With decreasing populations, and increasing isolation there is a need for focussed and coordinated supports that are designed with isolated rural families in mind. Currently there is no formal mothers group provided to rural mothers, online resources suggest inaccessible supports such as in home supports, clinics and localised programs. Targeted and tailored programs for isolated children and parents are needed to ensure equity of access to support, especially in 0-3 years to ensure children start preschool without disadvantage because of where they live.

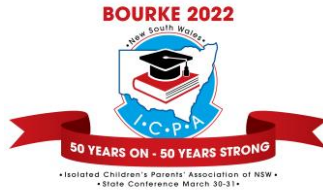
Carried/Lost

A44. Monaro

“That ICPA-NSW requests the NSW Minister for Regional Health to prioritise workforce health capacity with targeted scholarships as part of a program to incentivise employers.”

Explanation:





There are many vacancies in some health fields especially for professional medical technicians like sonographers. For example, to become a sonographer an individual must complete a post-graduate course.

These courses require the student to be employed as a trainee in the field before they can enrol in the university course. However, employers want qualified employees not trainees whom they still have to pay. By offering rural students' scholarships the employer is freed of the financial obligation and will be more inclined to accept trainees.

Carried/Lost

A45. Bourke

“That ICPA-NSW supports ICPA (Aust) to request that a permanent Medicare Benefits Schedule (MBS) item number for telehealth consultations is assigned to telehealth Allied Health Services, specialists and consultations, including but not limited to Speech Pathology, Paediatricians and Psychologists and to support the specific educational needs and learning difficulties of geographically isolated children.”

Explanation:

Many allied health services are unavailable to rural and remote families. In border regions this unavailability is heightened for example, Qld practitioners cannot see patients who live in NSW and vice versa.

Barriers are:

- that people have to travel long distances sometimes to have the appointment cancelled
- People have to join lengthy waiting lists to access practitioners located in the metropolitan areas
- little or no access to allied health services, particularly for children with special needs and developmental delays (often on more than one domain)
- financial hardship caused by travel and accommodation costs while accessing treatment
- low socio-economic families living in rural and remote areas do not have the means to travel for treatment
- rural and remote people are often unable to find their way around or unfamiliar with metropolitan areas in order to access treatment
- most people needing National Disability Insurance Scheme plans are unable to navigate the system and without access to services they are unable to utilise their plans
- we are aware of many families rejecting National Disability Insurance Scheme plans due to lack of access to services.



Utilisation of telehealth services can be of great benefit to families in geographically isolated locations who would otherwise have to travel considerable distances or encounter lengthy delays to access face to face consultations with relevant health professionals.

Students with developmental difficulties require frequent and timely consultations and these can be enabled via telehealth services for many families otherwise unable to access allied health professionals due to living in rural and remote areas.

Some specialist consultations, such as speech pathology, can be satisfactorily delivered using telehealth services where the technology is available. These services are already providing improved access to health services for some children in geographically isolated areas. The cost to families to access such services should also be equitable.

Carried/Lost

A46. Rankins Springs

“That ICPA-NSW requests the NSW Minister for Education and Early Childhood ensures that rural and remote schools have access to face to face counselling sessions for students.”

Explanation:

There are students requiring counselling face to face in rural and remote schools, however, due to the lack of services being available locally, they don't have access to an appropriate face to face counselling service.

At our TP1 School we have been fortunate enough to try the Royal Far West counselling service via video conference, but it freezes and stops working due to our poor internet connections.

Our local TP1 School, Naradhan Public School has not had access to a regular school counselling service for over 2 years. The school has a significant need for regular face to face counselling to support students academically and emotionally and are being disadvantaged by not having this support. They have recently participated in a further trial with the Royal Far West where they had access to a psychologist who provided a mix of telepsychology and a fly-in, fly-out service.

At the end of the second trial, the principal saw the model as a viable last resort but had many students missing out on vital support as there was only capacity for one student to be receiving counselling through the telepsychology program. The effectiveness of this program was also hindered by the school's poor internet speeds.

During the fly-in service part of the trial, students had to be transported to the nearest larger school, at the school's expense, for cognitive assessments to be conducted as the school's internet connection was insufficient.



The teaching staff are also feeling the absence of a regular school counsellor, who had previously provided support with classroom management strategies and learning adjustments to ensure every student was supported.

Carried/Lost

RURAL SCHOOLS

A47. ICPA-NSW State Council

“That ICPA-NSW thanks NSW Minister for Education and Early Childhood for the creation of the Regional, Rural & Remote Education Policy Team and allowing fortnightly meetings for us to have input into education in NSW.”

Carried/Lost

A48. Louth

“That ICPA-NSW asks the NSW Department of Education to ensure remote school communities are informed prior to the end of the school year of plans which affect employment and enrolments for the following school year.”

Explanation:

We are at the end of January 2022 and the “current” staff at the Louth Preschool are unsure of their employment for 2022 and if the preschool is even going ahead at Louth in 2022. Therefore, we feel it is essential for the plan to be presented to the community prior to the end of each year so those affected locally regarding both employment and enrolment of students can be “planned” for.

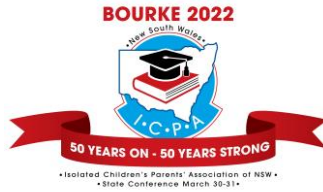
Carried/Lost

A49. Wentworth

“That ICPA-NSW requests the NSW Department of Education to review their policy on advertising staff vacancies in rural and remote areas.”

Explanation:

The ideal time to attract a new staff member to a rural location is over a holiday period when they have time to relocate and get used to the new setting. Not advertising a position prior to holidays or over the



summer holiday period, unnecessarily prolongs the process when the school could have been starting the year with a new teacher.

We would ask that the NSW Department of Education ensure positions are advertised within two weeks of receiving notification that a new staff member is required, and that this advertisement occurs over the holiday period rather than waiting until the school year starts to ensure continuity of learning in the most stable environment possible.

Carried/Lost

A50. Wentworth

“That ICPA-NSW request the NSW Department of Education implement a half yearly parent feedback survey for all rural and remote schools with responses collected and actioned by the Director, Educational Leadership.”

Explanation:

For many years ICPA-NSW have called for regular meetings with Director, Educational Leadership which have never eventuated.

There exists a disconnect between many schools and the Director, Educational Leadership and many parents feel they have no avenue to report what is happening in a school and community, Director, Educational Leadership visit remote locations infrequently and check in with principals, however, rarely seek the feedback from families or communities.

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

By implementing a survey across a random selection of parents every 6 months, the Director, Educational Leadership would then have a far greater understanding of how the school is performing in the community. They would have a benchmark for continuous improvement, and they would then have accountability for this improvement.

Carried/Lost

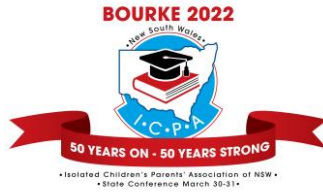
A51. Wentworth

“That ICPA-NSW requests the NSW Minister for Education and Early Childhood to explore an exchange system, similar to that offered to city based teachers to teach rural and remote, for teachers at small schools and Distance Education.”

Explanation:

Small schools and Distance Education are unique settings where the ability for both students and teachers to learn and collaborate with others is limited.





Particularly in a small school environment, it becomes very hard on both students and teachers to remain fresh and enthusiastic when you are with the same small group day in day out. A strongly encouraged exchange system after 3 years in the same small school or distance education centre, where teachers could go back into a mainstream school with the comfort of job security, would be of benefit to both the students and teachers.

The exposure to different teaching methods, styles and interests are a benefit to students and the exposure to ideas and different practices are a benefit to teachers.

Carried/Lost

A52. Louth

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

Explanation:

Louth ICPA welcomes knowledge sharing with professional staff and believes that all communities, to which teaching staff come, would always wish to share issues with the aim of working collaboratively towards solutions.

Carried/Lost

A53. Balranald

“That ICPA-NSW requests the NSW Department of Education to strongly promote and emphasise the benefits of early transition programs into rural and remote schools throughout NSW.”

Explanation:

In 2019 Clare Public School introduced the early transition program for the four preschool aged children in the community that would be attending in 2020. Apart from fortnightly access to the Hay Mobile Preschool, these children would otherwise have had no other access to an early education due to the huge distances involved - for some a trip of 180kms one way. The early transition program introduced at Clare Public School allowed these children to access the program in mid 2019 instead of late in the year. This early transition program allowed the children to have access to education resources and was received positively by the children, who showed great advancement in their school readiness. The universal 600 hours of preschool recommended by the Federal Government is difficult to achieve. Many children from rural and isolated areas barely, if at all, receive the recommended hours of preschool education because of the limitations in their community. By encouraging more rural and remote schools to introduce the early transition program the NSW Department of Education would be allowing children to have some preschool education before attending primary school. The Balranald Branch acknowledges the NSW



Department of Education and congratulates the Principal of Clare Public School for the successful implementation of the program and we suggest that this be implemented in other similar schools.

Carried/Lost

A54. Balranald

“That ICPA-NSW request the NSW Department of Education to monitor and encourage consistent information at handovers of principals in TP1 rural schools.”

Explanation:

The changeover of principals at Clare Public School, six in the last four years, has had a negative impact on the pupils and staff at the school, detrimentally affecting the education of the pupils and putting an excessive amount of time constraints on the new principal. Inconsistent information and difficulty accessing the department’s computer system due to contract changes for new principals means that the teaching principal has a lot of catching up to do and in some cases, it takes a whole term for all the administrative applications to be implemented. This impacts on the productivity of the principal in the office and ultimately impacts the time spent in class with the students. Contracts commence on the first day of school, however if they were dated 1st January the new principal would have access to applications and information well before the first day of school and would be able to familiarise themselves with information applicable to the new school. It is vital in this small school and other TP1 schools that correct information is exchanged and there should be a consistent handover to ensure a smooth transition at the start of the school year.

Carried/Lost

A55. Louth

“That ICPA-NSW urges the NSW Minister for Education and Early Childhood to ensure that there is always a 'hand over' between principals in TP1 schools, especially in the program.”

Explanation:

It has been the practice in small western schools, for the succeeding principals not to have ‘crossed over’. The common arrangement is for the leaving principal to tidy and pack up the school, collect their own resources, hand back the keys and drive away just before Christmas. When the new principal arrives in the blinding heat of January with all the problems it creates for stock people, most isolated school community members while welcoming, are not focused on ‘school’.

Even with an industrious will, it is hard for the new teacher to ‘set up’ the school for the following year, not knowing the students or his/her way around the resources. Seldom is there an on-going term 1 program, scope and sequence or assessment records. To be frank, there have been several cases where there is not even the preceding year’s program!





In general, the Teaching Principal is felt to be the ‘boss in the sense that they are responsible for students’ welfare and schooling, the staff and the schools’ budget, assets and grounds. As the leader the principal often must assume a role of command which is difficult when all the vagaries of whatever scenario they are faced, are totally unfamiliar.

In our experience of assisting new teaching principals as they begin their appointment, the major ‘shock’ is the huge workload required to program appropriately for a multistage classroom, let alone rigorously implementing same and following up with constant assessing.

Carried/Lost

A56. Brewarrina

“That ICPA-NSW consult with the NSW Minister for Education about the possible extension of the school hours currently under discussion and the impact on rural and remote students who may travel up to 100km one way each day to get to school.”

Explanation:

It has recently been flagged in the media and by NSW Premier, Dominic Perrottet, that the State Government is considering extending school hours across NSW. It is of concern that rural and regional students have not been considered adequately when thinking of extending school hours and prolonging the school day. Some rural children currently travel in excess of 100km both ways to access education. Time spent on a school bus, at school and doing homework leaves little time for children to maintain a healthy lifestyle balance of play/school/family time. We ask for further consultation and debate regarding the change to school hours.

Carried/Lost

A57. Louth

“That ICPA-NSW urges the Director, Educational Leadership of NSW Public Schools to ensure an interview process is undertaken when a TPI school's relieving principal's position is to be filled for longer than two terms.”

Explanation:

When a principal is away from his permanent position for whatever reason it can stretch to years in time. Obviously, the relieving principal is then a significant person in the school life of a child.

Louth Branch feels that when the relieving principal is in the situation of ‘filling in’ for longer than two terms, for their sake and the school families involved, the position of relieving principal should be opened for applications of expressions of interest and the formal interview process should be conducted.



Anything less is creating an environment for confusion and awkwardness.

Carried/Lost

A58. Louth

“That ICPA-NSW requests the NSW Department of Education to provide single person accommodation at Louth Public School, as they have done in other small remote schools.”

Explanation:

There is literally no affordable accommodation in Louth. So, when a casual teacher or visiting consultant needs to overnight it is not feasible for them to do so. There is no additional funding which allows for this extra expense. This is yet another disincentive for principals as they cannot leave their position for any amount of time as the school would not be attended by a teacher.

Carried/Lost

A59. Louth

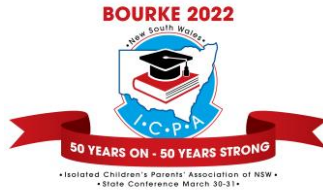
“That an ICPA-NSW representative meets annually with each Director, Educational Leadership overseeing rural and remote schools and that these meetings become embedded into the Directors’ calendar.”

Explanation:

When we have education issues in the bush, we are always aware of how fortunate we are to have ICPA-NSW as a voice through which we are able to lobby. However, this motion is really too old as it was first presented and carried with NSW Department of Education acclaim in 2011. It is a simple initiative to action.

It has come to our attention however that new directors responsible for “ICPA-NSW areas” are sometimes aware of ICPA-NSW existence only after a conference when a motion that concerns their office has been carried. However, without ICPA-NSW asking annually for a meeting they currently do not happen. We feel it would be beneficial to both the community and Director, Educational Leadership, newly appointed or not if they’d had the opportunity to meet with ICPA-NSW State Council and or members from their area and at least, heard of some of the issues ICPA-NSW is working towards.

Carried/Lost



A60. Louth

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

Explanation:

There are many reasons for which the Louth and Wanaaring school communities feel that the Director, Education Leadership should be one site at least twice a year. Most importantly they need to review the teaching principal’s program to be delivered and register of work which has been delivered to the students. The Director, Education Leadership then also (and perhaps this is the most integral part of the overseeing role of a principal) needs to inspect and enjoy the students’ completed work; whether it be a work in progress or published and ready for sharing.

How else can the tax paying public be assured that the above is happening in a positive manner? We believe that the Director, Educational Leadership’s physical presence will engender friendships and networking which will allow them to understand issues between teaching principals and their communities before problems arise.

This level of support is necessary for the Teaching Principal who is working in professional peer isolation (even though they have access to online mentoring) and the communities they are serving who deserve the best education possible for their children.

Carried/Lost

A61. Louth

“That ICPA-NSW requests that the Director, Educational Leadership responsible for isolated schools, monitor their principals to ensure that the communities are being thoroughly included in any school decision process.”

Explanation:

Currently the principal can access a series of training opportunities for themselves even though they are intending to transfer from their current school. Louth Branch certainly does not wish to hinder any in-servicing of staff if it is necessary for their jobs in our remote schools. Without a definite school program to follow or sometimes a casual teacher to deliver it, students can miss valuable learning days while their Teaching Principal is away. Other examples of lack of community consultation has resulted in issues with throwing out of and reordering school resources.

We feel the Director, Educational Leadership should be aware that in some circumstances training needs to be moderated and we feel that safeguards still need to be put in place to prevent wastage of students’ school time and school resources.



We ask therefore for the Director, Educational Leadership to help local people induct Principals with a strong sense of the need to collaborate.

Carried/Lost

A62. Rankins Springs

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

Explanation:

Our local schools currently have access to a Hub and Spoke Program teacher when covering teaching staff on leave or who are attending professional development. These positions are filled on a temporary basis and at the end of each contract the position is reviewed. School principals are continually fighting

for the positions to continue as casual teacher availability is extremely low in rural areas. These positions are vital in ensuring schools remain operational in the event of an unexpected illness and/or leave. TP1 and TP2 schools have a low number of staff and do not have the ability to split classes in the event of an unexpected absence.

Carried/Lost

A63. Rankins Springs

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

Explanation:

Currently the Assets Management Unit identify what projects will be funded with the Routine Planned Maintenance funds whilst the Principals of TP1 & TP2 schools don't have any say in where the money will be spent in their school. Often the money could be better spent in other areas that would be of immediate benefit to the students and staff.

Funds associated with Routine Planned Maintenance are for carpets, painting, adjusting doors and windows, cupboards and boundary fencing. A school where students of some of our members attend wanted to fix some old blinds in the staff room and place ceiling fans in some of the rooms. However, they could not use the money they had available to them in Routine Planned Maintenance fund as the items requested were classified as new fittings and fixtures. Improvements need to be included.

ICPA-NSW State Council has completed a submission for the Review into the Planning and Delivery of School Infrastructure in NSW where it is hoped that this issue will be addressed.

Carried/Lost





A64. Walgett

“That ICPA-NSW request that the NSW Department of Education include Walgett Community College on the list of the “Limited Program Schools” for Years 7 - 12 commencing 2022.”

Explanation:

Walgett Community College is the only secondary school in Walgett. The issues at the Walgett Community College are well documented in the GIPA/Freedom of Information records over the past few years.

There is no denying that the truancy, vandalism of school property, physical and emotional abuse and high staff and Principal turnover are directly contributing to the poor educational outcomes and mental health of these children who deserve better.

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

Allowing all families in Walgett (regardless of where they live within the Shire) to access Assistance for Isolated Children will allow a fairer and more equitable access to an education in a safe and nurturing environment which Walgett Community College cannot provide.

Carried/Lost

A65. Louth

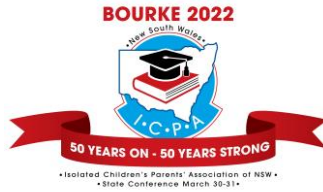
“That ICPA-NSW requests the NSW Minister for Water, Property and Housing and the Teacher Housing Authority of NSW to ensure that teacher housing is maintained to a high standard in very remote schools by insisting the relevant authorities respond immediately to any reasonable requests”

Explanation:

Because of the isolation and distances from amenities and trades persons it is imperative that remote teacher housing be maintained at such a level that is comfortable, safe and an incentive for the Principal and their family to make it a home throughout their time at the school.

We believe that there should be consultation with the staff who are going to live there. For example, the Louth Public School house has been there 30 years and the recent upgrade did not include a provision for dishwasher. The installation of a new stove and oven is also necessary as the current one is about to die. The community is disgusted with the following and we would like to table those issues by way of explanation of our motion.

The installation of a new tank – the original plan was to clean out the tank, however this did not happen due to safety concerns from the contractors and the tank is old and corroding inside. There needs to be a new tank installed and attached to the kitchen and bathroom. Since moving to Louth in April 2019, the current principal has had to purchase his family's drinking water as the water in the current tank is bore/river water and undrinkable.



The external blinds which were on the house veranda originally have been removed. These are illegal due to the length of the cords and the community is wondering if they will be put back or replaced. The front of the house faces the west and is extremely hot in summer and requires blinds or something similar.

The community would also like to have ceiling fans installed in the house, as this would assist with the cooling of the rooms.

These issues are in themselves not hugely expensive and we urge an immediate response.

Carried/Lost

A66. Louth

“That ICPA-NSW requests the NSW Department of Education to include an appropriate vehicle in the incentive package for the Louth and Wanaaring Principals.”

Explanation:

Louth Branch requests as a matter of urgency a car that could transport all of Louth Public School students to extra-curricular activities. For example, a car could transport to activities such as swimming carnivals, excursions, any cultural activities they may be invited to attend, other small cluster schools and the like.

All these activities require a 200 km round trip on dirt roads.

Students access to and participation in these activities is a crucial part of their development. Currently parents have to drive long distances requiring time away from work and other family commitments in order for their children to participate. Quite often students attending such events is logistically not possible.

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

Obviously, it is an expensive decision to accept a position as an incoming Principal at a rural and remote small school as they need to already have or to buy an appropriate vehicle.

Therefore without a vehicle attached to the school, these very remote schools are at a disadvantage.

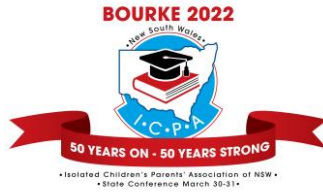
Carried/Lost

A67. Louth

“That ICPA-NSW requests the NSW Department of Education ensure procedures are followed before sending a complaint to Employee Performance and Conduct Directorate.”

Explanation:





We understand that once a complaint has gone to Employee Performance and Conduct Directorate the Department are unable to do anything about it. We believe before a complaint goes to Employee Performance and Conduct Directorate that the person about whom the complaint has been made are able to defend their actions and any other persons who can give information are asked before the person responsible sends it to Employee Performance and Conduct Directorate. This would alleviate the stress that occurs when waiting for long periods until the complaint process is dealt with by Employee Performance and Conduct Directorate. Only when all the information has been gathered and the person responsible is not satisfied should it then be sent to Employee Performance and Conduct Directorate.

Carried/Lost

TERTIARY EDUCATION

A68. Louth

“That ICPA-NSW supports ICPA (Aust) to request the Minister for Education to consider ways to condense tertiary training, such as at Marcus Oldham Agricultural College.”

Explanation:

Several member families at Louth have expressed concern about the “time wasted” when their young adult children are completing a tertiary qualification. Students who live in a very remote context such as Louth, Wanaaring, White Cliffs, Hungerford, and other places our members come from, by necessity relocate many kilometers away to access training and study.

In most instances the training/study institutions’ destinations are expensive places to live. Isolated students are entitled to access independent Youth Allowance once they have proven their independence.

The Youth Allowance rates allow for rent and living costs, leaving very little if any at all once they are deducted. Accessing extra part time work prevents students from receiving the full Youth Allowance rate. Thus, it is often a frustrating time, and the reality is that remote parents need to financially assist their children whereas peri-urban and urban families can arrange accommodation which is cheaper or free.

These stresses could be alleviated if the courses were able to be completed in a shorter time frame, such as provided at Marcus Oldham. Louth Branch would like to see public universities considering offering that flexibility to condense their courses too.

Louth Branch would like to see that remote students have access to (some of whom find study more difficult) an accommodation institution at which they study on a daily basis from “nine to five” (40 hours/week) so that they finish their courses at a speedier rate. We have mentioned Marcus Oldham as an exemplar of education delivery, not because of its agriculture courses, but rather because its model is based on high student contact hours, small class sizes and devoted lecturers.



Another benefit would be students possibly returning in a shorter time frame to their remote communities with their skills.

Carried/Lost

A69. Louth

“That ICPA-NSW works with universities to ensure that a higher level of support be delivered by university/tertiary educators.”

Explanation:

Louth Branch has family members who have struggled to receive enough help from their lecturers and tutors with their studies. This lack of support is compounded by the fact that they felt they would be penalized if they were too forthright about their needs not being met. As a result, we have several families whose children have withdrawn from courses.

If a student is living within their family and extended friendship group, they have more chance to benefit by discussing the topics they are studying. For remote students this is not possible.

Carried/Lost

A70. Louth

“That ICPA-NSW requests University Administration Centre (UAC) to look at the way credits and advance standings can be transferred when a student moves from one university to another.”

Explanation:

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

A student completed two and half years of a primary school degree at Notre Dame university when due to the expense of living in Sydney he transferred to Charles Sturt University in Dubbo. He then discovered that only two units from Notre Dame were acknowledged in his primary school degree at Charles Sturt University. As a result this student has ceased his training.

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

Are these regulations serving for monetary gain or the altruistic education of young people? This seems especially counter-productive when one considers that some of these students are from isolated addresses,



who when qualified may return to rural and remote Australia to be employed in the ‘hard to fill’ professional positions. Students everywhere change universities for a variety of reasons. A rural student has the added worry of course length when choosing because of always needing to factor in cost of accommodation. The lack recognition of passed units is particularly frustrating for bush families.

Carried/Lost

A71. Monaro

“That ICPA-NSW seeks a greater partnership between universities and businesses to assist tertiary students find placements as part of their work/university load”

Explanation:

While there are some examples of partnerships existing between universities and employers more could be done. There are many examples where students need to work with an employer before they can graduate but there is often little assistance in finding such places for them. This situation is often worse for rural students as they may not have the necessary contacts to find placements. Greater partnerships between employers and universities would assist both the students and employers particularly in some health fields, engineering, and architecture.

Carried/Lost

A72. Monaro

“That ICPA-NSW supports the Country University Centres in their requests for additional funding to sufficiently resource the increase in students attending one of their centres.”

Explanation:

Further funding is required to cover all the additional students that have enrolled with Country University Centres over and above what was originally expected. For example, originally a target of 70 students in Broken Hill was set but now it has over 200, so that takes extra staff, technology hardware and campus space to support these students. There are also student increases across the seven other locations of Cooma, Griffith, Leeton, Narrabri, Moree, Grafton and Goulburn.

Further investment is also sought for the funding for two new Centres in NSW – one in or around Deniliquin and one in or around Inverell (expected cost of \$3.2 million to establish and run two centres for two years until they get on their feet).

Carried/Lost



TRAVEL

A73. Broken Hill

“That ICPA-NSW requests Transport for NSW to improve their School Drive Subsidy program by appointing a rural and remote liaison officer and creating a direct contact line for rural and remote families.”

Explanation:

The current system is time consuming, frustrating and ineffective. We feel it could be streamlined and simplified to ensure accessibility for everyone. Many families are experiencing significant and reoccurring issues. A liaison officer and direct line could greatly assist families to resolve these issues.

Carried/Lost

A74. Broken Hill

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

Explanation:

The current system is time consuming, frustrating and ineffective. We feel it could be streamlined and simplified to ensure accessibility and equality for everyone. Due to the poor functioning of the parent portal, many families are experiencing significant and reoccurring issues. Improvements to the parent portal would greatly assist families to resolve these issues.

Carried/Lost

A75. Tibooburra/Milparinka

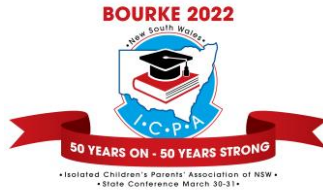
“That ICPA-NSW request the NSW Minister for Transport ensure that all eligible preschool aged children, in particular those enrolled in a Distance Education Preschool, can access the Preschool Drive Subsidy, with an unlimited cap on kilometres travelled, when fully implemented in 2023”.

Explanation:

In the pilot program for 2022 the subsidy for kilometres travelled is capped at 50km a trip. This would only cover a fraction of the kilometres travelled by our members to access face to face distance education preschool days. Distance Education Preschool is the only available access to a preschool program for the majority of the families in our area. For example, in 2021 a family in our area travelled 640km return trip to access a Distance Education face to face preschool day.

Carried/Lost





A76. Wentworth

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

Explanation:

Bus runs and routes need to be assessed on a case by case basis so that the people making the decision are fully aware of the alternate and consequences that come with that decision.

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

Carried/Lost

A77. Broken Hill

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

Explanation:

Currently term boarders are allowed 5 trips per semester. This does not cover all trips that students are travelling to and from school each semester.

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

Carried/Lost

A78. Namoi

“That ICPA-NSW requests the NSW Minister for Regional Transport and Roads contact Local Councils to ensure roads which are school bus routes be regularly maintained and edges mowed.”

Explanation:

When edges of roads are overgrown, vision is reduced at school bus stops and generally leaving and entering a road. This is particularly important in busy times when there are more vehicles on the roads. Eg harvesting time.

Carried/Lost



A79. Namoi

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

Explanation:

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

Carried/Lost

A80. Nyngan

“That ICPA-NSW requests the NSW Minister for Transport provide tertiary students with a travel subsidy, similar to the School Drive Subsidy.”

Explanation:

Providing a subsidy based on the distance from their home to the tertiary institution as a kilometre rate, assisting with travel costs at the start and end of each semester.

Dependent tertiary students still live at home with their parents but are required to move away from home during semester time to access their tertiary education. With limited access to transport links in rural and remote NSW, it is an equity issue that these students have access to a travel allowance like the School Drive Subsidy for travel at the beginning and end of each semester. We are aware of the Fares Allowance but not all students meet the criteria to receive it.

Carried/Lost

A81. Rankins Springs

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

Explanation:

Although a bus run may be maintained with 8 students, 15 students are required to start a new bus run. This requirement means that an operator needs to purchase a Category 2, which is a 14 - 24 Authorised Adult Seating Capacity (AASC – excluding the driver), bus to service the run. This would mean for example a Toyota coaster or similar bus. If the required number to commence the run was brought back to 8 then a Category 1, which is an 8 - 13AASC bus, is all that would be required, a Toyota commuter bus or similar. We understand that the larger bus allows for a significant growth of student numbers but would argue that the lower number of 8 is hard enough to attain in most rural and remote communities so that much room for growth is not necessary. Consideration of applications for commencement numbers



lower than the requisite 15 on a case-by-case basis would be welcome and appreciated. All communities are different, and consideration of this should be taken into account. Perhaps it is time that Transport for NSW again looked at community owned bus runs where feasible, which would be less expensive to support.

Carried/Lost

A82. Rankins Springs

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

Explanation:

The costs relating to getting preschool children to the service’s front gate are a significant barrier for many rural and remote families. If the preschool children were included in the contract between the bus operator and Transport for NSW this would result in certainty of numbers and financial remuneration for the bus operator, as well as a definite seat for the child.

For those families who do not have the option of putting their pre-school child on the local school bus, the ability to receive the School Drive Subsidy to transport their child from home to preschool would be of great benefit. This would alleviate some of the costs relating to driving their own vehicle to transport the child to the preschool’s front gate.

Carried/Lost

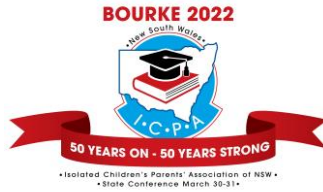
MISCELLANEOUS

A83. Balranald

“That ICPA-NSW requests NSW Minister for Customer Service to re-evaluate their restructure of the Creative Kids Voucher”

Explanation:

Geographically isolated children were not considered in the restructure of the Service NSW Creative Kids Voucher program and are now possibly going to miss out on using this financially and educationally viable resource. The restructure of the Creative Kids Voucher program introduced from the 1st January 2022, is refocusing on encouraging real-time (live) activities. Art kit programs, pre-recorded video lessons and online programs that are not delivered in real-time are no longer eligible. The fact that the programs, craft/art kits can only be received along with online live lessons has some complications attached to these as some families have limited/varied internet access that at times can be non-existent making the access



to these lessons difficult. If children were to travel to a physical lesson this includes the numerous amount of kilometres families would have to travel to access these programs, not all towns have access/provide these lessons meaning distances are extended creating a financial burden to families and time constraints on these families. In previous years the art/craft kits that were available through the Creative Kids Voucher program voucher system to registered businesses were very useful, especially as resources for home school learning programs and during the learning from home times faced by teachers, students and their parents during the pandemic. The Balranald branch ask that children from rural and remote areas have some consideration included in the creative kids voucher program and the delivery of the suggested art/creative lessons and how families can utilise these vouchers.

Carried/Lost

A84. Louth

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

Explanation:

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

The art packs have been a great addition to school rooms, as they have allowed children to have access to different art materials and techniques that they might have missed out on if they hadn't been able to access these from home. These materials are not commonly supplied by schools as art supplies.

Carried/Lost

A85. Louth

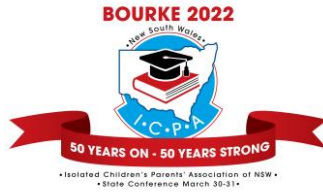
“That ICPA-NSW invites the NSW Minister for Customer Service and Service NSW consult with them when developing future initiatives to promote sports and creative arts.”

Explanation:

Louth branch applauds the initiatives to promote sports and creative arts. We believe that consultation between ICPA-NSW, NSW Minister for Customer Service and Service NSW would ensure options are available which promote equitable access for rural and remote NSW students.

Carried/Lost





A86. Louth

“That ICPA-NSW insists the NSW Department of Education keep an updated and referenced file on all motions which ICPA-NSW brings to their attention, to ensure that despite staff changes, issues are smoothly resolved.”

Explanation:

It has been the case that Louth branch has presented many motions which have been carried, agreed upon by the relevant authority and yet not actioned. This has involved more time and staff/departmental changes in the NSW Department of Education and thus necessitated the issue to be reexplained.

Sometimes the new people have brought a new approach to the implementation of the agreed upon resolution and therefore different strictures have applied and had to be worked through. More time taken!

We always try to offer a solution and believe that genuine and consistent consultation in the initial conversation in most circumstances is all that needs to be conducted. This has often not been possible as the new staff are unaware of the historical process and the detail which has been decided upon. Louth branch would like all staff to be aware of the background of issues which have been brought to their attention

Carried/Lost

A87. Louth

“That ICPA-NSW requests the NSW Government ministers to not announce initiatives which they have actioned until those projects are ready to commence.”

Explanation:

The establishment of preschools by the NSW Department of Education and ECECD, in very remote NSW was announced at the 2017 ICPA NSW State Conference in Mudgee. Louth branch applauds the implementation of Distance Education preschools at Ivanhoe.

It is obviously disappointing and confusing when initiatives are announced by government departments as being actioned, when the actual plan is not implemented. Louth Branch would like any new initiatives to be ‘ready to be begun’ before they are announced.

Carried/Lost

