

# 2024 STATE CONFERENCE MOTIONS

## EARLY CHILDHOOD EDUCATION AND CARE

### **Motion 1. State Council**

*“That SA ICPA, on behalf of all its members, work with the Child and Family Health Services (CaFHS) and the Royal Flying Doctor Service (RFDS) to achieve better outcomes for families with infant and early childhood healthcare needs.”*

#### **Explanation**

In recent years there have been several motions and issues brought to State Council from members, with concerns about a gap in the services being provided by Child and Family Health Services (CaFHS). As a council we have continued to bring these motions to CaFHS during delegations and jointly workshop many promising suggestions and practical solutions that would see better outcomes for our members. Unfortunately, these discussed suggestions and solutions never seem to be put into practice and our members continue to be the ones who miss out on vital services.

The Royal Flying Doctors Service (RFDS) is an organisation that continues to innovate and fill gaps where there are a lack of healthcare services in remote parts of the country. SA ICPA State Council support the RFDS in working together with CaFHS to fill the infant and early childhood healthcare gaps for our families where needed.

### **Motion 2. Marla Oodnadatta Branch**

*“That SA ICPA work alongside Child and Family Health Services (CaFHS) to reduce the gap in services currently provided to rural and remote families within our state and to our members.”*

#### **Explanation**

Child and Family Health Services (CaFHS) provide free support to all children from birth to 5 years, living in South Australia. Over the past several years, this has not been the case for South Australian rural and remote families. There has been a huge gap in the services being offered with few or no visits to families or any contact being made. Living in an isolated environment has its challenges which are often exacerbated when a new family member arrives or when navigating with a toddler. CaFHS once provided families and their children with a reliable service giving resources, guidance and advice. Currently, without the ongoing support of the Royal Flying Doctor Service (RFDS) to those families that are eligible to receive a CaFHS service, living rural and remotely would have been too much for some. It is important that a reliable service is available to all families with a child from birth to 5 years, regardless of their location.

### **Motion 3. Flinders Ranges Branch**

*“That SA ICPA on behalf of all their members advocate that the Hawker/Leigh Creek/Blinman area receive consistent support from Child and Family Health Service (CaFHS) at suitable, central locations with uniform regularity.”*

#### **Explanation**

During and since Covid the CaFHS support has been little or non-existent to families with children in the Hawker/Leigh Creek/Blinman area. We acknowledge that at times lack of staffing may be an issue.

However, we feel that communication from CaFHS could be improved as on several occasions a number of families have enquired for appointments to be made, with only a zoom call being offered and no face-to-face appointments. We feel that it is essentially to have face to face contact with medical professionals.

#### **Supporting Comments**

**Amey Solly, Flinders Ranges Branch** My eldest daughter was born in 2018, during her new born stage right up until she was over one our family was well supported by CaFHS. Having these appointments being a first-time mum gave me such reassurance. When my son was born in 2021, I had one in home visit after that no follow up contact or appointments. By the time he was one I realised he had only ever had the one in home visit at 6 weeks, so I made contact to see if CaFHS could come, but was told to book an appointment in Port Augusta. Grace was born in 2023 and she has had no face-to-face appointments, only a zoom call was offered for her 6-week check-up, she is one next weekend and has had no follow up appointments.

**Keziah Henery, Flinders Ranges Branch** After a rocky start with CaFHS with my first child back in 2019, I found the service valuable and so I was willing to reach out to them once my second child was born. Unfortunately, the few times I reached out to CaFHS in Port Augusta I was told they were not able to meet with me and my child and I should talk to my GP.

**Kaila Mason, Yednalue Station** During 2016 when I had my first child, my experience with CaFHS was wonderful. I found the service helpful, reliable and compassionate. I received home visits and regular contact and follow ups which I found vital as a first-time mum with a one month "premmie" baby that had a few complications. The reassurance, advice and helpful information provided me with the tools to cope with being a new mother living on a remote station in the Flinders Ranges. Unfortunately, I did not have this experience with my second and third children. Visits were difficult to organise or were cancelled last minute. Traveling the long distance to Pt. Augusta with 3 children aged 3 and under - by myself - was extremely challenging and often not possible. I would have truly welcomed the service I received in 2016 during this time.

#### **Motion 4. State Council**

*"That SA ICPA State Council support Federal Council with their lobby to extend the Assistance for Isolated Children (AIC) Distance Education Allowance to children who are participating in eligible pre-compulsory early childhood programs."*

#### **Explanation**

A conjoined motion was presented at the 2023 Federal Conference in Darwin, asking for Federal Council to continue their lobbying efforts for the extension of the Distance Education Allowance portion of the Assistance for Isolated Children (AIC) to include those children participating in pre compulsory early childhood education programs suitable for 4-year-old pre-school students.

The need for families to be supported financially when setting up a space suitable for their preschooler to learn in has not changed and SA ICPA will continue to offer any support Federal Council should seek in regard to this advocacy.

#### **Motion 5. Marree Air Branch**

*"That SA ICPA advocates for geographically isolated children enrolled in a registered pre-school education program to receive the Assistance for Isolated Children (AIC)."*

### **Explanation**

The AIC is designed to help with the costs incurred for children completing their schooling requirements and this should extend to children involved in pre-school programs. Currently, children enrolled in the pre-school program through Remote and Isolated Children's Exercise (RICE) have to set up a classroom and travel for preschool experiences once a term to enhance the learning experience and social experience in preparation for primary school. There are significant costs associated with preparing a child for school and travelling the long distances to attend school experiences four times per year.

The educational benefits of pre-compulsory school programs have been demonstrated by numerous studies and equitable access is vital to ensure educational equality for isolated students.

### **Motion 6. Marree Air Branch**

*"That SA ICPA advocates for geographically isolated children enrolled in a registered South Australian pre-school education program to receive financial assistance from the state government."*

### **Explanation**

Currently, there is no government funding to help with the costs incurred by parents with setting up for, delivering and attending pre-school programs to remote and isolated children. Children enrolled in the kindergarten program through Remote and Isolated Children's Exercise (RICE) have to set up a classroom and travel for preschool experiences once a term to enhance the learning and social experience in preparation for primary school. There are significant costs associated with preparing a child for school and travelling the long distances to attend pre-school experiences four times per year. The State Education Allowance (SEA) that is available for geographically isolated secondary school students who board away from home could be extended to include pre-school students that have to travel away from home for pre-school experience visits.

### **Motion 7. Flinders Ranges Branch**

*"That SA ICPA ask the Minister for Education, Training and Skills what an 'alternative implementation approach' looks like in regard to the Government Response for recommendation 10 from the Royal Commission into Early Childhood Education and Care."*

### **Explanation**

*Recommendation 10 from the Royal Commission into Early Childhood Education and Care (RCECEC): 'State Government actions to support childcare accessibility'.*

Recently the State Government released 'A New Perspective on Early Childhood Development: A Government Response to the Royal Commission into Early Childhood Education and Care'. Of the 52 recommendations within the Royal Commission, 50 were accepted or accepted in principle by the Government. The two that were not accepted, but flagged for alternative implementation approaches, had the most potential to provide childcare relief for rural South Australia. Many rural towns in the Grey Electorate, infamously known as the 'childcare desert' of Australia, have pleaded with the State Government to improve access to childcare. One of the childcare models that is currently used successfully in small rural towns in South Australia, is the Rural Care model (a State funded service model).

There are currently only 17 Rural Care providers in South Australia and we have been advised that they are not planning on expanding the service to include any further licences, there is nearly double that demand. We know that this model works successfully in a rural setting, so it is frustrating to see that they are calling on 'the Australian Government to prioritise a better funding model to address childcare deserts' (pg 16) so rural South Australia are again caught in the game of ping pong over who is responsible for childcare in South Australia, while rural families are again left with no support.

## More About the Rural Care Model

The Rural Care service is integrated with government preschools in rural communities, the service has a strong focus on providing care for children in communities where there are limited child care options. It is used in communities such as Booleroo, Peterborough, Cleve, Cowell, Andamooka, Yorketown, and Laura.

It provides families with access to long day care, before and after preschool and school hours care and vacation care for children from birth to 12 years. It enables parents to participate in work, study and non-work related activities, it promotes young children's development and learning by increasing access to a high quality early childhood education and care program.

A Rural Care program can only operate where there is physical capacity in the preschool to accommodate the program. The priority for use of the preschool service is the delivery of the preschool program. A single-worker program may care for up to 7 children, of which no more than four are under school age. The maximum size of a rural care program is a 3-worker program (number of children depends on Department educator-to-child ratio). Department Rural Care programs must provide 10 hours of care per day and operate for 50 weeks of the year.

## RURAL SCHOOLS AND SCHOOL TRAVEL

### **Motion 8. State Council**

*"That SA ICPA liaise with the Minister for Regional Roads and the Department of Infrastructure and Transport (DIT), Road Maintenance – Regional North & Outback division to discuss the need for a safe and functional road system that ensures quality educational opportunities and assessments are reachable for rural and remote students."*

### **Explanation**

Obviously rain and other events make for unfavourable road conditions at times. However, many roads remain in a poor condition for months on end, often exacerbated by the heavy use from tourists. Roads need to be adequately maintained as they provide an essential link to enable remote and isolated families to receive school resources via the mail and attend face-to-face school activities and events including NAPLAN testing.

### **Motion 9. Marla Oodnadatta Branch**

*"That SA ICPA lobbies the Minister for Education, Training and Skills to provide a subsidy for students accessing flights in areas of South Australia where no student fare is available."*

### **Explanation**

Boarding school itself presents many challenges for families. Getting children home throughout the term for exeats and school holidays has become increasingly more difficult and expensive.

Many boarding students are faced with the situation where they required to travel large distances on long bus journeys or travel in private vehicles, greatly eroding available time at home. There are locations throughout the state that have available flights that would reduce the distances for road travel, yet the cost of air fares more often than not precludes families from being able to utilise them.

Time at home is vital for boarding school children given there are limited days available in their home environment. Reduced travel time would reduce the stress placed on families and be beneficial to the well-being of the children.

### **Motion 10. Flinders Ranges Branch**

*“That SA ICPA work with the Department for Education to address conditions that hinder isolated schools in getting Bus Drivers who provide a significant service to families of these areas.”*

#### **Explanation**

There are many potential bus drivers in isolated areas, but often they choose to be employed in more suitable work settings. There are several factors that seem to affect driver decisions here.

- To successfully apply potential drivers have to first pay for and pass a medical, which potentially also involves travel if a specialist is required, all at their own cost. In other country locations closer to Adelaide the cost ramifications of this are mitigated by distance, however in isolated locations this tends to build up. In addition to this driver accreditation also needs to be applied for and paid for. For someone who is semi-retired (a typical scenario in these areas) and looking at low hours and staggered times, a position such as an am / pm bus driver, this is not an appealing scenario, which can take a few months to unfold.
- Drivers work am and pm, not a great combination of work hours. Schools are then at times compelled to come up with a modified job situation which does not always suit a school’s needs.
- Professional support for bus drivers is also needed to support them in their role. The work situation of a bus driver can be extremely pressured. They perform a role which involves managing a vehicle and a bus full of kids. It is especially a role which is a focus of parents and can erode away at driver confidence. This is a combination of roles which require support and training and would contribute to drivers stepping down at times.
- Professional development in the skills and method for managing school students on a bus would make drivers feel more competent and confident, contributing to a longer period of work in this job.

### **Motion 11. Flinders Ranges Branch**

*“That SA ICPA requests that the Department for Education provides extra country incentives to enable schools in isolated regions to entice Student Support Officers (SSO’s) to work in these areas.”*

#### **Explanation**

SSOs provide a significant service to country schools in delivering successful learning to students in these locations. Where student numbers restrict the number of teachers that can be employed, SSOs enable a greater diversity of learning activities to be managed under teacher direction. However attempts to get SSOs successfully into isolated schools are hampered by the following:

- Schools in isolated regions face a regular battle to fill SSO positions, they are the mechanism to assist schools in providing a more differentiated approach to teaching classes with up to and over four different year levels.
- SSOs are not eligible for Government Housing, which could be a significant factor in supporting successful applications in isolated locations.
- SSOs do not get all of the country incentives that teachers get for moving into country areas.

## **BOARDING SCHOOLS, HOSTELS AND SECOND HOMES**

### **Motion 12. State Council**

*“That SA ICPA State Council lobby the South Australian Department for Education and the Minister for Education, Training and Skills, to increase the State Education Allowance (SEA) in recognition of the rapidly increasing boarding fees and the increase in living pressures faced by rural and remote families.”*

### **Explanation**

Inflation rises varied between 4.1% and 7.8% quarterly in the past 12 months with the cost of day-to-day necessities including food, electricity, and fuel increasing dramatically. For those living in rural or remote areas, the price of these commodities is more often than not *already* higher the further you live from metropolitan areas even before inflation is factored in. For many of us living in geographically remote areas, there is NO alternative but to send a child away to boarding school to complete their secondary education or to set up a second home. Families must pay high out of pocket expenses to ensure their children receive a compulsory education.

The SEA is currently set at \$4872.12. We request an increase of \$1000 per student. For an estimated 45 students in receipt of the SEA, it would be a cost to the Government of less than \$50,000.

### **Motion 13. State Council**

*“That SA ICPA lobbies the Australian Boarding Schools Association (ABSA), along with denominational and independent boarding schools in Adelaide, to discuss access and availability of boarding for year 7 students who are geographically isolated.”*

### **Explanation**

Many families are in the situation where they must send their children to boarding school from year 7 for high school due to SOTA and other rural schools no longer having Year 7s from 2025. Some families are now faced with 6 years of private school and boarding fees compared to 5 years in the past. The extra year can amount close to \$60,000.00 in tuition, boarding, and extra-curricular activities/requirements.

Most boarding schools have traditionally taken students in Years, 7, 8, and 9 however, some schools appear to be moving away from accepting younger boarders.

This is more prevalent in some of the catholic schools. In turn, this adds financial pressure on parents to seek boarding at other private schools in Adelaide that have higher tuition fees.

One of the more affordable boarding schools responded recently that there isn't the demand for year 7 boarding but if there was, the school would accept them. However, this said school does not advertise that it accepts Year 7 boarding students, only from Year 9. Information is conflicting and a challenge to navigate for families.

### **Motion 14. Marla Oodnadatta Branch**

*“That SA ICPA lobbies the Australian Boarding Schools Association (ABSA), along with denominational and independent boarding schools in Adelaide, to discuss a designated ICPA bursary at each school/college.”*

### **Explanation**

For ICPA children, especially those residing in remote areas where access to traditional schooling is limited to School of the Air during primary years, the pathways to secondary education present significant challenges. Options include enrolling in Open Access College and similar online learning providers, pursuing homeschooling, considering private boarding arrangements, or opting for boarding schools. In more drastic scenarios, families may contemplate uprooting from their homes and employment, relocating to urban areas where educational resources are more readily available.

If financial cost was not a constraint for families, boarding schools provide one of the most suitable options for many ICPA children. Boarding schools offer a comprehensive and high-quality educational experience that supports not only their intellectual growth but also their social and emotional development. Armed with a quality education, children have more agency to critically determine their career choice, and if they choose to return to their communities, they have a greater capacity as leaders and change-makers, driving positive transformation and economic development in Australia agricultural industry.

Whilst boarding scholarships offered by schools are appreciated, they remain limited and highly competitive, with criteria that may be unattainable for many rural and remote children as they have not attended a face-to-face school or played club or competitive sport due to where they live.

We implore the ABSA and all boarding schools in Adelaide to engage in a genuine and constructive dialogue aimed at enhancing access and equity for ICPA children. As institutions committed to shaping service-oriented individuals, we urge schools to extend their understanding of our ICPA members' backgrounds.

### **Motion 15. State Council**

*"That SA ICPA State Council support Federal Council in any way they can, with their lobbying efforts to have the Assistance for Isolated Children (AIC) increased."*

#### **Explanation**

The gap between the AIC Basic Boarding Allowance and the actual cost of boarding across Australia continues to grow and this disparity is contributing to the financial strain many families are facing in their efforts to afford compulsory secondary education. In September of 2023 Federal Council started their campaign and lobbying efforts calling for an increase into the AIC with a widespread petition, which gained over 2500 signatures and was presented to various parliamentarians at their October delegations.

In early March, with the support of 20 key rural organisations (including SA ICPA) Federal Council, penned an open letter to Minister Rishworth, Minister for Social Services regarding their lobbying efforts for an increase of the AIC. SA ICPA State Council will continue to support Federal Council in any way they can in regard to this matter and look forward to hearing and relaying any developments as they come to hand.

## **DISTANCE EDUCATION**

### **Motion 16. Marla Oodnadatta Branch**

*"That SA ICPA lobbies the Minister for Health and Wellbeing and the Rural Support Service in SA Health to add 'Geographically remote families' as an additional eligibility criterion to bypass a nearer specialist in the Patient Assistance Travel Scheme (PATS) Guidelines for Assessment."*

#### **Explanation**

Currently, PATS will only provide assistance to a patient that has been referred to their nearest specialist, unless a GP has provided a valid medical reason. Whilst this may work for those living closer to their nearest specialist, the available days and times that specialists visit the nearest town more often than not fall mid-week. When living remotely and with children completing their schooling via distance education, this results in multiple days of absence from school to travel the large distances and is incredibly disruptive to their learning. A 15-minute appointment with distances of over 1000km round trip involved, it can very easily be 3 days away from home. When able to book appointments in the city, multiple appointments can be booked in the same trip often during holidays or either side of the weekend, and the quantity of school day absences can be avoided.

Families in our area receive the same PATS amount whether they attend an appointment in Port Augusta or Adelaide due to the maximum kilometres already being claimed, so the claim amount based on the Distance Calculator would not be increased.

Whilst family support, continuity of care, free accommodation, a preferred place of treatment, or personal convenience are not sufficient grounds to waiver the current criteria, we ask that SA Health see that consistency and reduced school absences in a child's education is.

### **Motion 17. State Council**

*“That SA ICPA writes to the Minister for Education, Training and Skills to request the establishment of a subsidy, to recognise the role of the home supervisor in Distance Education schoolrooms for geographically isolated families.”*

#### **Explanation**

Regardless of whether a family has a family member step in, or they pay an additional person to supervise in their home schoolroom, this comes as an added to cost.

When enrolling children at Open Access College (School of the Air), the Enrolment Policy clearly states that ‘All students (except adult students) must have a parent or supervisor (at home or at their enrolled school) available at all times’. This will assist to ensure child safety measures are maintained during their course of study, for example supervision, as well as to provide support for the student as they complete the learning programs.” A home supervisor acts as a teacher support yet is not recognised and it appears the government is happy for the role to be paid for entirely by the family or a family member is a full-time equivalent volunteer.

A subsidy provided to families to compensate for a portion of the cost would alleviate pressure placed on families that comes from the full-time out-of-pocket position of supervising children in each geographically isolated classroom.

### **Motion 18. SA Lone Members Branch**

*“That SA ICPA lobby the South Australian Department for Education to provide a subsidy to assist with the cost of supplying a supervisor when a child must study via Distance Education.”*

#### **Explanation**

Students who do not have physical access to a face-to-face school through being geographically isolated gain access in South Australia to school through School of the Air, Port Augusta a campus of Open Access College. It is a requirement in the Enrolment Policy of the College that ‘all students must have a parent or supervisor (at home or their enrolled school) available at all times’.

The students have access to online lessons with their teachers, however, follow up tasks and the rest of the school day must be supervised in the home classroom. Supervisors in a distance education environment are essentially Student Support Officers being paid by a family.

The State Government is responsible for the cost of education delivery including supervision, however the cost of a supervisor is borne entirely by the family in a distance education environment. Families must either employ a supervisor on a wage or in many cases, a parent, usually the mother, is forced to forgo paid work on the property, community, or outstation where they live, due to the need for them to stay home and teach their children. Many families cannot afford either option of this important and mandatory role.

*Refer to: Open Access College Enrolment Policy*

### **Motion 19. North East Branch**

*“That SA ICPA State Council request the Minister for Education to provide financial assistance towards the cost of supervising students in a Distance Education classroom.”*

#### **Explanation**

The role of the Distance Education Supervisor is essential for the education of children studying via Distance Education. Families living remotely are dependent on Distance Education as the only means of accessing a State Government school, such as School of the Air.



Families must choose to either employ a supervisor, or have a parent take on the role. Either choice comes at a high financial cost to remote families, with either a wage having to be paid or a parent having to give up work, to supervise the student/s. Assistance is urgently required to compensate families for the high cost of educating their children in a government school.

## **Motion 20. Port Augusta Branch**

*“That SA ICPA lobby relevant agencies to establish a fulltime Student Services Officer (SSO) for each remote classroom in South Australia, to supervise School of the Air Students.”*

### **Explanation**

While each remote classroom is different, it is our firm belief that children in remote areas should have access to the same level of support as their counterparts in metropolitan schooling, and providing SSO assistance is crucial in achieving this equality.

Isolated students and their parents face unique challenges that differ significantly from those encountered in traditional classroom settings. These challenges stem from their geographical remoteness, limited peer interaction, potential feelings of isolation and drought. The presence of a dedicated SSO in their virtual classrooms can make a profound difference in the overall well-being and academic success of these students and frees parents to help where needed when times are challenging and wages need to be reduced.

Some key reasons why SSO support is essential:

#### Social and Emotional Well-being

Isolated students often lack regular face-to-face interactions with peers, which can impact their social development and emotional well-being. An SSO can provide valuable emotional support, fostering a sense of connection and understanding. SSO support allows parents to strike a healthier balance between family responsibilities, station duties and personal pursuits. The reduced stress associated with overseeing every aspect of their child's education and the financial commitments, enables parents to spend quality time with their families. Improved work-life balance contributes to enhanced well-being for parents, fostering a positive family environment. This, in turn, positively impacts the emotional and psychological development of the children.

#### Individualised Assistance

Every student has unique learning needs, and isolated children are no exception. An SSO can work closely with each student, providing personalised assistance tailored to their learning style, pace, and challenges.

#### Parental Support

Given the remote nature of School of the Air, parents play a significant role in the education of their children. An SSO can collaborate with parents, offering guidance, resources, and strategies to enhance their ability to support their child's learning effectively.

#### Academic Progress Monitoring

SSOs can play a crucial role in tracking and monitoring the academic progress of isolated students. By identifying potential challenges early on, interventions can be implemented to ensure that students are on track with their educational goals.

#### Building a Sense of Community

The sense of belonging to a supportive community is vital for a child's development. SSOs can facilitate virtual group activities, collaborative projects, and peer interactions, creating a sense of community among isolated students.

In conclusion, the inclusion of SSO support in School of the Air classrooms is an investment in the holistic development and academic success of isolated children. By providing these students with the same level of support as their metropolitan counterparts, we contribute to a more equitable and inclusive education system for all Australian students implementing SSO support in the School of the Air, ensuring that every child, regardless of their geographical location, has the opportunity to thrive academically and emotionally.

## **Motion 21. Port Augusta Branch**

*“That SA ICPA liaise with the Department for Education and Open Access College (OAC) to address concerns that the proposed School of the Air (SOTA) rooms, being included in the new Royal Flying Doctor Service (RFDS) facility in Port Augusta, are not suitable.”*

### **Explanation**

We thank the relevant bodies on moving forward with a proposal for the provision of a new updated area for School of the Air (SOTA) to be based in Port Augusta. We have concerns regarding the feasibility of SOTA moving into a shared space with the RFDS and the University of Adelaide. Accessibility to teachers, students and families in a safe environment is crucial. Originally the request was that *the Department for Education to “provide a standalone all-inclusive building for School of the Air (SOTA) and Remote and Isolated Children’s Exercise (RICE) services in Port Augusta.”*

The establishment of a town school base for remote students and families to belong to offers a holistic approach to education, addressing academic, social, and emotional needs. By providing a physical hub for learning and community engagement, this model enhances the overall educational experience for remote students and contributes to the growth and vitality of the community. With the school being included in the RFDS building it takes away the ownership and place of belonging of our school. We are also concerned about whether all options have been explored. What happens if this new arrangement does not work and we have lost our buildings in the current location.

## **Motion 22. Marla Oodnadatta Branch**

*“That SA ICPA requests the Department for Education to increase the amount provided to School of the Air (SOTA) specifically to assist with travel for families to attend face to face events.”*

### **Explanation**

Face to face events are imperative for children educated through distance education as they provide an opportunity for children to meet their teachers and interact with their peers as well as extend their experiences and knowledge past what is offered at home. The cost of attending these events is increasing given the increasing cost of fuel with families have large distances to travel and many have to take time off paid work to attend.

The current 32c/km is not reflective of the overall travel costs families are incurring to attend school events. Over a quarter of SOTA families live in excess of 500 kilometres from Port Augusta where SOTA is based, many having to travel large distances on rough unsealed roads.

The rate was increased in 2022 from 28c/km after a similar motion was put forward and we were told by the Department for Education that it would be looked at again in the 2022 budget review. We have not heard anything further on this and feel that families must be supported to attend these events by doubling the current rate, before they start choosing not to attend which would be detrimental to their child’s learning.

The cost difference based on 20 families travelling an average 500km per trip to school events at 60c/km as opposed to 32c/km would be as follows: (based on 500km average/family)

Current: 20 families x 500 km @ .32 = \$3200      \$3200 x 5 events = \$16 000

Proposed: 20 families x 500 km @ .64 = \$6400      \$6400 x 5 events = \$32 000

**Total increase = \$16 000**

## ADMINISTRATION

### **Motion 23. Flinders Ranges Branch**

*“That the Flinders Ranges Branch host the 2025 SA ICPA State Conference.”*