

DISTANCE EDUCATION

1. A8. AUGATHELLA BRANCH

“That ICPA Qld Inc. lobby the Qld Curriculum and Assessment Authority (QCAA), the Department of Education and the Minister for Education to ensure that geographically isolated students enrolled in Distance Education are not disadvantaged by the new Senior Assessment and Tertiary Entrance (SATE) system.”

Carried

Explanation: The new SATE system will commence for students who enter year 11 in 2019. Geographically isolated students need special consideration, taking into account that they may have to travel long distances and stay in an unfamiliar setting for up to 4 weeks, studying and sitting exams. This could cause considerable stress, leading to mental health problems and be of considerable cost to families to facilitate.

2. A9. AUGATHELLA BRANCH

“That ICPA Qld Inc. lobby the Department of Education to develop special provisions, in consultation with ICPA Qld and SODEA (Schools of Distance Education Alliance), to ensure distance education students and their families are not disadvantaged academically, emotionally or financially by the new SATE system.”

Carried

Explanation: Distance Education students and their families should not be disadvantaged by the new SATE system. SODEA wishes to ensure that they are accurately represented in any decision making process for providing special provisions.

3. A10. ARAMAC MUTTABURRA BRANCH

“That ICPA Qld lobbies the Department of Education Qld to continue to review the C2C materials to ensure that the material is age and context appropriate.”

Carried

Explanation: Young students studying the C2C via distance education have been required to study and understand such complicated issues as the stolen generation, which are way beyond their maturity. They have also had books with reference to domestic violence. Reference is often made to farming bodies being detrimental and even unsustainable to the environment.

4. A11. CLERMONT BRANCH

“That ICPA Qld Inc. continues to advocate the importance, value and critical need for Queensland distance education schools to be based in, and part of, their respective regional, rural and remote regions.”

Carried

Explanation: In 2017, the Western Australian Government announced a decision to close regional schools of the air and to instead provide a single service from a central Perth (metropolitan) facility. This decision was later retracted and WA schools of the air will remain in their regions, however it highlighted a lack of broader understanding and appreciation for why schools of the air/distance education centres are so important to rural and remote communities, causing isolated Queensland families to ask ‘could this happen to us’. Members will take comfort knowing ICPA Qld Inc. are advocating for the benefits of regional schools of distance education in Queensland in the course of their business.

5. A12. MITCHELL-TOMOO/DUNKELD BRANCH

“That ICPA Qld Inc. lobbies DET and the Schools of Distance Education to consider the age of students and the times allocated for direct teaching on-air lessons.”

Carried

Explanation: Due to many of the Distance Education Schools leaning more heavily towards teaching more areas of the curriculum, back to back lesson times are occurring more frequently. It is particularly difficult for children aged year 4 and below to concentrate for 2 straight hours on air during the middle or latter hours of the day. It is noted that while many children in main stream schools would be exposed to 2 hours of straight lessons, these are unlikely to occur in front of a computer where workload is shared by a minimum number of students or across lunch time periods. It is proposed that if back to back lessons are necessary due to studio loading, that these lessons occur early in the day or for students in older grades who are less likely to tire.

6. A13. CHARLEVILLE BRANCH

“That ICPA Qld Inc. continue to support the Aussie Helpers Volunteers’ for Isolated Students Education (AHVISE) Program into the future.”

Carried

Explanation: The Charleville Branch would like to thank ICPA Qld for their continued support of the AHVISE program. With Aussie Helpers taking over the co-ordination of the VISE Program, there are many grateful families using the service this year. There have been some teething problems with the new Program, however like any new system, with support and understanding it will hopefully do well as it is such a vital service for rural and remote families.

7. S3. BOLLON BRANCH

“That ICPA Qld Inc. lobbies the Department of Education and Training and the Schools of Distance Education to ensure that the Independent Learning Materials (ILMs) used in the Prep curriculum are updated and reviewed to reflect the learning requirements for Year One entry and that they are suitable for delivery by a Home Tutor in a Distance Education classroom as a matter of urgency.”

Carried

Explanation: It is our understanding that when the C2C writers first developed the ILMs for the new curriculum pre-2012 prep was not compulsory in Qld, no C2C papers were written for Prep. Instead, Prep materials were written by SDE teachers. As such these materials are very different to other primary years materials and can be difficult to follow for the home tutor. Given that the majority of home tutors are not trained teachers, very clear guidance is necessary. ILMs must be written so a home tutor can easily interpret and understand how to present to their student. Other primary years materials reflect this need, but Prep has been neglected. This is an issue which has been raised repeatedly over a number of years and is still unresolved, seemingly handballed between DET and the SDEs, it must be prioritised. Our members request that DET and SDEs work together in consultation with families to review and update the materials and ensure they are user friendly and cover all learning areas required for a successful start to Year 1.

8. S4. AUGATHELLA BRANCH

“That ICPA Qld Inc lobby the Queensland Department of Education and the Minister for Education to develop minimum standards and guidelines with respect to infrastructure and facilities for Schools of Distance Education (SDE).”

Carried

Explanation: A number of SDEs have experienced an unprecedented rapid growth in enrolments in recent years. The result of this significant increase in school population (students, teaching and non-teaching staff) is that these schools are struggling to cope with limited and ageing buildings and facilities and infrastructure. Whilst there are minimum standards set by the State for mainstream schools, no such guidelines exist for SDEs, which in itself highlights a lack of standards and expectations for our students, teachers and staff.

9. S5. BLACKALL BRANCH

“That ICPA Qld Inc requests that DET abolish School of Distance Education fees for students currently enrolled in Queensland state schools where a full suite of curriculum is not

available.”

Word Change

Carried

Explanation: Currently students who study subjects via the Brisbane School of Distance Education, due to the fact that their preferred subjects are not available through their own school, are charged a fee. It is recommended that this fee be waived. Fees range from \$10-\$345, the higher being for Certificate Courses. The fee depends on the amount of resources provided for to complete the subject. Grade 11 & 12 are fairly similar in cost. There is also a cancellation fee involved. Some refunds are made but this will depend on length of course completed.

It is up to the individual school as to who pays the fee, although personal cheques are not accepted and it is billed directly to the school. Most schools pay this fee on behalf of their students although there has been a proviso put on by some schools that they will only pay if the student passes the subject. This takes away the choice of smaller and rural and remote students to study the subjects of their choice.