

## SCHOOLS

### 1. A24. BLACKALL BRANCH

**“That ICPA Qld Inc. lobby the Department of Education to evaluate the difficulties faced by rural and remote schools accessing supply teachers and DRT (District Relief Teachers) and put policies in place to overcome these problems.”**

Carried

Explanation: Currently only DRT (District Relief Teachers) receive a travel and expenses allowance. The substitute teachers although on a significant daily allowance, are not encouraged to travel as they do not currently receive any travel incentives. Rural and remote schools find it very difficult to source relief teachers and an amendment to the current system of transfer points for DRT's could maybe encourage more DRT's within the system. The Department needs to become more pro-active to encourage relief teachers to rural and remote districts.

### 2. A25. JULIA CREEK BRANCH

**“That ICPA Qld Inc. lobby the Minister for Education to provide a reduction in the teacher: student ratio in rural and remote schools with multi-age classrooms from 1:25 to 1:20.”**

Carried

Explanation: (Case Study) Julia Creek State School currently has 43 enrolled students with 2 allocated classrooms. Classroom 1; Prep-Year 2 has 20 students with a full-time Teacher and a full-time Teacher Aide. Classroom 2; Year 3-6 has 24 students with a full-time Teacher and a Teacher Aide (who has other roles in the school including librarian, technology instructor, book club coordinator, newsletter editor and other complementary roles essential to school operations).

It is forecast that in 2020 Julia Creek State School will have 47 enrolments; 25 students in P- 2.

Another matter of consideration is that Julia Creek State School participates in the remote area incentive scheme, where a graduate teacher is employed every 2-3 years into either the P-2 or the 3-6 classroom. This requires a large amount of support from the school Principal and fellow colleagues.

Due to the heavy support required by a graduate teacher, professional development all teachers are required to attend, Teacher absences being covered, principal business meetings and general Principal roles in the daily running of a school, it is not feasible for the Principal to fill the role of a full-time teacher also.

A full-time Teacher allocation for a P-1, 2-3 and 4-6 classroom would provide a manageable Teacher:Student ratio, so that students receive high-quality education.

### 3. A26. SPRINGSURE ROLLESTON BRANCH

**“That ICPA Qld Inc. lobby the Department of Education and Training to ask that they make a policy that perishable resources in small schools, that are temporarily closed, be distributed to other local schools.”**

Carried

Explanation: Books, library books, teaching resources, games, paper, glue, paint, playdough have either a short shelf life or are susceptible to silverfish, mice etc. I.T. equipment, TVs, printers, laminating machines etc. fast become superseded by new technology. These resources should be used and not left to deteriorate.

### 4. A27. SPRINGSURE ROLLESTON BRANCH

**“That ICPA Qld Inc. lobby the Department of Education and Training to be more proactive in dealing with children who are a constant disruption in the school.”**

Carried

Explanation: Children who disrupt the school causing lockdowns and danger to other children need help. When knives get put to children's throat and the perpetrator is simply suspended for a few days, the parents of the injured or bullied child/children are left with little confidence in the safety of

their children at school and the sincerity of a system that should have the well-being of children as their top priority. Often the disruptive child/children are troubled and in need of compassion, however they are not being guided to improve their attitude and actions when the consequences are so inappropriate.

**5. A28. SPRINGSURE ROLLESTON BRANCH**

**“That ICPA Qld Inc. lobby DET to provide a better solution for dangerous, disruptive students than is currently in place.”**

Lost

Explanation: Children showing this type of disruptive behaviour at such young ages are often the product of circumstances beyond their control. Making them change schools or go to Distance Education will rarely solve the issue. Surely a facility that can give these children help and prospects for a better future would be of benefit to all concerned. A state run boarding school with personnel to help these children might be a better alternative than what is currently in place.

**6. A29. RICHMOND BRANCH**

**“That ICPA QLD Inc. thank the Rural and Remote branch for their pro-active advocacy for improvement of rural and remote education.”**

Carried

Explanation: The confirmation earlier this year by Minister Grace of the establishment of four regional Learning & Wellbeing Centres for teachers and students across regional Queensland as well as internet connectivity in teacher housing in rural and remote communities is, we believe, a direct result of the wide consultation undertaken and recommendations made by the Education Department’s State Schools - Rural, Remote and International Branch. The great work this team is doing to improve rural and remote education is to be applauded.

**7. S11. BLACKALL BRANCH**

**“That ICPA Qld Inc requests that DET bring primary teacher-aide hours in line with the current secondary teacher-aide hour allocation.”**

Carried

Explanation: Although schools are free to allocate their allotted Teacher-Aid hours where they feel it is most effective, it seems a strange anomaly that the upper school is seen as more needy than their primary equivalent.

Primary students, particularly those in the younger grades, are far less independent and require more assistance to complete learning tasks when compared to the vast majority of secondary students. An increase in primary teacher-aide hours to match secondary hours is not only an equity issue but is vital to assist improving student learning outcomes. Why is it that there are such vast differences in Teacher-Aide hours between the two sectors? (see table below.)

<b>Enrolments Primary (excl Prep)</b>	<b>Hrs per week</b>	<b>Enrolments Secondary</b>	<b>Hours per week</b>
1	2	1 - 3	40
2	4	4 - 9	42
3	6	10 - 16	44
4	8	17-23	46
5	10	24-29	48
6	12	30-36	50
7	14	37-43	52
8	16	44-49	54
9	18	50-56	56
10	20		

11	
12-13	24
14	26
15	28
16-17	30
18	32
19	34
20-25	36
26-31	38
26-31	38
32-37	40
38-49	42
50-69	44

8. S12. JULIA CREEK BRANCH

**“That QLD ICPA work in collaboration with P&C’s, Local Governments and communities to lobby the State Government for a new fund for rural and remote schools with 40 - 52 children in multi-age classes to apply for whenever these conditions are reached.”**

Word Change

Carried

Explanation: The fund will be specifically for additional qualified teacher support to the school. This fund is to ensure educational standards and overall school outcomes are reached in line with their counterparts who have less children and the same staffing level. This fund allows the Principal to continue in their critical role as the numbers of the school grow and combats challenges around distance, isolation, staff retention, employment and educational outcomes.

10. F2. CHARLEVILLE BOTA

**“That ICPA Qld Inc lobby for a review of the school staffing policy to ensure that more than one adult is in attendance at all times except in extreme circumstances, and then for no more than one day.”**

Carried

11. F4. ST GEORGE BRANCH

**“That ICPA Qld lobby DET to raise awareness of the IMPACT Centre and investigate opportunities for the expansion in rural and remote communities.”**

Carried

12. F5. YARAKA/ISISFORD BRANCH

**“That ICPA Qld Inc. extend, on behalf of our members, thanks and gratitude to Mrs Patrea Walton, Deputy Director General, Education Queensland, for her ongoing commitment to Rural and Remote Education.”**

Carried