

## SCHOOLS

### **A14. TAMBO BRANCH**

**“That ICPA Qld lobby the Department of Education to ensure all rural and remote schools are fitted with defibrillators.”**

CARRIED

Explanation: With defibrillators becoming more affordable, all rural and remote schools should have access to them in case of an emergency. Living in rural and remote areas where there is a lack of access to ambulance and health care services makes having a defibrillator located in all rural and remote schools vital to saving lives.

### **A16. MOONIE BRANCH**

**“That ICPA Qld lobby the Department of Education to work with the Queensland Police Service to ensure a timely response to rural schooling communities for safe schooling.”**

CARRIED

Explanation: Recently Moonie State School was broken into. A staff member rang the police to report the crime. After that it came to staff's attention a gentleman was walking along the highway in front of the school. He was clearly in need of some assistance. The gentleman walked further down the highway and sat down on the side of the road. Some town locals kept an eye on the man. All staff and children were safe as they remained in the library. During this time the police were called again "000" and asked to come as soon as possible. In some small communities the police phones lines don't open until 8am which then means the call goes to a call centre. This then can lead to sometimes, somewhere that doesn't understand the distances in rural areas. This particular day Tara Police were already busy and couldn't come until the afternoon. The gentleman was then picked up by a traveller and taken through to Dalby. A Police officer show up to Moonie State School around 10am just to collect evidence. All staff and students were safe; however, it is concerning the time delay to attend a school 000 call in rural areas.

### **A17. TAMBO BRANCH**

**“That ICPA Qld lobbies the Department of Education to ensure all rural and remote students that choose to participate in school swimming lessons are able to access the 8 compulsory lessons in limited number groups for best practice, in either a weekly or camp lesson situation.”**

CARRIED

Explanation: We would like to acknowledge the work that Queensland Education is doing to help implement a water safety program in schools.

It is vital that children are granted full access to these lessons as, for some children, it is the only time they will get to learn to swim and learn about water safety. Not all rural and remote children have access to swimming lessons on a regular basis, therefore school lessons are paramount.

In some small rural and remote schools, without parent helpers or qualified people, the ratio of students per teacher/instructor is quite high.

In some small schools it may be more appropriate to have a week of intense swimming and water safety lessons due to travel to access a pool.

Figures published by the Royal Life Saving Society – Australian and Surf Life Saving Australia show that 276 people drowned across Australia from July 2018 to June 2019, representing a 10% increase on the previous year.

#### **A19. TAMBO BRANCH**

**“That ICPA Qld lobby the Minister of the Arts to reinstate the schools touring program.”**

CARRIED

Explanation: The schools touring program had run for over 50 years, delivered by Artslink QLD and Queensland Arts Council prior to QMF who ran it for the last 2.5 years.

The program ceased in December 2019, very quietly with no announcements made. It is absolutely critical for our rural and remote students to be given exposure to the arts. It is proven to be beneficial on so many levels for student outcomes to have the arts as part of learning.

We encourage the government to reinstate the touring program to benefit our students. The current format is, in reality, unworkable for programs to be delivered to small rural and remote communities increasing cultural disadvantage for our students.

To tour to a school now requires the artists to apply for Playing Queensland Fund to pitch a tour. The disadvantages of this include:

- Artists aren't grant writers, administrators, marketers, teachers – they are artists.
- The likelihood of a tour to small regional and remote communities is very low.
- Children in these regions aren't getting access to performing arts and workshop opportunities.
- Value for Money is reduced greatly.
- There will be less performing arts in schools.
- Increase of cultural disadvantage.

When it was Queensland Arts Council, the funding allowed for small school subsidies for smaller regional schools. When funding was cut, QMF could no longer do this – schools were charged \$8 +GST per student, and schools had to pay for a minimum of 100 students. Occasionally if a school really wanted a show but couldn't fund it or we had 'gaps' in our tour to fill, we would offer a highly discounted rate.

Larger schools where there may have been 3 performances would subsidise smaller schools.

When run by Queensland Music Festival – Youth Touring presented 8-10 shows per year across the State. The process was:

- Artists apply to QMF (pitch their show to be included in the touring program)
- QMF ensure curriculum links/relevance of performance etc.
- QMF coordinate a tour to one or more of the five regions across QLD.

Artists were paid by QMF not having to deal individually with each school where they may have had a wait for payment.

QMF undertook teacher data surveys to ensure performances were relevant, addressed the curriculum etc. This knowledge/information is no longer being gathered.

#### **S7. NEBO BRANCH**

**“That ICPA Qld lobby the Department of Education Queensland to provide all rural schools with direct access to an IT Specialist to assist with all school technology and computing equipment, maintenance and upgrades.”**

CARRIED

Explanation: At the Valkyrie State School, much like many of our neighbouring small rural schools, we do not have access to an IT specialist to assist us in the maintenance of our computer equipment. This task has been made the responsibility of our Teachers and Teacher Aides. They are having to meet this task outside of school hours, or on their own time, and undertake research and enquiries to gain some knowledge to fix and update the school computer equipment. As a result, our systems and computers aren't maintained properly. We do not believe the Department is doing enough to attract and retain specialist IT staff technicians (teaching and non-teaching) to rural areas that could provide travelling, ongoing and at times face to face support throughout our regions. We do not

have the same access to these services as metropolitan areas do. Our children are becoming disadvantaged as more lessons and specific activities are moving to online platforms, the rapidly changing technology and their frequent updates required for smooth running are leaving us behind. Our staff are also having to take on HR technological tasks every time there is a change in staff members, which we believe should only be undertaken again by an IT specialist.

We have had a disappointing encounter recently where an IT person has travelled out to our school to address one issue which was logged, and promptly departed after addressing that issue. A range of other technology/computer related issues were inquired with them during their visit and they would not address them during that visit. A routine visit from an IT specialist would greatly assist in keeping on top of regular updates and issues, and provide enough opportunity and time for day-to-day or other occurring technological issues to be addressed, and some guidance provided to staff on how to manage in the future in the absence of an IT specialist.