

Recipient Details

Name of organisation or individual: [I] Dunn, Belinda

Reference Type: Teacher - School

State or territory: NSW

Serial Identification Number: 475716

Responses

Curriculum and assessment

Students in rural areas often have a limited curriculum due to the number of students within the schools and also the specialities of the lowered number of teachers in the areas - they also do not have the same opportunities of tutoring or homework help centres which are readily available in metropolitan areas

Rating: 7

Teachers and teaching

Due to smaller student numbers the number of teachers in schools is also smaller this then leads to teachers being required to teach outside of their specialised area - an innovative way to overcome this would be to provide students access to specialists through adobe connect or connected classrooms for some subjects - this however cannot be at the cost to the school or the students as they are often also low soci economic areas - step up government

Rating: 7

Leaders and leadership

Obviously the leader of the school is pivotal to student success, however the greatest school leaders are not motivated to go to rural areas - incentive schemes of a long term nature (so that real and meaningful programs can be achieved) to attract high quality leaders would be excellent.

Rating: 7

School and Community

Rural and remote communities have a very strong sense of community but again it comes down to the leadership of the school and the school engaging the parents and community of the school to support the educational outcomes of the students.

Rating: 7

Information and Communication Technology

Obviously a very big problem in rural areas in some schools it is very difficult to maintain the infrastructure for ICT or to have specialists to come to the school to overcome problems due to distance. Again budgets can limit the amount of ICT within the school, for example BYOD in rural and remote schools does not take place due to the costs to families.

Rating: 7

Entrepreneurship and schools

Also and in some schools this is excellent, again comes down to the leadership and staff of the school. Individuals in rural communities are often very industrious and some fantastic projects do take place depending on the school.

Rating: 7

Improving access – enrolments, clusters, distance education and boarding

Enrolments do change and evolve depending on the area and the industries that are current in the area, the present cluster system is insane with really large areas of the state grouped together that really do not have significant similarities across the cluster that schools have been placed into. Again distance education does still require some specialist staff to assist and without that many students do not meet their potential, boarding is again a cost issue and often taking students from their home towns, in many cases it is common these students are additional labour within farming families during peak working times.

Rating for enrolments: 7

Rating for clusters: 7

Rating for distance education: 4

Rating for boarding: 3

Diversity

Obviously this is extremely important especially if we think about the barriers for Aboriginal and ESL students living in rural and remote communities

Rating: 7

Transitioning beyond school

Students in rural and remote areas are also faced with less opportunities for transitioning beyond school - in metropolitan areas students are provided almost weekly opportunities to attend university talks within their schools and larger work experience pools and employment opportunities.

Rating: 7

Additional Comments

FULL GONSKI funding is required in our regional, remote and rural schools - Barnaby if you are real about this let's see the actions behind your words, your communities are depending on you!