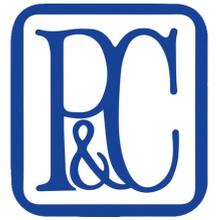


ANNUAL GENERAL MEETING



ANNUAL REPORT
29 AUGUST 2020





YEARS



Federation of Parents & Citizens Associations of New South Wales

THE HON. SARAH MITCHELL, MLC

Minister for Education and Early Childhood Learning



As Minister for Education, 2020 has reiterated to me that schools really are the cornerstone of our communities. The partnership between parents, students and public schools has been absolutely critical as we continue to feel the impacts of the ongoing drought, bushfires, floods and of course the COVID-19 pandemic.

In this time of recovery and response to challenges it has never been more important to acknowledge the great work of our public education community. NSW has the largest education system in Australia, with more than 90,000 teachers and support staff delivering high-quality education to more than 815,000 students across 2,216 schools. When we add in parents and carers, this is a community of 1.7 million people.

Education has triumphed amidst challenging circumstances this year, and it is fantastic to see how

strong and adaptable our families and schools have been. Teachers and support staff transitioned quickly to online lessons, parents and carers took on the huge responsibility of helping their children with learning from home, and students adjusted to different ways of learning.

With my eldest daughter being in Year 1, my family also had to make some big adjustments to our everyday lives. However, it was humbling to know our local public school was there to support us whenever we needed. Whilst it has no doubt been a challenging time, it has been really exciting to see in practice how well we can all adjust and step up when we need to.

In March 2020, the NSW Government implemented a number of strategies to respond to the rapidly evolving COVID-19 pandemic and meet the needs of students, school staff and parents and carers.

A key focus was how to ensure education continued for public school students right across NSW, whether they were learning in the classroom or at home. A dedicated taskforce was created at the Department of Education to ensure the continuity of learning and teaching during this period; bringing together the best expertise in curriculum, online learning, web design, IT, business and system support.

The taskforce's attention focused on adaptive learning technologies and innovations, including online learning platforms, curriculum resources and access to support services.

In addition to providing schools with access to state-of-the-art digital delivery platforms, we also distributed tens of thousands of computers and internet dongles to ensure students, particularly in regional and remote NSW, could learn from home with ease.

We gave staff the opportunity to partake in more than 100 webinars in a 20-day period to develop their technological capabilities during the learning from home period. We also offered anytime, on-demand professional learning in curriculum, assessment, wellbeing and use of technology, with more than 38,000 teachers completing a course. A virtual tele-counselling service was also introduced to ensure the continuity of care and wellbeing for staff and students.

The centrepiece of our strategy to quickly transition to remote learning was the Learning from Home Digital Hub, a repository of quality resources and key information to guide and support principals, teachers, parents and carers. There have been more than 3.4 million page views and 845,000 users have downloaded more than 500,000 education resources.

The hub's innovative 25 virtual, state-wide staffrooms enabled teachers across the state to collaborate and share information and resources. There are currently 31,000 members in the virtual staffrooms and this number is growing daily.

The Learning from Home Digital Hub became a reality within a week and was the central platform of the NSW Government's response to remote learning. The hub is recognised as world-class, best practice and has been viewed by thousands of educators in countries such as the United States, United Kingdom and India. There has been strong interest from education providers in other jurisdictions, including New Zealand, and the department shared resources with NSW Catholic and Independent schools.

Based on the success of the innovative Learning from Home Digital Hub, the Higher School Certificate Hub has also been created, providing teachers and students with additional curriculum resources and support. Importantly, this hub enhances equity by enabling teachers and students across NSW – in particular from rural and remote areas – to access subject expertise from other schools.

Innovations introduced as part of the NSW Government's response to the pandemic, such as anywhere, anytime professional learning, virtual tele-counselling and virtual state-wide staffrooms will continue into the future.

Parents play such a critical role in education – you are the first teachers and we know from research that children and young people achieve more at school when their families are invested in their education.

I sincerely thank the many thousands of P&C members and volunteers around New South Wales. Your hard work, tireless enthusiasm and dedication to your school communities is always greatly appreciated.

MARK SCOTT AO

Secretary of the NSW Department of Education



This has, by any measure, been an extraordinary year. Summer saw the state shrouded in smoke, early autumn rains brought floods, and then COVID-19 hit us with disruption on a scale unprecedented in several generations. Yet through all that, public schools in NSW continued to be cornerstones of communities and ensured continuity of learning for our children.

Every August we celebrate Ed Week – a time to joyfully applaud success in public education. This year the theme is ‘Learning Together’ and I think that’s really what the challenges of this year have highlighted as the strength of our system. In the face of disruption – of what felt like whip-fast changes to how we work, socialise, travel, how we live our lives – our students and our schools continued to learn together, even as they were physically distant.

We wanted for there to be a single unit of work for kids whether they were learning at home or at school, digitally or hard copy or any combination of those formats, so that all our kids would in the most practical and literal sense continue to learn together.

I was lucky enough to visit Auburn North Public School in late March and it was wall-to-wall ‘show-bags’ in the library. Teachers have pulled together bags of learning material and stationery for their students. At Pambula Public School teachers prepared learning packs and class-appropriate resources such as counting cards and dice – and at school gates across NSW parents arrived to pick up each week’s worth of material.

In other communities teachers were out and about delivering school work. In Menindee they were even busy delivering ingredients for a virtual community cooking contest to every school family – bringing the community together for some fun and entertainment, helping families come together for some practical learning at home and providing everyone with support during a tough time.

Our partnership with the ABC on a daily schedule of free-to-air educational programs also provided us all with an opportunity to test a new way of learning together. Of course TV couldn’t replace the teaching and learning programs provided by schools, but many families and teachers found them a great option to supplement learning – especially where access to the internet was problematic.

For many schools and families, and for many minds in the department, equity of access to computers and internet was a huge issue as we faced the reality of an extended period of learning from home. For some schools the best solution was a non-digital one – show-bags, phone calls and perhaps some lessons tied to the ABC educational programs. Others, like Grafton High, supplied over 100 Chromebooks in just one week and set up a ‘help desk’ for parents and students. Warilla North Public School used their RAM (Resource Allocation Model) equity funding to buy enough laptops to loan to any student who needed one. The

quality of the learning available online and the speed at which teachers and students surmounted the tech learning curve was phenomenal.

In the department and across our schools there was a lot to work through: how to get information to teachers, parents and to kids, working with different locations, addressing security concerns. We worked with Zoom, Google and Microsoft to ensure provision and safety. Our home site had millions of page views and we provided comprehensive support from kindergarten to year 12.

Even some of our littlest kids were quickly on board with digital remote learning. Kai is in kindergarten at Thirroul Public School and had this to say about the experience:

“I love home school but I miss seeing my friends and playing at lunch time. My teacher sends me videos of her reading a book and sounding out letters; this is special, I like seeing my teacher. My classmates share what they are doing at home and I like seeing their faces.”

Resilience in the face of change. Connecting better to learn together. Teachers who know, value and care for their students.

Parents too were faced with a learning curve. From that unnerving feeling of being your ten year old’s executive assistant, juggling her Zooms, google classes and conference calls; to a better understanding of your child as a learner; and the attention, patience and skill it must take to lead a whole classroom of learners.

I’ve heard over and over again from parents how this experience has given them a greater appreciation – and some startling insights – of the work that teachers do every day.

We know that kids do their best at school where there are strong respectful relationships between home and school. One of the few silver linings of this whole difficult period has been the strengthening of those

relationships. While kids were learning from home we enlisted parents as partners in learning in a more profound way than ever been before. But also in the transition back to face to face learning, the relationship between home and school has been incredibly important in supporting the learning experiences of our kids.

Schools have worked hard to connect with parents. At Canley Vale Public School most of the students (97%) are from low socioeconomic families where English is a second language. Parents are not always literate in their home language which means that even when translated information is sent home or posted on the school’s website, it is not always understood by parents keen to support their children’s learning. Teachers at Canley Vale stepped up and took a personal approach – daily phone calls, targeted instant messages, interpreters, and embedding QR codes in important letters, which can read out the message in seven community languages.

We’ve experienced a massive real world test of technology capability and students’ ability to work independently. We adults have had to walk the talk of being ‘lifelong learners’. We’ve all experienced change and disruption.

I want to thank and celebrate parents and carers across the state who took up the challenge, who supported their kids to continue to learn, who did their best in very difficult circumstances. For parents who have had multiple kids at home, who’ve worked from home or faced job loss I know it must have been especially hard. You’ve helped kids who struggled learning from home or who found the return to face-to-face learning challenging or who have just been scared and upset by how everything keeps changing.

It’s been an extraordinary period and you are truly appreciated as partners in your child’s learning.

PAUL MARTIN

Chief Executive Officer of NSW Education Standards Authority (NESA)



The wellbeing of students is at the centre of everything that NESA does, and I would like to reassure parents that in these unprecedented times we have not wavered from this principle. We have been working to support schools, and by extension teachers, students and their families, through this period of uncertainty to continue to engage in their teaching and learning despite the disruptions caused by COVID-19.

In this message, I would like to acknowledge the dedication of parents and the vital role they play in supporting their child's education. We know that parents are an incredibly important influence on a child's education from birth, right through to post-school destinations. The engagement and support of parents in their child's learning has never been more important than during the shift to remote learning brought on by COVID-19.

Remote learning from home for many weeks of the school year has not been without its challenges. Many parents have continued to work, whether it is from home or at their workplace, and they have gone above and beyond to encourage their children to keep engaged in their learning in the face of much uncertainty and

stress. The resilience and adaptability of students, teachers and parents to innovate and keep positive in the face of unexpected, and swift, change is inspiring.

The role of technology in supporting remote learning cannot be overstated. We have all encountered new situations and have been required to simply 'make it work'. I know that for some parents it was certainly a challenge, while for others it has been illuminating to see a little more of what goes on in their child's learning environment. I'm more than impressed with the way teachers, schools and parents took up the challenge of moving to online learning and demonstrated an ability to adapt to new ways of doing things. Technology has certainly played a huge role in keeping some sense of community and connectedness during the school terms.

This year has been challenging for many of us, but perhaps more so for those in their final year of their formal school education. For HSC students, we know it is important that they stay active, connected, and in charge of their wellbeing. Any 'normal' HSC year requires dedication, focus and the support of family and friends. This has certainly been no normal year, and it is more important than ever before that we support students to continue to study for their HSC.

This year, NESA is collaborating with mental health organisation Reach Out to deliver the #StayHealthyHSC campaign to support HSC students. The #StayHealthyHSC aims to support students to stay connected, to keep talking, and to manage their stress in the lead up to the HSC exams. #StayHealthyHSC will help to lighten students' mental load by providing news, updates, practical tips and tricks, social media posts and messages from experts, teachers, parents, students and inspiring spokespeople.

We want to assure students and their parents that the health, safety and welfare of students is paramount. To support this, NESA has made some changes to the HSC for 2020. NESA has established a COVID-19 Response Committee, with representatives from government, Catholic and independent school sectors, to guide and oversee a series of changes to this year's HSC and the K-10 curriculum that aim to protect the health and safety of students, parents and teachers.

One of the main changes is a delay in the start date of the HSC written examinations in 2020. This delay gives students a short, extra period of face-to-face time with their teachers in the lead up to exams. NESA has also announced adjustments to some major works, practical and performance examinations – keeping the health and safety of students as the first priority. However despite these disruptions, NESA remains committed to releasing HSC results in December 2020, allowing students to move onto their post-school destinations in 2021 as planned.

For students in K-10, we are supporting schools in their delivery of the curriculum as students now return to school full-time. School sectors and principals will have the flexibility to determine which K-10 curriculum outcomes to teach and assess in 2020 to account for disruptions to teaching and learning programs. It is important that teachers and schools have the flexibility to adapt to meet individual students' learning needs, the context of their school and their learning environments. Technology has a huge role to play here in facilitating flexible curriculum delivery, especially for some students who may continue to learn from home for a period of time.

Meanwhile, I know many parents are keenly interested in the progress of the NSW Curriculum Review. The NSW Government has committed to significant reforms to the NSW curriculum. Over the next four years, a new curriculum will be introduced that focuses on building strong foundations for future learning, provides more

time for teachers to focus on teaching and learning, and provides strengthened post-school pathways for Years 11 and 12 students. I encourage all parents to engage with the process of implementing these significant reforms.

Most students have now come back to the classroom fulltime, and while the return to face-to-face learning has come with its own challenges, we are committed to continue working with you. While this may have been a nerve-racking time for some parents, for others it may have been a welcome change. Hopefully, the transition back to a more routine life for our students and their families provides everyone with some stability and certainty needed following so much disruption in the early months of 2020.

The Federation of Parents and Citizens Associations of NSW and its member associations are valued stakeholders. NESA recognises how important it is that parents are informed about, and involved, in their children's education. The Federation plays a vital role enabling that.

Over the coming months it is vital that we work together to support students and their parents as we adapt to our new normal. NESA will continue to engage with the P&C and its Associations in our mission to make sure children and young people in NSW are prepared to meet both life's challenges and opportunities.

PRESIDENT'S MESSAGE

Tim Spencer, President, P&C Federation



The last twelve months have been a time of enormous activity and challenge for P&C Federation and its members. The most momentous event during this period of has been the COVID-19 pandemic, which has impacted all aspects of Australian life. P&C Associations and their members are no exception. As the ever-changing restrictions unfolded and impacted the educational landscape, P&C Federation and our members have had to adapt to challenging circumstances. For many members, their capacity to operate effectively has been altered by lengthy and sudden closures of canteens and uniform shops, difficulty in fundraising and by the inability to meet formally. P&C Federation acted swiftly for our members, seeking urgent changes to the constitution, and brokering

a relationship with Zoom to support P&C Associations to connect virtually. This work is ongoing, but we are proud to have provided a workable path forward for our members under pressing circumstances.

P&C Federation has also worked to ensure that its members function effectively within rapidly changing workplace environments by providing expert legal advice for those members attempting to traverse the complications of the JobKeeper scheme. Accessing JobKeeper was essential for many P&C Associations, and P&C Federation continues to connect our members with accurate and timely advice to safeguard their employees and their organisation from some of the economic impacts of the pandemic.

The impact of COVID-19 on P&C Federation itself has been notable, however. The NSW Electoral Commission was not able to complete the election process to enable us to conduct our elections as scheduled for earlier this year. This was in response to the risks arising from the pandemic and their impacts on the electoral process. Consequently, the Board has cancelled the P&C Federation's election of Councillors and Delegates in 2020, with a new election to be run in 2021.

The coming year promises to be one of exciting change and developments for P&C Federation. We are embarking on a process of reviewing P&C Federation's strategic plan, constitution, as well as the constitutions for P&C Associations and relevant legislation, to make them more fit for purpose. This will be a period of extensive consultation with member P&C Associations before making recommendations to the NSW Minister for Education.

Guiding P&C Federation through these recent challenges is Hannah Pia Baral, our newly appointed General Manager. Hannah took up the role just as COVID-19 restrictions began in earnest. She has risen admirably to the challenges and we are very fortunate to have her working with P&C Federation. Hannah replaces former General Manager, Steve Carpenter. I wish Steve a very happy retirement and I sincerely thank him for his many years of commitment to P&C Federation, and to public education in NSW.

As part of her work, Hannah and the team have designed and launched a new webinar program in response to the immediate need to make information easily accessible for P&C Associations. Webinars have been well attended and have received overwhelmingly positive feedback from our attendees. We look forward to delivering many more of these interactive, online sessions on topics of need and relevance to our members. This move to online and digital communication is part of our larger strategy, and includes regular web news items, website updates, fortnightly e-bulletins, direct email to members and social media in addition to our established lines of communication. Our stronger focus on digital communication has enabled us to be more agile in response to rapidly changing circumstances.

Beyond responding to COVID-19, P&C Federation has continued its advocacy work. We have made numerous submissions, continued to interact with committees and agencies, and have built stronger relationships with key stakeholders in education. Extensive input was made into the NSW Curriculum Review, a vital undertaking aiming to improve the quality of education for all students. Our Board has also been very busy in the past 12 months representing on committees, merit selection panels, and at education-related events. These activities are opportunities for P&C Federation to have significant impact on the long-term state of public education and to ensure that the voices of parents and carers are part of the ongoing conversation about how to provide the highest quality education for every child.

Finally, P&C Federation had the pleasure of hosting the 2019 Volunteer of the Year Award dinner in February this year. This award recognises and celebrates P&C volunteers who have given outstanding support to their school's community. I congratulate Ingrid Waite of Castle Hill High School for winning the award, as well as all the finalists for their exceptional dedication and efforts.

In closing, I want to thank the P&C Federation Board, Delegates and staff for their hard work in supporting the long-term sustainability of P&C Federation, its member P&C Associations and for the betterment of NSW public education.

FINANCIAL REPORT

Stephen Edwards, Chief Financial Officer, P&C Federation

Results for 2019-2020 Year

This financial year recorded a net surplus of \$230,209 compared to \$410,100 for 2018-19. Affiliation fees and insurance commissions were comparable with prior year. Although the Federation received \$65,198 (2018-19 not applicable) in government stimulus from the start of COVID-19 restrictions, the main contributor to the reduction of the surplus compared to prior year was a result of an unrealised loss in the value of the investments of \$142,251 (2018-2019 was a gain of \$72,541).

Investments

At 31 May 2020 the Investment portfolio was valued at \$3,053,905 alongside cash at bank of \$301,124. The respective values as at 31 May 2019 were \$2,375,848 and \$771,328.

William Buck Financial Advisers manage the Investment portfolio in line with the P&C Federation's Investment strategy. The impact of COVID-19 this year resulted in an unrealised loss in the market value of the investments of \$142,251. There continues to exist volatility in the share market. A conservative approach continues to be our investment strategy.

Income generated from the investments for the current year was \$102,373 (2018-19 was \$82,759) however the forecast for the 2020-21 year has been substantially reduced.

The P&C Federation's Parramatta office asset is additional to the above noted investments. An area of ~100m² is currently leased to a third party and generated \$50,157 in rental income (2018-19 was \$40,501). The current lease expires April 2021.

Department of Education Grant

The Department of Education grant received for 2019-20 was \$405,236 (net of GST) compared to \$376,964 (net of GST) for 2018-19.

In the 2018-19 financial year, \$72,265 had not been acquitted and accounted for as deferred income. This amount, along with 2019-20 grant of \$405,236, was fully acquitted by 31 May 2020. That resulted in \$477,501 being recorded as Grant Income for the current year.

Employment Expenses

Employment expenses were \$507,343, a slight increase over 2018-19 of \$483,902. The change in General Manager's position and inclusion of a part-time CFO were a result of this difference.

One-off recruiting costs of \$21,800 were incurred this year (2018-19 was \$0)

During the 2019-20 year P&C Federation received JobKeeper assistance for five staff members (\$30,000) and Cash Boost Stimulus on Wages PAYG (\$35,198) from the ATO.

Strategic Projects

This year the P&C Federation commenced the roll-out of its e-Learning development project for members with \$59,250 incurred (2018-19 was \$0).

Legal Fees

This current financial year saw \$121,642 incurred for legal and professional fees compared to \$78,141 for 2018-19.

Legal costs cover advice related to and for P&C Associations (totalling \$91,641) and general Federation advice (totalling \$30,001).

Representative expenses

The advent of COVID-19 restrictions saw a move from face-to-face meetings to virtual online meetings utilising Zoom and MS Teams. This resulted in reduced spending of \$86,552 compared to 2018-19 of \$135,144.

Donations and Sponsorships

A total of \$11,000 was donated to the Public Education Foundation (2019-20 was \$10,000). These donations were to assist the Public Education Foundation continue its valuable work in supporting public education. The Board expects to donate the same each year.

Outlook for 2020-21 Year

Financial results for the 2020-21 year will be impacted by:

- The continued impact of COVID-19 related restrictions and economic challenges on the Federation and its members:
 - A Membership Fee Relief (COVID-19) program is being offered to members for 2020/21 membership fees in recognition of the very significant financial impact of COVID-19 to some P&C Associations;
 - Insurance commission income may be impacted;
 - Rental income may be impacted should the current tenant find they are unable to pay the rent;
 - Volatile share market potentially resulting in a further unrealised loss on value of the Federation's financial investments and reduced interest/dividend income; and
 - Reduced Federation income will be at least partly offset by further receipt of JobKeeper assistance and Cash Boost for Employers from the ATO.
- The Department of Education extended the current grant for one year with a 2.5% increase over 2019-20 grant funding to \$415,367 (plus GST). This funding covers the period 1 July 2020 to 30 June 2021.
- Employment expenses are expected to increase with additional staffing to resource the implementation of strategic projects, member service and communications.

Federation Membership Fees for 2020-21 Year

The Board has proposed that the Federation membership fees for the 2020-21 year remain unchanged from the prior year.

The decision to set the membership fees at the proposed level is subject to endorsement at the AGM, as specified in clause 5(c) of the Federation constitution.

Submissions

P&C Federation Submissions from 1 June 2019 - 31 May 2020

Submission	Date
Review of the Melbourne Declaration	14/06/2019
Measurement & Outcome-based Funding in NSW Schools	18/08/2019
Review of Senior Secondary Pathways	06/12/2019
Feedback on Interim Report of NSW Curriculum Review	13/12/2019
Enquiry into Reducing Trauma on Local Roads in NSW	03/02/2020
Education in Remote and Complex Environments	28/02/2020
NAPLAN Review	20/03/2020
Education and Employment Legislation Committee	12/03/2020
Enquiry into COVID-19	28/05/2020



COUNCILLORS BY ELECTORATE

CENTRAL COAST

Nicole Mottlee

NORTH WEST SYDNEY

Tim Spencer

FAR WEST

Natalie Walker

RIVERINA

Saba Nabi

HUNTER

Vacant

SOUTH COAST

Vacant

MACARTHUR

Ray Mosley

SOUTH WEST SYDNEY

Susie Boyd

MID NORTH COAST

Jason Ryan

SOUTHERN & CENTRAL TABLELANDS

Bryce Wilson

NEW ENGLAND

Angela Martin

SOUTHERN SYDNEY

Jason Yeo

NORTH COAST

Vacant

SYDNEY

Maria Kaivananga

NORTH SYDNEY

Alan Gardiner

WEST SYDNEY

Natasha Coster

DELEGATES BY ELECTORATE

CENTRAL COAST

Craig Kettle
Vacant

NORTH WEST SYDNEY

Richard Copnall
Lisa Wilmhurst

FAR WEST

Diane Darcy
Helen Carpenter*

RIVERINA

Vacant
Vacant

HUNTER

Vacant
Vacant

SOUTH COAST

Vacant
Vacant

MACARTHUR

Vacant
Vacant

SOUTH WEST SYDNEY

Vacant
Vacant

MID NORTH COAST

Vacant
Vacant

SOUTHERN & CENTRAL TABLELANDS

Vacant
Vacant

NEW ENGLAND

Vacant
Vacant

SOUTHERN SYDNEY

Vacant
Vacant

NORTH COAST

Sharon Bright
Janine Cramond

SYDNEY

Simon Payne
Vacant

NORTH SYDNEY

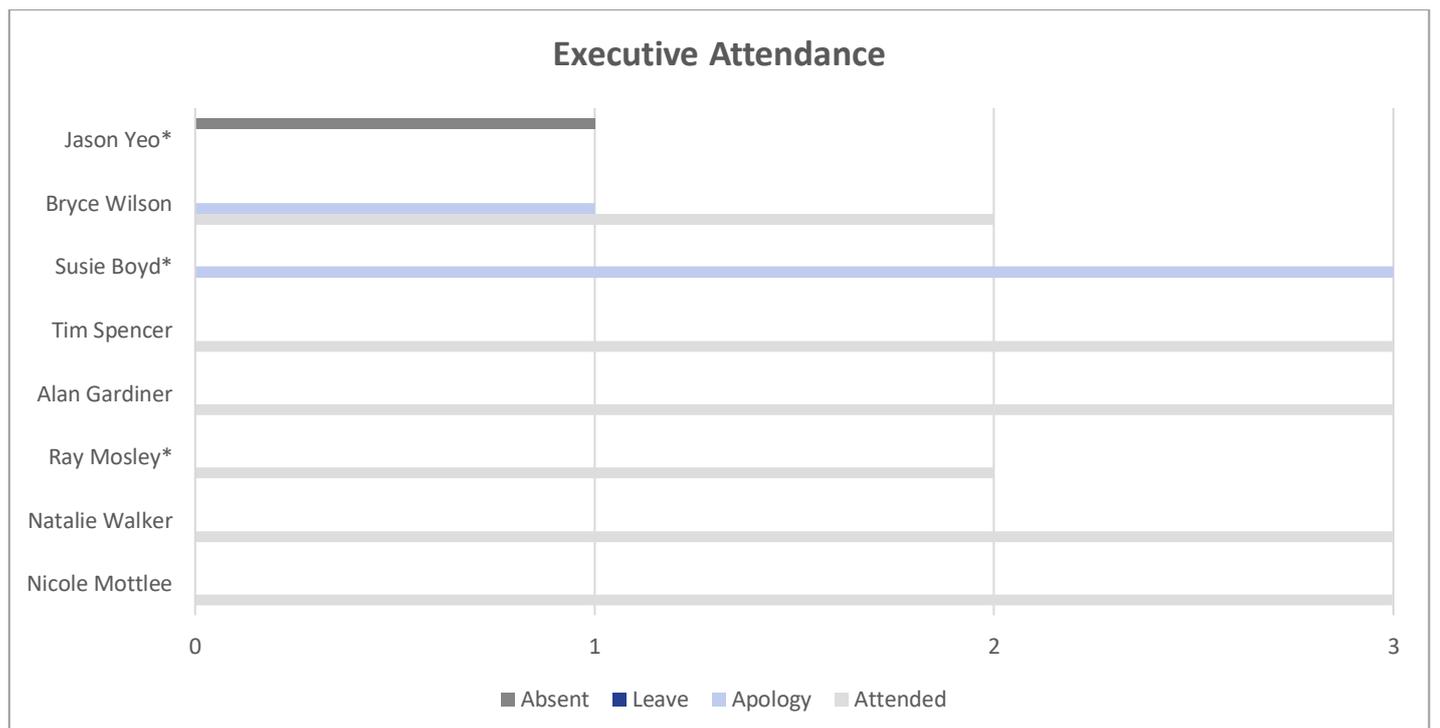
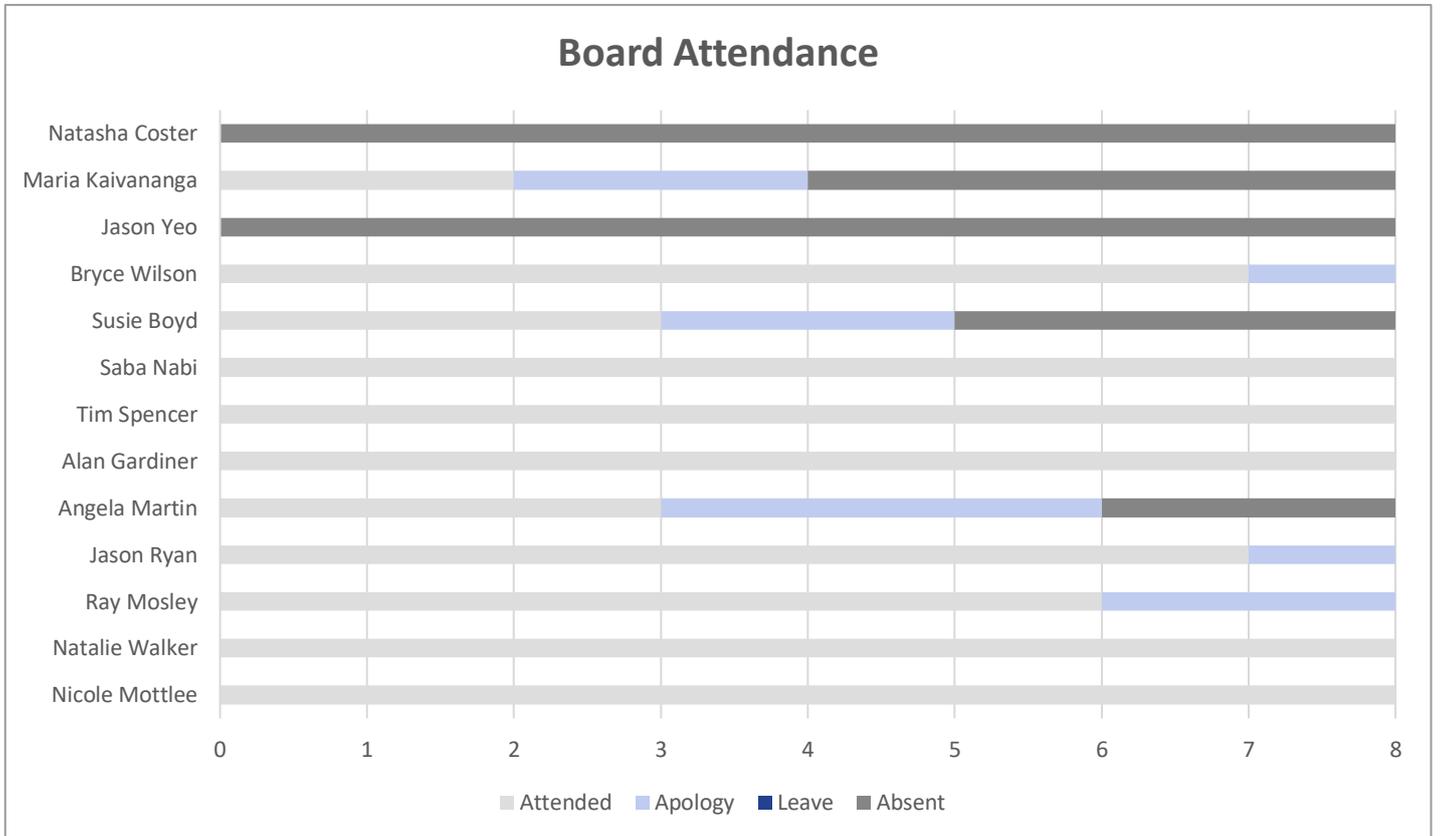
Gregory Burns
Mark Van Kerkwijk

WEST SYDNEY

David Farrar
Vacant

**Delegate until April 2020*

BOARD & EXECUTIVE ATTENDANCE



*Indicates partial term

P&C FEDERATION

SUB-COMMITTEES

Constitution Committee

Alan Gardiner – *Convenor*

Bryce Wilson

Angela Martin

Tim Spencer

Guidance & Governance

Tim Spencer – *Convenor*

Alan Gardiner

Jason Ryan

Saba Nabi

Angela Martin

Natalie Walker

Susie Boyd

Advocacy Committee

Natalie Walker – *Convenor*

Angela Martin

Jason Ryan

Jason Yeo

Bryce Wilson

Saba Nabi

Finance Committee

Ray Mosley – *Convenor*

Alan Gardiner

Angela Martin

Susie Boyd

P&C FEDERATION

REPRESENTATION ON

EXTERNAL COMMITTEES

Committee Name	Current Representative
Aboriginal Education and Communities Directorate Working Party	Bryce Wilson
Auslink Blackspot Program NSW Consultative Panel	Ray Mosley
Australia Schools Plus Contact Persons	Susie Boyd Vacant
Bushfire Relief Strategy Stakeholder Consultation Group	Tim Spencer
Community Languages Schools Board	Saba Nabi* <i>(*Board ceased 01/07/2020)</i>
Consultation Group for Ministerial Council Meetings	Tim Spencer
Disability Strategy Reference Group	Natalie Walker
Education Week 2020 Committee	Natalie Walker Saba Nabi Hannah Pia Baral
English Language Proficiency Equity Loading Methodology	Tim Spencer
Ethnic Communities Council of NSW	Saba Nabi Susie Boyd Vacant
High Performing Student Unit website project	Saba Nabi Vacant
Learning Difficulties Coalition Seminar	Saba Nabi
Literacy and Numeracy and NAPLAN Online Stakeholder Engagement Group	Susie Boyd Tim Spencer
Multicultural Education Advisory Group	Saba Nabi

Committee Name	Current Representative
National Architecture Reform Consultation Session (Consultation only)	Tim Spencer
NESA - Curriculum Committee (Shared with CCSP, NSWPC & P&C Federation)	Tim Spencer
NESA - K-10 Aboriginal Languages BCC	Nicole Mottlee
NESA - K-10 Languages BCC	Saba Nabi
NESA - K-6 Creative Arts Committee	Saba Nabi
NESA - School Registration Committee	Tim Spencer
NESA - Special Education Committee	Natalie Walker
NESA - Years 11-12 Geography BCC	Tim Spencer
NESA - Years 11-12 Languages BCC	Vacant
NESA - Years 11-12 PDHPE BCC	Ray Mosley
NESA - Years 7-12 Technologies BCC	Tim Spencer
Primary Ethics Contact Persons	Natalie Walker
Rural and Remote Committee	Natalie Walker
School Student Transport Scheme (SSTS) Appeals Panel	Jason Ryan
Secretary's Aboriginal Education Communities Committee	Tim Spencer
Special Religious Education/Special Ethics Education Committee	Natalie Walker
Stakeholder Consultation Meeting (Consultation only)	Tim Spencer
Student Discipline Policy & Behaviour Strategy	Tim Spencer



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**FEDERATION OF PARENTS & CITIZENS
ASSOCIATIONS OF NEW SOUTH WALES**



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