



Education Week

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NSW P&C Volunteer
of the Year 2020

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Vale -

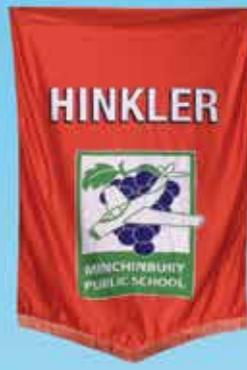
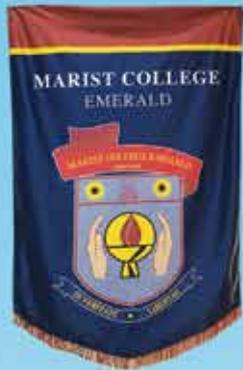
Shirley Stanton Berg

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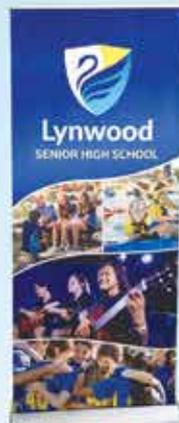


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Share Your Story with Us

The P&C Journal is published once a Term and is a great way to showcase what your P&C Association and school community is up to. If your School, Students or P&C Association is doing something special this year, share your story and photos with us and fellow school communities.

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PRESIDENT'S MESSAGE

By Tim Spencer

Welcome to Term 3, and it has been quite a rollercoaster since I last wrote to you. At that time, our governments were scrambling in response to the COVID-19 pandemic, and it was a time of unprecedented anxiety and uncertainty. While the situation is more settled now with the return to school and the relaxation of social interactions, we still need to be vigilant given that the virus will be with us for some time.

From the beginning of this crisis, our overriding concern has been the impact on our children's education while ensuring the safety of students and their families. When the NSW Government advised parents to keep their children at home and transition to online learning, we were greatly concerned about the highly variable state of internet access across schools and the effectiveness of using technology to teach remotely. These concerns are not new, and P&C Federation has advocated for some time to have the technology issues addressed. It is unfortunate that we needed a pandemic to have decision makers take notice.

Adding to the confusion was that the advice from the Federal and State governments about students attending schools was often conflicting and rapidly shifting, leaving parents in the dark about what would be happening with their children. Although governments were caught off guard by the crisis, we hope that the lessons have been learned, and that government advice and strategies from now on will be unified, clear and consistent and that they urgently take the steps to address the inequity in access to technology in the context of possible future waves of COVID-19.

The COVID-19 crisis has had an enormous impact on the operation of P&C Associations. As school sites shut their doors to all but staff and a small number of students, and the government implemented tight restrictions on gatherings, P&C Associations were unable to meet, effectively leaving them in

limbo. In response, P&C Federation urgently drafted amendments to the Constitution for incorporated P&C Associations to allow them to meet virtually. These amendments were approved by the NSW Minister for Education on 22 May, allowing P&C Associations to more or less resume their operations. As the amendments only apply to incorporated P&C Associations, we suggest unincorporated P&C Associations start the process of becoming incorporated if they wish to take advantage of these amendments.

Many P&C Associations were also impacted by the JobKeeper program. About a third of our P&C Association members employ staff,

From the beginning of this crisis, our overriding concern has been the impact on our children's education while ensuring the safety of students and their families.

and nearly all were forced to stand down their staff as COVID-19 restrictions began in earnest. Many of these P&C Associations were keen to enrol in JobKeeper for their employees. To assist our members in this, we have hosted webinars with employment law experts to answer P&C Associations' questions, and updated our website with information about JobKeeper. However, there is uncertainty among numerous P&C Associations about whether they are eligible and how to demonstrate their loss of revenue. This has led to concerns that the Australian Taxation Office (ATO) will at some future point hold them to account for what they thought



P&C Federation President,
Tim Spencer

were legitimate enrolments in JobKeeper. Due to this uncertainty, some P&C Associations opted to not enrol in the scheme. We have been in frequent contact with the ATO and other relevant agencies to provide more clarity, and raised our concerns with a Federal inquiry into the COVID-19 response.

Despite the impact of COVID-19, there are numerous other things in the pipeline. P&C Federation's Annual General Meeting will be held in August, and to be consistent with health advice around physical distancing, the meeting will be held online. Also, although the Constitution of incorporated P&C Associations was urgently amended to allow virtual meetings, we are still reviewing the rest of the Constitution and relevant legislation as part of an ongoing process to make these documents more fit for purpose. I am hopeful there will be further reforms before too long.

Finally, it is renewal time for P&C Associations, as the membership and insurance of all our P&C Association members will expire on 1 August. Please ensure you complete the renewal form and payment before that date. If you have any questions, just contact the P&C Federation office on 1300 885 982 or email the office at mail@pandc.org.au.

I hope you have a good and productive term.

NSW P&C VOLUNTEER OF THE YEAR 2020 NOMINATIONS NOW OPEN

Volunteers make a world of difference in their school community as P&C members participate in a wide range of activities to support their school community and students.

They provide a valuable channel through which parents and/or members of the school community can work together to provide support and/or additional resources for our young people as well as an amplified voice, advocating for a quality public education for all students in NSW public schools is provided.

The importance of P&C Association volunteers has only become more obvious as schools adapt to the challenging conditions COVID-19

have created, and they have been busier than ever.

Each year we honour the incredible contributions of P&C Associations' volunteers at the P&C Federation Awards Dinner.

Nominations from each of the 16 electorates across NSW will be reviewed by a panel of independent judges. Selected finalists will be invited to attend the P&C Federation Awards Dinner, at no cost (all travel, meals and accommodation covered), and the winner will be announced at the dinner on 26 February 2021 in Sydney.

If your P&C Association has a volunteer you consider to have gone above and beyond in



Nominations Close 11.59 pm on 30 November 2020. Late applications will not be accepted.

supporting your school community, consider nominating them.

You can find more information on the Volunteer Selection Criteria and how to submit your Association's nominations on the P&C Federation website: <https://www.pandc.org.au/nsw-pc-volunteer-of-the-year-2020-nomination-form/>

P&C FEDERATION WEBINARS

The P&C Federation has launched a webinar program in response to the pandemic to ensure that members continue to have timely access to support, resources and information.

All recorded webinars, PDF presentations and additional resources are available through the Member's Portal <https://www.pandc.org.au/member-links/>. Recent webinars hosted include JobKeeper, Casual vs. Part-time Employment and the Department of Education's Rural & Remote Education Consultation.

To receive regular updates on upcoming



webinars, please update your P&C Association's details by completing a Member Register Update <https://www.pandc.org.au/member-register-update/>. If there are webinar topics that your P&C Association

would like to suggest, please email: events@pandc.org.au.

Visit <https://www.pandc.org.au/pc-federation-webinar-registration/> for more information on upcoming webinars.

SCHOOLS ARE SAFE ANCHORS FOR BUSHFIRE RECOVERY

By Mark Scott

Homes all over NSW – and the world – have been witness to the unprecedented challenges facing schooling in 2020. Kitchen tables, lounge rooms and study corners were pressed into service for full-time learning at home and parents have juggled work responsibilities – or the stress of unemployment and business worries – with supporting their children’s learning.

The year started shrouded in smoke, with vast areas of NSW ravaged by fires and communities devastated by loss. Many parts of the state then faced damaging floods, before the COVID-19 virus disrupted so much of what we felt was important and central to our lives.

It’s not a year we’ll quickly forget.

Our schools were quick to embrace the complex challenges in this great period of uncertainty. Despite a heightened sense of anxiety and fear in the wider community, I have seen calm, effective and mature leadership from our principals and great strength and resilience from our teachers and school staff, students, parents and carers.

Continuity of learning has perhaps been the most important responsibility of the department and schools in this period. It’s

at the heart of what we do and an essential service in government. It was truly astonishing how quickly our system was able to pivot to remote learning. For many students this meant online delivery and Zoom lessons (and for many parents the slightly unnerving experience of acting as our kid’s Executive Assistant) and for others learning continued via hand-delivered hard copy work and ‘showbags’.

Many parents will now be familiar with the department’s online learning from home hub – it’s had more than three million page views. As COVID-19 began to impact NSW a continuity of education team was quickly formed and staff pulled together existing resources and created new ones, to support teachers and parents. We identified early what would assist teachers. There was a commitment, right from the start, to provide students with ‘one unit of work’, regardless of whether they were learning at home or at school.

The dedication of our teachers has been phenomenal as they completely redesigned delivery in a matter of days – and an extraordinary number of parents commented that the experience of supporting learning directly has given them a newfound appreciation for classroom teachers. Parents have gained an insight into what their child is



Mark Scott, Secretary
NSW Department of Education

like in a learning environment as well as the caring, support and encouragement that is part of the learning experience. And we know the profession brings much more to the table than that.

A silver lining of this whole experience must be the strengthening of relationships between home and school. Everyone has learnt something. Many teachers and schools have been in close contact with parents using digital tools. We’ve all heard the saying it takes a village to raise a child – and I think in many cases this experience is bringing the village closer even if we’ve been physically further apart.

It has been an extraordinary year so far yet even when it felt like everything had changed, teaching and learning continued to be a cornerstone of our society. On behalf of our department – and also personally – I want to thank the parents and carers of students in NSW for working with us so that learning could continue. I know for many it’s been a huge stretch in an already incredibly challenging time. And while students are back in classrooms, it’s important we hold onto what we’ve gained together. Children and young people need their parents and carers to carry on being their learning cheerleaders – to be in partnership with teachers and schools. We know this makes for more successful learning and a stronger village.



A silver lining of the pandemic experience has been the strengthening of relationships between home and school.

NESA NEWS

By Paul Martin

Hello to all parents and carers.

So much has happened since my last message to you, so let me touch on some of them.

In May we tasted the first semblance of a return to normality with most students back in classrooms full-time across NSW. While it may have been a nerve-wracking time for some parents, for others it may have been a welcome change. Personally, I'm happy that we are returning to face to face learning in a school setting, even with the residual number of restrictions we have come to expect and respect.

Parents of NSW students have been instrumental in supporting their children with schools transitioning to a new learning model

As you may be aware in May, NESA launched the #StayHealthyHSC campaign aimed at supporting HSC students to stay connected, to keep talking and to manage their stress in the lead up to the HSC exams. Have a look on the NESA website for resources, and feel free to share them with your family, friends and communities. If you need further information on the HSC changes you will also find it on our website.

During this unprecedented time, we are also supporting students in Kindergarten to Year 10 by providing principals with the authority to decide which syllabus outcomes and content they teach and assess in 2020. Schools continue to have the capacity to adapt syllabus content to cater for the learning needs,



to stop the spread of COVID-19. For many, it has not been an easy ride, particularly for those with a number of children. I applaud the efforts of all parents during this time.

According to Health authorities, community transmission of the virus continues, albeit in much lower numbers than a few weeks ago and as a consequence it is no time to be complacent. The paring back on social restrictions provides a bridge back to a more routine life for everyone. For our young people it provides greater access to their schools with the necessary stability and certainty that this brings.

interests and abilities of students and focus on literacy and numeracy using content from a range of subjects. Along with flexibility already available in the curriculum, this supports schools and teachers to focus on essential teaching and learning with students returning to the classroom full time.

I'm more than impressed with the way teachers and schools took up the challenge of moving to online learning and demonstrated an ability to drop old paradigms and accept new ways of doing things. Teachers and our own staff have identified strengths and areas for development, and collaborated together,



Paul Martin, CEO
NSW Education Standards Authority

leveraging new and existing networks to share ideas and support each other. This alone has been wonderful to witness, amid all the disruption.

This spirit of collaboration was also reflected in the theme - In This Together - for National Reconciliation Week (NRW), which was held from 27 May - 3 June. 'In This Together' reminds us not only to work together for our parents, teachers and students, but to work towards a more just, equitable and reconciled nation.

At NESA we took time to 'recognise reconciliation remotely' and to learn more about why National Reconciliation Week is so important for Australia. We have also been working in partnership with Metropolitan Local Aboriginal Land Council (MLALC) and Aboriginal Artist Danielle Mate Sullivan to progress work on renaming our NESA Boardroom. We have received cultural permission to rename the Boardroom in Gadigal language - Ngara. The translation of this is 'to listen', an important reminder to all of us.

Best wishes to all and thank you.





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P&C ASSOCIATION RENEWAL TIME! MEMBERSHIP AND INSURANCE IS DUE 1ST AUGUST 2020

Information on Membership and Insurance renewals for the 2020-2021 period was emailed out to your P&C Association from Andrews Insurance Services Pty Ltd in July.

In order to receive our latest notices, news and other information, it is very important that your P&C Association keeps its contact details up to date. An Office Bearer can do this by completing the Member Register Update - <https://www.pandc.org.au/member-register-update/> or updating your details via the P&C Member's Portal.

Membership entitles your P&C Association to \$50 million Public Liability Insurance.

DOES YOUR P&C ASSOCIATION HAVE ADEQUATE INSURANCE COVER IN PLACE?

Make sure you have all your P&C Association's activities covered; this may include insurance to cover your members and volunteers when they are participating in P&C Association events.

Has your P&C Association considered cash and property insurance for the operation of Canteens, OOSH Centres, Bands or Uniform Shops? Your P&C Association may want to take up one of the best-valued Insurance Packages available, including the option of top ups of cash and property.

It is highly recommended all P&C Associations review their business operations periodically to ensure that appropriate classes of insurances are of adequate cover and in place to ensure that your business, members and volunteer needs are met.

Corporate Governance



These may include:

- Liability extensions for OOSH Centres, Tutors, Stall Holders, After School Classes, Vacation Care
- Voluntary Workers Insurance – for members and volunteers whilst participating in P&C Association events and activities
- Cash and Property Covers
- Association Liability
- Directors and Officers Liability
- Fidelity Insurance
- Motor Vehicle Excess Cover
- Packaged options of the above covers are also available.

For more information, visit the P&C Federation website: <https://www.pandc.org.au/guides-policy-wording-2/>

Alternatively, if you'd like to speak to someone further about your specific insurance needs, please contact Andrews Insurance on 1300 885 982 Option 1 or email ela@andrewsinsurance.com.au insurance@pandc.org.au.



CONGRATULATIONS NEWLY INCORPORATED P&C ASSOCIATIONS

We congratulate the following P&C Associations, which have become incorporated since the beginning of 2020:

P&C Associations incorporated in 2020	P&C Federation Electorate
Beresford Road Public School	South West Sydney
Coolah Central School	New England
Gravesend Public School	New England
Griffith North Public School	Riverina
Kingsgrove North High School	South West Sydney
Martindale Public School	New England
Morisset Public School	Hunter
Murrumbidgee Regional High School	Riverina
Ropes Crossing Public School	West Sydney
Strathfield North Public School	Sydney
Warwick Farm Public School	South West Sydney

We encourage all P&C Associations to become incorporated, as an incorporated body can apply for government grants, own assets and borrow money from financial institutions. Also, if a P&C Association is incorporated, any debt or liability of the P&C Association will typically be held against the P&C itself, rather than individual office bearers.

If you are not currently incorporated, or are unsure if you are incorporated, please contact P&C Federation on 1300 885 982 or email at mail@pandc.org.au.

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BUSHFIRE STRATEGY TO SUPPORT SCHOOL COMMUNITIES

Supplied by the Department of Education



The Rappsville fire, near Casino, photographed by RFS volunteer Danny Henman, the principal of Southern Cross School of Distance Education.

Many months after fires devastated large parts of the state, impacting around 50,000 students through school closures, emergency evacuations, respiratory issues from smoke and more, NSW Education is continuing its work to help school communities recover and prepare for the coming bushfire season.

The department has appointed former principal and senior leader Kathy Powzun to develop and implement the Bushfire Relief Strategy.

Working closely with key stakeholders including the P&C Federation and the Catholic and independent school sectors, the strategy has 32 projects underway to deliver immediate help as well as longer term actions around recovery.

It also aims to ensure schools are best placed to prepare and respond to any future bushfire event.

Almost 190 schools were either directly

impacted or were in close proximity to fire affected areas. Three public schools were destroyed in the fires: Bobin Public School, Cabramurra Public School and Wyaliba Public School. Fifteen schools required minor repairs to structures and grounds, with all work being completed before the 2020 school year.

“The Bushfire Relief Strategy outlines a deep commitment to this work to establish provisions and processes for schools in bushfire-prone and affected areas,” said Ms Powzun.

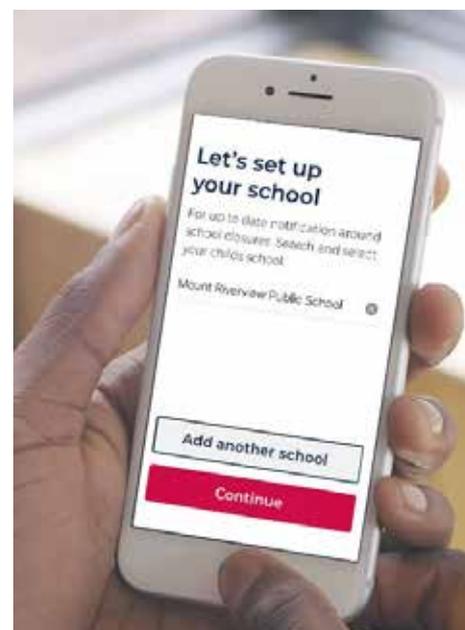
“The loss suffered by school communities across NSW was unprecedented and is having ongoing ramifications on our school communities.

“This is why the strategy is committed to listening and learning from all affected schools about how the department can best provide assistance. With feedback from several schools, we have already made systemic improvements, and ongoing consultation is scheduled.”

Some of the projects underway include:

- Supporting school counselling services to help students remotely when they cannot be at school due to COVID-19
- Implementing evidence-based online mental health programs for students with clinical levels of anxiety in bushfire affected communities
- Empowering and equipping school leaders to make the best decisions in a bushfire crisis
- Professional learning for teachers on how to best support students in trauma and how best minimise disruption to student learning
- A review of policies and procedures to support bushfire preparation, response and recovery.

“I want to acknowledge the unshakeable commitment, hard work and professionalism of all staff in going above and beyond to help their local communities respond to the extreme challenges of the 2019/20 bushfires,” Ms Powzun said “In the weeks and months ahead, I look forward to engaging with schools and their communities to provide further information about progress on the strategy.”



NSW families can now get notified when their school becomes non-operational, wherever they are.

App for safety notifications

Be prepared for the 2020 bushfire season by downloading the NSW School Updates app. <https://education.nsw.gov.au/parents-and-carers/nsw-school-updates-app>.

The app complements the other means of communication available to parents and carers from schools and the Department of Education to ensure families receive timely, accurate information in a crisis.

You can opt in for notifications about the operational status of as many NSW public schools as you choose.

MAINTAINING MOMENTUM FOR STUDENT LEARNING

Supplied by the Department of Education

The COVID-19 pandemic has created significant disruption in all our lives but the importance of keeping education on track for school students was at the forefront of thinking for senior leaders in the NSW Department of Education.

Georgina Harrisson, Deputy Secretary of People and System Performance, and Jane Simmons, Executive Director Continuity of Education, recorded an episode of the Every Student podcast with Secretary Mark Scott. In the episode they discussed how important it was that students didn't lose momentum in their education as they transitioned to learning from home at the height of the pandemic.

"We wanted to make sure students could continue to learn. We wanted to make sure they could stay connected to their school and their community, and we wanted to make sure that we could take an interest and have an understanding of their wellbeing through that time," Ms Harrisson said.

The formation of a continuity of education team, led by Ms Simmons, addressed the need for resources to help support teachers deliver lessons to students at home.

WE WANTED TO MAKE SURE THAT WE WERE ABLE TO MEET THE NEEDS OF THE 2,200 PUBLIC SCHOOLS IN OUR SYSTEM

"We pulled together resources from right across the department, resources from our distance education schools and resources from other schools right across the system," Ms Simmons said.



The establishment of the Learning from Home hub provided a central repository of resources and key information to guide principals, teachers and parents and carers in the delivery of learning for students at home or school.

There were more than a million page visits to the hub, which has 8,000 individual learning resources of teaching materials, lesson plans and advice for parents and carers to support their child's learning.

Upskilling teachers around the use of online platforms was a consideration. Existing professional learning was built upon with teacher professional learning modules made available on-demand.

Equitable access for students with limited or no access to internet and devices was another major consideration for the continuity of learning team.

"We wanted to make sure that we were able to meet the needs of the 2,200 public schools in our system," Ms Simmons said.

Ms Harrisson acknowledged the pressures of the pandemic as students learned from home, and the added challenge of students

who do not have access to a device or the internet.

The department has worked to acquire extra devices and internet dongles and get them out to students who need them most, including Year 12 students undertaking the HSC.

There have been other insights from the pandemic, with schools introducing new ways of engaging with students and parents.

Some schools have started using Zoom to undertake parent-teacher interviews and virtual counselling has been introduced to provide continuity in student wellbeing support.

"That's really a great step forward on the back of bushfires and now during the pandemic, having virtual counselling as an option," Ms Simmons said.

"We've always known this, but the relationship between a student and a teacher is a really special relationship, and that's been really emphasised."

The podcast episode is available at education.nsw.gov.au/every-student-podcast.

HARBORD PUBLIC SCHOOL P&C ASSOCIATION SHARES THEIR PANDEMIC EXPERIENCES



Interview with Heather Lawson, President of Harbord Public School P&C Association on Sydney's Northern Beaches

Tell us about the facilities that your P&C Association runs.

Harbord Public School currently has 1075 students enrolled from 774 local families. Our P&C has just under 50 financial members.

Our P&C has four main income streams and an annual turnover of around \$2.5million per year. We have OOSH (out of school hours) for before and after school care, a canteen and a uniform shop. In non-COVID times, we would hold regular fundraising events and usually raise around \$100,000 per year.

Our OOSH has up to 200 children attend before school care and 300-350 in after school care every day, and offers Vacation Care during school holidays and on pupil free days. It's an enormous operation (I believe it is the largest OOSH in NSW) and is expertly run by our OOSH Director Kara. Kara is supported by a team of four Assistant Directors and the business management is overseen by the OOSH sub-committee which comprises several OOSH parent volunteers.

Our canteen is managed by Jan and has three other paid employees. During normal times, the canteen turns over around \$10,000 per week and fills up to 2000 lunch orders per week. All food is made fresh on-site - in 2019, it was declared the Healthiest School Canteen in NSW.

Our uniform shop is managed by Kim and Lisa. We brought the uniform shop in-house in 2017. Almost all orders for new items are placed online and delivered to the child's classroom. Returns are also managed via the child's classroom.

We also have a second-hand uniform shop that resells donated items at a much lower price.



Harbord Public School P&C Association Canteen

So how many employees does your P&C Association have altogether?

We employ 53 permanent and casual staff – four in our canteen, two in our uniform shop and 44 in OOSH. We also have two paid bookkeepers and a CFO who keeps our finances under control and we have a number of volunteer parents who support the paid P&C staff on a regular basis.

So your P&C Association is quite a giant operation. When the COVID-19 shutdown laws came in, what steps did you take with those facilities and staff?

We had two major priorities – to care for our P&C employees and to maintain as much support for the school staff and students as possible for as long as we could. There were ad-hoc sub-committee meetings and exec meetings on weekends and in carparks – it was a crazy few weeks!

Before the announcement of JobKeeper, we stood down all our casuals and made plans

for how we could pay out leave entitlements etc. to our permanent staff. As soon as JobKeeper was confirmed, we stood all our casuals back up and applied on their behalf.

OOSH was able to stay open for the children of essential workers and for those who needed extra care and also continued the service through the school holidays. This involved swift implementation of upgraded hygiene rules, social distancing, adapting menus and activities, and reorganising rosters at very short notice. Attendance numbers dropped by 90% but the kids who were there really needed the service.

The uniform shop and canteen kept operating for as long as they were allowed then did a full stocktake and deep clean.

Tell us about your experiences with JobKeeper.

The JobKeeper payments have been a lifeline! We have 38 staff receiving the payments and were reimbursed \$111,000 for the first

month. We were very fortunate in that we could afford to pay this to our staff in advance and keep all working staff topped up to full pay.

With JobKeeper, some staff are receiving significantly more than their usual pay and have generously worked extra hours for us in other areas as required.

Did your P&C Association get any other support?

We are eligible for CCS support for our OOSH service and receive \$22,000 per week which covers our overheads and enables us to top up those on higher wages to their regular amount.

We also received a \$35,000 cash boost on our first BAS instalment.

And the Department of Education has cancelled our license fee for OOSH for now. Our usual fee is almost \$60,000 per year.

Those are phenomenal sums. What are the next steps for your P&C Association?

Big question.... At the start of this year, I agreed to stand as President again thinking I'd be in for an easy ride! Personally, I'm looking forward to getting back to all the fun stuff again – the discos, fun runs and cake stalls.

We have a few outdated policies and procedures that we need to update and adapt to current times. We also need to create a shutdown strategy should a situation like this ever arise again. We went into it totally unprepared but have managed to survive thanks to our amazing P&C members. We have also been advised that we should look at employing a General Manager to oversee the



Harbord Public School P&C Association Uniform shop

business as a whole as it just keeps growing and is now way bigger than the average P&C!

Most importantly, the events have highlighted the value of community volunteers and how much can be achieved when people give a little for the good of others. I'm really proud of everything our P&C has achieved and forever grateful to everyone involved. Go Harbord!

NEW P&C ASSOCIATION AT HIGHLANDS SCHOOL FOR SPECIFIC PURPOSES

Interview with Rebecca Muddle, President of Highlands School P&C Association

We are always happy to welcome newly formed P&C Associations in schools where none had existed. One such school is Highlands School, a school in Mittagong for students with longstanding and substantial behavioural issues. Some enterprising and proactive parents have recently come together to form a P&C Association to help support their school and students. We contacted the P&C Association President, Rebecca Muddle, for her perspective:

1. Tell us about your school. What sort of students does your school cater for?

At the Highlands School we have currently 31 students, with capacity to increase to 42 students. We are a behavioural unit school. We focus on kids who struggle in a mainstream setting.

2. Has there ever been a P&C Association at your school?

No, we have not had one until recently. We have had much parent involvement, but now we have parents wanting to contribute to the school as our numbers increase.

3. What made your school community form a P&C Association now?

There are so many grants available to schools, but you must be a P&C Association to apply and also incorporated, so to apply we decided in conjunction with our new Principal that we would form a P&C Association. We have already been approved for a \$5,000 grant for school uniforms.

4. Tell us about the process of starting a new P&C Association. Did you get much support from the school and other parents?

At first it was a little daunting, but as we have come along, we had a lot of help from the P&C Federation and we have slowly pieced together what we need. It's a lot of learning, but we are getting there.

We have been very lucky that we have a principal who is very involved in all aspects of the P&C Association and has been a great help and will continue to be for many years to come. Parent involvement has also increased, with three parents jumping on board to help out.

5. What are the plans for your P&C Association in the coming months?

We are planning to have new school uniforms for our students by the start of Term 3 with the funding we received from the Education Minister. We can't wait to see the kids in their new school uniforms.



EDUCATION WEEK 2020: LEARNING TOGETHER

Ed.
week
3-7 August
2020

Supplied by the Department of Education

The theme for Education Week 2020 is 'Learning together' and reflects the incredible year for students, school staff and parents and the partnerships that have been strengthened.

Education Week will run from Monday, 3 August, to Friday, 7 August.

The annual state-wide event celebrates the NSW public education community, highlighting achievements of local schools and the role of public schools as the cornerstone of their communities.

Learning together can be students with their friends at school, with their teachers (at school, and this year remotely), and learning from home with parents.

The Department of Education will develop a virtual album of film and photos for Education Week and is looking to capture the role of parents during the nine-week school shutdown in NSW. Send your photos, videos or memories to educationweek@det.nsw.gov.au and the department will share on its social media channels.

In this year of bushfires, floods and COVID-19, the key messages of Education Week 2020 are:

Schools are the cornerstone of communities: Parents are our partners in learning. Schools and families benefit from strong, respectful relationships where responsibility for student learning is shared.

Change and resilience: Our teachers and students are lifelong learners, collaborating in a positive learning environment to achieve their potential. Learning together makes us stronger and creates resilient communities.

Connect better and learn together: Our world-class school staff are dedicated professionals who know, value and care for all students. Technology enables learning together anywhere, any time.

Join us for #EdWeek20 as we celebrate #Learningtogether. There's lots of ideas on how to celebrate Education Week and more information at <https://education.nsw.gov.au/public-schools/education-week>

FOOD FOR THOUGHT AS SCHOOLS NOURISH COMMUNITIES

Supplied by the Department of Education

Weekly deliveries of food hampers helped teachers at Lomandra School stay in contact with their students with complex mental health needs during the pandemic shutdown.

When the students moved to learning from home at the end of Term 1, the school was proactive in keeping in touch with its students to ensure they were coping with the new conditions.

Principal Leanne Newitt said teachers had used the food hamper deliveries to drop off and collect schoolwork packages and check in on students and their families.

"Whole families were suffering because it is such an unprecedented event," she said.

Ms Newitt said she was proud of how her students had responded during the COVID-19 crisis.

As students returned to school full-time at the end of May, Ms Newitt said the teachers were excited to welcome them back to the classroom.

"We are really happy to have them back and reconnecting," she said.

"For our students being back in the classroom is the best outcome for them as they have the structure they need and the support they need."

During regular times the school runs a community pantry and food hamper program for 14 schools, who each contribute around \$4000 annually to support the staff and costs.

However, Ms Newitt said the COVID-19 crisis had supercharged demand with the combination of the food hampers and a community pantry supporting around 4,500 people in the Macarthur region.

The food program is supported by Oz Harvest, Foodbank, Good360 Australia and numerous local suppliers and businesses.

At Briar Road Public School, the weekly hamper runs to families supplied from Lomandra School were supplemented with a community pantry at the front of the school where families could stock up on long-life goods.



The community pantry was set up with social distancing measures in place and stocked with items like pasta, noodles and cans of food, with a simple message to "take what you need".

Principal Tammy Anderson said most of her students lived in public housing in Airds, one of the lowest socioeconomic areas of NSW.

"We are already a disadvantaged community and COVID-19 put extra pressure on but I'm super proud of how resilient our community is," she said.

"I don't think the wider community is aware of just how much schools, right across the state, have been giving back to their communities."

REVISION OF CONSTITUTIONS FOR P&C ASSOCIATIONS

The Federation of P&C Associations of NSW is planning to revise the Prescribed Constitution which is used by all P&C Associations incorporated under the *Parents and Citizens Associations Incorporation Act 1976 No 50*. The Prescribed Constitution was recently amended to allow for virtual meetings as an urgent response to the COVID-19 restrictions, however both this change, and many other aspects of the Prescribed Constitution are potentially subject to review and revision.

The objective is to create a new Prescribed Constitution which would be a standalone governing document for any P&C Association that, among other things, satisfies all of the requirements for a charity registered with the Australian Charities and Not-for-profits Commission (ACNC) and able to operate a deductible gift recipient School Building Fund (if the P&C Association operates such a fund) but would also enable flexibility,

where appropriate, for P&C Associations that have specific needs and capabilities not fully supported by a generic constitution.

Along with the revision of the Prescribed Constitution we will also be revising the Standard Constitution for unincorporated P&C Associations and the suggested by-laws which accompany the two Constitutions. While not mandatory, the new suggested by-laws would be available as a base for P&C Associations wishing to develop and adopt by-laws.

Please send your submissions to comsupport@pandc.org.au.

The current Constitutions and suggested by-laws are available on P&C Federation's website <https://www.pandc.org.au/constitutions-for-nsw-pc-associations/>. Please contact P&C Federation by email: mail@pandc.org.au or phone: 1300 855 982.

The Federation of P&C Associations of NSW is inviting input from P&C Associations and other interested parties with respect to:

- Deficiencies or shortcomings of the current Constitutions and/or suggested by-laws
- Suggestions for improvements or changes to the current Constitutions along with any additional suggestions to be included in the revised Constitutions and/or suggested by-laws

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LEARNING LESSONS FROM ONLINE TEACHING

Supplied by the Department of Education

Just one week after NSW schools switched to learning from home, Camden High School was delivering all lessons online

Principal Melinda Brady said it was a steep learning curve for both teachers and students but the results in terms of student engagement and teacher satisfaction were quickly evident.

“We wanted to use this time to provide teachers with the opportunity to revolutionise the way in which they teach,” Ms Brady said.

“We moved from delivering content in classes to providing a way for students to consume content, while we developed skills in application, analysis and evaluation.”

Most lessons or activities included a creative component – photography and film were posted on the school’s Facebook page, as were science experiments and fun ‘brain breaks’ for physical fitness.

The school offered one stream of learning for its 1,143 students through the Canvas learning management platform, with video lessons on Zoom and Adobe Connect. Laptops and dongles were loaned so that families had a device and internet access at home.

The eye opener was how much ‘busy’ work had gone on previously with lesson development. We’re more focused now on what is the outcome required and how do we achieve it

Ms Brady said an early decision was to “forget the old timetable” and move to a weekly package of lessons, activities and challenges, with teachers online during school hours to answer questions, mark and provide feedback to students.

“We catered for the flexible needs of high



A Year 10 photography project at Camden High where students took images of objects around their homes for every letter of the alphabet.

school students and the students planned their own progression through the work,” Ms Brady said.

Teachers were assigned an equitable workload where they managed the learning of one or two courses – such as Year 7 science and Year 11 biology – instead of the myriad responsibilities of a normal timetable. The teachers then created and uploaded the weekly work onto Canvas and assessed student participation.

“Teachers were also innovating resources to be used beyond the COVID-19 scenario,” Ms Brady said.

“The eye opener was how much ‘busy’ work had gone on previously with lesson development. We’re more focused now on what is the outcome required and how do we achieve it.”

Fortuitous planning meant that Camden High was not totally unprepared for online learning. The school adopted Canvas last year and had trained and built staff confidence in its use. Class sets of Chromebooks had also been purchased and computer labs expanded from two to six rooms.

“We’ve all learned a lot and I think it’s unwise

to go back to the usual ‘chalk and talk’ methods; we need a happy medium of both worlds,” Ms Brady said.





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VALE

SHIRLEY STANTON BERG (AM) 1929 - 2020

Reflections on a Public Education Supporter

To say that Shirley Berg was a “warrior for public education” is an understatement and does a massive disservice to the strength and depth of her commitment to social justice, equity, and a fairer society.

I first met Shirley in 1982. Shirley was then Senior Vice President of P&C Federation. I was attending my first annual conference and was amazed by this gravelly voiced, articulate and passionate woman who stood and took the stand to defend the Federation’s policy on the abolition of the cane from public schools in NSW.

I watched her persuade a quite hostile at times audience, representing over 1900 public schools, that this policy was not only fair and just, but that its time had come. As the conference progressed, Shirley spoke on Aboriginal education policies, the disadvantaged school’s program, and the work of the Australian Schools Commission and the Australian Council of State School Organisations. Shirley’s knowledge of education seemed encyclopaedic to this rural mother of three, who was very new to the whole parents as partners in education thing. But the more I heard Shirley speak, the more I found my head nodding in agreement with what she had to say.

At the close of the AGM Shirley invited me to stand as a councillor for the South Coast

Region of NSW. It was an invitation for which I will forever be grateful.

Shirley was a formidable advocate. Starting with her involvement with the NSW Infants Schools Clubs (which changed its name to the Federation of Schools Community Organisations) her unwavering support and continuing belief in the DOGS (Defence of Government Schools) case, which opposed the funding of non-government schools as a constitutional breach. She served on the board of the Aboriginal Education Council NSW, and saw it fund the first Aboriginal teacher’s aides in government schools, and teacher training for talented Aboriginal students.

Shirley served as the P&C Federation’s representative on the Board of the Australian Council of State School Organisations (ACSSO) and was its Secretary/Treasurer for two years. Shirley’s commitment to education and social justice was recognised in 1986 where she was awarded an Order of Australia

Shirley loved a scotch and a debate. Pick a topic, and Shirley had a view she would be prepared to argue the point to a standstill, laugh, and then pick another topic. She also loved sewing and had stacks of fabric and patterns.

Shirley knew everyone. She was one of



Shirley Berg

those rare individuals who made people from all walks of life feel equally welcome. She extended her heart to hundreds of P&C Federation councillors she came into contact with.

Shirley was a terrific travel companion. Sally Ray and I joined Shirley in WA after an ACSSO conference to catch up with other “old” ACSSO members. We drove for hours, sat round and learned history, and shared outrageous stories of protest, challenge and fleeting achievement.

She adored her children and her wonderful, patient life partner, Jack. The love was shared to the grandchildren as they came along.

Shirley was 91 when she passed, making her 20 years my senior, but it never felt like there was ever any age difference. Shirley was my peer.

We will not see that level of self-sacrifice, dedication and joy for life again - Shirley’s legacy will live on, but she will be sincerely missed.

Beverly Baker

*Past President NSW Federation of P&C Associations
Executive Officer Aboriginal Education Council NSW*



Shirley Berg, Sally Ray and Jennie George

Shirley had a long history of participation and leadership in Public Education, as a parent and community member. Her life-time commitment to achieving proper funding and valuing of Public Education inspired others to join the fight.

Shirley recognised the importance to democratic society of a highly valued Public Education system. To her, parents and the community, along with the teachers in public schools had an obligation to ensure the advancement of Public Education. She recognised that this has become increasingly critical in an era where privatisation has sought to devalue our schools.

She knew that a fully resourced public education was the means to a more equitable education. Shirley dreaded the influence of the Murdoch media on distorting the message but knew that together the public school community were a force to be reckoned with.

Shirley inspired through her work.

Dianne Butland

Past Executive & Council member of Federation of P&C Associations NSW

Shirley was one of the most upstanding, strong and passionate women I have had the pleasure to have known. I first met Shirley in 1985 when I made my first connection with P&C Federation. It was not until 1992 that my first of my 4 children entered Public Education. I was prepared for what I may encounter, as I had Shirley to call on for guidance and counsel. Shirley became my mentor and friend. We travelled together to Europe and the UK in 2017, and she was writing submissions for different matters as recently as that. It was hard to go anywhere (including that trip), and not have someone approach that knew, or knew of, Shirley Berg.

A snapshot - Shirley was the president of Federation of Parents and Citizens' Associations of NSW from 1983 - 1988, having previously held various positions including Senior Vice President & Treasurer. During this tenure she was also Vice President and Treasurer of ACSSO. She was bestowed Life Member of P&C in 1987.

Shirley was integral to the NSW Infants Schools Clubs, and was a passionate member of DOGS (Defence of Government Schools). She served on the board of the Aboriginal Education Council NSW, and was involved in the Commonwealth's Disadvantaged Schools Committee. Shirley's commitment to education was recognised in 1986, when she was the recipient of an Order of Australia.

Shirley was involved in the establishment of the NSW Schoolhouse Museum of Public Education at North Ryde Public School (from 1992). She was involved in 1997/98 fighting to keep Peter Board High School (formally North Ryde High School). She supported and advised the community during the successful fights for Hunters Hill High School & Erskville Pubic School against their pending closures in 2001.

In a conversation I had with her only 2 weeks before her passing, she said to me (not for the first time) that she was grateful for the life she had, the love and support of her husband Jack, her family, friends, acquaintances and foes. She said there was little she would have changed. The motto from North Ryde High school was "Success Through Endeavour": Shirley exemplified this, and her legacy will live on.

Kathy Carter

Former Treasurer, Executive & Council member of NSW Federation of P&C Associations

SCHOOL DELIVERS AS LAND COMES BACK TO LIFE

Supplied by the Department of Education



Teacher Sandy Shearer with her Kindergarten daughter, Tabitha, collected student work packs from farm mailboxes for assessment and feedback.

Problem-solving is a fact of life for principals and particularly so for Rowena Public's Paul Cecil, faced with a unique set of circumstances as his 28 students moved to learning from home in late March

In Rowena's wheat and legume farming district in the far north-east of NSW, the drought had lasted five long years until earlier this year when good rain fell and planting is now in full swing.

"Farming's all go here. The rest of the world has been shutting down, but in our community we've started up again after five years. Our families have been flat out putting seeds in the ground," Mr Cecil said.

When learning from home was introduced in response to COVID-19, the school had to quickly solve a number of challenges. The cycle of sowing was a priority for parents and every available man, woman and many children were

working the land; the internet was "sketchy at best" and the load was stretched with high school boarding school siblings staying home and also needing access for online learning.

"Our goal was to do exactly what we did in class normally, but we had to have a variety of delivery and flexibility for the students and their families," Mr Cecil said.

"The reality is many of our kids help out on farms so we recognise that it's not a normal 9-3 day for them. Some kids were getting up at 4am, doing schoolwork until 9am and then going out to plant."

The school timetable remained the same but students completed work at any time as long as the weekly learning package was submitted by the end of each week.

Lessons included Zoom and FaceTime sessions, paper workbooks that teachers

delivered and collected from farms, teacher videos loaded on to USBs, and extensive use of photos, screen shots and text messages for feedback.

"The lessons had to be accessed on a variety of devices, because often phones work better than the internet out here," Mr Cecil said.

A Zoom check-in session was held on Mondays where the week's work was outlined with students able to book phone, FaceTime or Zoom calls with teachers during the learning from home period.

"Our staff members' professional and calm approach meant that at-home learning wasn't a completely foreign concept. We organised and developed knowledge in technology, online learning resources, filming and YouTube," Mr Cecil said.

DIGITAL DEVICES AND ONLINE LEARNING.

Supplied by the Department of Education

Earlier this year, school communities - teachers, students, parent and carers - lived through the greatest educational challenge in generations. In our 170-year history, the NSW public school system has never seen such a swift and dramatic shift in the way we deliver learning to our students.

Working together, our school communities showed a strong commitment to continuing education for our children and young people during the COVID 19 pandemic, supporting their wellbeing and maintaining their connection to school.

This transformation to learning from home saw schools transition to online, home-based classrooms for many of their students. This was rapid, challenging and exciting. Teachers, students and parents developed the skills, capabilities and expertise to make this significant change.

The recently released Student Use of Digital Devices and Online Services policy and resources were guiding documents for schools with the focus on safe, respectful and responsible use of digital technology for educational purposes.

Whilst many schools were already using digital tools and learning management solutions to support student learning, more students and teachers experienced how online learning could offer opportunities for deep, meaningful and authentic learning.

At May 11 2020, when Term 2 phased return commenced, there had been a total of 2.7 million page views on the NSW Department of Education's Learning from Home hub and approximately 400,000 resources downloads.

Around 35,000 of teachers completed 110,000 professional learning activities online in a matter of a few short weeks.

Parents may have questioned how effective is online or distance learning?

The NSW Department of Education has conducted an extensive literature review of

world-wide research on distance learning. This and other information about online learning can be accessed on the evidence-based practice link below.

Our children and young people have grown up with digital technology and it is woven into their lives. Now, more than ever, it is vital we support students in how to best use technology effectively and safely.

Teaching students to use technology in a safe, respectful and responsible manner allows for more active online learning that can increase student engagement and participation. It also supports access to a broader range of content and learning resources that can supplement students' learning experiences.

There are many lessons to learn from the COVID experience. Technology is not meant to replace the teacher but create a flexible learning environment that supports innovation and student learning. It shifts the classroom experience to a more collaborative learning environment.

Coming months will see the gradual implementation of the NSW Department of Education's Schools Digital Strategy. The strategy is committed to embracing the change that digital innovation brings, seizing those opportunities, and preparing ourselves by delivering an education experience that is connected, informed and empowered.

Recent months has served as a poignant reminder to everyone the vital role schools play in society. Technology can support this role.

Useful links:

- Student use of digital devices and online services policy: <https://policies.education.nsw.gov.au/policy-library>
- Learning from Home Hub: <https://education.nsw.gov.au/teaching-and-learning/learning-from-home>
- Evidence-based practice: <https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/learning-from-home-evidence-based>
- Schools digital strategy: <https://education.nsw.gov.au/about-us/strategies-and-reports/schools-digital-strategy>
- Digital Citizenship website: <https://www.digitalcitizenship.nsw.edu.au/>
- esafety Commissioner: <https://www.esafety.gov.au/>



HOW CHILDREN AND YOUNG PEOPLE CAN STAY SAFE ONLINE

Protect personal information, including name, address, school, email address, telephone number, pictures and other personal details.

Never share usernames or passwords and only use your own.

Ask a teacher or other responsible adult for help if anyone online asks for personal information, wants to meet or offers money or gifts.

Let a teacher or other responsible adult know immediately if anything online is suspicious, harmful or inappropriate.

Never hack, disable or bypass any hardware or software security, including any virus protection, spam and filter settings.

The department's Student Use of Digital Devices and Online Service policy supports schools to maximise the benefits and minimise the risks of digital environments, and prepare students for life beyond school.

THE HSC AND BEYOND

Supplied by



Post-school options should be focussed on how a student can connect with learning that best suits their skills, interests and abilities. Fifteen years ago, the split of student post-school destinations was broadly 30% University, 40% TAFE and 30% work. Times and circumstances have changed. There are now far more choices available to students. University and TAFE still offer industry relevant courses, but did you know that TAFE now offer Degree courses¹ as well as Certificate and Diploma courses? Are you aware that Group Training Organisations (GTOs)² arrange apprenticeships and traineeships for students, finding employers for them, with some even providing the off-site training as well (e.g. Master Builders, Master Plumbers, National Electrical and Communication and Association (NECA)).

The priority of Careers Advisers is to establish a student's skills, interests and abilities to identify their best possible post-school learning opportunities. Students should always investigate a Plan B, and even C to back up their original planned learning pathway to ensure they are able to undertake learning relevant to their interests and skills. Careers Advisors discuss all industry appropriate options available to students learning and training for future employment whether it be at University, TAFE, or specialist training college. Pathways to employment are sometimes clear and straightforward. Such as undertaking a plumbing apprenticeship or completing a law degree to become a lawyer.

For some occupations there can be different pathways that lead to a job. For example, to become a Registered Nurse you need to study at University after the HSC. Or there is a different pathway that may suit a student's learning where they can complete a TVET course, Health Services Assistant (assisting in nursing work in acute care) as part of their HSC studies, then apply for the Diploma of Nursing at TAFE to become an Enrolled Nurse. The qualification of Enrolled Nurse is recognised as an alternate pathway to the Bachelor of Nursing course at University, which is the final step to become a Registered Nurse. You Need to complete a TAFE Apprenticeship to become a Carpenter. As you progress through your career it is possible to do further study at University, like a Bachelor of Construction to become a Project Manager in a construction company. Employers will often give priority for the position of Project Manager to a candidate that also has the practical experience background on having 'worked on

the tools. Similarly, for many careers there are opportunities to complete TAFE courses to gain practical skills to enhance the knowledge of a University degree. Another change in learning opportunities is that universities are also starting to offer bespoke courses as a way of people upskilling at different points in their career as needed.

Other examples of alternate pathways to university include a student who did an Electrical Apprenticeship, attended TAFE and then enrolls in an Engineering degree, or someone who has completed a Traineeship in

A gap year is not about sitting around the house: for some it is an opportunity to earn some money to assist with future study costs

Business Administration who later completes a Business Degree, or a Carpenter who wishes to enrol in a Secondary Teaching degree. Check out the TAFE website on pathways to University and University pathways to TAFE³.

Did you know that students can commence vocational training courses while still at school? Some are school based, while others can be undertaken at TAFE or relevant private colleges. There are several options -

1. TAFE YES Program - available to school students aged 15-17 years who are at risk of disengaging from their studies. Information about this program is available from your school Careers Advisers.

2. EVET - Externally provided Vocational Education Training courses. Some schools allow for students to study Certificate I, II or III courses via TAFE or Private Provider Colleges while at school studying for the HSC. Some EVET⁴ courses can be included in studies toward an ATAR and others not. Students would attend the external Provider one afternoon per week and would need to catch up on work missed in school subjects, if any were missed. They would have other periods during the week where they may catch up and /or study. As with all Vocational Education Training (VET) courses, they will have a compulsory work placement component during the course. Consultation with the school's VET Co-Ordinator and/or Careers Adviser is advisable prior to Year 10 subject selection being undertaken for HSC subjects.

3. School-based Vocational Courses - some schools offer Vocational Courses for students as part of their HSC studies. They are categorised as Category B subjects. The courses are assessed by competency-based learning and sitting the exam for the HSC is optional⁵. There is a requirement of mandatory work placement for one week in year 11 and in year 12. They run as timetabled classes in the school. Consultation with the school's VET Co-Ordinator and/or Careers Adviser is advisable prior to Year 10 subject selection being undertaken.

4. School-based Apprenticeships and Traineeships⁶ - provide an opportunity to

commence an apprenticeship while still at school for students who have a strong interest in completing an Apprenticeship or Traineeship after school. Students attend work one day a week and TAFE one day a week. They would have other periods during the week where they may catch up and /or study. Consultation with the school's VET Co-Ordinator and/or Careers Adviser is advisable prior to Year 10 subject selection being undertaken.

For those who may not be aware of what an Apprenticeship or Traineeship involves on a full-time basis here is a brief outline.

Apprenticeships are usually trade based and involve learning a trade over 4 years. Apprentices usually work 4 days a week and attend TAFE one day a week, or for a block period (whichever suits the employer, the student and TAFE). They include industry areas such as the motor trades, building trades, cooking, hairdressing.

Traineeships are usually for 12-18 months in duration, with the trainee attending TAFE one day per week. Business and Childcare are examples of Traineeships.

Apprenticeships and Traineeships have legally binding contracts which need to be signed by the employee, employer, parent (if under the age of eighteen) and Australian Apprenticeship Board in the relevant state.

A point to note is that although the school leaving age is officially 17, if the student employed in a position which involves attendance at a learning establishment (such as TAFE, private provider college, or an inhouse company provider), they can leave school. There are formal procedures for this to occur. Contact your Careers Adviser to discuss these procedures.

If after completing an Apprenticeship or Traineeship, a student would like to follow up with a University course, they may apply based on their area of work and previous studies (Year 12 or an ATAR will be irrelevant). They may receive credits at University based on Recognised Prior Learning and work-based skills. They would apply as a non-recent school leaver, often referred to as Mature Entry. That would involve a discussion with the University's Prospective Student's Adviser.



Many students look to take a Gap Year after completing their HSC. This is where students would like time off from formal studies before starting study at University. It is typically for a year but may be less. Universities allow students to accept an offer and then defer for a year. If considering a GAP year in 2021, students still apply through UAC in 2020. Once they accept an offer from a University for 2021, they may then apply directly to the University to defer for the year and would start their studies in 2022. Deferment is ONLY for the course they accepted. It is important to note that you do not enrol in TAFE or Private College courses until the year you are looking to undertake study.

A gap year is not about sitting around the house: for some it is an opportunity to earn some money to assist with future study costs, while others see it as a time to travel. A student wishing to undertake a Gap Year needs to ask: **'Will I be prepared to return to study after this year?'** There are several options which they can consider for their Gap Year.

- TAFE Short Courses - develop skills and knowledge and are a great way to gain a variety of skills that may help you find a part-time job or broaden your range of expertise.
- Travel - can be undertaken as personal travel or arranged as part of a volunteering experience.
- Undertaking part time or full-time work builds your financial resources and gives you the opportunity to broaden your life experience and build your Resume
- Australian Defence Force (Learn a trade/

gain a degree and get paid!!)

- Voluntary Work - there are many opportunities to offer your skills and knowledge to assist others both locally and internationally.

If students are going to undertake University study after their Gap Year, it is important to be aware that they cannot enrol in a course with formal qualifications that relates to the course they are planning to study at University, while on their Gap Year. Encourage your child to talk to your school's Careers Adviser about their Gap Year plans and for information on the many organised Gap Year opportunities and their costs.

Students and parents/carers should discuss with their school's Careers Adviser what is the best study option following the HSC. Each student has different ways of learning and life circumstances that can impact their HSC outcomes. The pathway options are endless. Some are like expressways, some like highways, and others are like the back streets or rural gravel roads to courses and careers. Chat with your school's Careers Adviser for in-depth and specific advice for your child or ward.

Finally, in the myskills website⁷, the Resource section has excellent resources that P&C Associations can make use of.

1. <https://www.tafensw.edu.au/degrees>
2. <https://www.training.nsw.gov.au/gto/index.html>
3. <https://www.tafensw.edu.au/study/pathways>
4. <https://www.tafensw.edu.au/study/types-courses/tvet>
5. <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>
6. <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/school-based-apprenticeships-and-traineeships>
7. <https://www.myskills.gov.au/more/resources/>

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\$9⁷⁵
inc GST

SAVE \$1.10
WAS \$10.85

NEW IN
COTTON
BACK

3762SH



\$15⁴⁰
inc GST

EVERYDAY

5760TP



FROM
\$15⁹⁵
inc GST

EVERYDAY

5766SP



\$12¹⁵
inc GST

EVERYDAY



5766SH



\$11⁵⁰
inc GST

EVERYDAY