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| **DAY 1 – Thursday 3 September**  **(Sessions chaired by President, Phil Seymour unless otherwise indicated)** | |
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| ***8:30am-***  ***9:00am*** | **1.** **Commencement of Term 1 State Council Meeting**  1.1. Welcome & online protocols reminder  Please have videos and mute on and use the chat feature, two executive will be monitoring the chat and asking your questions  1.2. Acknowledgement of Country |
|  | **2.** **State Council Opening Business**  2.1. Apologies   * See attendance lists   2.2. Introduction of new members to State Council- Christine Freeman-EEC  2.3. Stewart House – members encouraged to join & promote salary contributions to Stewart House |
|  | **3.** **Agenda**  3.1. Items as circulated  3.2. Additional items and variations   * Teachers Federation meeting at 3:45pm, registration required. * Item 13 moved to Day Two, item 2.3   3.3. Acceptance. Moved: Phil Seymour. Seconded: Robyn Evans  3.4. Development of questions for Guests |
| **9-9:45am** | **4.** **Guest: Sarah Mitchell, Minister for Education**  4.1. Welcome  4.2. Presentation   * COVID-19 acknowledgement and the challenges it has presented. Thank you for the management, particularly the schools who have had to close. * NAPLAN Review-sensible recommendations, happy where it has landed. The Minister addressed some of the recommendations. Disappointed that Dan Tehan is focusing on the online test and believes that needs to happen before reforming the test. The Minister wants to ensure the platform will be successful. * Check in assessments-negate arguments about being anti testing. Also pleased with the Phonics assessment.   4.3. Questions & Discussion   * Wellbeing-workload, managing it as well as the wellbeing of our community, can we slow down the new releases? The Minister is very aware of wellbeing issues however there are things that we need to push forward with. She is open to talking about the items that do not matter right now. * Draft Behaviour Policy-there is a need for the right resources to make the implementation of the policy successful, so we did not want it to be rushed. The Minister said that Mark Scott would be able to speak further but said the consultation is still open as it is in the draft phase. * What budget priorities will the Minister be fighting for given the COVID challenges to the budgetary situation? Funding is secure through Gonski as it is legislated. Anything new will need to be examined and possibly look internally at other areas that aren’t working. The Minister spoke about the importance of working on our priorities. * Will the Minister rule out Principal Contracts? Has received a lot of attention because of Latham. It is not something the Government is seriously considering. The focus is on the School Leadership Institute and the framework. * Provision of wellbeing positions in Primary schools in line with the support allocated to Secondary schools? Meeting with the Minister for Mental Health, Bronny Taylor to look at how they can support the Primary space. Made mention of programs such as ‘Smiling Minds’ and meeting with PPA Executive to discuss a project about anxiety. The Minister is aware that mental health issues begin at an early age. Recognise that there is a need for a coordinated support across health and education. Discussions in Government about supporting school staff and parents in dealing with mental health. * Curriculum Review-strong feeling from the Government to move it from 10 years to 4 years to achieve outcomes sooner rather than later. The executive have discussed the wish to be part of the conversation and the Minister has relayed that to the NESA Board chair. * Behaviour strategy had not been updated since 2006. Consultation period until the end of Term 3. The Minister is concerned about the numbers of young students who are suspended and the over representation of certain groups. Please provide feedback as requested. It was flagged that it is what is not happening prior to the start of school that is one rreason why there is an increase in suspensions in the early years as time is needed to put interventions in place. The Minister will be working on an initiative about the first 2000 days of life and hopefully the work could have a positive impact on education. The Minister will provide us with more information in time. * School Improvement Planning (SIP)-targets were in place with Bump it Up and it was successful. The idea is to work and support schools and Principals where needed. Data is important to be able to identify and support. * Continuation of drought supplementation-the Minister will provide an answer very soon. |
| **9:45-10:30 am** | 1. **Guest: Mark Scott, Secretary, Department of Education**    1. Welcome    2. Presentation  * 2020 challenging. COVID taskforce meets every morning, having to be very responsive. Following advice from Health. Will review guidelines at the end of this Term, hoping for some relaxation. Increased stress and anxiety at the forefront of concerns and actions to provide the support and infrastructure that is needed to address these issues and looks forward to our continued advice. * School Excellence-more time provided, excellent support tools provided. Situational Analysis to allow us to evaluate where our schools are at and provide clarity, through our school plans of where to next. * Behaviour Strategy-consultation at the moment. Looking forward to feedback. Tapping into the best global advice they can find, consultation has been provided. * Early Childhood Education-aware of the enormous gap, working on how to improve access and ensure quality. * Latham report-the Government has responded. * Curriculum review-ambitious timetable, the first area to address is Numeracy K to 3. Early mastery is vital. * NAPLAN review-recommends reading the report, a number of good recommendations. * People Matter survey-DoE has received significant responses. Important to take the pulse and get insight from staff.   1. Questions & Discussion * SES increase is mostly in the number of DELs, didn’t want engagement to be superficial. All the DELs have a teaching and learning background. Mark doesn’t accept that the majority of senior Executive have no or little teaching/school experience. * Work stream increase is a concern, who is monitoring it? There is a lot of work going on in the background, it is important to sequence and prioritise, Mark does take on the feedback. * Continual change of staff is impacting on work. Mark has been in the role for four years and this is the first major change to the senior executive. Stability is a priority, in schools also. Concerned about the high number of relieving Principals. People are reapplying for their Senior Executive positions as Mark wants to ensure he has the right people in the right positions. 90 day transition, we will see a lot of familiar faces and some people will choose not to apply. COVID interrupted the process. Student centered focus, Mark’s contract states that he can move staff in any position in the DoE if required. Little change compared to many government systems. * Media coverage-increase in Autism and need for supports. Mark referred us back to the Disability Strategy for the supports. Links with school infrastructure to recognize the provisions needed. * Social Media Policy changes and the constraints. Mark said it is about creating a safe environment, could Simon Mulready please provide more detail about the constraints seen as a result of the changes. Mark acknowledged the important role social media plays in acknowledging great work. * Will devices requested during COVID be delivered? Mark will check if secondary schools have any spare devices. * The inconsistent advice from DELs in regards to the School Excellence process is concerning many Principals. Mark will take this forward, he emphasized the importance is in the quality of engagement with community and a clear plan. |
| **10.30-11am Morning Tea** | |
| 11-11.45 am | 1. **Guest: Sylvia Corish, Executive Director School Performance.**    1. Welcome    2. Presentation  * Processes of what happens in schools with a COVID case. * Links to the Health Department who are regularly notifying of students and staff diagnosed as positive. * If a parent tells you a positive COVID, contact DEL, incident notification so the Department processes are followed. * Health Department should not contact schools directly, if they do, contact DEL, do not do as Health tells you as the Department will manage it. * Health will ask about contacts and will work with the Department to do contact tracing. * Sometimes tests can take three days. Notification can happen at any time. * Vital that our contact information for students, parents and staff is up to date and accurate. * Letter goes home to community – school is non-operational while contact tracing occurs. Staff get the same message slightly before parents. * Good practice is to contact P&C president, change answering machine information, and speak to close contact staff individually. * Health Department send texts / make calls to close contacts. (text protocol is why they prefer mobile numbers to landlines) * School site is then deep cleaned – usually late at night - up to 40-50 cleaners. Guards are on site to ensure no one enters. * Everyone gets a letter sent out – four varieties, dependent on who it's to and how much contact they had with the confirmed case. * Most schools only close for 1 day. Only longer if there has been widespread close contact with the confirmed case.   1. Questions & Discussion * The DoE will publicise the situation via the school website and Facebook. * Unusual for students to be evacuated during the day, but it can occur. * Have as many ways as communicating as you can. * The school’s choice as to the source of information e.g. ERN, Sentral etc. whatever the management process is in your school. * Sylvia praised all the Principals who have had to manage situations. Stay calm, follow processes, and ensure information is up to date. No question is silly. Every example is different. |
| 11.45-12.30 pm | 1. **President’s Report**   *President, Phil Seymour*   * 1. Report as circulated   Phil’s Power Point   * COVID-Border issues, processes for schools with a positive result, guidelines. * Disability Strategy-Inclusion statement-recognises various sites that meet the needs of our students. Next, policy statements and resources. * Student Behaviour Strategy-consultation draft * Code of Conduct Review * East Coast Review of NAPLAN * Contracts * Growth of Anxious Behaviours * Elections-the ballot opens Wednesday 9 September, closes Wednesday September 23, please vote. * Final State Council for Ian Reeson and Lyn Davis. Phil acknowledged the outstanding contributions they have made to PPA. Robyn also acknowledged Ian, Lyn and Phil. Phil will be officially acknowledged at State Conference.   1. Property Acquisition   Discussion   * Accountant has been consulted, his advice was to purchase it now rather than enter into a loan agreement. We have the cash and we have the reserve. * Motion: The NSWPPA purchases a property in the Sydney CBD in close proximity to the Novotel Sydney Central and Central railway station to a maximum value of $1.5m including any necessary internal fit out and the purchase or lease of any associated parking spaces. No loan agreement should be entered into at this stage. Moved: Phil Seymour. Seconded: Ian Reeson. Area Councils responded by voice or written posts. Carried 53 for, 1 against. |
|  | 1. **Minutes of Term 1 2020 State Council Meeting**   Secretary, Jude Hayman   * 1. Corrections-Page 27, date incorrect 12/3/20 and 13/3/20   2. Acceptance. Moved: Greg Grinham. Seconded: Lyn Davis   3. Business Arising-Nil |
|  | 1. **Treasurer’s Report**   Treasurer, Michael Burgess   * 1. Report as circulated   2. Highlighted items   3. Acceptance. Moved: Greg Grinham. Seconded: Michael Trist. Carried. |
|  | ***Chair: Deputy President, Robyn Evans***   1. **Panel Session 1: Reference Group/Standing Committee/Working Party Chairpersons**    1. Questions on reports (as previously tabled/circulated)  * Skye Seymour ratified as Chair of Human Resources Reference Group. |
| **12.30-1pm Lunch** | |
| **1-2.30pm** | ***Chair: Deputy President, Robyn Evans***   1. **Panel Session 2: Reference Group/Standing Committee/Working Party Chairpersons**    1. Questions on reports (as previously tabled/circulated) |
| **3.30pm** | ***Director Educational Leadership survey results and School Performance update***   1. **Guests: Murat Dizdar, Deputy Secretary, School Performance and Cathy Brennan, A/Deputy Secretary, School Performance**    1. Welcome    2. Presentation- Power Point  * School Excellence in Action, aware of the inconsistencies of messaging from the DELs. Situational Analysis should be completed by the end of the year. They want us to have the time to make the most of the resources. Professional Learning ‘Bites’ available and more to be completed. * LEED Project update (wrap around support with School Excellence) * North and South realignment-moving from 6 Operational Directorates to 8. Guiding principles were equity & diversity, connections & geography, reduced line management. Recruitment for two additional Executive Directors. Realignment begins 21/9/20,for schools day one Term 4. * 2019 Principal Survey results- Gallop and Growth Coaching. Anonymous,70% response rate. Randomly selected 550 principals, 302 were primary (SSPs and Kto2 schools within). Qualitative responses shared. The report informs how the ED will support the DEL to grow and improve.   1. Questions and Discussion * Supportive of Principal’s attending the conference virtually whilst at home, they will communicate this to EDs and DELs. * Issues of EECs being closed and the need for them to reopen. Advice was to work closely with DELs regarding budget concerns. They are aware of the issues, Murat following up and Michael Trist has passed on to Marnie O’Brien. * Hopefully hear about drought and bushfire relief funding. It is currently on the entitlements. * Connected Communities-Government has approved 17 more sites (Phase 2), working closely with the Principal and schools to provide information one at a time. Phase 1 is the continuing schools. * Principal wellbeing-impact of COVID, and on many schools, combined with bushfire and drought. Challenges to finding time to work on planning because of all the additional work that is coming across our desks. * Curriculum Review- Jane Simmons is the ED and she will communicate fairly soon what the work will look like. Aware of the need to do the work well. The importance of PPA being part of the consultation. * Reduction in QTSS – disparity with staffing guarantee? QTSS is based on student numbers, Murat and Cathy will follow up. * COVID changes – challenging, daily shifts. Draft communications we can use with parents requested. School Update App mentioned by Cathy. * Continuation of SSP funding? Murat will follow up and the executive will ask the Secretary at the meeting scheduled for the 7th September. |
| **3.30-3.45pm** | 1. **Update on Measurement and outcomes-based funding in NSW schools (The Hon. Mark Latham MLC, Committee Chair)**   *President, Phil Seymour* |
| **3.45-4.15** | 1. **Property Acquisition**  * See item 7, day 1, Presidents Report. |
| **4:15pm Meeting adjourned for Day One** | |
| **4:15pm – 4:30pm**  **Executive Reflection on Day 1 and refinements for Day 2.** | |

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| **DAY 2 – Friday 4 September 2020**  **(Sessions chaired by President, Phil Seymour unless otherwise indicated)** | |
| **8:30-9.30 am** | 1. **Review of Day One and outline/update of sessions for Day 2.**  * Phil attended the Federation meeting yesterday afternoon. |
|  | **2. NSWPPA Business Session**   * 1. APPA Report – President, Phil Seymour   2. AGPPA Report – Deputy President, Robyn Evans   3. Update on measurement and outcomes-based funding in NSW schools (The Hon. Mark Latham MLC, Committee Chair) * Phil shared a Power Point highlighting the Government response (available in Council Kit), Phil disappointed that there were many that were noted instead of not supported.   2.4 Award ratification for presentation at Term 4. Distinguished Service Award. |
|  | **CHAIR: Deputy President, Robyn Evans**  **3. Panel Session 3: Reference Group/Standing Committee/Working Party Chairpersons**  17.1. Questions on reports (as previously tabled/circulated) |
| **9.30-10.30 am** | ***NSW Department of Education Organisational Review***   1. **Guests: School Improvement and Education Reform Group - Georgina Harrisson, Group Deputy Secretary; Murat Dizdar, Deputy Secretary School Performance, Cathy Brennan, A/Deputy Secretary, School Performance, Martin Graham, A/Deputy Secretary Education and Skills Reform and Jane Simmons, A/Deputy Secretary Learning Improvement**    1. Welcome    2. Presentation  * Power Point * Georgina Harrison-Challenging year and wellbeing is a key concern, both staff and students, thank you to Principals for the work/ support in their communities. Georgina said they want a simplified structure to deliver accountability. School performance work is driving things. They want to ensure there is clarity in the work of DoE. Communication and Engagements plans must be measured, organised and systematic. Organisation must be accountable and this will be improved. Need to bring Professional Learning into a structured organised site. What works Best has been downloaded many times. Georgina stressed that all of the work she outlines will not all land in schools at the same time. Support will be aligned to the SEF so you know where to go. There is a lot underway to improve support to schools. Changes in statewide student services, want to maintain push toward consistence statewide. * Learning Improvement (Jane Simmons) – There is lot of connection and cross over in the learning improvement work. Decluttering the curriculum is the first piece of work. NESA and ACARA timeframes dictate the progress of the work. NESA design the curriculum, DoE implement it. What might we need to implement English and Math’s K-2 in 2022? Professional Learning needs also under consideration. Disability Strategy is a major priority for DoE. Inclusive Education statement released last week. It does not mean we are getting rid of SSPs. Behaviour strategy – asking for feedback on the strategy. This will inform guidelines and the policy itself. Rolled out from 2021. Literacy and Numeracy strategy – Kay talking about this today. Positive feedback on Phonics check and check in assessments. EAFS positions extended. * School Performance North (Cathy Brennan) * Education and Skills Reform (Martin Graham) Anchored by Karen Jones in Aboriginal programs area as we look at the closing the gap data. CESE is in this team. Early Childhood is in this area. Goal all children doing 600 hours preschool before entering school. National policy- looking at how we can use this to our advantage. Strong advice to read the NAPLAN review. VET in schools is also in Martin’s area.   1. Questions and Discussion * The Behaviour Policy feedback time is limited as from a system and student perspective we need to have students return to school. The timeframe from the start of the work on the policy has been extensive. The Disability and Behaviour strategies are aligned. * Why does physical violence only refer to incidences where the victim required medical attention? Jane asked for these questions to come through as feedback. * Concern for supports of victims. Again, Jane asked for feedback and ideas, what resources are required etc.? * Check in Assessments-positive feedback provided. * Future focused learning and direct instruction (Latham response). The curriculum determines what we teach. Input will be sought regarding best practice. There have been good learnings from the COVID shut down and the way learning was delivered. |
| **10:30-11am Morning Tea** | |
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| **11-11:45am** | ***Aboriginal Education update***   1. **Guest: Karen Jones, Executive Director Aboriginal Education and Communities with Tanya Neal, Director Policy, Research and Engagement Aboriginal Education and Communities**    1. Welcome    2. Presentation  * PowerPoint- * Partnership for the next 10 years is being updated ready for next year. Launched on 23rd October. Ongoing commitment, AECG and DoE working together, statement of commitment from schools would be the direction, not separate school level agreements. * Kimberwalli on old Whalan High School site – centre of excellence for transitioning from education to employment for Aboriginal students. Director based on site to build relationships with schools, communities and businesses. * Language and Culture nests initiative under OCHRE strategy – a number of language nests around NSW. Evaluations in this area showed the need to develop community language program, currently a pilot on Bundjalung country. Each language and culture is unique. * Early Years Language and Culture Grants space being broadened and deepened – any interested personnel should contact Tanya. Working with Paul Wood’s team to deliver projects to NSW DoE Aboriginal pre-schools – EOI in Schoolbiz focus on meeting program objectives and ability to deliver shared across the state. * DoE response to Closing the Gap agreement – background given from 2008 (see slide deck for graphic). Over time the strategy weakened and there was no ongoing government commitment. Progress on targets was really slow, few on track to be met and due to expire. In March 2019 a new national agreement was signed with commitment to make decisions together (public document available on the COAG website). Coalition of Peaks consists of over 50 organisations. Sixteen targets were established which will help to monitor outcomes for Aboriginal people in education, from early childhood to post-school. Target No 4 – for primary principals (AEDC) target is 50% of Aboriginal students meet targets on all domains. Target No 5 – to meet full potential; journey starts way back in early years. (Include JJ, OOHC and mental health targets).Targets alone don't drive change but provide ability to monitor progress. Priorities for reform include formal partnerships, building support for community-controlled services, accountability for government agencies to improve service, access to data and information. New agreement has the potential to really close the gaps. Our next step (NSW DoE) is to develop an implementation plan under School Improvement and Education Reform Group. * K- 6 student wellbeing and engagement focus. Working with reference group to address wellbeing and engagement and learning. Looking at TTFM for data and linking to SEF, close to baseline data to help to design strategies broader than just literacy and numeracy model to replace instructional leader model. Have funds to implement shorter, sharper initiatives which will include wellbeing. * Aboriginal Statewide staffroom – Paul Byrne will feature in the next ‘yarn up’; trying to broaden engagement across NSW. * Working with SLI to develop a focussed Aboriginal Leadership initiative. Ten-year plan for the directorate focussed on improvements for students and cultural competency for staff and education about Aboriginal Australia. Looking at supported pathways to better equip leaders.   1. Questions and Discussion * How to make a start to teaching local language at school. Guidelines are being developed to support schools. * Communicating Closing the Gap information – Tanya Neal committed to distributing information and consulting with PPA, an evolving space. |
| **11:45am-12.30pm** | ***Curriculum Review and Literacy and Numeracy update***   1. **Guest: Kay Smith, A/Executive Director Learning and Teaching with Paul Wood, Director, Early Learning and Primary Education and Catherine Thompson, Director, Literacy and Numeracy**    1. Welcome    2. Presentation  * PowerPoint * Kay-Early learning-Continuity of learning, resources for parents and teachers when working from home and transition support to schools during COVID. Kay recommends regularly checking the websites. * Curriculum support-new and ongoing projects e.g. Child Protection, online math’s hub * Literacy and Numeracy-assessments, teaching resources, professional learning, ongoing support for L&N Strategy Advisers and Trainers. * Statewide staffrooms-over 6000 members, moderators from school services. Kay is interested in feedback about the statewide staffrooms and is happy for direct emails and feedback from PPA groups. * Learning from home-they had to change the way they worked and change Professional Learning so it was accessible to the current climate. * Supporting teachers of EAL/D students-snapshot of work. * Catherine- EAfS, from 59 to 527 schools, cross sectorial funding. Two evaluations, Eribius and UTS. NAPLAN, progressions, teacher surveys and focus groups. Rapid diagnostic Positive trends-structures and processes, strong leadership, effective use of data, whole school approach. * L3 Review- not continuing in 2021. Effective reading. * Paul-Streamlining the curriculum. No clarity from NESA yet but it is being rigorously worked on. DoE working with NESA to develop a curriculum that best meets student needs. Identify what is important to teach and learn. * Key question for us is how is our professional learning going to ensure our teachers have deep content knowledge. We want to engage with the profession and determine your needs. Professional learning for impact – learning pathways, leaders and networks, seamless support for curriculum & new ways of working. Want to give schools a rich array of content.   1. Questions and Discussion * How was the decision to extend IL positions determined? What was the consultation around this? Consultation took place with focus groups. Determined that we would extend by twelve months while we look for a more stable longer-term solution. * Will LANSA positions continue next year?  We will continue to support our literacy and numeracy strategies. We will continue to support our literacy and numeracy strategies. We are remodeling the 21 EAfS trainers' roles. They will work more consistently with our school trainers. We are also opening new training strategies for everyone. * How will they avoid bias when bringing different strategies together to create new PL? L3 is registered in big sections and you must complete them all to get through to the end. We are creating a suite of options that teachers have the autonomy to choose their pathway. |
| **12.30-12.40pm** | ***Chair: Rob Walker, Vice President***   1. **Area Council Issues**   *See PPA website and Council Kit* |
| **12.40-1pm** | ***Chair: Deputy President, Robyn Evans***   1. **Panel Session 4: Reference Group/Standing Committee/Working Party Chairpersons**    1. Questions on reports (as previously tabled/circulated) |
| **1-1.30pm Lunch** | |
| **1.30-2pm** | 1. **Guest: Ben Ballard, A/Executive Director, Learning and Wellbeing with Karen Hodge, Director Student Engagement and Interagency Partnerships.**     1. Welcome    2. Presentation  * Power Point provides detail of changes including implementation of phases. * Please take the opportunity during the consultation to provide positive and negative feedback.   1. Questions and Discussion * Concerns about in school suspension, lack resources to support it-it will still be the Principals decision, there will be pressure. * What resources will be available in schools? No extra support. * Behaviour Support Specialists, how will they support the number of schools in the system? They will be working with existing Learning and Wellbeing staff to upskill across the system. * Questioned the reference to physical violence only being classed as this if medical help sought-provide that as feedback, secondary also unhappy with this. Wording and some references need to be worked on. * Why has persistent misbehavior been removed? Karen will follow up on this so she can respond succinctly. * Increased access to BD/ED and paediatricians, a simple process to get access to funding while we wait is needed.  Response was, we do have disability criteria review to consider and this may assist accessing funding. * How do APLAs fit in the picture are they part of the support? Absolutely. There are about 120 of them, some are already training in the behaviour area. * Trish Peters and Helen Craigie are meeting with Karen Hodge so will provide more questions and feedback at the meeting. |
| **2-2.30pm** | ***Chair: Deputy President, Robyn Evans***   1. **Panel Session 5: Reference Group/Standing Committee/Working Party Chairpersons**    1. Questions on reports (as previously tabled/circulated)  * Robyn Evans thanked Glenn Walker for his wonderful job of Chairing the Human Resources Reference Group. * Motion: The allocation for professional support officers be increased by 0.4 (currently 0.8) to 1.2 from the beginning of 2021. Moved: Lyn Davis. Seconded: Steve McAlister. Carried. * Principal Contracts draft Position Paper has been prepared and shared with State Council. The Principal Contracts Position Paper is the accepted response of the NSWPPA. Moved; Michael Trist. Seconded: Michael Burgess. Carried. * Motion: Increase the Executive Assistant to the President role from 0.4 to 0.8. And an EOI be distributed to fill the position. Moved: Phil Seymour. Seconded: Ian Reeson. Carried. * Elections: ballot paper information has been organised. |

***Next Meeting***

***Term 3, 2020 NSWPPA State Council Meeting***

***Thursday and Friday, 26 and 27 November 2020***

***Novotel Sydney Central OR online!***

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| **STATE EXECUTIVE** | **EXECUTIVE Day One** | | **EXECUTIVE Day Two** | |
| PRESIDENT | Phil Seymour | | Phil Seymour | |
| DEPUTY PRESIDENT | Robyn Evans | | Robyn Evans | |
| DEPUTY PRESIDENT | Ian Reeson | | Ian Reeson | |
| VICE PRESIDENT | Rob Walker | | Rob Walker | |
| VICE PRESIDENT | Trish Peter | | Trish Peters | |
| R/VICE PRESIDENT | Stuart Wylie | | Stuart Wylie | |
| VICE PRESIDENT | Michael Trist | | Michael Trist | |
| VICE PRESIDENT | Lyn Davis | | Lyn Davis | |
| VICE PRESIDENT | Bob Willetts | | Bob Willetts | |
| SECRETARY | Jude Hayman | | Jude Hayman | |
| TREASURER | Michael Burgess | | Michael Burgess | |
| EXECUTIVE OFFICER | Mark Pritchard | | Mark Pritchard | |
| PROFESSIONAL SUPPORT OFFICER | Geoff Scott | | Geoff Scott | |
| PROFESSIONAL SUPPORT OFFICER | Wendy Buckley | |  | |
| PROFESSIONAL SUPPORT OFFICER | Margaret Charlton | | Margaret Charlton | |
| **REFERENCE GROUPS** | | **CHAIRPERSON**  **Day 1** | | **CHAIRPERSON**  **Day 2** |
| ABORIGINAL EDUCATION | | Paul Byrne | | Paul Byrne |
| ASSET MANAGEMENT | | Brent Kunkler | | Brent Kunkler |
| CURRICULUM | | Norma Petrocco | | Norma Petrocco |
| DISABILITY PROGRAMS | | Graeme McLeod | | Graeme McLeod |
| ASSESSMENT, PLANNING & ACCOUNTABILITY | | Scott Sanford | | Scott Sanford |
| FINANCE & ADMINISTRATION | | Karen Mortimer | | Karen Mortimer |
| HUMAN RESOURCES | | Glenn Walker/  Skye Seymour | | Glenn Walker/  Skye Seymour |
| PRINCIPALS' SUPPORT | | Grace Palamara | | Grace Palamara |
| SCHOOLS SPECIFIC PURPOSE | | Mark Gosbell | | Mark Gosbell |
| STUDENT WELLBEING | | Helen Craigie | | Helen Craigie |
| TEACHING PRINCIPALS | | Bek Zadow | | Bek Zadow |
| TECHNOLOGY | | Drew Janetzki | | Drew Janetzki |
| **STANDING COMMITTEES** | |  | |  |
| ANNUAL CONFERENCE | | Kylie Donovan | | Kylie Donovan |
| COMMUNICATION and ENGAGEMENT | | David Munday | | David Munday |
| LEADERSHIP | | Estelle Southall | | Apology |
| LEGAL ISSUES | | Greg McLaren | | Greg McLaren |
| RURAL EDUCATION | | Stephen de Roos | | Stephen de Roos |
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| **WORKING PARTY** | |  | |  |
| SCHOOL VIABILITY | | Grant Schaefer | | Grant Schaefer |
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| **OBSERVER GROUPS** | |  | |  |
| CENTRAL SCHOOLS | | Michael Windred | | Michael Windred |
| ENVIRONMENTAL ED. CENTRES | | Christine Freeman | | Christine Freeman |
| PRINCIPAL SCHOOL LEADERSHIP | | Peter Flannery | | Peter Flannery |
| RETIRED PRINCIPALS | | Tom Croker | | Apology |
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| **AREA COUNCILS** | **DELEGATE**  **Day One** | **DELEGATE**  **Day Two** |
| ALBURY | Andrew McEachern | Andrew McEachern |
| ARMIDALE | Debbie Baker | Debbie Baker |
| BANKSTOWN | Ben Walsh | Ben Walsh |
| BATEMANS BAY | Carolyn Nugent | Carolyn Nugent |
| BATHURST | Jaime Medbury | Jaime Medbury |
| BLACKTOWN | Tracy Anderson | Tracy Anderson |
| BONDI | Craig Nielsen | Craig Nielsen |
| BOURKE | Lisa Wright | Lisa Wright |
| BROKEN HILL | Glen Walker | Glen Walker |
| CAMPBELLTOWN | Dawn Dallas | Dawn Dallas |
| CENTRAL COAST | Leonie Clarkson | Leonie Clarkson |
| DENILIQUIN | Gayle Pinn | Gayle Pinn |
| DUBBO | Sharon Murray | Sharon Murray |
| FAIRFIELD | Mark Diamond | Mark Diamond |
| GRANVILLE | Greg Grinham | Greg Grinham |
| GRIFFITH | Monica St Baker | Monica St Baker |
| HAWKESBURY/WINDSOR | Melanie Mackie | Melanie Mackie |
| HORNSBY | Milly Stone | Milly Stone |
| LAKE MACQUARIE | Simon Mulready | Simon Mulready |
| LISMORE | Shane Fletcher | Shane Fletcher |
| LIVERPOOL | Irene Faros | Irene Faros |
| MAITLAND | Simon Parson | Simon Parson |
| MID NORTH COAST | Robyn Urquhart | Robyn Urquhart |
| MOREE | Kathryn Weston | Kathryn Weston |
| MTDRUITT/MINCHINBURY | Pate Cooper | Pate Cooper |
| NEWCASTLE | Mick McCann | Mick McCann |
| NORTHERN BEACHES | Christine Smith | Christine Smith |
| ORANGE/LACHLAN | Steve McAlister | Steve McAlister |
| PARRAMATTA | Tony D’Amore | Tony D’Amore |
| PENRITH/BLUE MOUNTAINS | Andrew Hooper | Andrew Hooper |
| PORT JACKSON | Samantha Nicol | Samantha Nicol |
| PORT MACQUARIE | Jock Garven | Jock Garven |
| QUEANBEYAN | Phil Katen | Phil Katen |
| RYDE | Tania Weston | Tania Weston |
| SHELLHARBOUR | John Bond | John Bond |
| ST GEORGE | Michelle Shelton | Michelle Shelton |
| SUTHERLAND | Jason Ezzy | Jason Ezzy |
| TAMWORTH | Benjamin Carter | Benjamin Carter |
| TAREE | Deborah Scanes | Deborah Scanes |
| TWEED/BALLINA | Judi Albans | Judi Albans |
| UPPER HUNTER | Narelle Hunt | Narelle Hunt |
| WAGGA WAGGA | Kerry Barker | Kerry Barker |
| WOLLONGONG | Tim Fisher | Tim Fisher |