

**Submission  
No 9**

**INQUIRY INTO EDUCATION LEGISLATION  
AMENDMENT (PARENTAL RIGHTS) BILL 2020**

**Organisation:** FamilyVoice Australia

**Date Received:** 22 February 2021

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**SUBMISSION**

**To**

**Portfolio Committee No. 3**

**Into The**

**INQUIRY INTO THE EDUCATION AMENDMENT (PARENTAL  
RIGHTS) BILL 2020**

**By**

**Greg Bondar**

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**NSW & ACT State Director – FamilyVoice Australia**

**February 2021**

# NSW Education Legislation Amendment (Parental Rights) Bill 2020

<b>Chair:</b>	Latham, Mark (PHON, LC Member)
<b>Deputy Chair:</b>	Mason-Cox, Matthew (LIB, LC Member)
<b>Members:</b>	D'Adam, Anthony (ALP, LC Member)
	Fang, Wes (NAT, LC Member)
	Farlow, Scott (LIB, LC Member)
	Houssos, Courtney (ALP, LC Member)
	Shoebridge, David (GRNS, LC Member)

<b>Type:</b>	Private members
<b>Status:</b>	In Legislative Council, 2R, Debate adjourned 5 calendar days, Wed 5 Aug 2020
<b>Bill Remarks:</b>	LC: Bill referred to Portfolio Committee No. 3 - Education for inquiry and report 5/08/2020
<b>Origin:</b>	Legislative Council
<b>Member with Carriage:</b>	Latham, Mark
<b>Long Title:</b>	An Act to amend the Education Act 1990, the Education Standards Authority Act 2013 and the Teacher Accreditation Act 2004 to provide that schools must recognise that parents are primarily responsible for the development and formation of moral and ethical standards and social and political values in their children, including an understanding of personal identity and questions of gender and sexuality and to prohibit schools, teachers, and training courses from teaching gender fluidity, and for other purposes

## **For the Information of the Portfolio Committee No. 3 Qualifications and Experience of Greg Bondar**

- Master of Business Administration – MBA (UNE)
- Master of Education – MEd. (UNSW)
- Bachelor of Economics – BEc. (Sydney)
- Diploma in Education – Dip.Ed. (Sydney)
- Diploma in Special Education – Dip.Sp.Ed. (CSU)
- Former Secondary School Teacher
- Working with Children Check - WWC0142038V
- Teacher Accreditation number: 274608

In terms of family, parental rights, and curriculum development, I submit the following as testimony to my expertise and knowledge regarding this Inquiry:

- 1.1 I have been involved in curriculum development in NSW as a Secondary Teacher
- 1.2 I have held the position of School Council President (local Primary School)
- 1.3 I have counselled students and parents in my role as a Chaplain
- 1.4 The Master of Education degree major was Philosophy of Education (Curriculum)

## 1. Bill Overview

Our understanding is that Portfolio Committee No. 3 is currently conducting an inquiry into the Education Amendment (Parental Rights) Bill 2020 which is awaiting consideration and debate in the NSW Upper House.

If enacted in law, the Bill would:

- stop New South Wales schools from providing instruction on ideologically based and political material that is inconsistent with the wishes and values of parents.
- It would enshrine in law the rights of parents to withdraw students from the classroom where they object to such teachings.

The Bill aims to restore the rights of parents in NSW schools by ensuring they are fully consulted and aware of what is being taught in the classrooms of their children.

## 2. Opening Statement:

FamilyVoice Australia is a non-denominational Christian-based national organisation advocating, *inter alia*, on issues impacting on Families. FamilyVoice (NSW) agrees with the stated aim of NSW Education Minister Hon Sarah Mitchell that overtly political content has no place in our classrooms.

FamilyVoice also agrees with the Chair of the Committee, the Hon Mark Latham MLC who said that the:

*'formation of a child's social, moral and ethical values should be the responsibility of his or her parents. This Bill is about winding back the creep of gender fluidity ideologies into NSW schools and re-establishing the primacy of parents in shaping their children's development and sense of identity...parents are there 24/7 providing love, nurture, and support for their children. They must have a valid right to ensure that what's taught in schools aligns with their family's values and priorities.'*

FamilyVoice also commends this *Inquiry* as it will provide a valuable and much needed forum for evaluating the merits of the Bill by subjecting it to detailed examination by expert evidence from parents and educators.

Research overseas has shown that irrespective gender, School Principals in a research study held the view that there was very little extent of parental involvement to curriculum implementation in schools. The study concluded that:

*For this trend to improve, school principals and teachers need to make efforts for reaching and involving parents to support curriculum implementation. They should design and implement strategies that will result in improved involvement, and at the same time, balance involvement vis-à-vis educators' professional autonomy*

### **Recommendation 1**

**FamilyVoice recommends that the NSW Department of Education establish a Parent-School Curriculum Consultative Committee (PSCCC).**

## 3. **Submission and Commentary on the Bill**

In terms of the Bill, FamilyVoice is of the view that schools/teachers must be prohibited, in legislation, in promoting gender fluidity including through course curriculum development and continuing professional development (In-Service) of teachers.

Parents strongly oppose gender-fluidity teaching which is supported by a recent report into parental views on gender education. A strong majority of voters polled across both major parties want parents to have a veto over classes teaching children they can change gender. In the first national survey on so-called "gender fluidity" at school, 88 per cent of Coalition supporters and 72 per cent of Labor loyalists agreed parents should have the right to know what is being taught and be free to pull children out of class.

There is no definitive evidence to suggest that allowing parents to be involved in curriculum development is an attack on the transgender community or that it will endanger vulnerable children. This is an emotive and unsubstantiated view held by the LGBTIQ+ community to influence legislators.

As a former secondary school teacher, I can attest to the fact that activist teachers, funded by the NSW Teachers Federation, have been/are spreading radical gender ideology in schools against the wishes of parents and the wider community.

The 'Safe Schools' teaching module is nothing more than social engineering and is actually 'Un-Safe Schools' as it promotes and encourages students to "take-up" and "try-out" gender fluidity (transgender) options which goes against the wider parental and societal views. Safe Schools actually 'bullies' students of ***normative sexuality***.

FamilyVoice holds the view, and belief, that heterosexuality is the normal mode of sexual orientation and there are only two distinct, opposite genders. Further, FamilyVoice supports the 'gender binary' position on sexuality in that sexual and marital relations are naturally between people of opposite sex. An opposition to this view means that none of us would be here today discussing this issue.

To allow NSW Education Standards Authority (NESAs) to provide and fund professional development courses for teachers which include instruction in "gender fluidity" - the idea that gender identity is not only separate from biological sex but also that it is not fixed and can change throughout a person's life, goes against natural biological law.

The view proposed by LGBTIQ+ communities is that 'social construction' of gender stipulates that gender roles are an achieved "status" in a social environment. This construct cannot be allowed to flourish as it negates natural biological science.

FamilyVoice Australia (NSW) strongly stresses that recommendations are not anti-discriminatory, would not encourage transphobia and/or undermine anti-bullying efforts.

FamilyVoice also urges that students be identified by their 'birth gender' and that school sport, toilets and overnight camps be 'binary gender' identified. We oppose the use of 'pronouns' other than those identified as being male or female (gender).

## **Recommendation 2**

**2.1 That for the purposes of school education, the definition of 'gender' be based on biological and natural science, rather than 'social construction'**

**2.2 That parents be permitted to withdraw students from those classes which promote a non-binary view of gender**

**2.3 That students be identified by their 'birth gender' and that school sport, toilets and overnight camps be 'binary gender' identified, and**

## **2.4 That curriculum and teaching resources (books etc.) be ‘binary gender’ in content and/or neutral as to gender.**

### ***NOTE:***

1. **Parents** who elect to have their children educated under a ‘binary gender’ curriculum should not be subjected to abuse by teaching staff as it is for this reason many parents have misgivings about speaking out but are too scared to say anything because they fear being labelled “transphobic” or dragged into “cancel culture”.
2. **Teaching Staff who Identify as Transgender.** Teachers who elect to ‘transgender’ should do so at their own cost and time.

### **Recommendation 3**

**3.1 That the NSW Department of Education immediately revise *Bulletin 55 - Transgender students in schools* as a matter of urgency to better reflect parental and societal worldview**

**3.2 Parents be enabled to opt out of curriculums which teach non-binary views of gender and sexuality**

## **4. Concluding Comments**

Parents and educators should scrutinise concepts of gender and sexual identity in education as controversial teaching about sexual relations, sexual orientation and gender do not conform with the wider parental view of education. Government cannot encourage or support “non-biological gender guides” to NSW students from pre-school to high school. The parent is fundamental to the child’s wellbeing.

How can society, in all seriousness, introduce young children to the idea that gender is a spectrum. We are biologically male or female.

The larger picture is that any curriculum which is ideologically driven by the LGBTIQ+ community is really an attack on nature itself – the created order.

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Greg Bondar  
NSW & ACT State Director  
FamilyVoice Australia