



## Finding your direction

**Right now is an excellent time to get everyone on board and reflect on what your P&C aims to achieve this year.**

There are many roles a P&C can take in a school and we see a huge diversity across Canberra. Once your committee is formed and you're strapped in for the ride, where is it you most wish to go? How does the P&C fit in? What do others do and what are the options?

### **Is your P&C a social, educational, advisory, service-providing or fundraising body?**

Here at Council, we encourage P&Cs to facilitate parent involvement in the school, support the school and community, and provide a forum for parents to discuss and debate school and education issues.

That is a very broad remit and it's crucial for each P&C to pinpoint, within that, their most important role(s). Last year, we saw that P&Cs with a clear idea of their role could more easily re-assess their plans when events and interactions were restricted due to COVID-19. They could redirect their activities to fulfil that role in other ways.

So, is *your* P&C a social, educational, advisory or fundraising body? Is it a means for involving parents in the school or a service provider for families?

If you decide that **social interactions** are your main focus, you could try morning coffee sessions, consider 'stay and play' picnics after school hours, run discos which encourage parents to join in, or arrange a whole-school picnic (see also story on page 10).

If your role as an **educational body** is foremost, you could share parent expertise with community cooking

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# From the President



*Alison Elliott*

I would like to extend a thank you to members of Council for their trust in electing me to the role of President. I am excited to have a strong executive team working alongside me this year who are incredibly passionate and educated about issues faced in public education. I particularly thank Kirsty McGovern-Hooley for her leadership as President the past 3 years, and I look forward to working closely alongside her as my Vice President, and mentor. I value highly Kirsty's depth of knowledge, dedication and her passionate support of public education.

I am also currently P&C President at my son's school in Macgregor. I became involved when he was in preschool because I wanted to ensure he, and all other students, have the best experience possible during their formative years.

Through my involvement with Macgregor P&C I made lasting friendships and also gained self confidence around negotiation, governance and business matters. I promised my son I would make schools a happier and safer place for everyone, and I will continue to push for that.

I strongly believe parent engagement within public schools is key to ensuring your child/children has the best possible experience.

P&C associations are no longer just about fundraising. Some manage a major business (such as before and after school care services, canteens and uniform shops), with incomes up to \$1 million. With this comes many challenges and I hope to use my experiences at Macgregor to assist, through Council, these P&Cs to overcome these challenges, so we can retain our affordable services for our school communities.

One of our biggest challenges is that most families now have two working parents. Parents find it hard to commit time and juggle everything else. We need to think outside the square to ensure P&Cs can continue into the future to support our children's education. If you are running business services, consider approaching family members, neighbours and

local community members with experience and skills running a business they can share, or they may have connections within the local community to assist when planning fundraising activities or needed to tackle local traffic issues.

At last year's ACT election, Council advocated strongly on behalf of parents and students. Key issues were the need for modern infrastructure, great school libraries which are professionally staffed, nurtured students, and safe, responsive schools with strong communities.

Council pushed for a commitment for more teacher-librarians in schools to help lift literacy, and we are pleased to see announcements by the Minister, Yvette Berry, of scholarships to encourage teachers to train for these roles.

We also stressed the urgent need to address hazardous materials and heating and cooling issues in our schools. We welcome announcements for a \$99 million school renewal package and the appointment of an expert panel to advise on the removal and management of things like lead and asbestos in school buildings.

The government also committed to building new schools in new suburbs, but we also need additional primary, high schools and colleges in older areas where the population is growing. We know parents also want options as to which school they can send their children.

The government promised more social workers for public schools, which is much needed, and a trial of school breakfasts and lunches. This has potential to support students and communities in a really meaningful way if well implemented. We know many school P&Cs are eager to be involved and look forward to more information soon around how this might work.

I wish you all luck with forming your 2021 committees and hope to see you at our general meetings. These will be online, and I encourage you to commit to attending at least one this year. It is only through parent engagement and consultation that Council can advocate on issues affecting our children's education. ●

# Finding your direction

*continued from front page*

lessons, hold sessions to help parents understand primary school 'readers', or run forums for parents on topics such as cybersafety, drug and alcohol awareness or understanding their teens!

Your P&C might consider itself primarily an **advisory body**, acting as a sounding board for the principal and providing parent feedback on school operations, in which case you could look at changes to your meetings and communications to help more parents get involved.

For other P&Cs, **providing services** to the community – such as the canteen or uniform shop – will be a major focus.

**Fundraising** may not be your major role, but should always have a purpose so that people know what the funds will be used for.

## Shared goals - your committee

P&Cs work best when there are clear, shared goals – a well understood sense of what you are there for and what you are trying to achieve. It's important that your committee talk about this. Sometimes, within a committee, people have different underlying ideas about what the main focus should be and this can lead to conflict. It is a good idea to discuss it openly, either in a general sense or event by event so that differences can be accommodated and compromises reached.

## The school community

It's obviously important that the P&C's goals align with the aims of the school and the wishes of



*Community cooking sessions at Arawang Primary.*

families. Discussions with your principal and good communication with the School Board are crucial. Asking for input from the school's student group or surveying families to find out what is most important can also be useful.

## What is it for?

With goals set, you'll find it easier to plan. You'll know where to direct your resources and time. The goal will also guide what an event looks like. For example, if your disco focuses on community fun rather than fundraising, you might add a lip-sync competition, family dance, or a game of musical statues and provide sought-after prizes. You can agree to only break-even and adjust the entry fee accordingly so more people can come. Another activity might focus on fundraising for a much-needed new resource. If you let people know what you are fundraising for and how the school benefits they're more likely to participate.

## Volunteers like clear purpose too

Being clear about your goals also helps get volunteer parents on board. They can see why they are needed and what it will lead to. Our surveys of volunteers show how much volunteers value a sense of achievement and being part of something bigger, so make it clear what the time they are giving contributes to.

## Learn from others

There are many ways that P&Cs can direct their enthusiasm and time to support their school. You can check out what other P&Cs do on the '[Sharing expertise](#)' section of our website or by joining our [P&C Leaders' Group on Facebook](#). ●



*Families enjoy a goodnight story at Southern Cross Early Childhood School's CampOUT!*

# Fundraise by recycling

**The ACT Container Deposit Scheme (CDS) is a great way for schools to get involved in recycling, help the environment, and raise funds.**

Launched in 2018, the scheme aims to reduce litter and landfill. Two and half years on it has achieved this goal and more. Over 100 million containers have been recycled through the scheme, the volume of eligible drink containers in the ACT litter stream has decreased by 23 per cent and it has also become a valuable fundraising tool for charities, community groups and students across the Territory.

When you deposit eligible bottles and cans through the ACT CDS, you are sending them to be recycled, turning waste into a clean and higher, valuable resource. Plus, you earn 10 cents for each container returned making it an easy way to fundraise while helping the environment.

Using the scheme for fundraising is appealing for many reasons. In schools, it is a way to reduce litter on school grounds, teach students about recycling and embed sustainable practices at the school.

Container recycling also takes advantage of a free resource for fundraising. It gives monetary value to something that was previously seen as litter or waste. It is also something everyone can take part in – whether a student recycles two bottles or 20.

At Fraser Primary School, five Year 6 students formed the Waste Wise Warriors. Mim Thurkettle, Elsie Harding, Lucy Lawton, Molly Campbell, and Charlie Noble became the driving force behind the school's mission to collect as many eligible containers as possible, to keep them out of landfill and raise funds for their school garden through the ACT CDS.

“We love doing this, we feel like we are doing our bit for the environment but also raising money for our school,” said Lucy. “It’s good to know we’re achieving something like this.”

Other ACT schools have used the scheme to fundraise for activities such as the end of year formal. Across Australia, students have



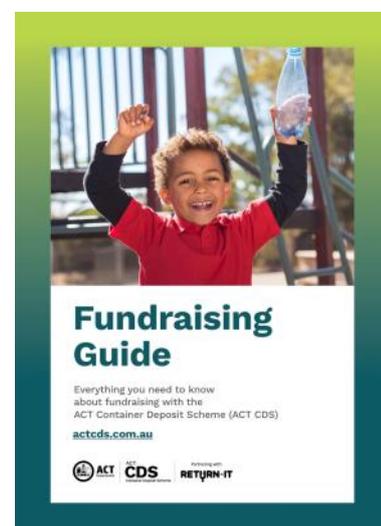
*The Waste Wise Warriors, Fraser Primary School.*

fundraised for solar panels, playground equipment, social support activities and more.

## Fundraising toolkit

To help schools and parent associations get involved, the ACT CDS has launched a new Fundraising Toolkit full of resources and tips.

Firstly, knowing what containers are eligible is important. It's the smaller, more portable drink containers, between 150mL to 3L that are eligible. They need to be empty and the '10c' symbol needs to be visible. Lids need to be disposed of before returning and uncrushed cans are preferred.



Containers can be dropped off at one of the many return points across the Territory. Each type of return point offers different refund options:

- Drop & Go Points are located at selected stores including IGAs and Vinnies and are a fast and convenient option for returning less than 500 containers.
- Drop & Go Pods are ideal to return a smaller number of bags of drink containers and provide electronic refunds as well as donation options to your school or P&C.
- Cash-back Depots accept bulk returns as well as small quantities, and offer payment options of cash, electronic refund, or refunds can be directly donated to one of several charities associated with the return point.

### **Tips for schools**

There are several options for collecting and returning containers for your fundraising.

#### *Collection points at school*

Set up collection stations at the school for students to fill with their empty drink containers. Identify suitable collection points within your school, such as near the canteen or recreational areas, or in each classroom. Provide clean bins, labelled with signs showing pictures of eligible cans and bottles — use one of the posters included in the Fundraising Toolkit. When the bins are full, parent volunteers can take them to a return point and collect the funds. Remember to think about volunteer safety (there's the chance of broken glass) and to get a receipt for the P&C Treasurer!

#### *Make an account for families & friends to use*

If the school — or volunteers — aren't keen on handling containers, you can create an online account for your P&C or school and share your account number with the wider school community for their deposits to go into. Simply sign up for an Express Account using your school's phone number and encourage your community to donate their refunds directly to your express account by using your school's



***Trailer and bins are available for free hire for big collection events.***

phone number when they drop off.

#### *Make it competitive*

Another great way to inspire people to get involved is through a competition. Late last year Evoenergy and Icon Water challenged one another to see who could return the most containers throughout November and donate the most money to charity. The friendly competition was a fun way to engage staff in a worthwhile cause while also doing something positive for the environment.

#### *Big event? Hire a trailer and bins!*

If you are planning a big event but don't know how you'll store and transport the containers, the ACT CDS network operator, Return-It, has introduced a free trailer hire program for schools, communities and businesses. You can make a booking directly on the website.

### **Return-it can help**

Return-it can help in a variety of ways, such as lending bins for events or even organising school excursions to one of the Cash-back depots for a behind the scenes tour.

For more information about return points, eligible containers, trailer hire and fundraising, or to sign up for an account or download the Toolkit visit <https://actcds.com.au/community-fundraising> •

# Raising parent voices

**Council strives to be the parent voice on public education – and in 2020 we had a lot to say – but how does it work and what do we achieve?**

P&Cs are often the focus point for a lot of parent comment about our schools and our children's education. P&C Council seeks to link this together, and serve as an avenue for discussing and collating feedback to pass on to government. Our network of Council delegates is central to this, and in 2020 achieved a lot.

## **Gathering voices**

At the beginning of the year, each P&C elects a Council delegate. It is the delegate's job to gather issues, concerns and points of view from their P&C and then voice these at Council meetings. Because of the wealth of experience present at meetings, these concerns can often be answered on the spot. However, if delegates from other schools share the concern, Council can choose where to best voice that concern. We have a range of excellent opportunities at our disposal.

## **Having a say**

We're able to express parent concerns directly to government at a high level. We have regular contact with senior staff at the Education Directorate (EDU). Each term we have formal meetings with the Director General of Education and the ACT Minister for Education.

We are also asked for our input on emerging education policies and practices, or to make submissions to official inquiries, and we are able to seek input into our response from delegates and P&C office-bearers. During the year, you'll see opportunities to comment on a range of issues via our meetings, emails and newsletters.

Our members are also involved in decision-making groups and government committees where they represent parents. Examples include a Disability Education Reference Group (providing parent input on disability issues), School Transport Liaison Committee (looking at transport and traffic issues, especially buses with Transport Canberra), the Collaborative working

group on food at school, and the Board of Senior Secondary Studies.

## **In 2020 we were vocal**

Much of Council's focus last year – for both our volunteer executive and our office staff – was gathering parent feedback and talking to government about changes due to COVID-19 and the impact on families, schools and P&Cs. Parents expressed concerns and had questions on many aspects of the pupil-free school period, online learning and hub schools. Later, we worked hard to make some election day fundraising possible for P&Cs, and then to ensure maximum parent participation in end of year graduation events.

Council was able to feed back the range of parent views in a timely manner, with a direct impact on decision making. We also provided honest feedback on communications about schooling to parents, which resulted in much improved information for families.

We held two special General Meeting sessions to gather feedback on issues with the pupil-free period. These wide-ranging issues were directly communicated to the ACT Education Minister and the senior team at EDU.

COVID-19 wasn't the only topic of conversation. We voiced the parent perspective on a huge range of issues in 2020, including:

- air quality in schools resulting from bushfire smoke
- school buses, traffic and parking, in particular parking and management plans for school events such as fetes
- OOSH service providers service and licence deeds
- school capacity pressures and the loss of libraries and other specialist spaces
- school/home communication
- access to school ground on weekends

- the need to overhaul EDU’s complaint handling process
- hazardous materials found in public schools
- school email security issues
- the Special Needs Transport Service
- School Youth Health Nurse program
- School Boards
- NAPLAN.

### ACT election

2020 was also an election year. Drawing on issues, concerns and ideas brought to Council by members of the past few years and discussed at Council Meetings, we collated an election ‘wish list’ for ACT public schools. We sent this to all election candidates and met with many individual candidates to discuss our priorities and to help them understand what parents want for our schools. We also talked to the media about our wish list.

The result was excellent – a deep focus on schools in the election campaign period and some promises which aligned closely to our priorities, including:

- more teacher-librarians
- substantial commitment to school infrastructure
- promises to remove hazardous materials and move to expert-led management
- more youth and social workers

- a whole-school approach to respectful relationships education.

We’re looking forward to working with the new ACT Government to realise these election promises and ensure that they meet parent expectations.

### More for 2021

We continue to have ongoing discussions and work with EDU on additional priorities and outstanding issues, including:

- improving the way EDU and schools handle complaints – we want a family-centred reporting and complaints-handling process
- input into financial literacy teaching in schools
- the way School Board parent representatives are elected and interact with the P&C
- the need for a clear framework for inclusive education
- making reasonable adjustments for students with disability and/or complex needs
- engaging parents meaningfully in schools and improving home-school communication.

Why not sign up as your P&C’s delegate to Council and join the network?— it works! •

## Dates to remember

### 23 March Council General Meeting

7.00pm - 9.30pm  
Via Zoom

### 29 April Early Learning Committee Meeting

7.00pm - 9.00pm  
Via Zoom

### April 2-19 Council office closed (term break)

### 5 May Effective P&C Workshop part 1

Free Online Training  
7.00pm - 8.30pm Via Zoom

### 6 May Effective P&C Workshop part 2

Free Online Training  
7.00pm - 8.30pm Via Zoom

### 13 May Treasurers & Insurance Workshop

Free Online Training  
7.00pm - 9.00pm Via Zoom

### 18 May Effective P&C Workshop part 3

Free Online Training  
7.00pm - 8.30pm Via Zoom

### 25 May Council General Meeting

7.00pm - 9.30pm  
Via Zoom

# Get my message?

There is a certain magic to being new — new year, new classes and teachers, new students, new parents and families. It's a good time to remember that first impressions — and the way you communicate with families and potential volunteers — can have a lasting impact, writes Marina Spurgin, Council's Early Learning Officer.

With recent Supporting Parent Engagement grants on offer from the ACT Government, many P&Cs have been exploring ways to engage with families.

Reviewing your association's communications and how they might be perceived by new parents can help. It's a good idea to consider:

- Know yourself — be familiar with the association
- Know your audience, your association members
- Know the message objective - what do we want our members to know or do?

## Know yourself

When applied to your association, 'knowing yourself' refers to understanding your fundamental purpose (see page 1!), values, governance, background and people. There's a lot to know about the P&C and it's a constantly evolving entity.

Understanding the association provides a foundation for the association's communications and guides choices such as to whom, why, when, and how to communicate.

How does the community get to know their association? This depends significantly on your communication, culture and activities. Everything the association does is a potential opportunity, or missed opportunity, to tell members a little bit more and invite parents to get involved.

Don't assume everyone will know about the association. While a complete background isn't always necessary, there are things you can do to build familiarity and plenty of opportunities to point to further information.

Checking for clarity, validity of contacts, providing links to more information wherever



possible, acknowledging an achievement, thanking and inviting participation (such as feedback and questions) should be a minimum.

## Know your audience

For parent and community associations such as P&Cs, knowing the different characteristics within your community helps to create messaging that will engage a broader audience. While it might feel like a superficial exercise of putting people into boxes, describing smaller groups within a community, and finding ways for them to tell their stories, builds empathy and opportunities to improve communication.

While it's not necessary to have a statistical analysis of population demographics, it can be useful to draw on some basic data or consider collecting and building data sets through existing opportunities.

Each school community has unique circumstances so parents and families that are new to the community come with various understanding of what a P&C is and does, or is not. While the beginning of the year is a good time to emphasise these messages, the information should always be readily accessible.

Helping families to feel genuinely welcome and valued can be difficult if you haven't been new yourself for a long time. While to some

degree parents become new every year with new routines for a new grade level, the newly relocated student and their families can arrive at any time.

### **Know the message objective**

Consider parents in the communication loop. Will new parents understand it? Is there a message just for them? Is the information complete? Would someone who has no prior knowledge be able to make sense of it? Is there a useful link you could include? Would the information be better in a different format? Will some parents need to talk to someone about this and who should they contact? When knowledge is assumed or messages contain jargon or abbreviations then communication can leave parents frustrated and with more questions.

Try answering these questions about your association's communication:

- What does the association want members to know or to do?
- What do our members want to know?
- When is this information required?
- Where do members look for the information?
- Where is the information currently available?
- Is there anywhere else it could be made available?
- What is required to create a welcoming community?

### **Existing points of contact**

Consider all the points of contact or communication channels that your association has with parents and families throughout the year — letters, introductions, emails, notices, invitations, invoices, conversations, tours, games, guides, FAQs, face-to-face events as so on.

Are there times when parents come to the association seeking information?

### **Connecting with new parents**

Families with children starting a new school or

class may find the changes during this period of adjustment a time of anxiety as well as joy. Given the initial experiences of school often impact future responses to education, and following the year we've just had, P&Cs in partnership with schools can provide long-term benefits for school communities by supporting families through the stress of school transitions.

While new parents may not be considering involvement with the parent association initially, they're more likely to be open to the idea if they experience the welcoming support of friendly, helpful, non-judgemental association members smoothing the way during the ups and downs of school transitions.

To support new parents, you might consider the concerns new parents have and the resources they ask for. We have gathered this information from our Transition to School parent forums.

New parent concerns:

- Will my child make new friends and cope with the changes?
- How do I communicate with my child's school or teacher?
- How can I support my child's learning and wellbeing?
- Where do I go for information or if I have a problem?

Resources they request:

- what to prepare for school lunches and lunchboxes
- checklists to help prepare
- requirements for literacy and numeracy
- parenting resources relating to technology, conversations about behaviour
- information about school procedures and policy.

While new families will move beyond being new, transition experiences can leave lasting impressions. There will always be new parents so keep this in mind when constructing your association messages to providing information for parent and community members. ●

# At our P&C...

Many P&Cs are looking to re-invent themselves. So we wondered — if you were to start from scratch, what would your P&C look like? We caught up with Canberra's newest P&C to find out how they approached it.

Two years ago a small band of volunteers with almost no P&C experience got together at Gungahlin's Margaret Hendry School to establish the school's parent association.

Phoebe Phillips joined in so she could meet people, and walked away President.

"We're a Defence family, so we have no family here and knew very few people. Right from the start it was really about building community – at first for me and my kids to have that sense of community, and now more broadly. The P&C is really about building that community for people in this new suburb, getting families involved."

"Our main focus has been our daily coffee cart and breakfast club," Phoebe tells us. "It's a place for parents to meet other families – many are new to Canberra. Each morning there's probably around 40 people who come along and hang out and chat. Not always the same people, but a changing crowd."

"On the first week of school we kept that open a bit longer each day so that any parents who were feeling apprehensive could stay around and get some reassurance. If kids are nervous, they can catch up with friends at breakfast club and settle in a bit first. It's a great place for parents to find out what is going on too."

"We also run a Facebook Group to help people know what's happening."

The school community, and P&C, are very fortunate to have a dedicated space – the school's *Community Hub*. Phoebe explains: "All our events happen in one place, so people know where everything is – the coffee cart and breakfast club. We have a kitchen and storeroom there. There is an enclosed playground and we're planning to set up a second hand uniform shop there too. There is room for playgroups as well."



*The community hub has a coffee machine, café-style seating and enclosed courtyard with playground.*

The focus on community has been supported by the school's Principal, Kate Woods, and Tammy O'Callaghan, the school's Community Co-ordinator.

"We're very lucky to have a great relationship with the school," Phoebe says. "The Principal comes to all our meetings. The school purchased the coffee cart and started that up. The P&C has now taken it on and we've got a roster of parent volunteers who work the coffee machine."

"Frankies Café at Forde staff actually trained us on it in the beginning and now that's a new skill those parents have learned, and have passed on to new volunteers as they train each other."

The community focus seems to be working, according to Tammy. "Right from the beginning, the school encouraged a community focus, encouraged the P&C to think about what you want to be. The volunteers have been amazing. Families comment that they've never had a sense of community at a school like this before."

## Creating a new P&C

Over the next few years we'll see more new P&Cs in Canberra as new schools continue to be built. So what can they learn from Margaret Hendry?

# Got questions?

All ACT public school parent associations are members of the ACT Council of Parents & Citizens Associations. We are here to help your organisation run well.

## Contact us with your P&C-related questions.

(02) 6241 5759 Maitland House  
contact@actparents.org.au 100 Maitland Street  
www.actparents.org.au Hackett ACT 2602

9.30am - 2.30pm Monday to Friday.  
Closed public holidays and school holidays.

“It was a lot of learning and a bit touch and go at the start,” says Phoebe, “but we are getting more knowledge and more established now. Council was a good resource. They came out and helped and we used Council’s resources to set up our constitution and incorporate. The \$500 seed funding from Council and over \$1000 from the Education Directorate really helped.”

“It’s really been worth the initial challenges!”

So, how do they do for volunteers?

“It’s usually the same people, but it’s lovely when surprise people come along. They always bring new ideas. And we are seeing more new faces as the school grows.”

The pandemic was, obviously, very hard, Phoebe tells us. “Our second year in and we couldn’t run a movie night or disco because of COVID. It was tough trying to get established without a bit of fundraising. We did manage an end of year disco hosted by a local dance group. We had a massive turn out and people enjoyed it so much.”

“In our first year, we did a brick fundraiser, which fitted so well for a new school and showcases our inaugural students. The teachers and kids did the decorating in art lessons and then we’ve built a path in the garden with them.”

“We have plans and hope to raise more funds this year. We’d love a school garden where the kids can be involved and use the food they’ve grown.”

The experience at Margaret Hendry shows that growing a community doesn’t happen by chance. It took the help of a dedicated staff member, information and funding support, a purpose-built space at the school and the attention, time and passion of dedicated parent volunteers. ●



## About us

### The parent voice on public education

The ACT Council of Parents & Citizens Associations is the peak body for public school parent associations. We bring together delegates from Canberra’s public schools to represent the views of parents to government and the media.

### About our magazine

ParentACTion is our free journal. It’s available online and hardcopies are sent to all ACT public school parent associations and school boards, ACT Education decision makers, public education organisations, the media and interstate parent associations.

Contributions, advertising and feedback are always welcome. Contact the Editor, Janelle Kennard, at [jkennard@actparents.org.au](mailto:jkennard@actparents.org.au).

*Views expressed in this journal are not necessarily those of Council. Authorised by Terry L Sanders for the ACT Council of Parents and Citizens Associations.*

## Our people

### Executive

President: Alison Elliott  
Vice Presidents: Paul Buckley  
Kirsty McGovern-Hooley  
Secretary: Cecilia Shlegel  
Treasurer: David Pollard  
Committee: Sharon Ding, Vivienne Pearce,  
Jayne Trustum, Norma Yap,  
Siaan Ansori.

### Life members

Grant Battersby, Pam Cahir, Trevor Cobbold,  
Ian Morgan, Richard Scherer, Vivienne Pearce

### Office staff

Executive Officer Terry Sanders  
Policy Officer Veronica Elliott  
Communications Officer Janelle Kennard  
Early Learning Officer Marina Spurgin  
Executive Assistant Melissa Lee

*Council acknowledges that we live, learn and work on the traditional lands of the Ngunnawal people. We pay respect to elders past, present, and future.*

# Annual P&C 'To Do' list

Tick off essential tasks for your parent association with our handy checklist.

Items in **orange** *must* be completed to fulfil your **regulatory obligations**.

Items in **blue** have links to more help if you use this list online at [www.actparents.org.au](http://www.actparents.org.au).

## Before the Annual General Meeting (AGM) (Dec - Jan)

Task	By Who?	By When?
<input type="checkbox"/> <b>Prepare a financial report. Get accounts reviewed.</b> How? See <a href="#">Audit Help</a> page on our website or <a href="#">Section 11 of our Treasurer's Handbook</a> .	Treasurer	Reviewer report must be signed at least <b>2 weeks before AGM</b>
<input type="checkbox"/> <b>Prepare for AGM</b> (notice to members, reports, call for nominations) How? See <a href="#">AGM Information Sheet</a> and <a href="#">preparation checklist</a> .	Secretary & President	<b>2-3 weeks before the AGM</b> (but check your constitution)
<input type="checkbox"/> <b>Prepare handover notes and files</b> for new committee How? See <a href="#">Handing Over</a> on our website for templates to quickly create useful handover notes.	All Committee Members	AGM

## After the AGM (Feb - May)

<input type="checkbox"/> <b>Ensure you get a good handover</b> from the previous person in your role	All Committee	ASAP after the AGM
<input type="checkbox"/> <b>Report to Government</b> on last year's activities How? See <a href="#">Reporting to Government</a> on our website.	Secretary	Before end June to avoid fees
<input type="checkbox"/> <b>Complete Council's Office Bearers' Form</b> so we have up to date membership details How? Complete online from the ' <a href="#">Forms</a> ' page of our website.	Secretary	ASAP after the AGM
<input type="checkbox"/> <b>Change signatories on the P&amp;C's bank accounts</b> How? See <a href="#">Section 6 of Treasurer's Handbook</a> and <a href="#">this article</a> .	Treasurer coordinates	ASAP after the AGM
<input type="checkbox"/> <b>Get help with your new role</b> How? Browse Council's <a href="#">online resources</a> , contact our office any time or attend our workshops (see <a href="#">Training</a> on our web).	All Committee Members	Workshops in May

## Mid-year

<input type="checkbox"/> <b>Arrange insurance</b> (complete forms, then pay invoice) How? See <a href="#">Section 13 of the Treasurer's Handbook</a>	Treasurer	Renewal forms due 31 May. Pay by 30 June
<input type="checkbox"/> <b>Pay Council Membership</b> (invoice sent June)	Treasurer	Pay by 31 July

**Note:** P&Cs employing staff or running canteens, After School Care or other business activities will have **additional regulatory/legal obligations**. Please see [Information Sheets](#) on our website.