



Your Constitution

It's not exactly a glamorous topic, but understanding your P&C's constitution will help you govern your association well – and legally! Here are the answers to your constitution questions.

What is a constitution?

Your constitution is your P&C's governing document. It sets out the aims of the association, its rules and operations. It is your guiding document.

Do we need a copy?

Yes! This important legal document should be stored carefully and handed on to the next committee of volunteers.

If you don't have a copy of your P&C's constitution you can request one from Access Canberra by completing an *Association search request* form (there is a \$27 fee). If your association is a registered charity, the ACNC (Australian Charities and Not-for-profits Commission) will also have a copy which you can access via their online portal.

Should I read it?

Yes! It answers many P&C questions, such as:

- What are our aims? (listed as 'objects')
- Who are the office bearers/committee?
- What is our quorum (the smallest number of people who must be present for official decisions to be made)?

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As a committee, you've been placed at the helm of a ship that is already sailing — and your constitution can guide the way.

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From the President



Alison Elliott

It was great meeting many new P&C delegates at our Hot Topics meeting at the end of April. It was wonderful to see so many dads taking on roles and joining us at the meet and greet session. New delegates were provided with a briefing on the responsibilities of their roles and the training opportunities available to them throughout this year to assist. If you couldn't make it, you can view the briefing presentation online.

As NAPLAN approaches, we raised the question "should it be replaced by a different national testing system, and what do parents want from that system?" We know from previous surveys that very few parents use the NAPLAN data on the My School website to decide where to enroll their children. Some parents find their child's NAPLAN results useful in monitoring their performance and progress, in addition to the A to E teacher reports. We encourage you to discuss this with parents and carers at your P&C meetings and provide this feedback to Council, so we can accurately represent your views.

Council is also looking for your views on school board representatives. Recently there were changes to ACT legislation on the composition of school boards. Previously three members were elected to the school board by the school's P&C, although this varied. Now, schools with P&Cs can elect one P&C representative and two parent representatives. Schools without P&Cs will elect two parent representatives and one community member, or three parent representatives. The Education Directorate (EDU) will be reviewing this year's board elections to assess procedures and recommend changes necessary for 2022. Council will be involved in this review and will put forward recommendations based on your feedback. Please let us know your expectations of the role of P&C representative on the board, and in what way, if any, would think the P&C should be involved in the election, nomination or endorsement of representative candidates.

Capacity in schools, particularly in the inner north, has been raised recently in the media. Council is involved in ongoing discussions with EDU around capacity issues and the loss of some school facilities as a consequence. The ACT Government's recent inquiry into school infrastructure was an opportunity for parents to have a say about what needs addressing at your school – now, and looking into the future.

Council welcomes the invitation from EDU to parents to register for cultural awareness training. Council is committed to undertaking the commitments outlined in our Reconciliation Action Plan, and encourages individual P&C associations to develop their own. If you would like to become involved with the working group progressing Council's plan, please contact us.

We are also pleased to see EDU's parent drop-in information sessions on the management of hazardous materials in our schools. If you went to a session, we'd love to hear your feedback on how useful it was for you and your family.

Council is currently seeking parents to join our Financial Literacy and also Esafety working groups. Contact us for more information or if you would like to participate.

It is exciting to see parents/carers back on school grounds with the recent easing of COVID restrictions. While we realise this is changeable, it is an exciting opportunity for P&Cs to reconvene and start planning activities to bring people together, create and foster community engagement and to engage in COVID-safe fundraising opportunities that were not available for most of 2020. While there are regulatory requirements for events you might run, you'll find all the information and templates needed to meet these on the [COVID-19 information page](#) on our website.

To contact Council with your feedback or for information on any of the above topics, email contact contact@actparents.org.au or give us a call on 6241 5759. ●

Your P&C constitution

continued from front page

- What types of meetings do we need to hold, and how often?
- Who is a member of our P&C?
- How much notice must we give to members before holding meetings and what form should that notice take?
- Is the school's principal a member and can they vote?
- Can our P&C establish sub-committees? How?
- How should we record and manage potential conflicts of interest?
- What do we do if there is a dispute?

Committee members should be aware of the requirements of your constitution as they are legally binding.

Must we *follow it?*

Yes! Your constitution is legally binding.

A P&C is so much more than its current committee and members. It's an entity moving through time with a definite purpose (as laid out in the constitution) and the current committee are like temporary custodians. As a committee, you've been placed at the helm of a ship that is already sailing, and the constitution sets out where the plan was to head!

If, however, your constitution is unworkable, out of date, or does not reflect how your P&C now wishes to function, you can change it.

What about *the details?*

The constitution should only contain the P&C's overarching rules. Details of operational practice and policies are better placed in a set of By-Laws which your association can draft and append to your constitution. These must align with, not contradict, the constitution. They might cover meeting procedure, budgeting and how finances are managed, sub-committee terms of reference and so on. These are easier to change than your constitution.

How do we *change it?*

The process for changing your constitution will be specified... in your constitution!

If you need to update yours, start with our template. It is set up to follow the legal requirements and shows what must be included and places where it can be adapted to your P&C. Our **free Constitution Workshop on Tuesday 15 June** (Week 9) will step you through the process – bring your constitution along and we can help you review and amend it.

To change your constitution, you'll need to:

- work out what changes are needed
- make sure it complies with regulations (see the notes in our template)
- advertise and hold a Special General Meeting to pass the new constitution in a Special Resolution. Notice for the meeting must include the wording of the Special Resolution and details of proposed changes. The notice period required by law is a minimum 21 days (but check your constitution in case it specifies more). At this meeting the proposed changes can be debated and ratified (by vote).
- lodge your updated constitution with government – use Access Canberra's *Change of objects or rules* form. If your P&C is a registered charity, you must also upload the new constitution on the ACNC's charity portal.

More Questions?

If you need more answers, check out our [Information Sheets](#) online, our [Template](#) for P&C constitutions, come to our [training](#) or give us a call! ●

Promoting inclusion in P&Cs

How can you keep your P&C doors open to all parents? Melissa Lee from the Council Office attended ACT Volunteering's workshop on Inclusive Volunteering for Organisations and shares her learnings.

Volunteering with the P&C is a great way to meet new people, help out the school, feel part of the school community and experience the satisfaction of doing something worthwhile. But for some people, cultural backgrounds, disability or health conditions may present barriers to participating.

Luckily, there are simple things you can do to make joining in easier for potential volunteers — and grow your volunteer base at the same time.

Sometimes fear of saying the wrong thing or the fear that we won't be able to meet people's needs can hold us back from being actively inclusive.

A good first place to start is to ask a potential volunteer "How can we support you to volunteer with us?"

You might be surprised at the answer! People who need extra support are best placed to let you know how you can help them.

If you are keen to consider how your P&C could be more inclusive, Volunteering ACT have a great publication called *Let's talk about inclusion: Promoting inclusion in your volunteer-involving organisation*. It is available on the Volunteering ACT website (www.volunteeringact.org.au). It takes an honest and frank approach to fears related to inclusion, contains some great examples, and a comprehensive self-assessment checklist which would make a great starting place for any P&C looking to make more volunteers welcome and help them find a place. ●

Single-use plastics ban

From July 1 this year some plastic items will be banned in the ACT, including for use by P&Cs.

In a continuation of ACT Government action to reduce litter and landfill, and improve sustainability, a *Plastic Reduction Bill* has been passed by the Legislative assembly. This prohibits the sale, supply and distribution of three types of plastic single-use items:

- any *polystyrene* cups and food container
- any disposable/single-use plastic cutlery (including 'Bio-plastics')
- plastic drink stirrers (including 'Bio-plastics').

The ban includes using these items at P&C-run events or in P&C-run businesses such as canteens. You will no longer be able to buy these items from shops and suppliers in the ACT.

The use of these items at home/for personal use is permitted.



Further items will be banned in coming years, including plastic straws from July 2022.

For details on the ban, suggested alternatives and advice, and resources such as posters to display see www.act.gov.au/single-use-plastics or call the dedicated single-use plastics business and community hotline on 1800 844 946. ●

Why I volunteer

We're so grateful to the wonderful people who give up their time to keep P&Cs and Council thriving. But why do they do it?

Meet the volunteers that make Council tick! We asked our wonderful volunteers why they give their time to their P&C and to Council. Here's what they said.

David Pollard – Gold Creek School P&C President and Council Treasurer

I knew when my daughter started Preschool that I wanted to be involved. My parents had been, and it was something that has always stuck with me. I remember them being at the school helping kids with reading and computing.



I knew it was worthwhile, but I went to my first P&C meeting not really knowing what to expect. It happened that the committee was changing that year and they were looking for new people – I ended up President! I was still learning what it meant to have kids at school, and the P&C was a great place to explore that.

My children are now in years 4 and 1 and I see myself staying with the P&C the whole time my kids are at school. I am learning to delegate more and our P&C is stronger for it. At some point I will even be looking to hand over the president's baton, but don't let my VP know that!

Put simply, I do it for my kids. It is the best thing to see my kids' faces when they see me at school, and it's not just them – so many of the kids know me and come up and say 'hi'. To them, I'm the 'colour-run guy', from organising our annual fundraiser, or the one that cooks the end of term BBQs, or the honorary assistant coach of the chess club.

As a volunteer you give of yourself. I sometimes miss out on the kids' bedtime to attend to P&C things, but it is worth it. I enjoy contributing. It feels worthwhile, and my efforts feel valued.

More recently, I gave Council a go. I had seen what peak bodies were capable of doing and wanted to be part of that. It is rewarding to contribute to Council in working towards what are great outcomes in areas that are of personal interest to me and my family. I value public education and Council is a way to contribute to this bigger picture.

Normal Yap – Council Executive Member and delegate from Harrison School

I joined my school's P&C because I was new to the school – and the country. I wanted to be able to meet new people.

At the P&C we are able to share experiences as parents, and I have made some very good friends.

I'm very grateful for that. Without the P&C, that would have been hard in such a big school.

I wanted to help out, so I took the role of delegate to Council in 2018. I just really like working with you all! It also gives me a chance to see things from a wider perspective and to get to know how the school system works. Since I didn't go to school here, that is important to me.

By being part of Council, I feel like I am contributing to the children's education. ●



A strategy for ACT early childhood

The central role of parents in a child's early learning is clear in the latest reports and strategy from government. Marina Spurgin, Council's Early Learning Officer, has made her way through these lengthy documents to give this overview.

In the early 1940s, a collaborative effort between the community and the Ministry of the Interior led to the early beginnings of preschool education in the ACT.

In her blog, *Under Sixes*, educator and academic Carolyn Harkness traces over 70 years of reports and documents, representing the journey of early childhood education in the ACT. It's a story about bringing quality preschool education to virtually every four year old child in Canberra.

Today the journey continues with the Territory's early childhood strategy *Set up for Success* which outlines the plan for early childhood education and care over the next decade.

Set up for Success builds on and draws from findings in two earlier reports. One is the report from the ACT's extensive *Future of Education* consultation process. The other is an independent review requested by all Australian states and territories, called *Lifting Our Game*, which examines how to achieve educational excellence through early childhood interventions.

The new Strategy focuses on workforce development initiatives, while recognising each child has their own story. It aims to create a collaborative community around the child. It's an early childhood roadmap for the next decade over three phases.

Past and future legacies

We know that not every child has the same advantages. *Set Up For Success* recognises that the strength of the ACT community stems from valuing every child — seeing early childhood education and care as a social good with children's outcomes at the centre.

The implementation plan includes a commitment to work towards 15 hours per week, 600 hours per year, of free universal early childhood education for three year olds, expanding the



existing preschool for four year olds to two years prior to starting school.

It is also exploring out of school hours care for preschoolers in a preschool setting, and improving integration between preschool settings and primary schools to facilitate the early transitioning experiences for children.

A great start for every child

We hear a lot about the overwhelming evidence that participation in quality early childhood education improves children's readiness for school with the greatest benefits for children experiencing disadvantage.

Children who access play-based learning, guided by qualified educators have more highly developed dispositions for learning and experience other benefits including increased cognitive capabilities.

The early development of children's social and emotional skills is intrinsic to their futures through their achievement at school and at work, relationships and social cohesion, and mental health and wellbeing. The skills they learn affect outcomes over their lifetime.

Children who participate in high-quality early childhood education are more likely to complete year 12, less likely to repeat grades or require additional support, and ultimately have higher employment prospects, financial security, better health outcomes and reduced crime.

The *Set Up For Success* strategy is significant to the futures of all ACT communities and their young learners. The commitment to a fair start to life for every ACT child is recognition of the work that's been done, a clear focus on future directions to improve access, value educators, and strengthen partnerships.

Educators and partnerships

While focusing on the importance of delivering quality in early childhood education and care, the strategy acknowledges the critical role of early childhood educators and the essential nature of partnerships between parents, schools and a range of community and health services.

This isn't a plan to increase pressure on children to read, write or demonstrate advanced abilities at an increasingly younger age. The science of learning is applied through the expertise of early childhood teachers supported by schools, families and services.

Early Years Learning Framework

The guiding framework for early childhood educators is Australia's Early Years Learning Framework (EYLF). Specifically designed for young learners from birth to five years the EYLF comprises three major concepts — Belonging, Being and Becoming.

Belonging is the basis for living a fulfilling life. Children feel they belong because of the relationships they have with their family, community, culture and place.

Being is about living here and now. Childhood is a special time and children need time to just 'be' — time to play, try new things and have fun.

Becoming is about the learning and development that young children experience. Children start to

form their sense of identity from an early age, which shapes the type of adult they will become.

Play is learning

Early childhood educators use the Framework in partnership with families so children learn through their play and bring their own ideas, interests, strengths and abilities to the setting. Parents and teachers regularly acknowledge the overlap between the EYLF and the early primary school curriculum.

Relationships are key

When young children develop trusting relationships they feel more confident to explore their environment and learn about the world around them. The relationships they have with key adults are crucial to building confidence. Emotionally secure children learn through play to develop the skills and understandings they need to interact positively with others and gradually learn to take responsibility.

The EYLF is currently under review, which is an opportunity for refinement in line with research about what works best to support children and their families.

Strategy implementation

Set Up For Success is being implemented over three phases, to be reviewed periodically for feedback and refinement. For parents and school communities, it's important to be aware of the work, acknowledge the impacts, and provide feedback via Council, your parent organisation, or your local school in relation to navigating the early childhood education journey.

You can support the initiative by participating in Council's Early Learning Committee (email earlylearning@actparents.org.au or see our website) or by participating in Early Learning Matters week (July 26-30). The week is a great opportunity to tell our communities how high-quality early education and care supports children to be confident, enthusiastic learners, building a foundation for wellbeing and achievement throughout their lives. See www.earlylearningmatters.org.au. ●

Relationship, consent & sex education

Amid renewed calls for changes to school-based sex education to include consent, Policy Officer, Veronica Elliott, recaps Council's work in this area in the past few years.

Recent media coverage has called for improvements to relationships and sex education in schools, with a specific focus on consent. Over the past two years Council has been calling for Comprehensive evidenced-based Relationships and Sex Education (CRSE) in ACT public schools.

This advocacy journey began when we invited Churchill Fellow Katrina Marson to present her research findings: *Ignorance is not Innocence: Safeguarding sexual wellbeing through relationships and sex education* at our AGM in November 2019. Katrina has extensive experience as a criminal lawyer specialising in sexual offences (prosecution and defence), law reform and policy as well as earlier academic research into sexual violence prevention.

The evidence base

Katrina's research explored different comprehensive relationships and sex education (CRSE) programs in Ireland, the United Kingdom, Germany, the Netherlands, Canada and the United States. At her presentation, Katrina explained the positive impacts a comprehensive evidenced-based relationships and sex education framework has. This includes promoting wellbeing, self-management, healthy relationships, reducing sexualised violence, and protecting against negative sexual experiences. Katrina's research found that to create the benefits a CRSE must:

- meet the needs of all students, including those with special education needs and disabilities
- engage parents and carers early
- explicitly teach protective behaviours including body autonomy and consent consistently from preschool
- be delivered by educators with specialist training
- be accurate and age appropriate
- be positively role-modelled in everyday



school life

- be embedded in expectations for school communities
- be supported by all school staff
- be integrated into school life rather than taught only in specific years
- be evaluated against accountability mechanisms.

Sex ed in ACT schools

Currently, the Australian Curriculum requires relationships and sex education be delivered in specific school years. In the ACT we know that public schools may fulfil this requirement in a number of ways including procuring specialist services to provide incursions or by teachers developing their own content. Irrespective of the current approach in ACT public schools, the

research clearly demonstrates a more comprehensive, consistent approach to relationships and sex education is needed.

Including parents

From working with our members, we know that relationships and sex education is an area which parents and carers can find emotive and difficult to navigate, and around which different parents hold strongly varying views, a wide range of beliefs and detail-specific concerns. Despite all of this, research clearly shows that evidenced-based relationships and sex education has many benefits (as detailed above). For this reason, Council is calling for a comprehensive evidenced-based relationships and sex education framework in our schools, carefully tailored to the needs of students at each school level. At several of our meetings, this direction was discussed and supported.

Following this work, Council continued to work with our members to create a *Relationships and sex education policy* which was formally discussed and adopted in September last year.

Forming an Alliance

Since Katrina's presentation in November 2019, Council has been working with key players who contribute via research, advocacy, teacher training and health education programs to support ACT students and parents. This group is now known as the *Relationships and Sexuality Education Alliance of the ACT (the Alliance)*, of which Council and Sexual Health and Family Planning ACT (SHFPACT) are members.

The Alliance aims to ensure that all students and young people have access to comprehensive relationships and sex education as human and educational rights.

It is also clear that to be successful, a schools-based relationships and sex education framework must include and engage parents early on. Whatever our individual views, beliefs and frameworks, research shows that what is taught in schools needs to be supported and reflected



broadly through the community, with parents and carers having a critical role to play. The more parents and carers can understand the evidence base behind what is taught, and the importance of what is being aimed at, the more comfortable and supportive they are likely to be (more on this in upcoming issues!).

Council looks forward to supporting the work of the *Alliance* with our members including an upcoming launch. •

Write great grants

Come along to our Free member workshop to help you win grants to fund P&C projects.

We'll cover:

- available grants and how to find them
- what grants can and can't be used for
- considerations when apply for & using grants
- writing a great application, including samples of successful and unsuccessful applications
- acquitting funds and your obligations.

P&C presidents, secretaries, treasurers and fundraising co-ordinators should attend but any P&C member is welcome.

Where? When?

Online from 7-9pm on Tuesday 20 July. See the [training page](#) on our website to register. •

At our P&C...

Chatting with other parents while the kids play isn't new. In recognition that there is more to gain — for individuals, the school and community — than simply a pleasant few hours, many P&Cs are organising opportunities for the whole school to take part. We talked to two of them.

Council research shows that one aspect of P&Cs that parents most value is the chance to meet other parents, to make connections, share stories and the challenges of parenting. Many P&Cs are now supporting these interactions more broadly by organising playdates on school grounds.

While the kids are busy, there is time to meet new people and share experience. It works well for those feeling isolated or unable to participate in more formal activities. It also helps parents feel comfortable in the school, meet staff in a relaxed moment, and feel part of the community — building social capital with all its benefits.

Earlier this year, Curtin Primary School's P&C ran some Mighty Big Playdates.

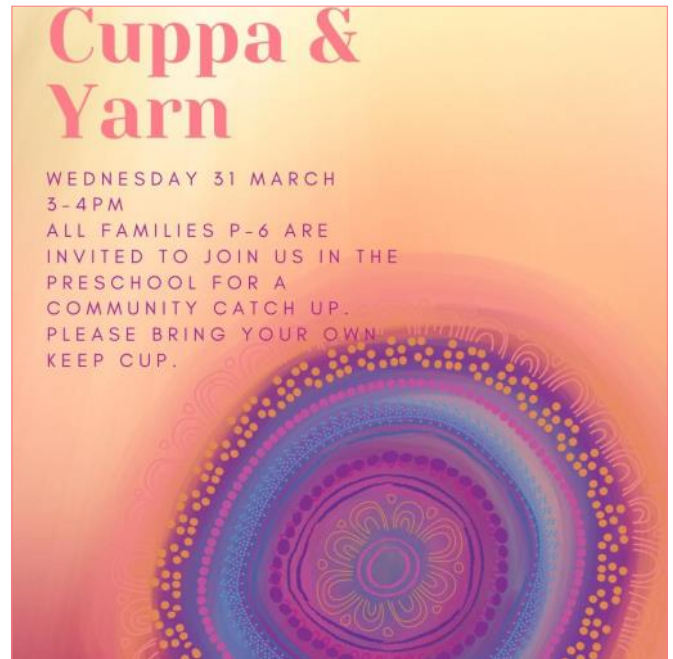
"We usually have a big Welcome BBQ at the beginning of the year, for dinner on a Friday evening so the whole family can come," says Sally Hawkins, P&C President at Curtin. "It's a great chance for everyone to meet up, feel part of the school, meet the teachers and interact with other families."

"But coming out of COVID restrictions, we needed something with fewer people and no queuing. It became Friday afternoon playdates."

The P&C put on three events during first term, each from 3:15-5pm. One was for families with kids in Preschool and Kindergarten, the next for those in years 1 and 2 and finally, a seniors event.

"They were a great success," Sally reports, "well attended, especially the junior ones, and everyone had a great time. It's about creating an opportunity for parents to meet one another — it's providing that space."

"Our Treasurer, Ken Mansell, organised some games which gave some structure to the first part of the afternoon — balancing, races, tug-of-war, including parents versus kids! We encouraged people to bring afternoon tea and a picnic rug and the P&C gave all the kids and their siblings a frozen fruit juice tube and packet of chips."



Duffy Primary P&C invite families to get together in the preschool playground.

"The seniors event didn't work quite as well — some kids just came and grabbed food and then left. Fewer parents came."

"The Principal is very supportive and keen for them to continue, but compared to just one Welcome BBQ, the three events were more time consuming, but less work," Sally says. "I think that the welcome BBQ also does a better job of connecting up families. In most cases, only one parent came to the playdate, whereas with the BBQ, we get whole families coming after work."

"The last couple of years the Welcome BBQs have been really well attended. We have hired a jumping castle, teachers come along as well."

In previous years the P&C has had teachers help parents identify other families in their year group by handing out coloured stickers for the parents to wear.

"The stickers help identify people with kids in the same year group," Sally explains. "Both events are a great way to make those connections. They also make the P&C more visible right from the

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
contact@actparents.org.au
www.actparents.org.au

Maitland House
100 Maitland Street
Hackett ACT 2602

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

beginning of the year. It's an opportunity for us to build some rapport and support from more parents for what we do throughout the year."

Meanwhile, at Duffy Primary School, the P&C organises *Cuppa & a Yarn* — a school-wide event in the preschool playground. It started as a request from the preschool teacher and school executive in late 2019, as Melissa Austen, Duffy P&C's Preschool Representative explained.

"The preschool teacher, Miss Kellie, noticed that some families wanted to let their children play in the preschool playground after school and thought she could use to encourage community engagement. The school executive agreed and asked the P&C to help."

"Cuppa & a Yarn has been running since then as a collaborative event with the preschool staff, P-2 executive and the P&C. It's held on Wednesdays once or twice each term," she said. "The Preschool teachers are always there, and often an executive teacher as well. The staff prepare the space and the P&C provide tea and coffee."

"As the preschool rep, it's a good opportunity to have a chat with the teachers and parents to share ideas and see what people might need," explained Melissa, who is grateful to preschool staff for leading the way.

"The event is open to all Duffy Primary families, not just preschool families. The older children enjoy the opportunity to return to the preschool playground, and to visit the preschool staff. It's also a good opportunity to familiarise younger children with the playground and school grounds. When my middle child started preschool this year, there were no issues with him settling into preschool life because he already felt like it was a safe place and that he was part of the Duffy community."

"It's been a great way for families that are new to the school to connect with their children's friends and families," said Melissa. "People can find out more about the school, the P&C and local community in a relaxed way. They are often little things, but they add up to make your experience at the school more positive, where you really feel like part of the school community." •

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.

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.

Dates to remember

25 May	Council General Meeting 7.00pm - 9.30pm, <i>via Zoom</i>	30 June	Insurance payments due
15 June	Constitution Workshop Free online member training 7.00pm - 9.00pm <i>Via Zoom</i>	24 June- 11 July	Council office closed (term break)
22 June	Council Hot Topics Meeting 7.00pm - 9.30pm	20 July	Grant Writing Workshop Free online member training 7.00pm - 9.00pm <i>Via Zoom</i>
		31 July	Council membership fees due

Term 2 reminders for P&Cs

There are a several important upcoming bills and payments which P&Cs should be aware of, as well as a few forms which you should already have completed.

We know that the beginning of the year and settling in for a new committee can take time, but please make sure your P&C has:

- completed Council's Office Bearers' form
- reported to government on last year's finances, plus the outcome of your AGM. For most P&Cs, this means submitting an Annual Return (AR form) to Access Canberra (which is free if completed by June 30). If your P&C is a registered charity, complete an Annual Information Statement for the Australian Charities and Not for Profits Commission instead (plus let Access Canberra know if your Public Officer has changed.)

For links to all these forms and more information see the [Essential forms](#) page of our website.

If you missed our P&C training workshops in early May, make sure you take a look at the helpful resources, information and templates for P&Cs on our website. We hope to add some video snippets from the workshops soon! We aim to make the job of P&C volunteers as easy as possible. And please contact us if you have any questions.

Treasurers should also be aware of the following upcoming payment and requirements.

Insurance

Insurance renewal questionnaires have been sent

directly to P&Cs from Civic Insurance in April. These must be completed accurately and comprehensively. P&Cs must fully disclose all operations and events, including accurate numbers of people to be covered by the policy. The questionnaire is due by June 1 at Civic Insurance who will then issue invoices for insurance based on your needs. Payment will be due June 30.

Workers compensation

If your P&C has paid employees, you should also have received a wages estimate form, due to be returned to Civic Insurance by June 1. Based on your estimate, you will be sent an invoice for workers compensation cover, with payment due June 30.

Council affiliation fees

Your annual membership fees with Council are due soon. Invoices will be sent to treasurers in early July, for payment by the end of July. There is no increase to fees this year. If you are wondering what you get from your Council membership, remember that we provide ACT P&Cs – our members – with advice, resources, training and publications to make running your P&C easier. We also create events to connect you to other P&Cs and provide representation and advocacy with decision makers in ACT education to push for the changes that *you* want to see in our schools. ●