



Better online meetings

Online meetings have become essential and, writes Council's Marina Spurgin, there are some simple ways to make them more effective.

The need for social distancing has made online or virtual meetings much more common. For P&Cs, meetings are essential to fulfill the association's requirements. Including online meetings is also an attractive option for busy parents and carers.

Council has talked about streaming meetings before but recently we've learned a thing or two about making online meetings effective for small and large groups. Finding your way isn't as difficult as you might think.

Whatever you do, it's worth keeping in mind that meetings can seem intimidating to many people so explore ways to encourage participation. P&C meetings can be informal, friendly and inviting. Extend a welcome to new parents on every invitation.

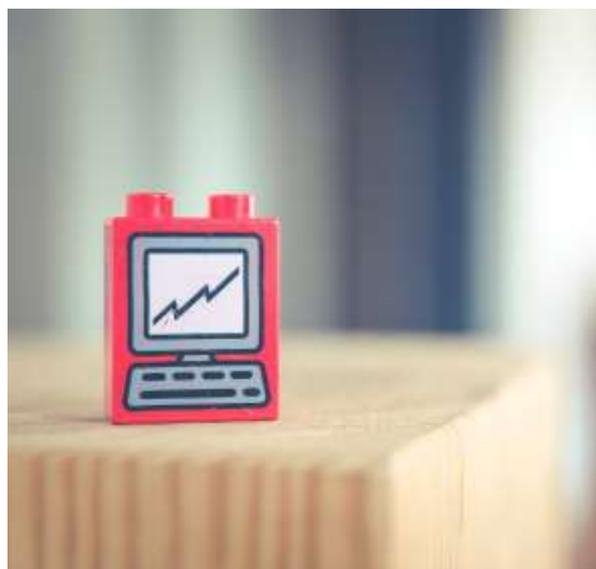
Which platform?

First, with a range of online platforms available, finding the one that's best for your P&C can be a challenge. While the technology is more reliable and affordable than ever, and providers have plenty of free online training available, you'll still need to make some decisions about what features you need and play around with the free versions.

Council tested platforms from Microsoft, Google, Cisco's Webex and Zoom with a small group before deciding on Zoom. Some questions to ask to find the right online meeting tool for your association are:

- Can it record your meetings? – useful to share or review after.

Continued on page 5



Inside this issue

From the President	p.2
Farewelling Graeme Evans	p.4
NEW! Canteen manual	p.6
Cultural Integrity	p.8
School libraries	p.10
Dates to remember	p.12
Promotion Pack for P&Cs	p.12

From the President



Kirsty McGovern-Hooley

The word ‘unprecedented’ does not quite seem to describe the numerous challenges that 2020 has already brought to our families, schools and communities.

On behalf of Council, I heartily thank all our member P&Cs and their volunteer committees for their ongoing efforts this year. Taking on the additional responsibility and stress of steering our associations through these times is no small feat. We appreciate your efforts and support.

A brief recap

On 11 March, the World Health Organisation declared COVID-19 a pandemic, and a day later the ACT announced its first case. The next day, the Commonwealth government announced a stimulus package and formed the national cabinet. Within a week, Australian borders had closed, a Public Health Emergency had been declared in the ACT, social distancing measures were introduced, a second stimulus package was announced, and lockdown measures began.

The next week, the Federal Government told parents they could keep their children at home, which began a very confusing period as we tried to navigate an increasingly complex array of Federal, state and school-based messages and decisions around the opening and closure of schools. In the ACT, public schools moved to ‘pupil free days’ which meant that children could attend schools if they had no other option, but that regular classes would not be held. The purpose was to enable teachers to undergo significant training in online learning, and to set up and rebuild all their lesson plans for the next term. Most classes conducted remote learning trials in the last week of term.

On April 26, Term 2 commenced with remote learning from home, or students attending a ‘hub’ school. This had been put in place with the understanding we might be in lockdown for up to six months, however social distancing measures worked and the number of new

COVID cases declined to zero. Therefore, a staged return to school was decided from early May.

We now find ourselves in Term 3, with a second wave of infection running through Victoria, and further delays on opening up of restrictions. COVID-19 will continue to impact the way we live, work and are educated for the near future.

Council’s response

Council has worked consistently this year with the Education Directorate and the Minister’s Office to advocate for parents, families and students through the ongoing crisis.

During the early months of COVID-19, Council was inundated with phone calls from our members and parents, seeking advice, providing feedback and raising concerns and issues. At a formal level, I represented our members through participating in the Minister’s Stakeholder Meetings, providing feedback and reflecting parent feedback across a number of issues of concern, including clear parent communications, support for students with a disability, vulnerable students and health safety concerns.

After ‘pupil free days’ were announced, Council released a media statement that was critical of communications about schooling, calling for clarification to parents. The interpretation of ‘pupil free days’ by some individual schools was very exclusionary and some parents were informed that they could not send children to school when this was not correct. Council was very concerned that vulnerable families were being excluded from necessary school support. The ACT Government response was immediate, with both the Chief Minister and Minister for Education responding publicly that schools were open and students could attend if needed.

Reflecting now on the period of March to May, the one theme that impacted all decisions was how rapidly events unfolded that required immediate response, and therefore how quickly major changes were executed and implemented.

We are very grateful to the Executive team in

Education, who listened to our feedback and worked very closely with our team on an almost daily basis through this period. Council was able to discuss and troubleshoot specific issues for our members, provide parent advice to improve communications, collect and provide advice on 'frequently asked questions' and provide immediate input on key issues arising.

It was challenging to represent a 'parent view' across this period, because parent views changed significantly over the three months and varied widely at any one time. During the early stages of the pandemic, most parents wanted to keep their children at home, with relatively few wanting schools to be operating normally. However, as the number of active cases in Canberra declined, so did parents' perception of risk of sending their kids to school, and we could see the feedback and responses shifting. Council advocacy during this period reflected and acknowledged the range of views and the changing perspectives.

Council provided significant support to help our member associations and their businesses during this time. Largely through our 'Communicator' eBulletin we provided:

- a guide to decision making in uncertain times
- an employer guide to summarise obligations
- information about changing requirements and how to implement them for events, meetings, uniform shops etc
- information for canteens and a template COVID safety plan
- information on JobKeeper and other stimulus payments
- financial and operational advice
- ideas/tips for fundraising in the pandemic.

You can find a summary of this information on the COVID page of our website. Please check your email 'junk' or contact us if you are not receiving this important fortnightly eBulletin.

We also worked with Access Canberra to seek specific advice about AGM and meetings protocols using online video conferencing and negotiated insurance relief for our members.

We also provided substantial support, frequent personal communications, and detailed advocacy for P&Cs who operate Outside of School Hours (OOSH) services. We worked hard to keep them up to date with rapidly occurring changes to schooling, relief packages and restrictions. We advocated for all parents to have access to OOSH at the hub sites, and on behalf of the industry to help support them so parents had access to continued care.

Council moved our meetings and training sessions online. Our May meeting was set over two nights for feedback from over 40 P&C communities. Our members responded to questions on how their communities were faring, parent attitudes to returning to school, and how and under what preconditions they would want to return to school. Education Minister, Yvette Berry, was invited to attend, and listened in to all the feedback. The Minister's announcement the following day, about the staged return to school, responded to nearly every request that parents made.

Learning for the future

Some lessons we've learned through this period:

- improved understanding of the nuances of good parent communication
- there are some significant gaps in how education and OOSH services work together and communicate
- remote learning has led to better engagement in learning for a small cohort of students
- remote learning has driven parent engagement with learning in a way that is unprecedented
- social distancing restrictions for adults in schools has made it challenging for parents to engage physically with the school.

The future remains uncertain, and we do not know if we will encounter a second wave of COVID-19 like Victoria. We look forward to moving to the planned stage 3 restrictions, when it is safe to do so, where we can start getting back to the usual P&C business of running events and activities which bring our communities together. ●

Farewelling Graeme Evans

It is with sadness and gratitude that we pay tribute to Graeme Evans – Council Life Member, long-term P&C volunteer and champion of public education – who passed away in February.

Graeme's involvement in P&Cs and Council stretches across several decades. He was an active member of his children's schools, and their P&Cs, and was a representative for Lake Ginninderra College for over 25 years. He was made a Life Member of Council in 2012, represented us on the national parent body (ACSSO) for many years and continued to contribute to public education until shortly before his death.



“A friend, a mentor and a gentleman. Graeme was a passionate supporter of public education,” said Viv Pearce, fellow Council Life Member. “His quick mind and strong advocacy made a difference to those who had the pleasure of knowing him. He fought for a better deal for disadvantaged families. He was a great supporter of sustainability.”

“As a foundation member of Council’s Disability Working Group he fought strongly for families of students with a disability to be heard. He was also an advocate for our First Nation people.”

“Graeme’s commitment to the role and work of Council was exemplary. His thoughtful ideas, sharp wit and humour will be sadly missed by all who knew him – both nationally and here in the ACT,” she said.

After the 2003 Canberra bushfires, Graeme represented Council to successfully lobby for the Birrigai education facility to be rebuilt after its destruction. The government had originally planned to accept the insurance money and disband any educational program there. Graeme was proactive in having that decision changed so that this important part of ACT public education remained.

The unique combination of skills, insights and knowledge that Graeme generously lent to Council will be sorely missed. His quality and detailed analysis and his broad range of experience and expertise informed Council discussions, policy and submissions. For years Council benefited from his excellent word crafting skills and his detailed knowledge of current and past schooling systems and policy.

“His strong editorial skills and support were crucial in helping me, as representative from Lake

Ginninderra College, to formulate a policy on Sustainable Schools for Council,” remembers Viv. “When Lake Ginninderra College P&C presented the policy to Council 2008, it was well supported and enhanced by other P&Cs. Essentially the same policy was later adapted by our national parent body (ACSSO) in 2011.”

Graeme was an absolute supporter of the neighbourhood school and strongly opposed school closures, including Ginninderra District High School. Jane Tullis, Board Chair and P&C President of the school during that difficult time commented: “I am witness first hand to Graeme’s tenacity as well as his astuteness in recognising that this would be simply the first of many closures.”

Graeme was also part of the Save Our Schools lobby group and made significant community contributions beyond education as the founding President of Belconnen Community Council. ●

Editor’s Note: This article was scheduled to appear in our Term 2 edition which was cancelled due to school-site closures.

Better online meetings

continued from front page

- Does it have chat capabilities? This allows attendees to type comments and questions and is a helpful tool for larger meetings.
- Does it synchronise meeting invitations with your calendar? This ensures everyone has your meeting details in their calendar.
- Can attendees vote? Online meeting tools can include polling options, an asset if you're voting on a resolution during a large meeting.
- Can you display documents during the meeting? – useful when discussing or tabling documents or reports.

Meeting notice

Whatever platform you choose, it's important to provide clear and easy-to-follow instructions for meeting attendees. Ensure the technology isn't a barrier by inviting parents to a demonstration and providing a phone number of someone who can assist with tech problems. It's usually my 12 year old who figures it out!

Registration

Getting your attendees to register their details helps ensure security – you'll know who's coming to your meeting – and allows for easy record-keeping. It may take extra time so send out notice and registration details a fortnight ahead.

Some platforms send you an email when someone registers and, with just a 'click,' they can be approved and sent the agenda and meeting link.

Agenda, minutes and records

As with in-person meetings, it's important for a virtual meeting to have a detailed agenda and plan. Know what you want to accomplish and send the agenda with a summary and enough time for participants to read.

Council's website has agenda and minute templates, just search 'good meetings'.

Leading the conversation

A designated chairperson to keep attendees on task and a secretary or moderator to monitor the chat is especially helpful as online meetings can restrict conversation. The moderator can respond to questions, pass written comments to the chair,

and mute or unmute speakers.

Designate a note-taker and/or record the meeting. Recordings can be transcribed using online tools and collated into minutes.

Meeting etiquette and participation

Will attendees be allowed to ask questions as they think of them, or should they wait until the end of the meeting? Work this out ahead of time and let participants know at the start of the meeting. This helps avoid interruptions and everyone will feel they know what they are doing!

When introducing a topic for discussion or feedback, remind attendees that you're after comment and how long the discussion will be. Consider also inviting feedback *after* the meeting. You can also create a poll or a survey to pop up during the meeting to get feedback. This ensures everyone has a voice and encourages attention.

Virtual meeting follow-up

Sending a follow-up email in the same email thread as the original meeting invitation ensures that all attendees will receive the follow-up and that no one will be excluded. Thank everyone for their contributions and let them know when and where the minutes can be accessed.

The new normal

Virtual meetings are environmentally friendly, low cost, and time saving. They can also increase accessibility to new participants especially if the instructions for participating allow for the diversity at your school. The ability to run meetings online also helps maintain some semblance of normalcy during challenging times.

Virtual meetings can be fun

During social distancing, having extra time to connect helps encourage participation and wellbeing. Set aside a few minutes at the beginning or end of your virtual meeting to chat with attendees. Even bring your pets – introduce them rather than hiding them from the camera!

Virtual meetings are becoming a vital part of many organisations. Embrace all the positive aspects to create fun and efficient meetings. ●

New! Canteen manual

A much anticipated guide will step your P&C through running an effective canteen.

Running a school canteen is a major undertaking. It's a small business, a food business, and subject to many regulations and requirements across a range of different areas. The changing cast of P&C volunteers may or may not have the skills and knowledge needed to feel comfortable with the responsibility, or know how to run the enterprise effectively.

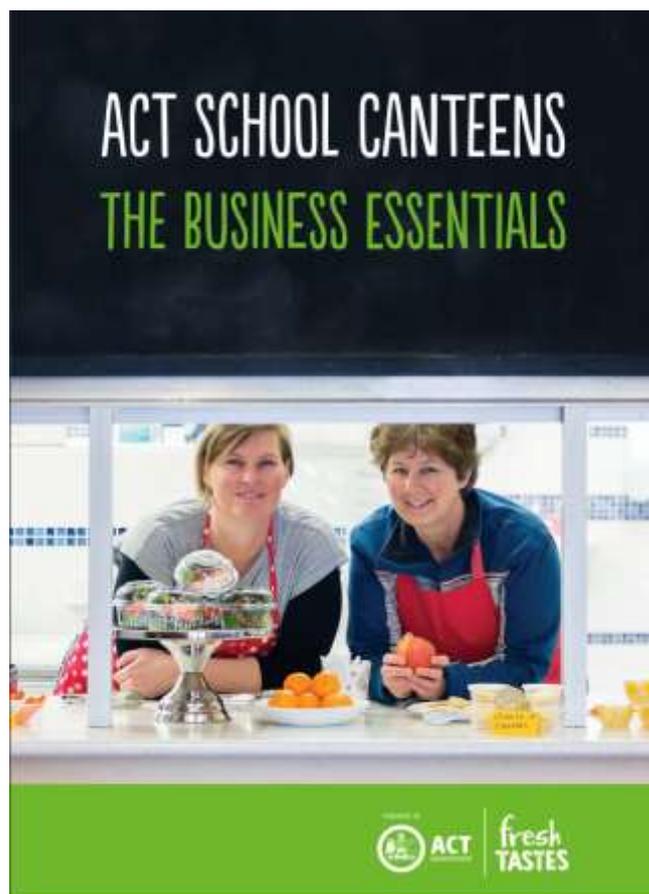
We've been presenting these difficulties and advocating for P&Cs which do run canteens to the ACT Government for over a decade. Over the past few years, we've worked alongside ACT Health, the ACT Education Directorate, Nutrition Australia and Healthy Kids Association as part of a Collaborative Working Group on Healthy Food at School. Now, a major outcome of the Working Group — the **Canteen Business Essentials Manual**, funded and project managed by ACT Health — is available to help P&Cs. We are very grateful to all who have helped bring this fabulous manual into being!

ACT Health are providing printed copies to all P&C-run canteens

So, what does the manual cover?

The Canteen Business Essentials Manual is designed to help you navigate key aspects of operating or establishing a P&C-run canteen. It covers topics such as regulations and legislation you need to comply with, and licenses you need to hold. It also includes tips for running a profitable canteen including finances, staffing, purchasing and putting together a healthy choices menu that works for your customers, your staff, and your bottom line!

There is a lot of detail in the guide, from hiring, awards and time sheets (there are sample documents), to orientation of new volunteers (there is an example checklist). From work health and safety risk management (with a risk management plan template to get you started) to building your menu, the manual has clear information and great practical tips. There are



also useful links if you need more details.

At every turn you can click through to further sample documents and templates of spreadsheets forms, records and surveys. These cover a huge range of aspects, from frame-work documents like the Terms of Reference for your canteen subcommittee, to the daily nitty-gritty like food temperature logs or daily takings sheets.

The manual is very readable and well laid out in eight colourful sections. It is surprisingly easy to use given the amount of information it covers. Key topics covered in each section are outlined on the first page along with links to supporting tools and templates. Those who like box-ticking will love the checklist at the end of each chapter!

The detailed sections are:

- Establishing a canteen (the licenses, registrations, policies and management structure you should have place)
- Staffing your canteen (recruiting, awards,

- payroll, leave and managing volunteers)
- Workplace Health and Safety (insurance, laws, risk management and keeping safe)
- Managing the Finances (canteens as businesses, understanding cash flow, statements and records, depreciation)
- Food safety (common things that go wrong, food safety supervisors, labelling, allergies)
- Designing and pricing the menu (an efficient menu, healthy choices, documenting recipes, improving profits, understanding operating costs, cost per serve and mark-up)
- Procedures and policies (from kids in the canteen, to suppliers, stocktake and wastage)
- Promoting your Canteen.

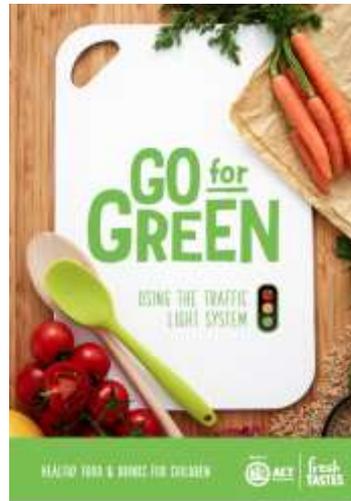
While the manual aims to provide the latest accurate information following the links to relevant websites will ensure that you are accessing the most current information.

While every single business question might not be answered in this manual, it should help P&Cs to build a solid foundation for their canteen and point you towards further resources and information as you need them.

Other supports available

ACT Health's Fresh Tastes program provides other free resources to help canteens.

Go for Green



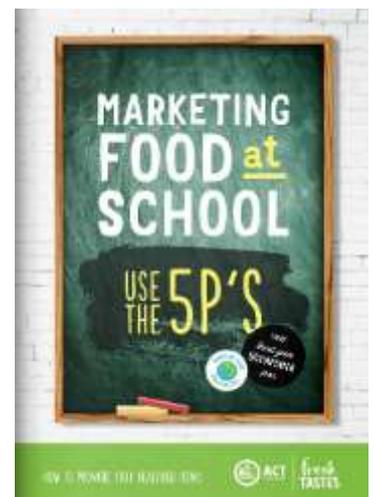
If you want to learn a bit more about using the Traffic Light System, check out the new Go for Green online course. This free, 30 minute course will refresh your knowledge about classifying foods and drinks in a fun, interactive way. The course will show you how to classify

your freshly made or pre-packaged items, featuring instructional videos from Nutrition Australia staff.

You'll practice your skills by GREENing up common recipes with plenty of fun, practical activities.

Marketing Food at School

This guide shows you how to promote your healthier school canteen items to students and staff using the '5Ps'. The information and tips in the guide will help you create more demand for healthy foods and drinks. ●



These free resources and more are available in the Canteen section of the Fresh Tastes website: www.act.gov.au/freshtastes or via Council's Canteen Support page. More information: freshtastes@act.gov.au or 02 5124 9516.



Each colourful chapter starts with a list of topics and tools and ends with a handy checklist

Cultural integrity

— working with Aboriginal and Torres Strait Islander people in your school community.

Cultural protocols are the customs or codes of behaviour of a cultural group and typically guide behaviour in different situations. You may not adopt these behaviours on a day-to-day basis, but you comply as a sign of respect for the cultural protocol. Protocols exist at more local levels too. Many clubs, restaurants, bars, sporting and arts events have expectations about behaviour and in some cases a dress code, designed to uphold the values of the organisation and to enhance the experience of everyone.

Protocols for Aboriginal and Torres Strait Islander communities are about respect, understanding and relationships. They guide the way Aboriginal and Torres Strait Islander people interact with each other and country. In general terms protocols enshrine and uphold the way Aboriginal and Torres Strait Islander people want to be treated as people. At the same time, you need to be mindful of the diversity of the ACT Aboriginal and Torres Strait Islander community.

To learn more about how to best work with Aboriginal and Torres Strait Islander people in your school community the publication [Protocols for working with Aboriginal and Torres Strait Islander peoples](#) by the ACT Aboriginal and Torres Strait Islander Elected Body is a good place to start. The [Secretariat of National Aboriginal and Islander Child Care \(SNAICC\)](#) website has a lot of useful information including a section on cultural protocols. Another very useful source of information is the NSW Mental Health Coordinating Council's [Aboriginal and Torres Strait Islander Cultural Protocols and Resources](#) page.

Welcome to Country & Acknowledgement of Country

An Acknowledgement of Country can be given by any person; indeed, you should avoid deliberately asking the Aboriginal person in the group to give the Acknowledgement. Anyone can do it; the most important thing is to mean what is said. In the Education Directorate, formal meetings like school staff meetings, School Boards and inter-



Violet Sheridan gives a heartfelt Welcome to Country for the formal occasion of the launch of Council's Reconciliation Action plan last year.

directorate meetings usually start with an Acknowledgement of Country. Meetings of P&Cs would presumably do so too.

A Welcome to Country, given by a Ngunnawal Elder, should be reserved for events of significance. Examples might be opening an awards night or special assembly, addressing a major gathering to launch a new program or open a building or new school. A rule of thumb is if VIPs are involved, you probably should have a Welcome to Country. A fee is involved so check this when making the arrangements. The [ACT Community Services](#) website has information, on how to organise a Welcome to Country locally.

You might think that cultural protocols would apply for permission to use Ngunnawal language. To some extent they do in the sense that it is good practice to acknowledge your sources or explain your meaning. You can use Ngunnawal words that are becoming more widespread, such as *yuma* which means hello or *yarra*, goodnight, both of which are used by ABC news reader Dan Bourchier. If your audience is unlikely to understand the meaning of these words, you would explain them and state they are in Ngunnawal language. More formal processes need to be followed to have words translated and

approved to use, say, in naming a building. This is likely to involve working with local Indigenous families before seeking assistance from Ngunnawal Elders.

Cultural Integrity in ACT Public Schools

Working with cultural integrity is a priority for ACT public schools. Cultural integrity means that:

- our schools and workplaces are culturally safe places for Aboriginal and Torres Strait Islander students, staff, families and community members
- our staff are accountable for meeting the aspirations, learning and wellbeing needs of all Aboriginal and Torres Strait Islander students
- we actively work to develop understanding of Aboriginal and Torres Strait Islander histories, cultures, languages and knowledge systems through professional learning and curriculum delivery
- we work on developing and maintaining genuine, collaborative and respectful relationships with Aboriginal and Torres Strait Islander parents, families, local community members, service providers and



agencies

- Aboriginal and Torres Strait Islander histories, cultures and contributions to contemporary society are actively represented in the physical infrastructure and online presence of our schools and workplaces.

Understanding what cultural integrity in ACT public schools means will help P&Cs decide if they need to develop a set of cultural protocols or whether there are other ways that might be better suited to their situations. A set of model protocols is not necessarily the answer but the behaviours that underpin them are absolutely required. •

This article was written by staff of the Aboriginal and Torres Strait Islander Education Section of the Education Directorate. If you have any questions, please contact the Section: EDUIndigenousEd@act.gov.au. If you have ideas for projects or programs, please contact the ACT Aboriginal and Torres Strait Islander Advisory Group: ATSIEAG@act.gov.au.



School libraries: good for what ails you

As a school teacher-librarian, Holly Godfree is a human version of the ‘Room of Requirement’ but, especially during COVID-19, she asks, is your school’s library all that it can — and should— be?

As an educator, I will always remember a particular moment during the unfolding of the COVID-19 pandemic. It occurred in the midst of the daily shutting down of the pillars of society when teachers were pivoting rapidly from face-to-face to remote teaching. We were desperate for information, and we began drowning in options.

Companies with digital resources had cottoned on to the fact that millions of students would be learning from home and would urgently need their products. Teachers, school leaders and businesses were madly sharing tools and resources that could be useful for creating online lessons. Schools that had the IT equipment to quickly make this transition were inundated. *Try this! Here’s how you do that! This is now available free during COVID-19!*

Now, I’m a pretty organised person by nature. I can find most things I need (physical and digital) with minimal effort. However, right then, I was definitely buckling under mental overload. With so many options, I had got to the point where I couldn’t remember where I’d heard them. Email? Newspaper article? Twitter? Staff meeting?

Someone needed to bring order! Someone needed to collect all these ideas and put the best ones in a central place so that they could be easily found.

That’s when I realised that person was me.

You see, I am a teacher librarian. This means that I’m a qualified teacher AND a qualified librarian. I know about information management (how to categorise things), about teaching and learning (what will work best for the curriculum, for our particular students and our particular teachers), about reading (for fun and for information), about differentiation (how to support those who struggle and to extend those who need it) and about quality assessment (how to find out what students know in a way that they can’t Google the answer). I know how to create useful services — how to figure out what people might need and to give it to them in a way that they find useful

without making them feel bad for seeking help. People come to a teacher librarian when they are stuck. We are a human version of the ‘Room of Requirement’. *[For non-Harry Potter fans, this room magically appears to satisfy the specific need of someone walking in a certain corridor].*

Teacher librarians know how to look at the needs of the whole school as a community as well as the needs of the individuals within it. The best way to use a teacher librarian is for them to team-teach with classroom teachers. Unfortunately, many principals, caught in the vice of ongoing funding cuts, have cut the role altogether. However, just focusing on the financial cost of the staff member belies the fact that with a highly skilled teacher librarian, you actually get a school leader for the ‘price’ of a classroom teacher. It’s not an exaggeration to say that high-quality school library services positively impact every lesson in every classroom every day.

Case in point: all across Australia (and the world), there are qualified school library staff, just like me, who had that moment of realisation and began kicking goals for their staff and students during this crisis. They’ve been doing things like:

- designing and delivering training for teachers to use online platforms and tools (Surprise! Library people are tech-heads nowadays)
- building (fast! from scratch!) websites with carefully chosen, well-organised collections of resources specifically for teachers, students and parents teaching and learning at home
- skilling up teachers, students and parents about how to easily access what they need online (saving them time and reducing stress)
- changing the rules (letting students borrow as many books as they wanted)
- team-teaching (like we always do) in virtual classrooms about skills like website evaluation or how to use a database
- offering ‘Click and Collect’ (or even local delivery) of books and devices

- recording story time with a familiar face (and copyright compliance *smile*) and sharing activities to inspire
- sharing reliable information about COVID-19 (squashing false rumours; calming hysteria)
- starting 'Ask the Librarian' virtual spaces for when people get stuck.

It's been fantastic, actually. Without the physical library space, teacher librarians were able to let all our other services shine just at the time when our communities needed them.

But here's the bitter pill that most parents don't realise: most schools don't have us. Most students and teachers just had to wing it through that chaotic time as they've had to wing it before COVID-19 without our services. Too many people think that teacher librarians are just shushing book stackers. Please!

Every year, when I read about falling literacy outcomes, falling trust due to fake news and falling mental health of teachers and students, I feel so frustrated because I know what can help reverse those trends. Now, with the Grattan Institute's *COVID Catch-up* report recommending urgent intervention to help disadvantaged students catch up after the lockdown, I'm thinking about the long-term answer to the achievement gap which already existed at "about 10 times larger" than what grew during the COVID-19 lockdown.

Sure, there's no magic pill to completely fix all that in a blink, but there is a living, breathing, walking, talking 'Room of Requirement' that can (and should!) be available in every school. As we've seen during COVID-19, it's the school library people, not the place, that matter most. All students need school libraries run by a teacher librarian and qualified library staff.

See www.studentsneedschoollibraries.org.au for more and how to get involved. ●

Editor's Note: Council's priorities for the 2020 ACT election include lobbying for properly qualified library staff in every public school. Article reprinted with permission

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.

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: Kirsty McGovern-Hooley
Vice President: Paul Buckley
Secretary: Cecilia Shlegel
Treasurer: Crystal Cox
Committee: Andrew Bidwell, Sharon Ding, Alison Elliott, Vivienne Pearce, Bonnie Rappola, Jayne Trustum, Norma Yap.

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

13 Aug Grant Writing Workshop

Details on the training page of our website
7.00 - 8.30pm via Zoom

25 Aug Council General Meeting

7.00pm - 9.30pm via Zoom

27 Aug Constitution Workshop

Details on the training page of our website
7.00 - 9.30pm via Zoom

15 Sept Transition to Kindy Forum

See page 9 for details
7.00 - 8.30pm via Zoom

22 Sept General Meeting

7.00 - 9.30pm via Zoom

26 Sept - Council office closed (term break) 11 Oct

20 Oct Canteen Connect

4.00 - 6pm via Zoom

22 Oct Audit Workshop

Details on the training page of our web
7.00 - 8.30pm via Zoom

27 Oct Council General Meeting

7.00pm - 9.30pm via zoom

Promotion Pack for P&Cs

Council's new set of 'grab and go' graphics will help you promote your P&C.

We are excited to make available our new Promotion Pack for P&C — free resources to help you, our members. It's a suite of professionally designed, lively graphics so you can call for volunteers, say thanks and celebrate your achievements in an eye-catching way — without having to be a designer yourself!

The graphics will look great in your newsletter or an email, on a noticeboard or the monitor in your school's foyer; and they are perfect for social media.

The project started with a neat Facebook post from Charles Weston School P&C — calling for volunteers for committee positions in the lead up to their AGM. We shared the post and other P&Cs loved it, but couldn't easily reuse the graphic. So we decided to create a set of images any parent association could use!

The Pack is available on our website for you to download as a set of ready-to-use graphics.

But wait there's more! The graphics are *also* available



as *customisable templates* that you can edit to fit your situation perfectly. We realise our member P&Cs have slightly different needs, and that most don't have access to fancy design software, so we chose the free, easy-to-use, online graphics tool 'Canva' to create templates that we can now share with you to make your very own. There's also a template for a tri-fold brochure to introduce your P&C to parents. Details on our website. •

