

How to Guide:

**MOTHER'S  
& FATHER'S  
DAY STALLS**

**FUNDRAISING**

# HOW TO PLAN A MOTHER'S DAY/FATHER'S DAY STALL

*This guide is designed to assist you when planning a Mother's Day/Father's Day Stall and is specific to P&Cs in Queensland. Information within this guide may be subject to change.*

The Mother's Day and Father's Day Stall is a rite of passage that P&Cs have had the joy of hosting for decades. Not only can it be a profitable fundraising event for P&Cs, but it also one of those rare memorable moments where P&C volunteers can experience the effect their contributions give to students first-hand.

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## STEP 1 - CONSULT YOUR ANNUAL FUNDRAISING CALENDAR

It is recommended that fundraising calendars are written prior to the beginning of each year so that they can be approved by the committee at your first general meeting of the year. The P&C committee can prepare the calendar under consultation with a representative from school management (most schools have prepared their next years' annual calendar by Term 4 or by Day 8 of Term 1). Take care to ensure that P&C events are evenly spread out to avoid volunteer fatigue and do not clash with school events – no parent wants to receive notes for a raffle, free dress day and school photo's all on the same day!

In this instance, the planning of dates for your stalls can be a simple decision as Mother's Day and Father's Day are the same time each year - Mother's Day falls on the second Sunday of May; Father's Day falls on the first Sunday of September. An ideal time to hold your stall would be 1 – 2 weeks out from each date.

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## STEP 2 – PRESENT A MOTION

Once you have confirmed the date(s) of the stall in the calendar, the Executive team or Fundraising Coordinator can then present a motion for approval to proceed with the planning of the fundraiser. This motion can be presented at a **General Meeting** or at a **Special Meeting** held specifically for this purpose:

*“That the P&C conduct a Mother's/Father's Day Stall on DD/MM/YYYY with funds raised to support XYZ project. The budget for expenses to be set at \$\$\$\$\$. The lead organizer/contact for this stall is Joe Bloggs.”*

To ensure you have ample lead in time for your fundraiser, we suggest tabling this motion two to three months prior to each event.

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## STEP 3 – PLANNING YOUR STALL

Now that you have approval and your budget is in place, the next task is the fun part – lets plan a fundraiser! Below is a basic checklist to help you plan your stall:

✓	Stall planning checklist	Examples/Suggestions
	<b>WHERE-</b> decide where your stall will be situated	<ul style="list-style-type: none"><li>• School Tuckshop/Uniform Shop</li><li>• Hall area</li><li>• A main thoroughfare with lots of space</li></ul>

		<ul style="list-style-type: none"> <li>• Online only – <i>with collection at a pickup point (such as the hall or school drop-off bay) or delivery to classrooms</i></li> </ul>
	<b>WHEN</b> - decide when you will hold the stall	<ul style="list-style-type: none"> <li>• Before and after school, during lunch breaks or during class time</li> <li>• Scheduled roster for all classes - <i>approx. 15-minute intervals per class</i></li> <li>• Via online ordering platform with pick up or delivery option - <i>check to see if your online ordering system has this option</i></li> </ul>
	<b>HOW</b> – how will your stall accept payment?	<ul style="list-style-type: none"> <li>• Traditional cash sales</li> <li>• Go cashless – <i>parents can purchase ‘vouchers’ through your online ordering system for students to use at the stall, collection at a pickup point or delivery to classrooms</i></li> </ul>
	<b>WHAT</b> – what equipment will you need to run your stall?	<ul style="list-style-type: none"> <li>• Trestle tables</li> <li>• Tablecloths</li> <li>• Signage/Price tags</li> <li>• Cash Tin/EFTPOS facilities (if needed)</li> <li>• Carry bags for student to take purchases home – <i>consider promoting a BYO bag option</i></li> </ul>

If you are unsure or unable to bring together a plan for your stall, reach out to your school community for direction and inspiration. This can be done by an email home to families, polls, or surveys through social media, or even just a good old-fashioned chat at the school gate.

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#### STEP 4 – SOURCE PRODUCT TO SELL

If you are purchasing stock from a supplier, we recommend:

- Shop around and research different suppliers for the best value. Most suppliers stock items of similar nature, but prices can vary. Look at how each product is packaged – some are boxed, whereas others might be packed in plastic. Avoid items with button batteries.
- Take note of delivery costs and be mindful that some suppliers charge for their products exclusive of GST – you do not want to be stung with extra hidden costs!
- Consider your school’s demographic when ordering. Aim for products from across all price ranges to cover students of all budgets, as well as different styles to suit every gift recipient. Remember too that there are many different types of family units – single mums/dads, stepparents, grandparents & guardians/carers.
- Many suppliers offer an early bird special for orders before a certain date, these can be a great opportunity to gain extra stock. Or if you are extra organised (and have loads of

storage space) you can order clearance stock just after Mother's or Father's Day, ready for the following year.

- Each shopper will have a different amount to spend and may purchase more than 1 item. Consider those students who may want to buy something for Mum, Step-Mum and Nanna. With this in mind, and based on your experience at your school, estimate the amount of stock required per student - *e.g. 2.5 gifts per student.*

If you are seeking stock donations, we recommend:

- Approach local businesses for in-kind contributions to sell at the stall – e.g. chocolates, plants, flowers, bric-a-brac. **See Appendix A – donation request letter.**
- Engage with your local community for donations of perishable food items to make baked treats to sell at the stall.
- Connect with other local community groups for donated crafts e.g. knitting circles, local Kindy and/or daycare centres.

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## STEP 5 – PRICING PRODUCT

Deciding on the price markup for stock can be tricky business. Is your P&C operating the stall as a fundraiser and hoping to maximise profits, or running as a community service where the focus is just on covering costs – or somewhere in between? Also consider the demographic of your school community when deciding on your pricing, to ensure that it is affordable for all families to participate.

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## STEP 6 – ADVERTISING YOUR STALL

Design one modern and bright artwork that can be used across all advertising platforms e.g. flyers, notes to parents, posters for display around the school, social media posts (Facebook) & the school's electronic sign. The uniformity of using one design across all mediums will help remind parents of the upcoming event. There are lots of free online graphic design websites that help you to create eye catching advertising content with user-friendly templates. If you are unsure of which sites to use, we have some great suggestions from P&Cs on our P&Cs Qld State Discussion Group on Facebook! **See Appendix B – poster examples** for some advertising examples.

We recommend sending flyers & notes home with the youngest child in each family - *parents are more likely to check for notes in the youngest child's school bag.* **See Appendix C – letter example.** You might like to include pictures that clearly show what stock/gifts you will have available on the day, as well as a price guide so parents can talk with their children about what they might like from the stall.

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## STEP 7 – CALLING ALL VOLUNTEERS

When you put the call out for volunteers, be very clear on what tasks you will need them to complete & for how long - people are more willing to put their hand up if they know what to expect! We recommend creating a “volunteer roster” that breaks down each task into time blocks – there are free online volunteer sign-up programs or you can create an Excel spreadsheet, **see Appendix D – stall volunteer sign-up sheet.**

Once you have the “roster” ready to go, share with your school families via social media, email or a note home. Don't forget to refer to your responses from your ‘just one thing’ campaign (if this is

something you use - for more information on the campaign search 'just one thing' on the P&Cs Qld State Discussion Group on Facebook). You can also talk to parents directly to gain interest, don't underestimate the importance of those conversations by the school gate.

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## STEP 8 – PREPARING THE STALL

Consider separating your stock into equal amounts per class so that all students have equal opportunity to purchase from the range offered. Start with a base allocation for the first class and build the stockpile as each class comes to visit. Students will have more opportunity to purchase from your complete catalogue - meaning no tears from little ones!

Decide whether you will sell stock individually, offer some "gift packs" or wrap it all into bundles – remember a little ribbon & wrapping can make a simple present look magical! Display your stock in order of price and mark the prices clearly.

Create and display a run sheet that shows each of the tasks & the volunteers assigned to them and what time each class is attending the stall. Print your sign-on register for volunteers – *include the volunteer sign-on sheet see Appendix E – Volunteer Register with Declarations & Standards of Behaviour fact sheet, an emergency contacts list and evacuation plan with map of the school.*

For those stalls utilising online ordering, print and deliver the vouchers to each class (this can be done the day prior depending on when sales close, or as each class arrives at the stall).

If you are accepting cash sales at the stall, don't forget to withdraw your float from the bank so you can give change!

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## STEP 9 – AFTER YOUR EVENT IS COMPLETE

If you accepted cash payments at the stall, you must now count the float and prepare funds for banking – *see Appendix F – banking totals template*. Floats should be re-banked separately to the daily takings - *please refer to page 12 of the Accounting Manual for information on banking procedures*

Conduct a stocktake of any leftover items and safely store it away for future fundraising events. Assess your stock levels to see if you require an increase of insurance cover. All P&Cs receive a blanket cover of \$20,000 for general property insurance, which includes all P&C assets e.g. tuckshop equipment, uniforms, fundraising stock. If you require an increase, please email [admin@pandcsqld.com.au](mailto:admin@pandcsqld.com.au) with the amount of the increase and the effective from and to dates.

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## STEP 10 – EVENT SUMMARY

Take time to meet with your volunteers and debrief on how the day went. Record notes about which items were popular and which items were not, what positives there were about the stall and what improvements are needed for next time. This information becomes an event summary that can be stored in your P&C files for you to refer to for future events.

Present the event summary at the following General Meeting. Include a profit report, as it's important to notify the school community of what each fundraiser made and where these funds will be spent.

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## STEP 11 – THANK YOUR VOLUNTEERS

Whilst it is important to personally thank each volunteer face-to-face at the stall, we recommend following this up with a more public acknowledgement. You could thank your volunteers for contributing their time to help at the stall via email, the school newsletter or social media.

## Appendix A – Donation Request Letter

**P&C LOGO/LETTERHEAD**

1<sup>st</sup> XXX 202X

Dear Sir or Madam,

XXXX State School P&C Association are holding a **Mother's/Father's** Day Stall on **(Day), (Date)** to raise money for our **ongoing/current project**. This year we are particularly focused on raising enough funds for **XXXX**.

We are seeking donations of small items to support our fundraising efforts. Items should be suitable for students to purchase at the stall as gifts for their loved ones. They may be sold individually or packaged in a gift pack by our volunteers.

In return for your donation, we will acknowledge your business on our **Example** State School P&C Facebook page and to the families of more than **XXXX** students in our newsletter, which also appears on our website, and issue you with a certificate recognising your valuable support.

Please contact me to discuss this opportunity further. Thank you for your time and consideration in supporting our school and local community.

Kind regards,

**(name)**

Stall Coordinator, **(mobile)**

**Appendix B – Advertising Examples**

Kurwongbah State School



*Mother's Day Stall*

Wednesday, 8th May & Thursday, 9th May

Gift prices are \$1 - \$6  
In the supper room

A flyer will be sent home to advise which day your class is visiting the stall

Please BYO carry bag  
Gift bags available for purchase for \$1

**FATHER'S DAY STALL**

Spoil Dad, a Grandfather or that someone special this Father's Day with a gift from the Father's Day Stall.

Chancellor State College  
Primary Campus Hall

Wednesday 29 Aug | Thursday 30 Aug | Friday 31 Aug 2018  
Classes will be allocated a day and time to attend with their teacher.

**SUPER DAD**

Please remember to bring your own reusable bag!

**N S C F I H S R**

Siblings, staff & parents are welcome to purchase gifts at the stall, which will relocate to the tuckshop undercover area on Friday 31 August from 2:30pm till 3:15pm - unless sold out!

Proudly supported by the P&C Association. The best we can be...

CHANCELLOR STATE COLLEGE  
P & C Association

**FATHER'S DAY STALL**  
28 & 29 AUGUST

- \$1 ITEMS: CARDS, COUPON SHEETS
- \$2 ITEMS: BACK SCRATCHERS, AIR FRESHENERS, CAR SIGNS, ALL PENS
- \$3 ITEMS: MAGNETIC PHOTO FRAME, ALL KEYRINGS, ALL MAGNETS
- \$4 ITEMS: SPEECH BUBBLE, WHITEBOARD, JAWPHONE AND SOCKS, PIZZA PLATE, DAD NOTEBOOK & CASE
- \$5 ITEMS: METAL SIGNS, DAD TAPE MEASURE
- \$6 ITEMS: PHOTO FRAMES, MOBILE PHONE BEANBAG, ALL CERAMIC MUGS
- \$7 ITEMS: DAD GLASS, TRAVEL MUGS
- \$8 ITEMS: DAD COOLER BAG, BBQ UTENSIL SET

**DON'T FORGET TO BRING YOUR REUSABLE BAG!**

**FATHER'S DAY STALL**  
28 & 29 AUGUST

Burpengary State School P&C

**FATHERS DAY STALL**

OPEN EVERYDAY  
8AM - 8:45AM

MONDAY 31ST AUG -  
THURSDAY 3RD SEPT

ALL GIFTS \$3 &  
\$5

P&C ROOM (NEXT DOOR TO UNIFORM SHOP)

**Appendix C – letter examples:**

02 March 202X

Dear Parents and Caregivers,

The XXXX P&C Committee will be holding our Mother’s Day Stall on Wednesday 5 May and Thursday 6 May. Students will visit the stall with their teacher to make a purchase during class time. Please find below a list of which day each class will attend. If your child wishes to purchase something special from the stall, please ensure they have money on the day.

*Please note: The stall is not open before school or during lunch breaks. Students are only able to purchase during their allotted class time slot.*

Wednesday 8 May –
2D, 3D, 2C, Prep B, Prep A, 5C, 3B, Prep D, 5/6D, 4C, 3C, 5B, 1D, 6A
Thursday 9 May –
1A, Prep C, 4D, 5A, 2B, 2A, 4A, 1C, 1B, 6B, 6C, 4B, 3A

Prices at our stall range from \$1 - \$8. We are also trialling bundle buys this year - \$3 products will also be available as 2 for \$5, and \$4 products are available as 3 for \$10. We have a wonderful assortment of products for sale this year, below is a list of what we have on offer.

*CARDS, MAGNETS, PENS, LANYARDS, BOOKMARKS BATH BOMBS,  
KEYRINGS, STUBBY COOLERS, WALL PLANNERS OVEN MITT SET, GYM TOWEL,  
WINE BOTTLE COOLER BAG, LONG STEM ROSE SOAPS PHOTO FRAMES, SCENTED CANDLES, BEADED  
BRACELETS, MOBILE PHONE POP HOLDER PERSPEX WINE TUMBLER, COFFEE MUGS,  
TRAVEL MUGS WOODEN WALL PLAQUES, CHARM NECKLACES.*

If possible, students are asked to bring a reusable shopping bag to take their special gifts home in. We have some alternate gifts available (Nana, Aunty, Grandma, Dad) for those students who have other special people in their lives they would like to acknowledge.

If you have any questions or concerns regarding the stall, please speak to your child’s teacher or contact the P&C at [pandc@example.eq.edu.au](mailto:pandc@example.eq.edu.au).

Regards

P&C President  
Example State School

# Father's Day

Father's Day is right around the corner and Calliope State School P&C have the perfect gift packs for all Dads, Grandads, Carers or Special Person.

Our stall looks very different this year due to COVID-19. Attached is an order form that each student can purchase from. Simply fill in the details below, choose your perfect Gift Pack, enclose correct money and hand to the Office by **TUESDAY 1<sup>st</sup> of SEPTEMBER**. Ensure you have your completed order form and correct money in a named Ziplock Bag. No change can be given, sorry. All Gift Packs will be distributed to students on Thursday 3<sup>rd</sup> of September.

\*Please note that Gift Packs cannot be altered, and it will be first in, best dressed. If your chosen Gift Pack has sold out, we will contact you using the details below to organise an alternative pack.

If you have any questions, please contact the P&C at [pandc@calliopess.eq.edu.au](mailto:pandc@calliopess.eq.edu.au)

Your P&C Team

Tenielle, Sian, Bec & Kate










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Students Name:

Class:

Parent Name:

Contact Phone Number:

PACK INCLUSIONS	QTY	TOTAL
		
		
		
		
		
		
		
		
		

**TOTAL CASH ENCLOSED:**

## Appendix D – Stall Volunteer Sign Up

Mother's Day Stall Volunteer Roster - Thursday 5th May				
Task/activity	Timeslot	Volunteer Name	Volunteer Phone	Volunteer Email
Stall set up	8:00AM - 9:00AM			
Stall set up	8:00AM - 9:00AM			
Count & distribute float	8:30AM - 9:00AM			
Count & distribute float	8:30AM - 9:00AM			
Stall helper	9:00AM - 10:00AM			
Stall helper	9:00AM - 10:00AM			
Stall helper	9:00AM - 10:00AM			
Stall helper	9:00AM - 10:00AM			
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Stall helper	2:00PM - 2:45PM			
Stall helper	2:00PM - 2:45PM			
Stall helper	2:00PM - 2:45PM			
Stocktake	2:45PM - 3:45PM			
Pack up & store	2:45PM - 3:45PM			
Count cash sales	2:45PM - 3:15PM			
Count cash sales	2:45PM - 3:15PM			
Bank cash & float	3:15PM - 3:45PM			



## **\*Restricted Employment Exemption Declaration**

Restricted employment allows a person to work or volunteer with children without needing to hold a blue card in certain situations. Significant penalties apply to:

- organisations who engage a restricted person in restricted employment
- individuals who are in restricted employment as a restricted person.

An individual may be exempt from needing a blue card if they are:

- a parent, volunteering for an activity that involves their own child (for this purpose, a parent of a child currently attending the school for which the volunteering activity is taking place and the child is also involved in the activity)
- a volunteer under 18 years of age
- a volunteer working less than 7 days this calendar year and will/have not engage in any child-related work (paid or unpaid)
- a person with a disability who is employed at a place where they receive disability services or NDIS supports or services
- a secondary school student on work experience who carries out disability related work under the direct supervision of a person who holds a blue card.

## **# Restricted Person Declaration**

A restricted person is:

- a disqualified person
  - A person convicted of a disqualifying offence – regardless of the penalty and when and where it occurred. Some examples include:
    - Sexual conduct with a child
    - Child exploitation material offences
    - Rape or other serious sexual offences (child or adult)
    - Murder
    - Choking, suffocation or strangulation in a domestic setting
  - A reportable offender under the Child Protection (Offender Reporting and Offender Prohibition Order) Act 2004
  - The subject of an offender prohibition order under the Child Protection (Offender Reporting and Offender Prohibition Order) Act 2004
- a person who has been charged with a disqualifying offence and the matter has not yet been finalised
- a suspended blue or exemption card holder
- a negative notice holder
- the subject of an adverse interstate Working with Children Check decision that is in effect.

*If answering “No, I am not a restricted person” please note that if you become a restricted person (which would change the answer to “Yes”), you must immediately stop child-related work or volunteering with children.*

## Standards of Behaviour Fact Sheet

The following tables include, but are not limited to, the specific *standards of behaviour* in relation to working closely with students in any situation:

<b>Appropriate and Inappropriate Language</b>	
<b>Do</b>	<ul style="list-style-type: none"> <li>• Communicate, both verbally and non-verbally, in a way which models and demonstrates respect for the rights, interests and wellbeing of all students</li> <li>• Use encouraging, positive words and pleasant tone of voice</li> <li>• Display and encourage honest and open communication</li> <li>• Use appropriate language taking into consideration age, developmental stage, emotional or psychological state, special needs, language background, religion or disabilities</li> <li>• Ensure both verbal and non-verbal communication are non-abusive or bullying</li> <li>• When possible, frame communication from the positive perspective in interactions with students</li> </ul>
<b>Don't</b>	<ul style="list-style-type: none"> <li>• Become involved in inappropriate conversations of a sexual nature or make sexually suggestive comments or jokes</li> <li>• Use language that could be offensive to another, including swearing, harsh tones, racial comments or jokes, criticism, insults, yelling and bullying</li> <li>• Personally correspond (including email, social media and/or mobile phone) with a child or young person in respect of personal or sexual feelings for students</li> </ul>
<b>Behaviour Management Strategies</b>	
<b>Do</b>	<ul style="list-style-type: none"> <li>• Establish clear guidelines for staff and volunteers about managing challenging behaviours of children</li> <li>• List typical situations and provide solutions on how to respond and manage, include a warning system and escalation process</li> <li>• Ensure that children are aware of the behaviour expectations for the activity</li> </ul>
<b>Don't</b>	<ul style="list-style-type: none"> <li>• React in a negative manner, remembering that we communicate both verbally and non-verbally</li> </ul>
<b>Relationships with Students</b>	
<b>Do</b>	<ul style="list-style-type: none"> <li>• Behave in a way which models and demonstrates respect for the rights, interests and wellbeing of all students</li> <li>• Dress appropriately while working with children and young people, in a way that models respect for the students</li> <li>• Establish if employees are allowed to conduct business such as private child-minding outside of the P&amp;C environment</li> </ul>
<b>Don't</b>	<ul style="list-style-type: none"> <li>• Spend inappropriate time with a student</li> <li>• Inappropriately give gifts to a student</li> <li>• Show special favours to a student</li> <li>• Expose student to sexual behaviour of others, including displays of pornography</li> <li>• Persuade a student that a 'special' relationship exists</li> </ul>
<b>Supervision of children and young people</b>	
<b>Do</b>	<ul style="list-style-type: none"> <li>• Ensure staffing/supervision ratios are adequate to limit opportunities for unsupervised access to children</li> <li>• Have procedures for drop off and collection of children</li> <li>• Communicate to parents and guardians if they are required to stay during activities to supervise their child</li> </ul>
<b>Don't</b>	<ul style="list-style-type: none"> <li>• Be one-on-one with a child without being visible to others at all times</li> <li>• Allow children to be collected by a parent who is violent or intoxicated</li> </ul>
<b>Physical contact with children and young people</b>	
<b>Do</b>	<ul style="list-style-type: none"> <li>• Respect the personal space of students and limit physical contact generally</li> <li>• Limit hugging when initiated by students by changing from a frontal hug to arm around the shoulder of students</li> <li>• Limit hugging when initiated by students by sitting on the floor with student next to you</li> <li>• Document when first aid is provided and explain to the student the type of contact beforehand</li> </ul>
<b>Don't</b>	<ul style="list-style-type: none"> <li>• Hit, kick, slap or push a student</li> <li>• Allow students to sit on your lap</li> <li>• Touch parts of a student's body usually covered by a swimming costume</li> <li>• Change nappies or engage in toileting practises</li> </ul>

<b>Transportation of Children and Young People (may relate to OSHC - Vacation Care)</b>	
<b>Do</b>	<ul style="list-style-type: none"> <li>• Seek parental consent</li> <li>• Ensure drivers are licensed and vehicles are registered &amp; insured</li> <li>• Ensure child restraints/car seats are available as required</li> </ul>
<b>Don't</b>	<ul style="list-style-type: none"> <li>• Allow transport in personal vehicles</li> <li>• Travel one-on-one with a child or young person</li> </ul>
<b>Change Room and Toilets</b>	
<b>Do</b>	<ul style="list-style-type: none"> <li>• Check the toilet area before the child enters and then stand in the entrance</li> <li>• Ask children to travel to the toilet in pairs</li> </ul>
<b>Don't</b>	<ul style="list-style-type: none"> <li>• Enter a change room or toilet area without announcing first, do not be in the change room or toilet with children without another person present</li> </ul>
<b>Health and Safety</b>	
<b>Do</b>	<ul style="list-style-type: none"> <li>• Monitor children's need for sleep and rest, identify fatigue and exhaustion</li> <li>• Obtain hygiene products, if needed</li> <li>• Provide a sun safe environment – implement a sunscreen policy, monitor heat exhaustion, heat stroke and dehydration</li> <li>• Monitor water safety – maintain ratios for children in the water, provide flotation devices, ensure CPR signage and training, maintain children's privacy when changing</li> <li>• Regularly safety check premises and equipment – check fences, playgrounds and sports equipment</li> <li>• Establish and practice clear emergency and evacuation procedures</li> </ul>
<b>Don't</b>	<ul style="list-style-type: none"> <li>• Ignore an identified risk which could put a child or young person at risk</li> </ul>
<b>Management of Illness and Injury</b>	
<b>Do</b>	<ul style="list-style-type: none"> <li>• Outline how first aid will be administered – by whom, what level certification is required, what equipment will be used, how will the incident be recorded and where are incident reports stored</li> <li>• Establish procedures to deal with infectious diseases and allergic reactions</li> <li>• Maintain confidential records of known medical conditions of children and their management plan</li> </ul>
<b>Don't</b>	<ul style="list-style-type: none"> <li>• Provide illness or injury management above your skill/knowledge level, call for assistance</li> </ul>
<b>Organisational Behaviour Standards</b>	
<b>Do</b>	<ul style="list-style-type: none"> <li>• Establish policies that meet the requirements of the <i>Human Rights Act 2019</i></li> <li>• Create guidelines that outline the behaviours that constitute bullying, discrimination and sexual harassment</li> <li>• Establish policies that outline the P&amp;C's culture of inclusivity and protection of all children</li> <li>• Document what actions will be taken by your P&amp;C following an incident – how will it be investigated and recorded</li> </ul>
<b>Don't</b>	<ul style="list-style-type: none"> <li>• Act in a manner that would be considered inappropriate</li> </ul>
<b>Culturally Inclusive Practices</b>	
<b>Do</b>	<ul style="list-style-type: none"> <li>• Create a culturally safe environment</li> <li>• Reflect on cultural safety and invite collaboration</li> <li>• Ensure your organisation is committed to respect and include Aboriginal and Torres Strait Islander people's particular cultural rights, as outlined in the Human Rights Act 2019 (section 28)</li> </ul>
	<ul style="list-style-type: none"> <li>• Act in a manner that would be culturally disrespectful</li> </ul>
<b>Photography</b>	
<b>Do</b>	<ul style="list-style-type: none"> <li>• Only photograph children for official purposes</li> <li>• Limit the use of identifying information with a child's photograph</li> <li>• Establish guidelines for how photographs are stored, for how long and who has access</li> <li>• Document appropriate publication of photographs</li> </ul>
<b>Don't</b>	<ul style="list-style-type: none"> <li>• Photograph or video a student without parental consent</li> </ul>
	<ul style="list-style-type: none"> <li>• Share or privately post photographs or video of children or young people within your care</li> </ul>
<b>Technology and Social Media</b>	
<b>Do</b>	<ul style="list-style-type: none"> <li>• Establish clear rules for using technology within the P&amp;C environment- mobile phones, computers, portable devices, including live streaming</li> </ul>

	<ul style="list-style-type: none"> <li>Establish communication standards of behaviour to ensure volunteers and employees understand that how they conduct themselves on both public and private social media platforms can impact the P&amp;C if they are identified as connected to the association</li> <li>Provide ongoing training on recognising the effects of social media and the mental health changes in children and young people</li> <li>Provide information on safe online practices for children and young people for parents</li> </ul>
<b>Don't</b>	<ul style="list-style-type: none"> <li>Share photographs, video or identifiable content without express permission</li> <li>Engage or allow cyberbullying – recognise, report and respond</li> <li>Connect with children and young people on social media platforms, including direct messaging and sending/accepting friend requests</li> </ul>
<b>Substance use including Tobacco, Vaping, Alcohol, Drugs and Medications</b>	
<b>Do</b>	<ul style="list-style-type: none"> <li>Establish and adhere to policies to ensure that staff/volunteers are not intoxicated or under the influence of drugs, including prescription medication, which may impair their ability to care for children</li> <li>Establish and adhere to policies regarding the consumption of alcohol and smoking/vaping at child-related events/activities, e.g. at P&amp;C businesses, fundraising activities</li> <li>Safely store and administer medications as per documented parent-approved process, cross-check labels and supervise closely</li> </ul>
<b>Don't</b>	<ul style="list-style-type: none"> <li>Attend volunteer/employee shifts whilst impaired through the use of alcohol, drugs or prescription medication</li> </ul>
<b>Visitors and Spectators</b>	
<b>Do</b>	<ul style="list-style-type: none"> <li>Sign in and supervise visitors and spectators, ensuring that they are aware of and agree to these Standards of Behaviour</li> <li>Establish clear expectations of what is considered appropriate and inappropriate behaviour by parents/family members attending P&amp;C businesses or participating in P&amp;C activities/events, and have set consequences for a breach in behaviour standards (e.g. the person will be asked to leave the event)</li> </ul>
<b>Don't</b>	<ul style="list-style-type: none"> <li>Allow visitors and spectators direct access to children and young people</li> </ul>
<b>Confidentiality and Privacy</b>	
<b>Do</b>	<ul style="list-style-type: none"> <li>Use secure storage for confidential information, e.g. locked filing cabinets or secure network folders or apps</li> <li>Establish clear guidelines on who can access confidential information</li> <li>Consult the Record Retention Schedule to understand timeframes for the storage/destruction of information</li> <li>Establish policies around what information may be provided to internal and external stakeholders on request and who can action/provide commentary on this</li> </ul>
<b>Don't</b>	<ul style="list-style-type: none"> <li>Share confidential information learned in your time as a P&amp;C volunteer/employee</li> </ul>

**Appendix F – Banking Totals Template**

**DAILY CASH SHEET**

Event: \_\_\_\_\_

Location: \_\_\_\_\_

Date: \_\_\_\_\_ Event Time: \_\_\_\_\_ Count Time: \_\_\_\_\_

**\*REMEMBER:** Remove the float before counting the daily cash, as the float will be banked separately. As per the Accounting Manual, two people are required to count, then a third person to bank.

	COUNT #1		COUNT #2	
	Number of Notes/Coins	Total	Number of Notes/Coins	Total
<i>Example, \$100</i>	3	\$300	3	\$300
\$100				
\$50				
\$20				
\$10				
\$5				
<b>TOTAL NOTES:</b>				
\$2				
\$1				
50c				
20c				
10c				
5c				
<b>TOTAL COINS:</b>				
<b>TOTAL CASH BANKED:</b>				
<b>Name:</b>				
<b>Signed:</b>				

To be banked by: \_\_\_\_\_

Branch: \_\_\_\_\_ Date: \_\_\_\_\_

