

How to Guide:
**ORGANISE A
RAFFLE**

HOW TO ORGANISE A RAFFLE

This step-by-step guide is designed to assist you when planning a Raffle and is specific to P&Cs in Queensland. Information within this guide may be subject to change.

STEP 1 - CONSULT YOUR FUNDRAISING CALENDER

We recommend the P&C, Student Council and/or Chaplaincy committees get together with a representative from school management and make a plan to spread out fundraisers throughout the year – no parent wants to receive a note for the P&C fundraiser, free dress day, pie drive and school camp all on the same day.

REMEMBER: the Principal must sign off on all P&C events and fundraisers.

STEP 2 – RAFFLE THEME

Deciding on a raffle theme is part of the fun and the options are endless!

- Easter - invite each family to drop off an Easter themed item and which the P&C can put together into hampers, e.g. chocolates, plush bunny/chicken, colouring in books/crafts
- Christmas/Fete/Mother's or Father's Day – invite local businesses to donate prizes or vouchers for goods/services to create a varied & enticing prize pool
- Meat tray – simple & traditional
- Holiday/Car – a single winner “big prize” raffle can be attractive, particularly to the wider community
- Split the pot – where the raffle winner and the P&C take an even 50-50 split of the total money raised

STEP 3 – INVESTIGATE OLGR'S RULES FOR GAMES

The Office of Liquor & Gaming Regulation (OLGR) have [guidelines for raffles](#) (referred to as 'art unions' by OLGR) based on the anticipated gross proceeds from ticket sales. Category 1 games (up to \$2,000) and category 2 games (between \$2,000 & \$50,000) do not require a gaming licence. If anticipated to exceed \$50,000 in gross proceeds, please contact the P&Cs Qld office as a gaming licence will be required. Read and fully understand the expectations for raffle category 1 or 2, paying particular attention to the prohibited prizes, prize values (at least 20 per cent of the gross proceeds), participation by minors, advertising, ticket & draw requirements, retention of records & auditing requirements. It is also vital to adhere to the [Record keeping guidelines \(general\) for conduct of games](#).

NOTE: Any person directly engaged in conducting the draw for Category 1 or 2 games, and their immediate family, will be ineligible to enter the raffle. For Category 2 only, members of the P&C's Executive Committee and their families are also ineligible to enter the raffle.

STEP 4 - PRESENT A MOTION

Raffles need to be planned well in advance and once there is a rough date in mind, the Executive team or fundraising coordinator need to consult the P&C membership for approval to proceed. At a General Meeting, or a Special Meeting held specifically for this purpose, a motion will be raised:

*"I move that the P&C hold an *Easter/Xmas* raffle with the funds raised earmarked for *new Shade Sails*. Raffle to be drawn on date/time: xxx. Draw location: *Whole school assembly, school hall*. Ticket Prices: * \$2.00 each or \$5.00 for 3 tickets*. Formal letter to be written and delivered to local businesses requesting donations of prizes."*

NOTE: All tickets must be sold at the same price throughout the sale period. They may be bundled (e.g. one for \$2.00 or three for \$5.00), as long as all purchasers are offered the same deal.

STEP 5 – COORDINATION

Nominate a responsible (and willing) P&C member to be the "Raffle Coordinator". The Raffle Coordinator can establish the to-do-list and then delegate tasks to volunteers.

STEP 6 – TICKETING

Each ticket must include the following information:

- the name of the P&C Association,
- the closing and drawing date,
- the way in which prize winners will be notified,
- the ticket price (e.g. one for \$2.00 or three for \$5.00),
- the order in which prizes will be drawn (if not advertised in a specific order, the prizes must be drawn in order of value from most to least expensive),
- the ticket number, and
- a description and the retail value of each of the prizes.

STEP 7 – CHOOSE A PLATFORM

The P&C may conduct a traditional paper-based raffle or utilise an online platform:

- **Paper Tickets** – when using paper tickets, particular care must be taken to follow the [Record keeping guidelines \(general\) for conduct of games](#). Each ticket must be numbered consecutively and if more than one series (books) of tickets then you need to use different colours or have distinguishable characteristics. There must be space to record of the name and either address or phone number of the purchaser on the ticket butt.

As per the record keeping guidelines, each ticket must be recorded on a ticket register as it is issued then returned, and any lost/destroyed tickets must be accounted for. Based on the example below, we can see that Dulcie Smith was issued 10 Blue tickets numbered 81-90 and is yet to return them:

Ticket register for "XYZ Association"

Date	Series/type	Tickets nos	No	Balance	Returned	Issued to - signature
	Blue 1 -150			150		
7/6/19	Blue	1-15	15	135		Jane Doe's signature
9/6/19	Blue	16-40	25	110		John Doe's signature
9/6/19	Blue	41-90	50	60		John Brown
11/6/19	Blue	91-125	35	25		Olive Green
11/6/19	Blue	126-135	10	15		Cedric White
12/6/19	Blue	136-150	15	0		John Young
15/6/19	Blue	81-90	(10)	10	10	John Brown
16/6/19	Blue	81-90	10	0		Dulcie Smith

OLGR guidelines state that gaming records, including winning ticket/entries, must be kept for a period of five years.

Online Platform – investigate the terms & conditions of usage, set up fees & charges per transaction and when funds will be transferred into the P&C's bank account. Look into the platform's privacy policy - is customer data stored in servers based in Australia?

STEP 8 - INSURANCE

If the P&C are interested in selling their raffle tickets **away** from the school site, they will need to apply for a [Certificate of Currency](#). For this purpose, they will need to detail the time, date, location and list the name of the interested party (e.g. Westfield XXX, IGA XXX). Email the Certificate of Currency form, along with an [Activity Declaration](#) form to our insurance broker Willis – pandcsqld@wtwco.com. On the Activity Declaration form the P&C may elect to take out additional Short-term Money Cover at an extra cost – the standard inclusion is up to \$5000.

For insurance purposes, it is important to keep a volunteer register showing the name, contact details, blue card declaration and number (if applicable), start/finish time and activities/tasks completed, see example in **Appendix A**.

STEP 9 – RISK ASSESSMENT

If you are selling tickets on school site or off-site, you may be asked to provide a risk assessment. Create a risk assessment that highlights all potential risks and the control strategies that you will have in place to minimise them, see example in **Appendix B**.

STEP 10 - SOURCING RAFFLE PRIZES

Seek donations using a formal request letter being specific in what you are seeking, see example in **Appendix C**. We've found great success with taking the personal approach VS the cold email/mail out! Either phone or go into local businesses to introduce yourself to the Manager & explain what you are raising money for, e.g. new shade sails for Example State School. After your quick conversation, offer to email through, or hand them, the formal donation request letter – by this stage they already have a connection to the project & will be more likely to donate.

If your P&C has previously held a raffle, use the event summary (if possible) to personalise delivery of your fundraising request letter when seeking donations from local businesses that have been previous supporters, e.g. "Hi Max, your 1-hour massage voucher was one of our most talked about prizes in last year's raffle – it's the one that everyone wanted to win! Would you like to get involved again?"

STEP 11 – NEWSLETTER & SOCIAL MEDIA ANNOUNCEMENTS

Spread the word about your upcoming Raffle using as many media platforms as possible:

- School newsletter
- School Website “events calendar”
- Facebook (school & P&C pages)
- Local community group pages on social media
- School news app (Class DOJO, etc)

STEP 12 – ADVERTISING POSTERS

Print and post advertising posters around the school in high traffic areas such as pick up/drop off zone, tuckshop, OSHC, hall, administration office and, in Primary Schools, the Prep area. See example in **Appendix D**.

STEP 13 – NOTES HOME TO FAMILIES

Design a note to be sent home to families letting them know about the raffle and how they can help boost ticket sales, see example in **Appendix E**. Discuss with your school admin team how the notes will be distributed:

- Can the P&C place notes in pigeonholes for teachers to distribute to families?
- Will there be a note for every child, or will it be sent home with the youngest child in each family (parents/guardians are more likely to check their bags and find the note)?
- Can the P&C advertise the raffle and put out the call for volunteers in the School Newsletter?

If the P&C plans to sell raffle tickets at a ‘pop-up stall’ at a local shopping centre or point of interest, you could create a volunteer roster to cover all roles, and approximate times, as required. Roles can include:

- set up table/stall
- pack up table/stall
- raffle ticket sales (various timeslots)
- two-to-count takings/3rd to bank

STEP 14 – POST-EVENT SUMMARY

Compiling a report summarising how the event went and recommendations for next time is vital to the P&C’s continued success. It also ensures the next Raffle Coordinator can use previous experience and knowledge rather than ‘reinventing the wheel’. The event summary should be forwarded to the P&C Secretary for tabling at the next P&C Meeting. See example in **Appendix F**.

STEP 15 – THANK YOUR SPONSORS & DONORS

Acknowledge sponsors and donors who provided raffle prizes or vouchers for product/services. If you visited local businesses and asked for a donation in return for a “thank you” in the school newsletter or P&C Facebook page, ensure you complete this important task. While a P&C cannot advertise or endorse a business, you can recognise their support of the fundraiser. A printed Certificate of Appreciation for their shop window or wall is a great thank you too, see template in ***Appendix G***.

*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:

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

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

	<ul style="list-style-type: none"> Connect with children and young people on social media platforms, including direct messaging and sending/accepting friend requests
Substance use including Tobacco, Vaping, Alcohol, Drugs and Medications	
Do	<ul style="list-style-type: none"> 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 Establish and adhere to policies regarding the consumption of alcohol and smoking/vaping at child-related events/activities, e.g. at P&C businesses, fundraising activities Safely store and administer medications as per documented parent-approved process, cross-check labels and supervise closely
Don't	<ul style="list-style-type: none"> Attend volunteer/employee shifts whilst impaired through the use of alcohol, drugs or prescription medication
Visitors and Spectators	
Do	<ul style="list-style-type: none"> Sign in and supervise visitors and spectators, ensuring that they are aware of and agree to these Standards of Behaviour Establish clear expectations of what is considered appropriate and inappropriate behaviour by parents/family members attending P&C businesses or participating in P&C activities/events, and have set consequences for a breach in behaviour standards (e.g. the person will be asked to leave the event)
Don't	<ul style="list-style-type: none"> Allow visitors and spectators direct access to children and young people
Confidentiality and Privacy	
Do	<ul style="list-style-type: none"> Use secure storage for confidential information, e.g. locked filing cabinets or secure network folders or apps Establish clear guidelines on who can access confidential information Consult the Record Retention Schedule to understand timeframes for the storage/destruction of information Establish policies around what information may be provided to internal and external stakeholders on request and who can action/provide commentary on this
Don't	<ul style="list-style-type: none"> Share confidential information learned in your time as a P&C volunteer/employee

APPENDIX B – RISK ASSESSMENT

EXAMPLE STATE SCHOOL - RISK MANAGEMENT ASSESSMENT PLAN

PROJECT/EVENT: Easter Raffle Stall at Westfield XXXX _____

STALL NAME: _____ Easter Raffle ticket sales _____

DATE: Thursday 21st March 202X _____

ACTIVITY/TASK/HAZARD	RISK LEVEL	CONTROL STRATEGIES IN PLACE	ADDITIONAL CONTROL STRATEGIES
<ul style="list-style-type: none"> • Volunteer records • Theft of cash 	<p>Low</p> <p>Low/Med</p>	<p>Maintain accurate volunteer register/sign on sheet</p> <p>Keep cash tin out of sight/reach of general public, especially when not in use. Ensure two volunteers are with cash tin to prevent misappropriation of funds. At the end of the stall, one takes locked cash tin and the other takes key.</p>	

Low = Little chance of incident/injury.

Medium = some chance of incident/injury.

High = likely chance of incident/injury.

Extreme = high chance of incident/injury.



APPENDIX C – DONATION REQUEST LETTER

P&C LOGO/LETTERHEAD

1st XXX 202X

Dear Sir or Madam,

Example State School P&C Association are holding an **Easter/Christmas** Raffle to be drawn on **(Day)**, **(Date)** to raise money for our **ongoing/current project**. This year we are particularly focused on raising enough funds for **XXX**.

We are seeking donations of raffle prizes to support our fundraising efforts, such as:

- Products/goods
- Vouchers for products/goods
- Vouchers for services

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 **XXX** students in our newsletter, which also appears on our website, and issue you with a certificate recognising your valuable support.

{FOR ALL TICKET SALES PAPER or ONLINE} The P&C will also be selling tickets to the community at a pop-up stall in Westfield X on Thursday 21st March 202X and will use this opportunity to mention our prizes, and the generous businesses who have donated them, to a wider audience.

{FOR ONLINE PLATFORMS} As the P&C are using an online sales platform for this raffle, our prize list and the names of the generous businesses who have donated them, can be shared by school families via social media. Our aim is to reach a wider audience than ever before, increasing exposure for our supporters and hopefully resulting in boosted ticket sales.

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)

Raffle Coordinator, **(mobile)**

Example State School P&C Association

pandc@examples.eq.edu.au

President: **(name)** , **(mobile)**



Example SS P&Cs

'Santa's Stash'

Christmas Raffle

Tickets
\$2 each
3 for \$5



**SCAN HERE TO
PURCHASE TICKETS**

*Prizes will be
drawn on
25 December*

*Winners
announced on
xxxx at xxxx*

The poster features a dark wood-grain background with various Christmas decorations including red and gold ornaments, pinecones, a gold star, and wrapped gifts. The QR code is centered in a red-bordered box with a white background and a red watermark that reads 'EXAMPLE ONLY'. Below the QR code, the text 'SCAN HERE TO PURCHASE TICKETS' is written in white on a red background.

APPENDIX E – NOTE HOME TO FAMILIES

P&C Logo

TEACHERS,

Please send home 1 note with the youngest child from each family. Thank you for your help in getting these notes out to families - your P&C.

EXAMPLE STATE SCHOOL P&C ASSOCIATION EASTER/CHRISTMAS RAFFLE

Raffles are a great way to connect with our community whilst raising funds towards <insert project>. You can help the P&C boost sales by offering tickets to your family & friends.

Draw Date: Thursday 28th March 202X, 2:00pm
Where: Whole school Assembly, School hall, Example State School
Ticket Price: One ticket for \$2.00 OR three tickets for \$5.00 (no other ticket bundles are available) on sale to persons 18yrs+.

{FOR PAPER TICKETS} Your youngest student has been issued a book of 10 raffle tickets & we have recorded the ticket numbers provided to your family to meet OLGR reporting requirements. Please choose an option below:

- Sell tickets at the advertised price ensuring that name & phone number of purchaser is on the ticket stub of each ticket sold. Return the book of stubs (and any unsold tickets) together with all money collected to <location/person>. The P&C will record these sales against your family name. If you would like to sell more tickets, please request a book(s) by emailing pandc@examples.eq.edu.au.
- If you don't want to participate, please return your allocation of tickets to <location/person>, so that the P&C can sign them back in against your family name.
- If you have lost/dispensed of your allocated tickets, please notify the P&C by emailing pandc@examples.eq.edu.au.

{FOR ONLINE PLATFORMS} Your family can promote the P&C's raffle by sharing the raffle post on our Facebook page, "Example State School P&C", or by sharing the link below with your family & friends in <list of states (Qld, NSW, SA, etc) who are eligible to enter>:
<insert raffle link here>

Volunteer opportunities are available to assist in selling raffle tickets at a pop-up staff in Westfield X on Thursday 21st March 202X. Sign up at: <insert link> or by emailing the Raffle Coordinator – pandc@examples.eq.edu.au.

We are excited by our incredible prizes and want to extend a huge thank you to the local businesses who have generously donated goods or vouchers. To see the full list of prizes, please turn page over or visit "Example State School P&C" on Facebook.

Kind Regards,

(name)
Raffle Coordinator
Example State School P&C Association

APPENDIX F – EVENT SUMMARY

EXAMPLE STATE SCHOOL RAFFLE SUMMARY

Name of Event/Fundraiser: **Easter/Christmas** Raffle
 Ticket Sales Start Date: 04/03/202X
 Draw Date: 28/03/202X
 Draw Time: 2pm
 Draw Location: Whole school Assembly, School hall, **Example** State School
 Funds raised for: **<insert project>**

Description	Type of raffle conducted (e.g. meat/seafood tray, Easter hamper, varying prizes/vouchers, etc).
Method of sales	Paper Tickets OR Online raffle platform <name of platform> . Include a sample of the paper ticket or a screen shot of the platform used to assist future Raffle Coordinators.
Number of tickets sold	Self-explanatory.
Price per ticket	One ticket for \$2.00 OR three tickets for \$5.00.
Retail prize value	Total value of the prize(s) – list out each prize individually and include any donated prizes under this heading too e.g.: 1 x 1 hour massage voucher donated by Max’s Massages, valued at \$100 2 x BBQ meat tray donated by Bob’s Butcher Shop, valued at \$50 each
Date banked	Date on which the proceeds from the raffle was banked. If using an online platform, they may transfer funds across to the P&C regularly.
A: Gross proceeds	Total amount of money received from the sale of tickets.
B: Total expenses (excluding cost of prizes purchased)	Total amount of expenses e.g. cost of tickets, printing, commission to ticket sellers, additional insurance Short-term Money Cover (if applicable). Note the cost of prizes <u>must not</u> be included under this heading.
C: Actual cost of prize	Cost incurred by the P&C in purchasing the prize(s).
D: Net proceeds	The profit made by the P&C from the raffle after deducting the allowable expenses and actual cost of prizes from the gross proceeds. <i>A minus B, minus C = D</i>
Raffle stall (if applicable)	If you sold tickets at a ‘Pop-up Stall’ at a shopping centre or point of interest, provide notes such as: <ul style="list-style-type: none"> • was it successful/worthwhile? • were sales paid with cash or card? • were the length of time/day chosen suitable or would you suggest trying something different? • was the location suitable or can you suggest an alternative?

Observations/Recommendations for future raffles:

APPENDIX G – CERTIFICATE OF APPRECIATION

