



HOW TO ENGAGE YOUR SCHOOL COMMUNITY

A GUIDE FOR P&CS



Contents

Why do People Volunteer?.....	1
What most parents don't know about volunteering at school.....	1
What stops people from volunteering for P&Cs?.....	1
Establishing a Community Engagement Sub-Committee.....	2
What attributes should members have?... ..	2
Roles and Responsibilities of the Sub-Committee.....	2
Tips for the Community Engagement Sub-Committee.....	3
The Engagement Pyramid.....	4
The Children.....	5
Promises, Pledges and Vows.....	5
Volunteer Management.....	6
Personal Invitations.....	6
Targeting.....	6
Review and Evaluate.....	7
Be Grateful and Show It!.....	7
Make it Fun.....	7
The Clique.....	8
Re-thinking Your Meetings.....	10
Men and P&Cs.....	12
How to Engage and Involve Men.....	15

Appendices

- I. Community Engagement Sub-committee Terms or Reference
- II. *We Can't Do it Without You* Flyer

Why do People Volunteer?

People have many different motives for volunteering in organisations such as P&Cs, but generally it is for one of the reasons listed below. Unsurprisingly, these are the same benefits many people derive from being part of the P&C. These reasons are a good response to the question - should you ever be asked - *What's in it for me?*

People volunteer in a P&C:

- To meet people and make new friends.
- To broaden their experiences.
- To enhance self-esteem through meaningful work and achievement.
- To let people know they care.
- They have a general concern for the children, the school and other people.
- To feel needed.
- For a break from everyday routine and roles.
- They have a need for self-expression.
- To gain information and skills.

These are the motivations a P&C team must understand and plan for in order to attract new members and non-member volunteers.

What many parents don't know about volunteering at school (hidden benefits):

Studies show that children of parents who are involved in some capacity at the school:¹

- have fewer behavioural problems;
- have a better attitude toward school;
- have better attendance;
- exhibit better academic performance; and
- are more likely to complete compulsory schooling.

What stops people from volunteering with the P&C?

Some of the reasons volunteers have given for not helping with P&Cs include:

- Not made to feel welcome on arrival.
- They feel their help is taken for granted.
- Being misled on time requirements.
- Not feeling part of the team – there is a “clique” of long-standing volunteers.
- Suggestions are ignored.
- Procedures are not explained properly/not well organised.
- There are so many petty squabbles that it is not enjoyable.
- They couldn't understand the jargon.
- Can't see how the P&C actions benefit the students.
- Financial costs of volunteering e.g. missed work, fuel.
- Can't get babysitters.
- English is not the first language.

¹Henderson, A.T. & Mapp, K.L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. National Center for Family and Community Connections with Schools, SEDL Southwest Educational Development Laboratory.

Establishing a Community Engagement Sub-Committee

(aka Volunteer Engagement Committee, Member Appreciation Committee, Fun Committee, P&C Happiness Committee, or whatever you want to call it!)

If you truly want to attract more members and helpers in your P&C it is a good idea to have a dedicated *Community Engagement Committee* whose major responsibility is to make sure helpers and members are attracted and retained. This committee should be elected at the AGM and the policies and duties of this sub-committee must be listed in a Terms of Reference (sample included) to guide them in decision making.

The benefit of having a dedicated sub-committee is that it can concentrate on attracting new members and helpers while working to retain current ones. A P&C can operate without this sub-committee, but a dedicated group that can plan a whole-year strategy will be significantly better than a piecemeal approach.

What attributes should members of this sub-committee have?

Members may have one or all of these abilities or interests:

- Outgoing and confident – to be able to approach people in person, to be able to talk at an assembly or meeting.
- Creative – to design brochures, posters, flyers for hardcopy and for social media
- Organised – to keep volunteer records in a digital format (e.g. spreadsheets or a database), to help plan a yearly calendar of recruitment and appreciation events.

Also remember: a mix of cultural background, gender and age is a good way to represent the community and gain perspectives on what it takes to engage members of these sub-groups.

What are the recommended roles/responsibilities of the Community Engagement Committee?

An outline of the recommended role of the Community Engagement Committee is an integral part of the sample Terms of Reference included in this package. These responsibilities can be edited to suit the context of an individual P&C.

It is good practice for the Executive Committee of the P&C to meet before the AGM and develop the Terms of Reference. They can then make the necessary changes to make the document relevant to their P&C. The Terms of Reference is then distributed before the first General Meeting of the P&C and ratified when the meeting sits. From this point on the Community Engagement Committee will operate within the parameters of the Terms of Reference.

If the Community Engagement Committee determines aspects of the Terms of Reference to be irrelevant or unworkable, they may suggest changes. These changes would need to be approved at a General Meeting of the P&C.

Tips for the Community Engagement Committee

The Engagement Pyramid (Figure.1)

This model of volunteer engagement doesn't only apply to P&Cs, it is relevant across a wide range of industries. It is the role of the committee to help people move up the pyramid from *Observing* to *Owning* to *Leading* and to have strategies in place that will enable this to happen.

Many parents and community members will have the first interaction with the P&C at a P&C organised event. On the pyramid, this is the *OBSERVING* stage as they haven't yet taken the first commitment step. A P&C will need to ensure publications and events are branded well. Marquees, flyers, and banners can let people know that it is a P&C event, run by a caring group of volunteers.

Ultimately, the best branding is making sure the event is well organised and enjoyable. A poorly run event will reflect badly on the P&C. *First impressions last!* People are more keen to become involved in a group that is well organised and has a great reputation.

The *FOLLOWING* stage occurs when community members read flyers and newsletters or like/share the P&Cs Facebook page and posts. This is an active and conscious decision to follow the activities of the P&C. The P&C really needs to make sure the momentum of their communications is consistently maintained so interest does not wane.

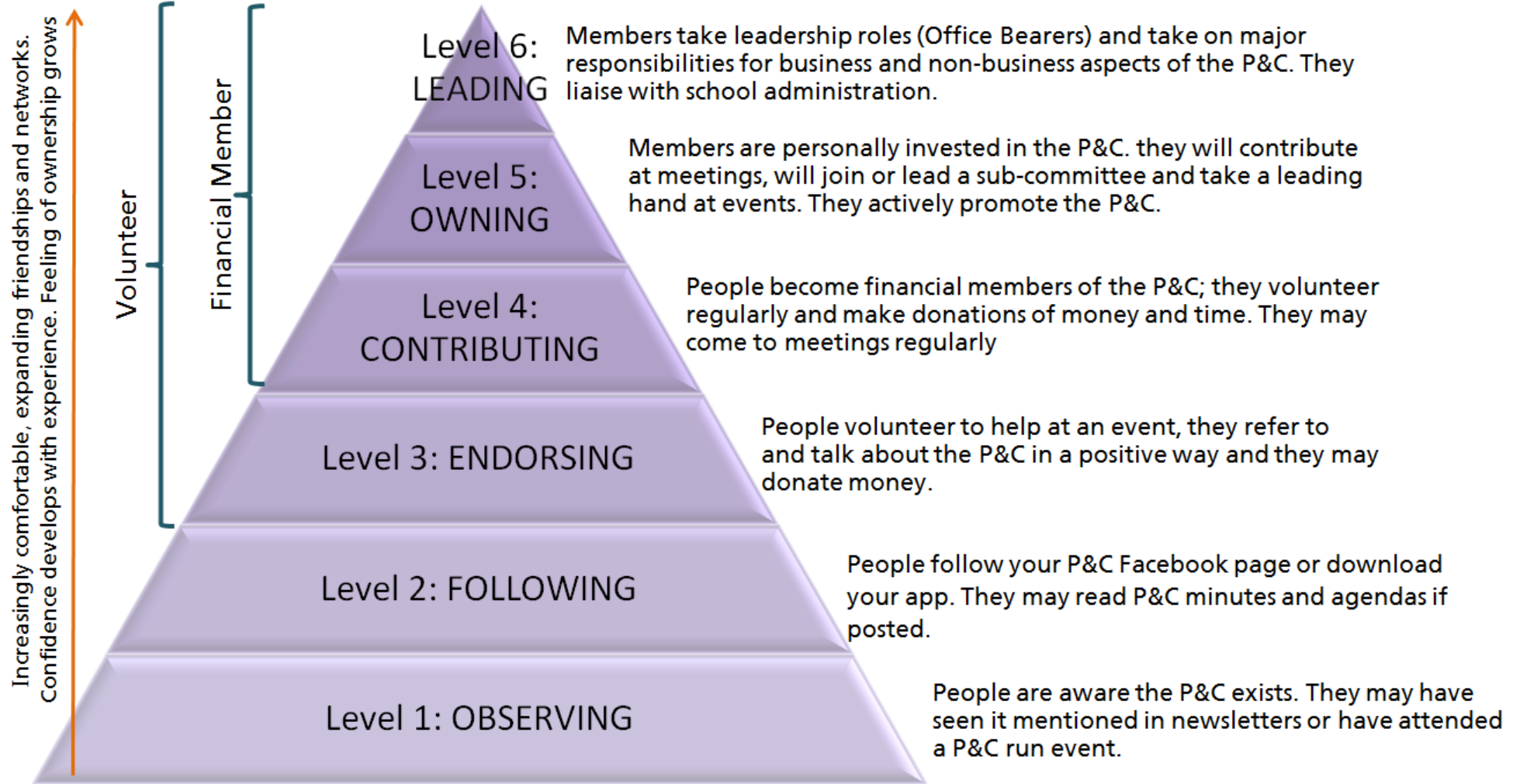
If a community member has formed a positive image of the P&C, then they may take the first steps in volunteering (*ENDORISING* stage). At this point they may talk positively about the P&C to others, make a few posts on the Facebook page, and donate money or even a small amount of time in a 'testing the waters' attempt at volunteering.

As they become more comfortable with the P&C, make friends and know the P&C is not going to take advantage of them or their time, they may move further up the pyramid to become a consistent *CONTRIBUTING* and a financial member of the P&C. At this stage, they come to meetings regularly and have some input into the direction of the organisation.

Most people who attend P&C meetings stay at the *CONTRIBUTING* stage. An upward move from there requires a person to have the time and confidence to ascend voluntarily. While time is mostly out of the control of the P&C, building confidence in members to take steps into leadership can be a planned P&C process. Properly constructed succession, mentoring and training by incumbent office bearers and WACSSO can instil confidence within aspiring leaders that they are not alone and will be supported once they take on the role. WACSSO has many print and digital publications designed to help members and P&C leaders conduct their roles correctly.

Figure. 1

The Engagement Pyramid



<http://www.the-vital-edge.com/engagement-pyramid/> (adapted from the original resource)

A succession plan may not be the responsibility of the Community Engagement Committee, but its existence is vital to encourage people to move into leadership positions. An effective succession plan should act as an induction and instruction resource for the newly elected office bearer.

It should be acknowledged some people will never move up the pyramid. It is best to concentrate on the many that will. It simply comes down to numbers. The more people in the lower stages of the pyramid, the greater chance a P&C has of encouraging some of them into the membership area and possibly into leadership roles. It also increases the chances of promoting enthusiastic and competent people into these leadership roles.

Finally, pride and ownership grows with advancement up the pyramid. A member should be proud to be part of the school's parent body. It is not "just a P&C", It is an organisation recognised in Western Australian law since the 1920's and one considered strategically important in the success of public schools in this state. Let this pride show in the way your committee talks about and promotes the P&C.

The children

Parents and community members can have many motivations for being on the P&C, but the major reason is usually to benefit the children at the school. So why not involve the kids in activities? Organising fundraisers that appeal to children's gaming, sporting and competitive instincts is likely to help bring parents into the fold to help with the P&C.

Make sure you also hold events that engage children and parents together. This has the added benefit of covering the *duty of care* issue that P&Cs often have. Events such as father-son camp outs, mother-daughter nights, family movie nights, and family trivia nights will create a fun atmosphere that will encourage people to come back for more and form a positive view of a well-run and inclusive P&C.

Promises, pledges and vows

Taking a pledge to give time to parent organisations is a proven strategy used worldwide to build helper numbers in organisations. Included in this package is a brochure, *We can't do it without you!* that contains a time commitment pledge.

If the P&C is asking the school community to pledge time, then it must also pledge to not take advantage of this time. A major repellent to potential helpers is the fear of being pulled into a bottomless pit of volunteering. People rightfully see this as disrespecting their commitment. Relieving them of their duty, on time, will go along way toward encouraging them to come back again and spreading the word about how well run the P&C is.

Volunteer management

There are numerous paid and free software packages (e.g. *volunteerspot.com*, *volunteerhub.com*) that allow P&Cs to easily manage their volunteers. If you have an spreadsheet guru on your committee, they will be able to build an effective volunteer management spreadsheet.

You may also consider creating a Google Drive account where forms and spreadsheets can be built that allow easy input and organisation of volunteer information. A significant advantage of Google Drive is the ability to have multiple users edit information and for these changes to be tracked.

Committees, when managing volunteers, need to be mindful of privacy. Only your P&C knows your school community best, so it is an important discussion the committee must have. Volunteer sign-up sheets posted around the school are great, but they will most likely have names, phone numbers and email addresses listed that any person can view. You may wish to consider having individual volunteer slips and 'ballot' boxes in classrooms (with the school's permission). Once a slip is dropped in the box, it will only be seen by the committee.

Personal invitations

The most successful way to recruit has always been, and always will be, a personal invitation. Advertising looks for anyone to help. A personal invitation focuses on an individual and sends the message they are wanted for their unique skills, personality or work ethic. It can make people feel important and needed and is therefore more likely to gain a positive response. Approaching people directly should be a major focus of the Community Engagement Committee's strategies.

Targeting

In primary schools, pre-primary parents are usually keen to become involved with the school community and should be not only encouraged, but actively targeted by the P&C Committee. It is more than likely, in the coming years these people will make up the bulk of the Executive Committee. Their experiences now will shape how successful the P&C will be in the future. They want to be a part of their child's education, socialise and make new friends - just like their children.

Make sure the P&C President speaks at assemblies and introduces the executive team, handout flyers promoting your P&C and provide welcoming packs to the new parents. Some P&Cs use 'tea and tissue' packs with tissues, a soothing tea bag and a small chocolate, complete with P&C business card insert. It's a nice conversation starter and shows the P&C cares about the newest members of the school community.

Although there will be less attendance by parents on the day, the transition from Year 6 to 7 at high school is a way for secondary school P&Cs to build involvement. Parental involvement changes at secondary school due to a range of factors, but the P&C should still be actively targeting parents. They can help organise information events such as regular guest speakers to the school for topical seminars that highlight teenager-related or academic topics. It is important to take steps to ensure guests know it is a P&C organised event.

Fundraising in secondary schools doesn't have to stop altogether. A change in strategy that involves the student body more and includes activities aimed at an older age group can pave the path for effective fundraising. Additionally, working with the school and the Student Council will help promote your organisation while building strong bonds within the school.

Parents can still have a role to play in high school, even if it's a less visible one. Remember that parental involvement in schools is proven to help a child's education and this doesn't stop at primary school. This research should be widely advertised.

Review and Evaluate

It is crucial that the Engagement Committee is examining its plan throughout the year and at the end of the year when it may come time for handover.

The ability to review, be flexible and research new ideas leads to success in any organisation. The committee can create tools to do this, such as surveys administered during or after events. These can even be linked to social media accounts. As well as gaining valuable feedback, these actions also demonstrate openly that the P&C is a well-run and introspective organisation that cares about how the community perceives it.

Be Grateful and Show It!

People don't volunteer for rewards, but they do appreciate a thank you. A central part of the work of the Engagement Committee should be to develop a plan to ensure volunteers are thanked. This should include a number of scheduled public acknowledgements, at assemblies, in newsletters or on social media. *Volunteering Australia* have a great resource to help you:

[101 Ways To Recognise Your Volunteers](#)

Make it Fun

You want people to be comfortable (remember the Engagement ladder) and you want them to be able to enjoy themselves and form new friendships. These things will keep helpers coming back again and again. While fun can sometimes be spontaneous, it also needs to be part of the overall planning of the Engagement Committee.

The Clique

Definition. A small, exclusive, closed group of friends or associates.

Some people may be reluctant to volunteer in or join a P&C if there is a strong core of members who have been there for some time. Cliques certainly do exist in all aspects of life, but more commonly in a P&C situation, it is the perception that a clique exists that may deter prospective members and non-member volunteers.

It takes introspection and real self-awareness for that core group of members/friends to determine if they do give the impression they are a clique. It can be upsetting to think that is how you are viewed just because you spend a large amount of time offering your services and time, and stepping up when others won't.

How does a P&C deal with a real clique?

Being a member of a P&C should not be about ego or power. People are generally there to help the children at the school. If a person's motivations are not genuine, then perhaps they need to look at a more suitable organisation to join. If a P&C works exactly from its WACSSO defined constitution, it is difficult for a clique to have any real power. When P&Cs elect personnel (every 12 months) and vote on motions, it is always on a simple majority basis. A small clique can be outnumbered every time. All it takes is a willingness to do so.

In actuality, real cliques are not that common. The ones that do exist usually have some or all of the following characteristics:

- A small group of friends (warning: many non-cliques can also have this characteristic)
- Doesn't operate by its constitution
- Makes rules up to suit the clique
- Doesn't have a P&C Code of Conduct
- Is not transparent with meeting agendas, notices of meetings and minutes
- Hijacks meetings
- Does not welcome new members
- Does not welcome new ideas and suggestions
- Does not actively try to recruit volunteers
- Meetings are haphazard

It is important to be aware that the 'real' clique may have formed out of the simple reality that there has been no one there to help them in the past. They have had to operate a certain way and rely on only each other in order for the P&C to survive. When attempting to break down a clique, please do it carefully and with an awareness of this possibility.

How to deal with the perception that a clique exists

More common than the existence of a real clique is the perception that a clique exists. Unfortunately, people will use a perceived clique as an reason not to assist at all in P&C run activities.

The definition of clique contains the words *small*, *exclusive* and *closed*. These are the perceptions that need to be broken before a P&C can move forward. Most importantly, a P&C Executive Committee must recognise this perception is real, put aside feelings of hurt and frustration that come with this realisation and be willing to take actions to mend it.

A P&C must seek to expand their group, and open it up to everyone. Remember a P&C is open to anyone over the age of 18 years with an interest in public education.

Some ways a P&C can break down a clique perception:

- Make a commitment not to be a clique or to be perceived as one. Put this in writing in promotional items (see example flyer within)
- Make sure your Constitution is available to everyone – photocopy, laminate and place copies out at meetings and events. People can see rules are not 'made-up' by the 'clique'.
- Introduce a Code of Conduct for your P&C.
- Make meeting structure formal (use Rules of Debate and Standing Orders) – your P&C Constitution refers to these. The same rules apply to everyone. No person can be favoured or discriminated against. These meeting procedures should be photocopied and on display at all meetings.
- Be tolerant of new ideas and views – be aware that new members may suggest ideas that have tried previously and failed. Don't be dismissive of them.
- Form a Community Engagement Committee – more information within.
- Take a break from a role – even though office bearer roles are retired each year, sometimes the same people renominate because no one else will. It may be an idea to nominate for a different role.
- Be overtly welcoming and wear name tags at all meetings and events.
- At meetings, seat the office bearers at random places around the table, not all at the front.
- At meetings, have experienced members take new members 'under their wing' and mentor them.
- Actively encourage diversity of members – culture, ethnicity, gender, age.
- Have a brief meet and greet before meetings or events – serve simple refreshments to lighten the mood.
- Expand your school friendship network – bringing more people into your personal social group will mean these people will feel more comfortable attending events where they have friends
- Be visible, but be aware – be visible around the school talking to members and prospective members, but be careful you are not regularly seen with the same group, especially in notorious 'clique' areas like the parent car park!

Re-thinking your meetings

P&C meetings are where the core business of the P&C takes place, but they can have the reputation of being boring, gossip-driven, rambling, disorganised, chaotic, negative, redundant, old-fashioned, tense, awkward, excruciatingly long and open to hijacking.

More often than not, a potential member's first encounter with the P&C won't be at a meeting, it will be at a P&C organised event. At some point they will be asked, or will decide to take the next step and attend a meeting. This is where the P&C only has one chance to show they are a friendly, organised, efficient and effectively run group. If they don't, there is a good chance that person will never return.

How to improve your meetings:

- Number of meetings – Be aware of volunteer fatigue. Not everyone has the same life circumstances and therefore have different quantities of time and they can commit. The constitution requires the P&C have at least one General Meeting each term. Sometimes items can be handled by Executive Committee meetings and Special General meetings. Don't burden members with unnecessary meetings.
- The Agenda – The agenda should have the start and finish time. It should also have a list of the standard agenda items, but most importantly it should have the motions that will put for debate and voting. It isn't a good idea to phrase motions as general discussion items e.g. "discussion on the year 6 camp". Some people may see this is a basis for a long-winded debate that goes nowhere. Others may believe it is something easily handled by regular attendees so there is little point in attending. It is better to have a clear motion such as "that the P&C donate \$500 toward the Year 6 camp". This is more likely to attract people that have strong *for or against* opinions. It also creates a setting for a well-structured debate and meeting.
- Structure – Your P&C Constitution refers to the use of Standing Orders and Rules of Debate at all meetings of the P&C. Using standing orders can eliminate perceptions of bias, take pressure off the chairperson, stop hijacking and cross-table bickering and keep the meeting organised and short through introduction of time limits.

Every meeting attendee needs a copy of the agenda plus any relevant reports that are to be presented at the meeting. There should also be laminated copies of the debate and voting process on the table, so people can follow and become involved.

Do not be scared to run meetings under Standing Orders. Start slowly, introduce a few new structures each meeting and allow for mistakes (be light-hearted). Doing these things will help your members take ownership of the new process.

- Transparency – new members need to know that the organisation and its meetings have rules and is not just 'making it up' as the Chairperson (or 'clique') sees fit. Provide copies of the Constitution, By-laws (if you have any) and Code of Conduct at every meeting. Go as far as having laminated copies on the table as spares. At the start of the meeting briefly refer to these rules and reaffirm that all P&C activities will be based on them.

- Use sub-committees – the idea of sub-committees is to delegate the P&Cs work to smaller committees for interested members that can meet at a time separate to the general P&C meeting. This means meetings do not get bogged down in debate on topics the sub-committee could handle. Each subcommittee should operate by a set of guidelines known as a Terms of Reference and reports their activities back to the general meeting. Sub-committees can be used to handle the business of the Uniform Shop, Canteen, Fundraising, Safety House, Grounds, Community Engagement and any others required by your P&C.
- One hour! – make a commitment to keep any meeting to this length. Advertise it in school newsletters and Facebook page. Make sure the agenda has a start and finish time stated at the top. Not many people would be happy turning up to their place of employment if they didn't have a set finish time, so don't expect them to turn up to a P&C meeting if you don't. Some P&Cs have made one-hour meetings a By-law of their committee!
- Have a Community Engagement Committee – one of the duties of the Engagement committee (aka fun committee!) will be to create a welcoming environment for all meetings and events. They should provide name tags, refreshments, match new members with 'mentors' and have the chairperson introduce new attendees at the very start of the meeting.

Men and P&Cs

Traditionally, Parents and Citizens Associations have been viewed as the territory of women, even though the association name and accompanying education act do not exclude any gender. Historically, men were the wage earner and the woman looked after the children and had that relationship with the school. Times change and the roles of each are no longer so clearly defined.

Attendance at WACSSO training sessions is less than ten percent male and this proportion is reflected in P&C Office Bearer data held by WACSSO.

This is an area that requires much greater equalisation. Studies² show that a father's involvement in schools and its influence on children is "distinct and independent" to a mothers influence.

Research demonstrates that the involvement of the father in a child's school life can help a child:

- learn more;
- perform better;
- demonstrate healthier behaviour;
- reduce discipline issues;
- be motivated to participate in extracurricular activities; and
- have a more positive attitude toward school in general.

How To Engage and Involve Men

The study results mentioned above should be enough to build interest alone. They are facts that can be used in any promotion the P&C carries that targets males.

Some other ideas:

- Investigate already established programs such as [The Fathering Project](#). This organisation can introduce programs into the school and P&C that will help engage fathers. They recommend a Fathering Group becomes a sub-committee of the P&C.
- Think about how you communicate with males. Generally, men like information to be given in short, succinct formats such as dot points. Think about this when sending out flyers or posting on Facebook.
- Men use social media nearly as much as women³. The main platform used by P&Cs is Facebook and women still hold the upper hand when it comes to Facebook use (only just!). Men dominate when it comes to LinkedIn and Twitter use.
- Design invitations and events with Fathers/males in mind – make sure they are to the point and include events that will interest males. [The Fathering Project](#) has more information on these types of events.
- When seeking volunteers ensure there are activities men can nominate for that will utilise their skills and appeal to their interests. This also applies to the '2-hour-vower' pledge.

² U.S. Department of Education. (2000). A Call to Commitment: Fathers' Involvement in Children's Learning. Prepared by the National Center for Fathering/ Washington DC: <http://www.ed.gov/pubs/parents/calltocommit/>

³ Anderson, M. (2015). Men catch up with women on overall social media use. Pew Research Centre: <http://www.pewresearch.org/fact-tank/2015/08/28/men-catch-up-with-women-on-overall-social-media-use/>

- Men are more likely to help if asked personally or given the tap on the shoulder, especially by another man. Make sure you have at least one male on your Community Engagement Committee.
- Make sure you show them off. If fathers and men in the community can see males are already involved, they are more likely to join in.
- Meetings need to be planned to cater for the 'male brain'. They should:
 - * have a well set out and well-timed agenda;
 - * have less chit-chat;
 - * be kept on track; and
 - * be short, while allowing all business to be completed.
- It may be the case where the women attend P&C events and meetings and the men stay at home and watch over the kids or are involved more in children's sporting activities or clubs. Consider asking your members to rotate places on a regular basis.

A Fathering Project Story - Eden Hill Primary School

Eden Hill Dads

"The Project itself has 3 major areas; getting Dads involved with children through dedicated events and outings; getting Dads more involved at school by encouraging classroom helpers, canteen volunteers and generally having dads active and visible at school; and finally developing the same support circles that many mums are involved at school through fostering relationships through Dad and child events and Dad and Dad events.

The buzz after the initial information night was great; all the Dads that attended wanted to help get the group off the ground. We had our first formal meeting with in just a couple of weeks.

As we are a sub group of the P&C we also had to outline our Terms of Reference and for insurance we had to present a letter to the P&C and have it minuted and signed to show the P&C supported our group and would allow the group to operate under their insurance. With the main administration work done we were able to move onto the real focus of the group, having fun with the children.

The Fathering Group is a very special group and very different to the P&C. While the P&C has to contend with administration, fundraising and general helping out for the school, the Fathering Group is purely dedicated to spending time with children. No event is ever about making money and it's because of this, even when we have small numbers at meetings the enthusiasm of the group is high. Every member is committed and our events are a lot of fun."

- Jeremy Warnock Eden Hill PS P&C President 2015



TERMS OF REFERENCE

(example)

1.0 NAME:

1.1 The Committee shall be called theSchool Parents & Citizens' Association Inc. (Community Engagement Committee)

2.0 COMPOSITION:

2.1 (a) Not more than members one of whom shall be a member of the P&C Executive Committee.

(b) The President of the P&C shall be *ex officio* a member.

2.2 The members shall be elected each year at the Annual General Meeting of the P&C Association by and from the financial and *ex officio* members of the P&C. In the event of a position becoming vacant on the committee an election may be held at a general meeting of the P&C to fill the vacancy.

2.3 The Committee when formed shall elect from its members a Convener and a Secretary.

3.0 RESPONSIBILITIES: Suggested responsibilities:

Subject to direction of the P&C Association the responsibilities of the Committee shall be:

3.1 Increase engagement of volunteers/members in P&C activities

3.2 Grow the membership of the P&C

3.3 Boost appreciation of volunteers and P&C financial members

3.4 the organising and carrying out of volunteer/member engagement and recruitment activities

3.5 manage volunteers and volunteer schedules for all P&C activities

3.6 design volunteer/member recruitment materials and resources

3.7 organise volunteer/member appreciation activities and materials

(Any others which would be relevant to the particular school)

4.0 DUTIES OF CONVENER:

4.1 The Convener, when present, shall preside at all meetings of the Committee. In the event the Convener is absent the meeting shall elect a chairperson for the occasion.

4.2 The Convener shall ensure that a report of the activities of the committee is presented to all general meetings of the P&C Association (or executive committee) and at such times as directed by the general meetings of the P&C Association.

5.0 DUTIES OF THE SECRETARY:

5.1 The Secretary shall have custody of the documents of the Committee and shall keep a full and correct record of its meetings. These documents and records shall be made available to the P&C Association as required.

6.0 MEETINGS:

6.1 Meetings of the Committee shall be at such times and places as determined by itself provided that not less than forty-eight (48) hours' notice is given. (Suggest seven (7) days' notice. It is desirable to meet at least once a month preferably just prior to a general meeting of the P&C to enable a report to be prepared.)

7.0 QUORUM:

7.1 A quorum shall comprise 50% + 1 (one) of the current membership of the Committee.

8.0 VOTING:

8.1 All members and ex officio members shall be entitled to one vote on any resolution or election at a meeting at which they are entitled to be present.

8.2 Voting shall be by show of hands.

9.0 ALTERATIONS TO RULES:

9.1 All proposed amendments to these rules must be approved by the general meeting of the P&C Association.

NOTES:

- 1. It is not a requirement that the Principal be a member of the Committee. However if the P&C Association wishes the principal to be a member the principal can be either elected or ex officio.*
- 2. Where the committee is established during the year the members are elected at a general meeting of the P&C. All members of a committee of the P&C must be financial members of the P&C.*