



**ACT**  
Government  
Education and Training

## The National School Chaplaincy Program - Application Form

Funding Period 2015 to 2018

**Closing Date for applications: Monday 8 December 2014 by COB email to:**  
[ETDStudentWellbeing@act.gov.au](mailto:ETDStudentWellbeing@act.gov.au)

Before starting your Application you should have read the ACT National School Chaplaincy Program (ACT NSCP) Guidelines and Application Guide.

Please be aware that submitting an application does not guarantee that you will receive NSCP funding. Please ensure you provide all the required information to support your application. You will be advised of the outcome in writing.

*All schools are able to apply irrespective of their involvement with the current chaplaincy and student welfare worker program*

### Part A: School Details

#### A1. School Name: Wanniasa School (Junior Campus)

Street Address: 51 Sternberg Crescent Suburb: Wanniasa Postcode: 2903

Postal Address: As above Suburb: As above Postcode: 2903

Telephone: (02) 62057566 Facsimile (02) 62057563 Email: [info@wans.act.edu.au](mailto:info@wans.act.edu.au)

#### A2. School Principal Details

Title: Mrs

First Name: Karin

Last Name: Nagorcka

Telephone: (02) 62056200 Mobile: [REDACTED] Email: [karin.nagorcka@ed.act.edu.au](mailto:karin.nagorcka@ed.act.edu.au)

#### A3. Parent Body

Name of body: Wanniasa School Parent and Citizen Association

Contact person: Aaron Oshyer

Title: Mr

First Name: Aaron

Last Name: Oshyer

Position: President

Telephone: [REDACTED] Mobile: [REDACTED] Email: [REDACTED]

**A4. School Governing Body**

Name of body: Wannlassa School Board

Contact person: Perry Jolley

Title: Mr

First Name: Perry

Last Name: Jolley

Position: Board Chairperson

Telephone: [REDACTED] Mobile [REDACTED] Email: [REDACTED]

**Part B: Funding Recipient Details (Chaplain Provider)**

The funding recipient must be Incorporated under Commonwealth, state or territory law and will be contracted by the ACT Education and Training Directorate to receive funding.

Further information about eligible funding recipients is available in the ACT NSCP Guidelines

**B1. Has the school approached or identified a funding recipient to provide this service on the school's behalf?**

Please circle.

Yes

No

If funding recipient details are unknown, the application can be submitted and a provisional assessment made prior to these details being provided later.

Eligibility checks of funding recipients are applicable. All details of funding recipients will be required by Education and Training Directorate before successful applicants receive their funding.

If Yes to B1, provide details of the Funding Recipient.

**B1.1 Type of organisation**

Non-Government school Approved Authority

Other Funding Recipient as a legal entity

**B1.1.**

Legal Name: Scripture Union Queensland

Trading Name: School Chaplaincy ACT

ABN: 74 009 669 569

**Address Details:**

PO Box 4178

Hawker ACT 2614

**Contact Details:**

Mrs Dianne Priest

Director

0407 118 387

[dlanne@scact.org.au](mailto:dlanne@scact.org.au)

Preferred contact method: email

**Part C: Service Details**

This application is to the ACT Education and Training Directorate and It is for participation in the new National School Chaplaincy Program.

Schools may apply for this funding to deliver a chaplaincy service to oversee the spiritual, social and emotional wellbeing of students. Schools who are successful in their applications may choose to continue with the Funding Recipient and chaplain employed with the previous program or to change as appropriate.

**Note:** The maximum amount of funding you can apply for is \$20,000.00 per annum to cover 400 hours of chaplaincy service.

**C1. Does the school currently have a chaplaincy service to oversee the spiritual social and emotional wellbeing of students?**



No

If yes, how is the existing chaplaincy service funded?

The current chaplaincy service has been funded through the NSCP and NSCSWP funding along with supplementary funding from SC ACT who partner with local church communities and individuals to provide additional resources, PD and supervision for our chaplain. Where possible funds have been made available through SC ACT the chaplain has been able to increase hours.

**C2. Please give details of the services your chaplain will provide to oversee the spiritual, social and emotional wellbeing of students.**

See the attached SC ACT Role Statement that provides a guide to the school and chaplain as to how the role works out at Wannlassa School. The chaplain, school supervisor and Director of SC ACT meet each term to review the outworking of the Role and the Annual Operating Plan. At the end of each semester there is a written review process with a report tabled at the Board mtg.

In the operating plan (attached) as per the key sections there are specific goals and strategies that pertain to the unique needs of our school and provide clear boundaries in which the chaplain is to operate and conduct various activities and programs to assist our school in developing the well-being of our students.

**Part D: Consultation and School Community Support**

The key requirement of the NSCP is broad consultation with the school community including the parents, students and staff before the introduction of a chaplaincy program to oversee the spiritual, social and emotional wellbeing of students (See Guidelines Section 5.3)

This consultation is a requirement even if the program will in effect continue from the previous National School Chaplaincy and Student Welfare Program.

**D1. Does the school have evidence that the school community supports a chaplaincy service in their school?**



No

**D1.1 If Yes, please provide details of how the school determined the support of their community for a chaplaincy service in their school and the support from the different elements of their community, namely the students, staff, parents, and the school board.**

For example, the results of school surveys, letters of support, meetings of the parent body, community discussions may be provided.

**(maximum 500 words plus attachments of parent body meeting notes, school survey results or equivalent)**

Attached are letters of continued support from Wannlassa School's Parents and Citizens Association as well as Wannlassa School Board minutes outlining the importance of the Chaplaincy program to our school community. Parents are regularly approached to share their thoughts and opinions in regards to the service and their responses are wholeheartedly in favour of its continuation. They comment on the positive nature of the program and how it reinforces the partnership the school has with its community. Attached is a copy of a letter which is to be included in the school newsletter.

Our Chaplain, Christine Hosking, regularly involves herself in all aspects of a busy school and regularly attends organised meetings, school assemblies, extra-curricular activities; whether they are on or off campus. The staff at Wannlassa School does not hesitate to approach Christine and seek her assistance with issues in regards to individual student support. They feel she is a valued staff member who contributes greatly to the health and well-being of the school. The Chaplaincy program has been discussed at staff meetings and staff is in favour of Chaplaincy program continuing at Wannlassa School.

Many parents and families have been recipients of the services the Chaplaincy program provides and have informed members of staff how it aided them during difficult times. This support needed to be approached with discretion, care and compassion and parents have commented on how their need was respectfully supported with high regard to confidentiality. Their overwhelming satisfaction in the process was testament to their continued support for the Chaplaincy program.

**D1.2 Provide details of how the school plans to demonstrate the ongoing support of the school community of the chaplaincy service. (maximum 400 words)**

Wannlassa School will communicate continuously with the school community through:

- Written reports each term on the outworking of the AOP that is presented to the P&C and the Board for discussion.
- Updates on the work and role of the chaplain will be posted on the school website, notice boards and newsletters as appropriate with opportunity given to the community to make comment.
- Upon receipt of the Chaplaincy Annual Review in October each year from SC ACT the Board, P&C and Staff will be given opportunity to comment, question and engage in discussion about the on-going effectiveness and relevance of the service to our school community.

**Part E: Minimum Requirements (See Guidelines Section 5.5)**

**E1. Will the school commit to ensuring the school chaplain meets the minimum qualification requirements as per the ACT NSCP guidelines?**



No

**E2. Will the school and their chaplaincy providers agree to implement the ACT NSCP Guidelines to support the effective running of the program in the school?**



No

**E3. Will the school commit to supporting the school chaplain to oversee the spiritual, social and emotional wellbeing of students? (This may include support and guidance about ethics, values, relationships, spirituality and religious issues, the provision of pastoral care and enhanced engagement with the broader community.)**



No

**E4. Will the school have quality management strategies, as specified in the ACT NSCP Guidelines, including complaints handling practices and processes to ensure chaplains adhere to the NSCP Code of Conduct at all times?**



No

**E5. If yes, provide details of the risk management plan to be implemented by the school. See the attached Risk Management Assessment for Chaplaincy Program at Wanniasa School.**

**E6. If yes to E4, provide details of the schools complaints process and procedures.**

- Attached is a copy of the ACT Government document, "Do you have a concern about your ACT Public School?" It outlines the processes to be followed when making a complaint.

In the event of a complaint being made about the chaplain or chaplaincy program, the complaint would be directed to the School Principal. The Principal, in conjunction with Executive staff and the Director of School Chaplaincy ACT, would investigate and deal appropriately with the complaint.

**Part F: Demonstrated Need**

**F1. Demographics of your school**

FTE enrolments 298 students

Indigenous FTE enrolments 55

Education Level: P-6

**F2. Are student wellbeing services available at the school? (for example, school counsellor, pastoral care worker, student welfare executive etc)**



No

**F2.1 If Yes, identify the number of people working in the following fields.**

1 School Leader C with supervision responsibilities for School Chaplaincy Program

1 Chaplain (2 Days a week)

1 Psychologist (3 days a fortnight)

**F3. Provide details outlining the need for a chaplaincy service in your school and community, including details about the special needs of your students. (maximum 500 words plus attachments of any evidence including details of special needs of your students).**

Wannlassa School Junior Campus is a school in the Tuggeranong area catering for the needs of a diverse community. The school community contains many families designated as low socio-economic and in need of extra support. Wannlassa School provides quality educational opportunities for all students and a safe and valued learning environment. The school secured the Chaplaincy program in 2007 to support our existing programs and to provide vital individual and family assistance. Christine Hosking, our current chaplain, works closely with the school, staff and community to deliver much needed support throughout the school. The Chaplaincy Program has provided ongoing contributions to the Wannlassa School community by allowing Christine Hosking to engage in much needed programs to sustain its positive environment. Please see attached document, Annual Review School Chaplaincy 2014, which details the contribution chaplaincy makes to a positive school culture, student well-being and connecting school to community.

Below and attached are examples of current programs and support provided by the Chaplaincy service and how they are invaluable to our school community.

- The Chaplaincy service provides opportunities for strengthening the links between school and the community through the coordination of mentoring and reading programs. Christine also works closely with teachers in classrooms providing individual assistance and at times emotional support for its students, addressing the diverse needs represented in the school community including Indigenous, disability, refugee, multi-cultural, EALD (English as an Additional Language or Dialect) and learning support students.
- An established 'Link' program providing recess and lunchtime activities for the students as an alternate play opportunity. This program addresses many of our student's immediate needs and provides an alternative for students to socialise and engage positively in group play.
- Weekly breakfast club to cater for students who, for numerous reasons, find organising food in the morning challenging or it is not provided at all.

Below and attached are some quotes from a variety of teachers and students across our school;

- "Mrs Hosking always has the things kids want to do in the Link-I love going there at lunch times."
- "Sometimes I don't have breakfast at home. When I come to school Breakfast Club gives me healthy food when I am hungry."
- "I needed extra support to assist with reading and writing programs. Christine secured a number of mentors to work with individual students. The children love having them around and treat them as if they are just another member of the classroom."

A broad spectrum of our parents supports the chaplaincy program and the unique opportunities it provides for students and families. This has been substantiated through discussions, school events and evaluations of its benefits to our community.

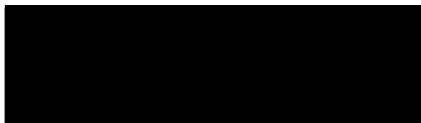
The school Chaplaincy program is deeply embedded within Wanniasa School and continues to support the way we do things in a positive way. If the program ceased to continue, the school community would have serious concerns regarding how we would continue to support students and families in need and build the broader community values on which the school is built.

**Part G: Declaration**

I declare that:

- I have read, understood and am prepared to comply with the ACT NSCP Guidelines on behalf of our school
- Appropriate steps will be taken to ensure all stakeholders are aware that participation in this program is voluntary
- I will comply with all relevant Commonwealth, state and territory laws and policies
- I have consulted with the school community, and
- There is school community support for this program and the nature of this service at my school
- A risk management document specific to the National School Chaplaincy Program will be implemented
- A specific complaints procedure will be implemented for the National School Chaplaincy Program
- All evidence of school community consultation will be kept in a centralized file at the school for a period of seven years
- The information contained in this application is true and correct
- The information contained in the attached documents is true and correct.

Signed:



Position:

PRINCIPAL  
WANNIASSA SCHOOL

Date:

5/12/2014

**Privacy Statement**

Personal information collected on this form will be used by the ACT Government Education and Training Directorate for the purpose of administering the National School Chaplaincy Program. The ACT Government Education and Training Directorate may also use this personal information for research and evaluation of the Program. The ACT Government Education and Training Directorate may also use personal contact details collected on this form in future correspondence with the applicant's school.

The ACT Government Education and Training Directorate will disclose this personal information as part of the Program assessment process where it will be used to assess your application and make recommendations to the Minister for Education and Training.

The ACT Government Education and Training Directorate and/or the Minister for Education and Training may disclose to media organisations and post on the Minister's and ACT Government Education and Training Directorate's websites details of any successful application(s). This may include the publication of the name of the principal and/or representative of the successful school.

The ACT Government Education and Training Directorate will not otherwise use or disclose personal information collected on this form unless authorised or required by law.





# ROLE STATEMENT

Role Title:	Chaplain
Department:	Chaplaincy & Field Services
Location:	Various schools in ACT
Reports to:	Director School Chaplaincy ACT

**School Chaplaincy ACT and its Vision**

School Chaplaincy ACT (SC ACT) is an interdenominational Christian organisation, under the auspices of Scripture Union QLD, providing chaplaincy services to schools in the ACT.

SC ACT Chaplaincy positions are funded through a combination of community donations, fundraising and Federal Government grants (National School Chaplaincy and Student Welfare Program).

We appoint, train and support government school Chaplains across primary, secondary, College and special schools in ACT.

**Our Vision**  
 To see each child and young person connected and supported in community, serving others, and experiencing fullness of life.

**Purpose of Role**

The role of a school Chaplain is to provide social, emotional and spiritual support to students, parents and staff, taking into account the specific needs of the school.

Chaplains provide support for a range of day-to-day matters affecting the school community and communicate effectively with a diverse group of people.

SC ACT Chaplains operate from a framework of Christian belief and personally model and own their own faith position. In the course of respectful dialogue, Chaplains respond to questions and may, in good faith, express views and articulate values consistent with their own beliefs, however Chaplains must not take advantage of their position to proselytise, evangelise, advocate for or denigrate a particular view or faith.



Key Relationships	
Internal	<ul style="list-style-type: none"> <li>o Director SC ACT</li> </ul>
External	<ul style="list-style-type: none"> <li>o School Principal</li> <li>o School Chaplaincy Support Team</li> <li>o School staff, particularly the Pastoral Care Team</li> <li>o Churches and community groups</li> <li>o Donors and supporters</li> <li>o Program volunteers</li> </ul>



**Key Accountabilities & Expected Outcomes**

Individual Accountabilities	Expected Outcomes (Working within internal and external policies and legislation)
1. Social and emotional support	Assist students to develop knowledge, understandings and skills that support learning, positive behaviour and constructive social relationships through social skills programs.
2. Spiritual Support	Provide an additional dimension to the school's care, guidance and support of students with spiritual and/or religious needs.
3. Mentoring	Act as a role model for students and assist them to develop supportive relationships for, with, and among students.
4. Community Development	Enhance the links between the school and its community, working with school-based support staff, community-based youth organisations, Churches and other networks to support students.
5. Educational Support	Assist with classroom activities (under the direction of a teacher) where involvement by the chaplain provides further social, emotional or spiritual support for those students who may be at risk of disengagement.
6. Extra-Curricular Activities	Participate in general school activities, e.g. camps, excursions, sports day or coaching team sports.
7. Team contribution	Contribution to the Chaplaincy & Field Services Department and participate in wider SC ACT organisation-based activities. Comply with WH&S requirements. Receive positive feedback from Department Manager/ Coordinator and external stakeholders including Support Team, Principals, School staff, community and churches.



### Key Responsibilities

Chaplains will perform the following tasks to various extents, depending on the specific needs of the individual school

- |  |
|--|
| <p><b>1. Social and emotional support</b></p> <ul style="list-style-type: none"> <li>◦ Provide pastoral care and personal support for students, staff and parents of the school community within a Christian framework in cooperation with the school's support staff.</li> <li>◦ Provide pastoral care and support following critical incidents.</li> <li>◦ Assist in the development and outworking of the school's care programs</li> <li>◦ Provide activities and programs that build a positive school environment and help foster self esteem and build resilience among students.</li> </ul>  |
| <p><b>2. Spiritual support</b></p> <ul style="list-style-type: none"> <li>◦ Provide spiritual guidance to students, staff and families who seek it.</li> <li>◦ Facilitate voluntary groups and activities for students seeking to explore and/or develop their spirituality.</li> <li>◦ Encourage students to engage in meaningful dialogue regarding spirituality, religion, values and ethics, with an attitude of respectful inquiry.</li> </ul>  |
| <p><b>3. Mentoring</b></p> <ul style="list-style-type: none"> <li>◦ Facilitate mentoring programs with and for students (utilising peers and/or volunteers).</li> <li>◦ Assist students to build positive, supportive relationships with peers, family and adults.</li> <li>◦ Act as a role model for all students and the school community, demonstrating Christian values and upholding school community standards.</li> <li>◦ Support the leadership development of students.</li> </ul>  |
| <p><b>4. Community Development</b></p> <ul style="list-style-type: none"> <li>◦ Build and maintain a network of support agencies, Churches and community groups who can provide a broad range of services to students and the wider school community.</li> <li>◦ Build partnerships and coordinate the involvement of volunteers, Churches and community groups (under the direction and discretion of the Principal) to facilitate and/or enhance Chaplaincy activities.</li> <li>◦ Assist the Chaplaincy Support Team and SC ACT to build the profile of the Chaplaincy Service in the community and among supporters through newsletters, P&amp;C reports, and speaking at local Churches and other Chaplaincy events.</li> </ul> |
| <p><b>5. Educational Support</b></p> <ul style="list-style-type: none"> <li>◦ Implement programs and activities that support the needs of</li> </ul>   |



<p>students at risk of disengaging from school.</p> <ul style="list-style-type: none"> <li>◦ Facilitate and/or contribute to 'life skills' and personal development programs</li> <li>◦ Provide assistance in the classroom and contribute to the learning outcomes of all students (in light of the overall purpose of the Chaplaincy Service)</li> </ul>
<p><b>6. Extra-Curricular Activities</b></p> <ul style="list-style-type: none"> <li>◦ Participate in general school activities (assemblies, camps, excursions, sports day etc) and contribute to building a positive school environment.</li> <li>◦ Develop voluntary activities for students that build a positive school culture and enhance personal wellbeing of students.</li> <li>◦ As a member of the school team, seek to contribute to school events (staff meetings, parent-teacher evenings, awards nights etc) as relevant.</li> <li>◦ Participate and/or initiate local holiday programs and/or camps</li> </ul>
<p><b>7. Team contribution</b></p> <ul style="list-style-type: none"> <li>◦ Attend compulsory training, development and SC ACT events (including occasional nights away).</li> <li>◦ Promote the Chaplaincy Service in the wider community and support SC ACT fundraising initiatives.</li> <li>◦ Provide regular reports to the Board/P&amp;C and Chaplaincy Support Team</li> <li>◦ Develop and follow a Professional Development plan (including further study where required)</li> <li>◦ Attend Professional Supervision (minimum quarterly)</li> <li>◦ Participate in wider organisation-based activities and learning opportunities.</li> <li>◦ Comply with WH&amp;S policy and procedures (both SC ACT and ETD ACT as relevant)</li> </ul>

**Qualifications**

- Diploma in Youth Work\* (or equivalent) or higher.
- Chaplains may begin their employment with a Certificate IV in Youth Work\* (or equivalent) or higher provided they attain the Diploma standard within three (3) years.

*\*Must include the two compulsory units: Work effectively in Mental Health (CHCMH301C) & Respond holistically to client issues and refer appropriately (CHCCS422B)*

**Competencies**

Competency	Definition
------------	------------



<p><b>Christian framework and spiritual support</b></p>	<p>An understanding of the core teachings of the Bible, an ability to articulate its message appropriately and apply them to real life situations. Chaplains must be committed to working with various Christian denominations and have an appreciation for the theological issues important for working in an interchurch context. They must also have an understanding of other faith and non-faith perspectives, and how to work respectfully with, and support, people from other faith and non-faith perspectives.</p>
<p><b>Professional knowledge and proficiency</b></p>	<p>An understanding of the theories and practicalities of providing pastoral care and spiritual support to the school community. A track record of working effectively with children and young people and broad understanding of the issues affecting them. Experience in 'Adventure based learning' and group work facilitation is highly desirable.</p> <ul style="list-style-type: none"> <li>• Valid ACT Working with Vulnerable People Card (WWVP) is essential.</li> </ul>
<p><b>Motivational "Fit"</b></p>	<p>Chaplains are often dealing with complex social and emotional issues and should find satisfaction through engaging and relating with people. Effective Chaplains are motivated by compassion for others, striving to support good outcomes for staff, students and their families.</p>
<p><b>Teamwork (cooperation)</b></p>	<p>Working collaboratively and respectfully with all stakeholders and partners. (Principal, Chaplaincy Support Team, teaching staff, student support staff, agencies, Churches, volunteers etc.) for the benefit and wellbeing of students.</p>
<p><b>Rapport Building</b></p>	<p>The ability to proactively develop relationships in the school community, with students, staff and parents across all age groups and cultural backgrounds.</p>
<p><b>Oral communication</b></p>	<p>An ability to communicate ideas effectively with a range of people in a range of settings, including the ability to communicate faith issues openly and respectfully, remaining sensitive to the faith and belief systems of others.</p>
<p><b>Written communication</b></p>	<p>Expressing ideas clearly in any written format (memo, email, and letter) with the appropriate organisation and structure.</p>

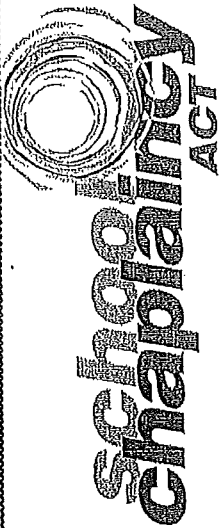


**Additional Requirements**

Additional Requirements	
<p>SC ACT requires that the Chaplain:</p> <ul style="list-style-type: none"> <li>• subscribe to one or both of the creeds of the Christian church (Apostles' Creed and/or Nicene Creed)</li> <li>• demonstrate a living and personal relationship with Jesus Christ</li> <li>• demonstrate strong Christian character evidenced by servant leadership, valuing of people in general and marginalised people in particular</li> <li>• an active member or adherent of a local Christian church</li> <li>• hold a WWVP from the Commission of Children and Young People for the purposes of child related employment</li> <li>• is willing to work under SC ACT's Staff Code of Conduct</li> </ul> <p>SC ACT also requires that the Chaplain be compliant with all ETD ACT policies and undertake the relevant Mandatory Reporting training and school based induction.</p>	

Developed By:	People Services Consultant
Date:	November 2013
Approved By:	Field Director
Date:	December 2013

NO END



# CHAPLAINCY SERVICE

Annual Operational Plan 2015

Name: Christine Hosking

School / CST: Wanniasa School

Year: 2015

School Supervisor Name: Greg Pickering-Executive Teacher



Your Chaplaincy Service 'Annual Operational Plan' (AOP) should be informed by these key documents:

- SC ACT Mission, Vision and Values Statement
- Your School's mission, vision and values and strategic plan
- Current Role Statement for the Chaplaincy Service
- Feedback from most recent Annual Review

This AOP is divided into eight key focus areas. The first six refer to the key role areas in the school, while the last two refer to key organisational support areas that Chaplains are required to engage in:

1. Social and Emotional Support
2. Spiritual Support
3. Mentoring and Role Modelling
4. Community Development
5. Educational Support
6. Extra-Curricular Activities
7. Promotion and Partnership
8. Professional Development and Self Care

The Chaplaincy Service can develop goals under each of these Key Focus Areas according to these three simple principles

- Outcomes to be achieved - What is it that you would like to see happen?
- Strategies - What steps are you going to take to see the outcome achieved?
- When/Who/Resources - What is the timeline you are working to, who will action it and what resources do they need?

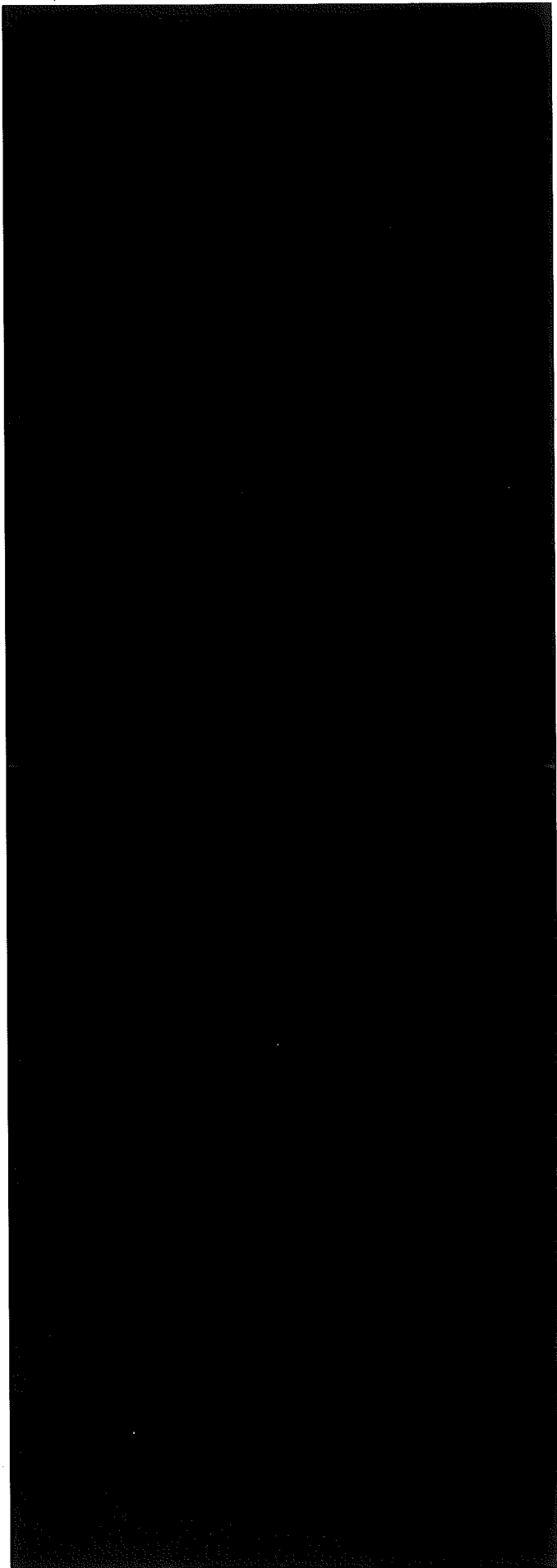
<b>Key Focus Area 1 – Social and Emotional Support</b> <small>Chaplains provide proactive pastoral care for students, staff and parents, helping to create a positive and safe school environment and looking out for those in need. They support students and the school community through bereavement, difficult family and peer relationships and other life difficulties that confront children and young people.</small>	
Outcomes to be achieved	Strategies
1.1 Provide pastoral care and personal support for students, staff and parents of the school community within a Christian framework in co-operation with other staff.	Develop relationships with parents by dropping in to Parent Link, chatting after school assemblies, and after school.  Relate to staff at morning recess.  Build relationships with students through Breakfast Club, Lunchtime activities and by visiting classrooms.
1.2 Provide pastoral care and support following critical incidents.	Be available as requested by school leadership.
<b>Key Focus Area 2 – Spiritual Support</b> <small>Chaplains provide an additional dimension to the school's care by supporting the spiritual needs of students, regardless of their faith or beliefs. For students who seek it, Chaplains can help them explore their worldview in relation to spirituality, values and ethics in a safe and respectful environment.</small>	
Outcomes to be achieved	Strategies
2.1 Assist students and families to connect to faith communities/groups of their interest and choosing	Use school newsletters to advise the school community that the chaplain can provide spiritual support and referrals. Obtain information about all faith groups operating in Tuggeranong Valley.

2.2 Support Supa- Club	<p>Help students access permission forms.</p> <p>Communicate with leaders .</p>	<p>When As necessary Once early in each term.</p> <p>Who Chaplain...Supa Club leader</p> <p>Resources</p>
<p><b>Key Focus Area 3 – Mentoring and Role Modelling</b>                  Chaplains set a role models for students, assisting them to develop positive and supportive relationships. Chaplains may also implement mentoring programs utilising resources and volunteers from the local community.</p>		
<p><b>Outcomes to be achieved</b></p>		
3.1 Facilitate mentoring of students by volunteers	<p>Engage with members of Chaplaincy Support Team (LCC) to encourage community members to volunteer as mentors at Wanniasa.</p>	<p><b>When / Who / Resources</b></p> <p>When Early in Term!1 2015.</p> <p>Who Chaplain/ LCC/ Supervisor</p> <p>Resources</p>
3.2 Support leadership development of students	<p>Provide opportunities for students to become breakfast club helpers. Formalise the process so that students can be recognized at the end of year Yr 6 presentation.</p>	<p><b>When / Who / Resources</b></p> <p>When 2014 end of term</p> <p>Who Yr 5 students in 2014 Yr 5 teachers 2014</p> <p>Resources</p>
<p><b>Key Focus Area 4 – Community Development</b>                  Chaplains help to build strong links between the school and the wider community. By working with school staff, local churches and community based youth organisations Chaplains help to mobilise the resources of the community to support students' needs.</p>		
<p><b>Outcomes to be achieved</b></p>		
4.1 Re-Launch Chaplaincy Support Team as Local Chaplaincy Committee which provides a link between Wanniasa School and the community.	<p>Meet as a community sub-group once a term.</p> <p>Meet as a full committee once a term.</p>	<p><b>When / Who / Resources</b></p> <p>When Week 2 and week 6 each term</p> <p>Who Volunteers, Staff, Chaplain/ Church affiliates</p> <p>Resources as provided by SUQLD</p>

<p>4.2 Develop links within the Wannassa community to ensure financial viability of chaplaincy service at Wannassa School.</p>	<p>LCC Fund-raising venture?</p>	<p>When regular meetings Who LCC/ Chaplaincy Supervisor/Chaplain Resources</p>
<p><b>Key Focus Area 5 – Educational Support</b> Assisting with classroom activities (under the direction of a teacher) where involvement by the chaplain provides further social-emotional or spiritual support for those students who may be at the risk of disengagement</p>		
<p><b>Outcomes to be achieved</b></p>	<p><b>Strategies</b></p>	<p><b>When / Who / Resources</b></p>
<p>5.1 Provide assistance in the classroom and contribute to the learning outcomes of all students.</p>	<p>Spend time in classrooms prioritizing assisting students who are at risk</p>	<p>When Each week visit all units. Who Chaplain Resources</p>
<p>5.2 Implement programs and activities that support the needs of students at risk from disengaging from learning.</p>	<p>Provide a safe space at lunchtimes for students, especially for those who have difficulty on the playground.</p>	<p>When lunchtime or recess Who Chaplain Resources Craft, Lego, Games etc</p>
<p><b>Key Focus Area 6 – Extra-Curricular Activities</b> Chaplain's contribute to building a positive school environment by participating in general school activities, excursions, sports days, camps and other holiday activities</p>		
<p><b>Outcomes to be achieved</b></p>	<p><b>Strategies</b></p>	<p><b>When / Who / Resources</b></p>
<p>6.1 Participate in general school activities (assemblies, camps, excursions, sports days).</p>	<p>Attend assemblies Assist at sporting carnivals and walkathon Support school performances</p>	<p>When fortnightly and when events are on Who Chaplain Resources</p>

6.2 Develop voluntary activities for students that build a positive school culture and enhance personal well being of students.	Run a Breakfast Club	When Fridays Who Chaplain, Community and Student volunteers Resources bread from The Brothers Oven and school funding
---	----------------------	---

<p><b>Key Focus Area 7 – Promotions and Fund Raising</b>                  The financial, practical and prayer support of Chaplaincy comes from a range of sources. The Chaplain will be required to contribute to or produce promotional information on the activities of the service and to be involved in a range of promotional activities and events to encourage and develop the support of the service in these areas.</p>		
<p><b>Outcomes to be achieved</b></p> 7.1 Attend promotional events organized by School Chaplaincy ACT or fundraising events organized by LCC.  7.2 Keep interested parties informed about chaplaincy.	<p><b>Strategies</b></p> Attend Regen Dinner Attend Chaplaincy event  Be available to meet with or speak to church communities. Send out regular emails to supporters.	<p><b>When / Who / Resources</b></p> When March June as required Who Chaplain Resources  When As requested Once a term minimum Who Chaplain Resources
<p><b>Key Focus Area 8 – Professional Development and Self-Care</b>                  Chaplains are encouraged to look after themselves personally and professionally. This can be done through engagement with a range of professional development and professional support activities.</p>		





Wanniassa P-10 School  
Parents & Citizens Association

Department of Education, Employment & Workplace Relations  
GPO Box 9880  
Canberra ACT 2601

### Wanniassa School Chaplaincy Program

Wanniassa School is a Preschool to Year 10 school with the Parents and Citizens Association (P&C) representing community and family members from across these years. The P&C's aim and focus is on developing strong relationships with the Wanniassa School Community.

The School asked the P&C for feedback on whether the Chaplaincy Program is meeting the needs of the students and their families at Wanniassa. The Chaplaincy program was discussed at the P&C General Meeting on 18 November 2014 where the committee were in agreement of their support of the program.

The P&C members are very pleased with all the activities organised by our current chaplain and would like to see these invaluable activities continue.



Secretary  
Wanniassa School P&C



2 December 2014



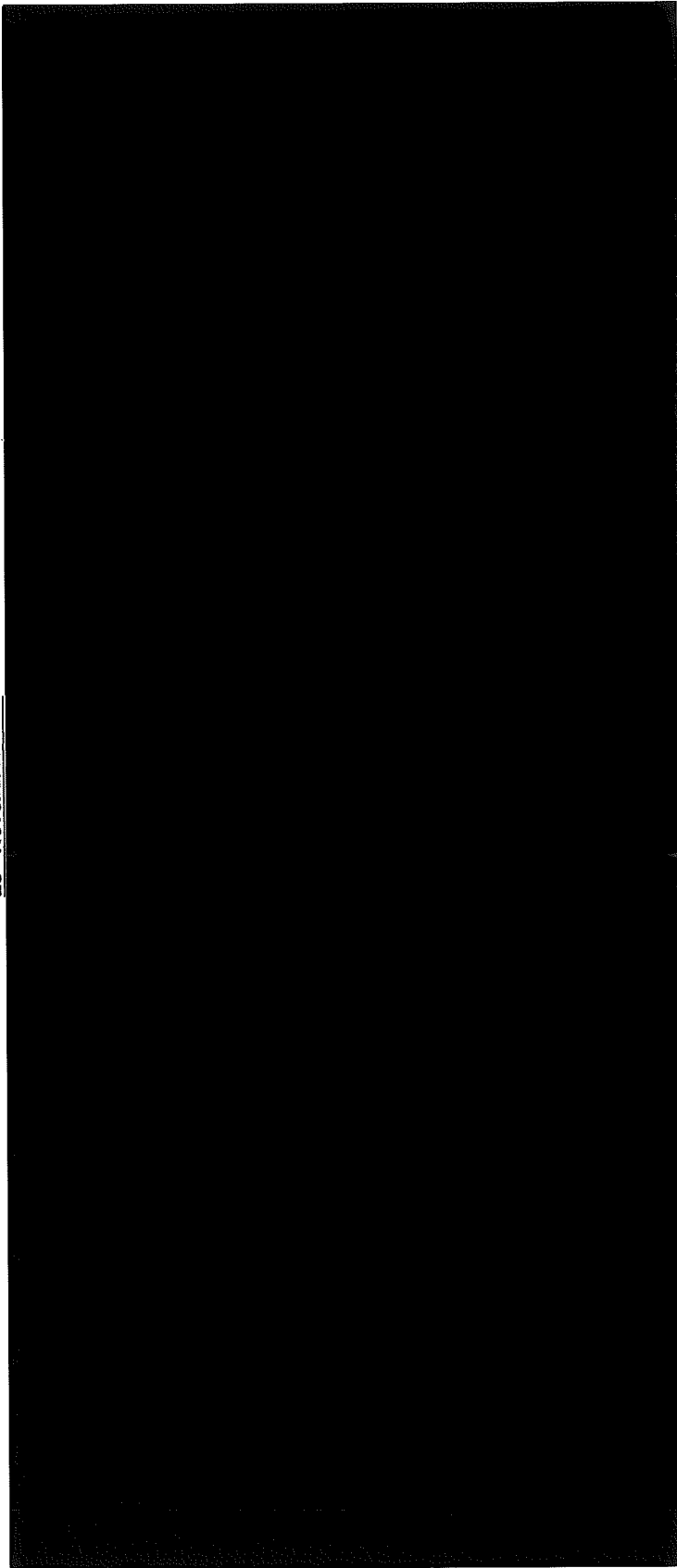


# Wannassa School

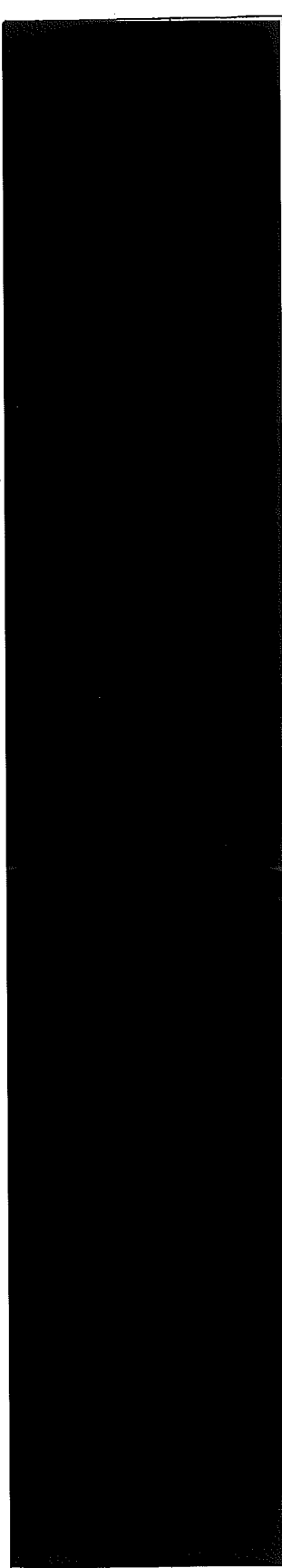
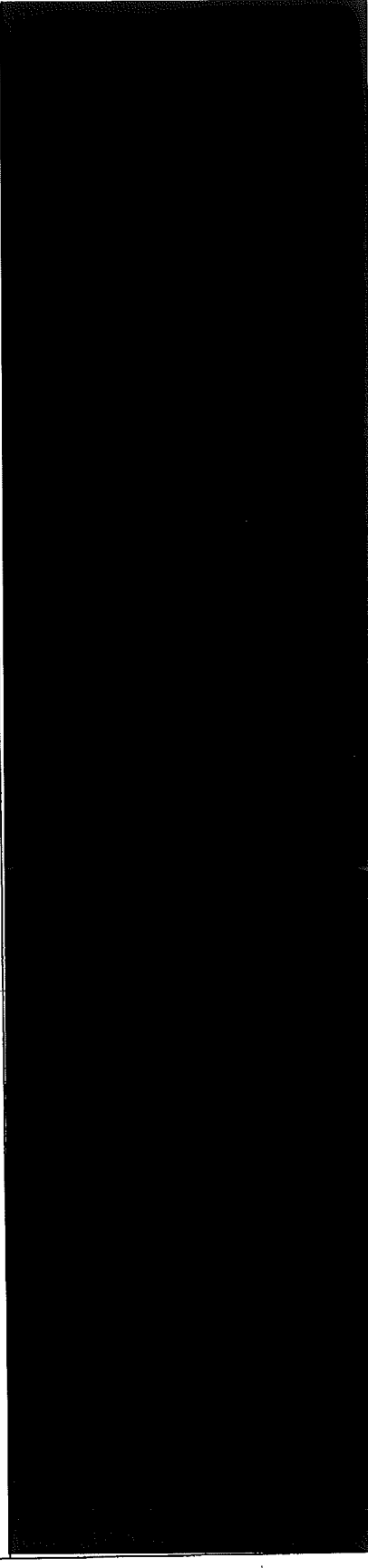

*Preschool to Year 10*

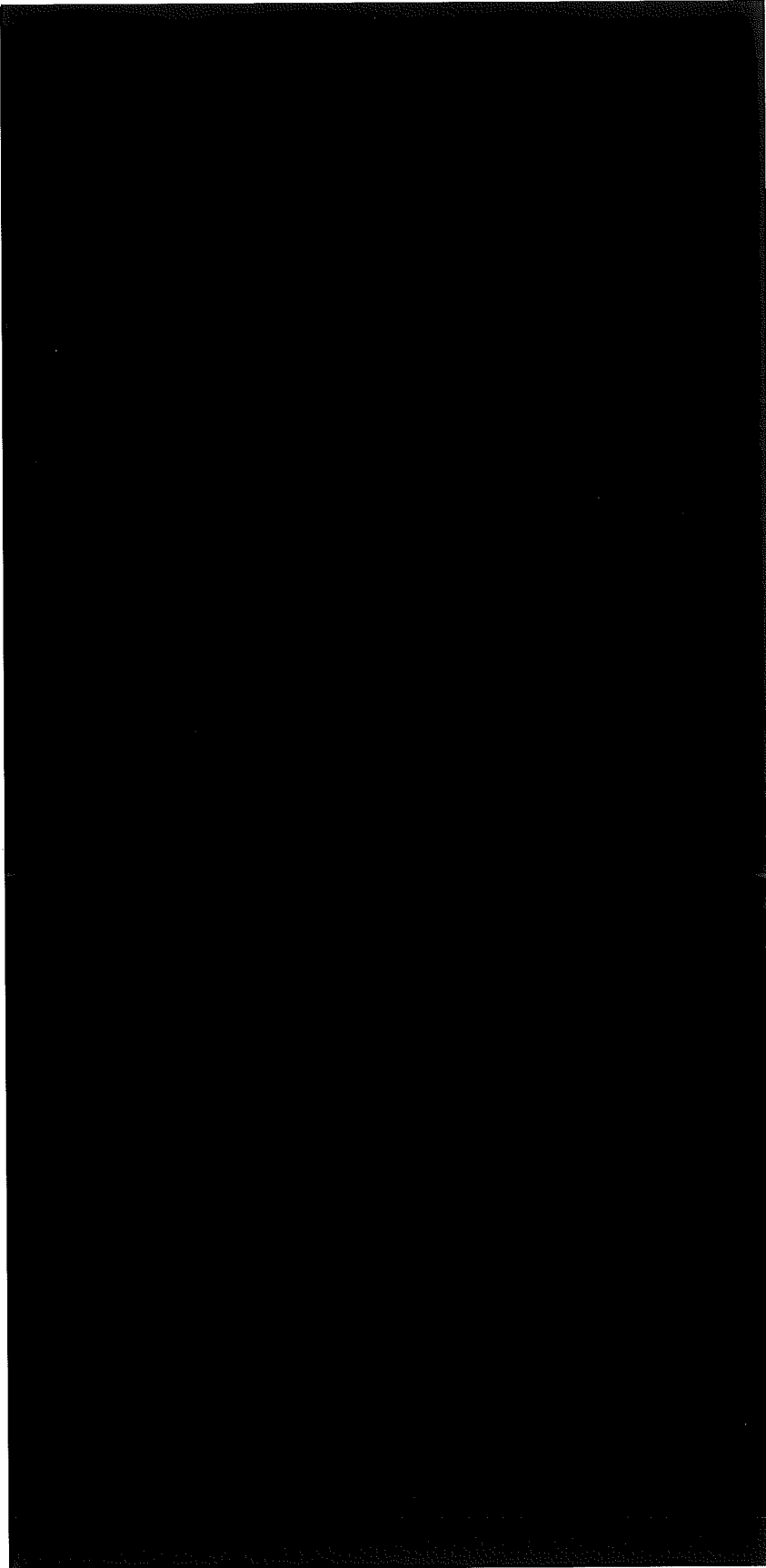


Wannassa School Board Minutes  
18<sup>th</sup> November 2014





	<p><b>Principal Report</b></p>
	<p><i>Attached</i> Karin Nagorcka spoke of the chance that our school may possibly lose the Chaplaincy position. We as board members/parents fully support the importance of this position &amp; understand the impact it would have on students that utilise this service if our school were to lose it.</p> 



Signed:

Chairperson

Date

Principal

Date

Consultation: Term 4 Newsletter item



Partners in Learning

Wannlassa School  
Preschool to Year 10

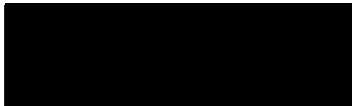
Dear Parents and Families,

Over the past seven years in consultation with our school community, we have received funding and participated in the National School Chaplaincy Program.

This program has added significant value to our school particularly to the junior campus where the chaplain is based two days each week. The Chaplain runs a weekly breakfast club on Fridays and opens the Link at recess and/or lunchtimes for students who may not wish to be on the playground. Support is also provided for students, their families and staff experiencing difficult and challenging life circumstances. Christine Hosking is our present chaplain and has worked effectively with our school community for the past five years.

Your feedback is important to us so please do not hesitate to contact the school with any comments or queries regarding the Chaplaincy program.

I look forward to your responses.



Margaret Taylor

Deputy Principal

Wannlassa School      Senior Campus  
Wheeler Cres,      Wannlassa ACT 2903  
Telephone:      (02) 6205 6200  
Fax:      (02) 6205 6199



**ACT**  
Government  
Education and Training

Wannlassa School      Junior Campus  
Sternberg Cres,      Wannlassa ACT 2903  
Telephone:      (02) 6205 7566  
Fax:      (02) 6205 7563

Wannlassa School      Preschool  
Sternberg Cres,      Wannlassa ACT 2903  
Telephone:      (02) 6205 8055

Wannassa School – NSCSWP – Risk Management Assessment for Chaplaincy Program

As per Section 3.3.1 of the NSCSWP Guidelines – Risk Management Requirements for School Principals

Risk	Assessed Risk (before doing anything)			Strategy to Deal with the Risk	Assessed Risk (after doing something)		
	Likelihood	Impact	Risk		Likelihood	Impact	Risk
Resignation of worker	Possible	Minor	Medium	Inform Director of School Chaplaincy ACT.	Possible	Low	Low
Poor performance of worker	Possible	Moderate	High	Inform Director of School Chaplaincy ACT. School supervisor to monitor and provide feedback	Possible	Minor	Medium
Prolonged absence of worker	Possible	Moderate	High	Inform Director of School Chaplaincy ACT and find a relieving chaplain to maintain programs during the absence.	Possible	Low	Low
Mismatch of worker to the school	Possible	Minor	Medium	Inform Director of School Chaplaincy ACT. School supervisor to monitor and provide feedback.	Possible	Low	Low
Alternative strategies/ activities for opt out	Possible	Minor	Medium	Students informed of their freedom to opt in or opt out at any stage from chaplain based activities.	Possible	Low	Low
Complaints against worker	Possible	Moderate	High	Inform the Chaplain and respond to the complaint where possible.	Possible	Minor	Medium
Concerns with funding recipient relationship/ service delivery	Possible	Moderate	High	Inform Director of School Chaplaincy ACT to seek a resolution. School supervisor to monitor and provide feedback. Alternate provider options to be investigated.	Possible	Minor	Medium
Diminished school community support	Possible	Moderate	High	Contact School Board and P&C and Director of School Chaplaincy ACT to discuss continuity of chaplaincy service. Additional school community survey would be recommended.	Possible	Minor	Medium
Minority school community opposition to service	Possible	Minor	Medium	School supervisor and chaplain to address concerns and provide feedback to concerned party.	Possible	Low	Low
Community /school funding requirements	Possible	Moderate	High	Establishment of a Local Chaplaincy Committee to take responsibility for additional funding requirements.	Possible	Low	Low

All risks have a likelihood and consequence from low to serious. Risk management is being aware of potential hazards and taking steps to remove or minimise them. Please weigh these up bearing in mind public perception, disruption to programs, distress to students, lack of continuity in supporting particular people and programs etc. Please add additional rows as required to account for individual school circumstances e.g. remote servicing issues.

You can assess your risk against the following risk management matrix

Likelihood	Consequence				
	Low	Minor	Moderate	Major	Serious
Almost Certain	M	M	H	E	E
Likely	M	M	H	E	E
Possible	L	M	H	H	E
Unlikely	L	L	M	H	H
Rare	L	L	M	M	H

Explanation of risk categories	
<b>Extreme</b>	<b>High</b>
Risk exceeds school's risk appetite and requires URGENT attention.	Risk exceeds School's risk appetite and requires PROMPT attention.
	<b>Medium</b>
	Risk meets School's risk appetite and requires regular attention.
	<b>Low</b>
	Risk meets School's risk appetite and requires routine attention.



## Do you have a concern about your ACT Public School?

Many concerns are resolved quickly and easily by discussing the matter directly with the school.

First speak directly to your child's teacher or talk to a member of the executive team. If you continue to be concerned please make an appointment to see your principal.

If you are not satisfied you may lodge a written complaint. The *Complaints Policy* and the *Complaints Form* are available from the policy section of the Directorate website: [www.det.act.gov.au](http://www.det.act.gov.au)

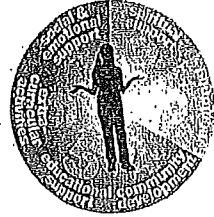
You have the right to approach the ACT Human Rights Commission. Details are available from the Commission website: [www.hrc.act.gov.au/humanrights](http://www.hrc.act.gov.au/humanrights)

If you need assistance, or you would  
like to compliment us,

contact the ACT Education and Training Directorate's  
Liaison Unit on Tel: 6205 5429 or  
Email: [DET.CommunityLiaison@act.gov.au](mailto:DET.CommunityLiaison@act.gov.au)

# Annual Review School Chaplaincy 2014

chaplaincy  
MODEL OF care



Date: 14/10/14

School: Wanniasa School

Chaplain: Christine Hoskin

School Supervisor: Greg Pickering

Position: Executive Teacher

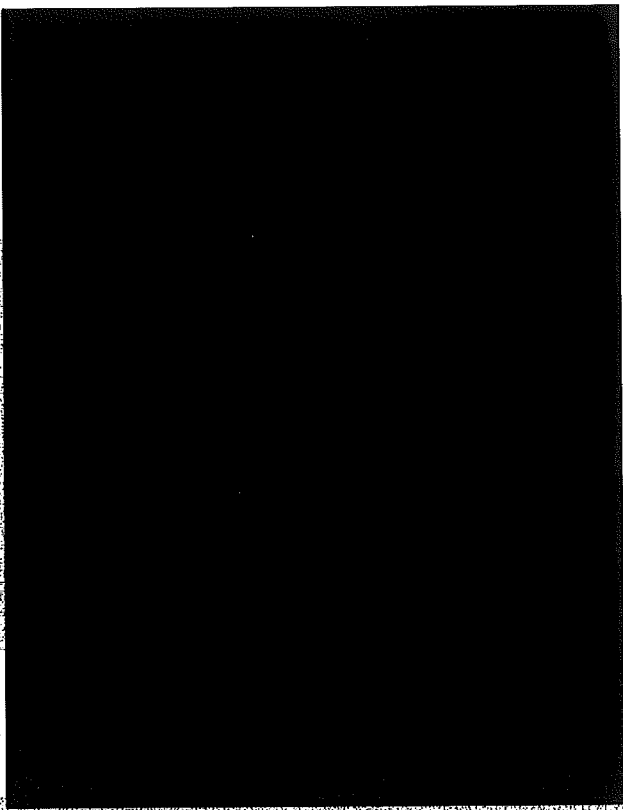
## Part 1 Chaplaincy - Contributing to Positive School Culture

Rating scale: (0-5) with zero, unsatisfactory through to five, exceeding expectations.

	Rating (0-5)	Comment and examples
Respect for the leadership, values and protocols of the school	■	[REDACTED]
Compliance with Code of Conduct requirements	■	
An ability to develop effective partnerships with the general school staff	■	
Valued member of the Pastoral Care, Student Services team	■	
Demonstrates respect for diversity, inclusivity and equity	■	
Provides effective one to one social and emotional support for members of school community	■	
Supports school's values	■	

and educational goals

Supports school events, camps, assemblies, etc.	
Raises awareness and engagement in community issues - community action projects etc.	
Additional comments:	



## Part 2 Chaplaincy - Contributing to Student Well-being

	Rating (0-5)	Comments and examples
Capacity to engage with students in a confidential, safe and supportive manner		
Demonstrates initiative and creativity in developing strategies, activities and programs to address student issues		
Provides effective educational support for students (1-1, or groups)		



Positive and empowering role model for students



Demonstrates appropriate duty of care in all activities



Engages appropriately with students re matters of spirituality and worldview



Provides support in times of crisis, grief and loss



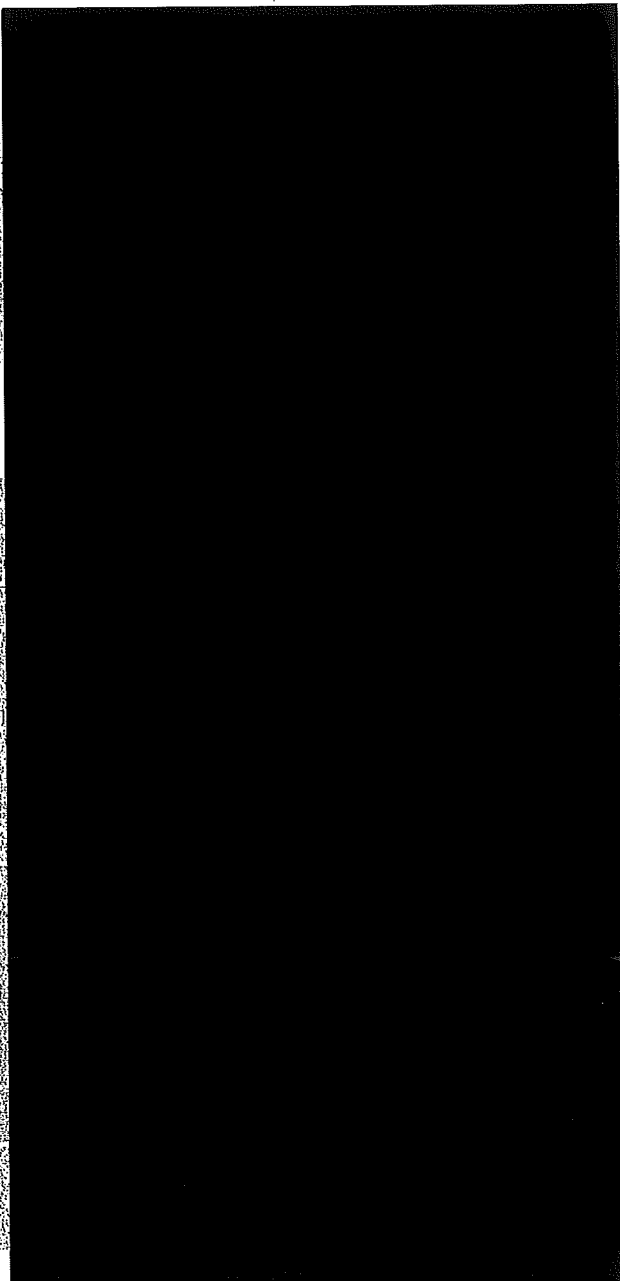
Supports 'at-risk and disadvantaged' students



Provides appropriate in-class support as required



Refers appropriately  
Other comments:



### Part 3 Chaplaincy - Connecting Community to School

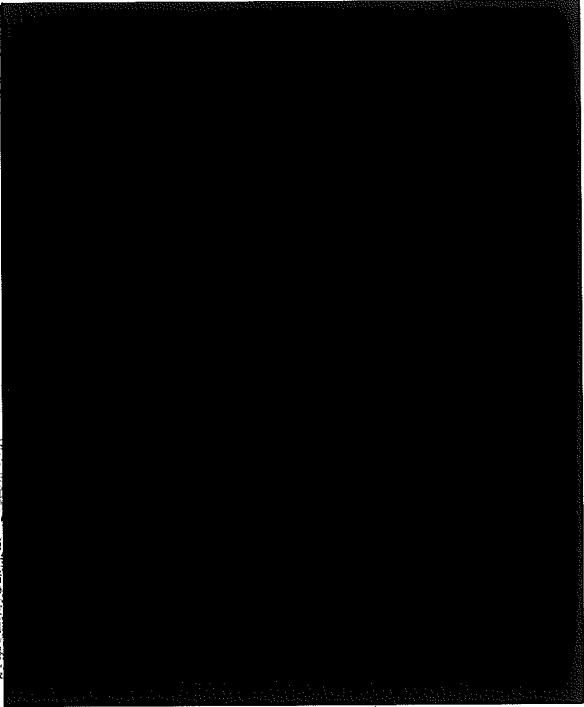
	Rating (0-5)	Comments
Chaplaincy Support Team operating effectively with reps from school and community		
Chaplain provides regular reports to stakeholders i.e. Principal, Board, P&C, Support Team, etc.		

Forming effective links  
with local churches and  
community service groups

Effective support for  
volunteers assisting in  
chaplaincy related  
programs

Provides effective links  
with local children,  
youth, family orgs.

Other comments:



Part 4 SC ACT - Role of Employing Authority

	Rating (0-5)	Comments
SC ACT provides timely and relevant information to the school as required	■	
SC ACT provides support to the school in fulfilling NSCSWP requirements	■	
SC ACT liaises with local community groups to promote school chaplaincy	■	
SC ACT provides appropriate professional development for the chaplain	■	
SC ACT provides appropriate support for the chaplains in their role	■	
SC ACT provides appropriate information to the Chaplaincy Support Team	■	

Email a copy of this report to:  
[diannep@scact.org.au](mailto:diannep@scact.org.au)

### **Additional quotes in support of the Chaplaincy program**

- "When my grandfather died, Mrs Hosking was there to help me when I talked to her. I was really sad."

- "When you are being bullied she (Christine Hosking) helps you deal with it."

- "In the Link you get to play cool games at lunchtimes. I go in there when it is cold at lunch times."

- "I have been sad sometimes and Mrs Hosking helps me to feel better."

- "I found myself communicating with Christine in regards to a personal issue that was affecting my family. It is not just the kids that rely on Christine support; it's me as well calling on her expertise."

### **Additional examples of Chaplaincy's current programs and support**

-The Wannlassa School community has endured a number of incidences involving extreme personal loss, grief and immediate predicaments. Christine has provided social and emotional support as well as coordinated resources such as food and services to aid in family recovery.

- Christine has established herself as a positive and caring member of our community. Students interact with her regularly, giving them the opportunity to engage in more personal/confidential issues. These interactions are always dealt with professionally using a range of environmental locations to promote a safe and valued atmosphere.

- The Chaplaincy program supports, reinforces and aligns with our existing school values program in all its dealings with the school and its community.