



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

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

Torrens Primary School

Ritchie St

Torrens ACT 2607

W: (02) 6205 7411 Fax: 6205 7413 E: admin@torrensp.s.act.edu.au

A2. School Principal Details

Mrs Sue Mueller

W: (02) [REDACTED] E: sue.mueller@ed.act.edu.au

Preferred contact method: Email

A3. Parent Body

Torrens Primary School P&C Association

Ms Melissa Campbell

P&C President

W: [REDACTED] M: [REDACTED] E: [REDACTED]

Preferred contact method: Email

A3. School Governing Body

School Board

Ms Debbie Burkevics

School Board Chair

W: [REDACTED] E: [REDACTED]

Preferred contact method: Email

Part B Funding Recipients Details

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
M: 0407 118 387 E: diannep@scact.org.au
Preferred contact method: email

Part C: Service Details:

How is the service funded?

The chaplaincy service will be funded through the NSCP along with potential supplementary funding from SC ACT who will partner with local church communities and individuals to provide additional resources, PD and Supervision for our chaplain.

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

See the attached SC ACT Role Description that provides a guide to the school and chaplain as to how the role works out in a school. We will be working closely with SC ACT to ensure the formation of an effective Annual Operating Plan with goals and strategies that provide support to our existing well-being goals for students and families.

Our school is a *KidsMatters* school with plans to support the mental, spiritual and physical wellbeing of all our students. The Chaplain would join the Support Team in working with teachers to develop students' social and emotional competence. The Chaplain would assist us in achieving the goals set out in the attached Torrens Primary School Strategic Plan 2014-2017. We have as a priority to "invest in a safe and supportive learning environment". Our Key Improvement Strategies include:

- Implement a comprehensive health and well being program P-6
- Engage in research based analysis of school need
- Establish a support team to support well-being practice

Another priority is to "create new capacity to strengthen community relations and engagement".
Key Improvement Strategies are:

- Strengthen parental engagement in the school
- Enhance a community approach to healthy living
- Investigate these practices in other schools making connections and evaluations

We would like the Chaplain to meet the identified needs of our students by helping the Psychologist and the Support Team in

- liaising with families to gain relevant assistance through Gateways, Woden Community Services, Tuggeranong Child and Family clinic etc
- running social skills programs with small groups of students
- organising parent workshops/ information sessions
- contributing items to the newsletter
- supporting students with poor social skills on the playground
- helping families where English is a second language gain translation of notes or accessing interpreter services
- working with the Support Team on processing and actioning Special Needs referrals
- accessing current professional learning such as *Kids Matters*
- contributing to the development and implementation of *Kids Matters* plans over a three year period
- contributing to a positive school environment by contributing to extra curricula activities
- supporting staff, students and families following critical incidents eg. students removed from their families, students having to move from Mr Fluffy houses, family deaths
- implementing programs to help students re-engage with school and reduce absenteeism
- contributing to the development of a new Reconciliation Action Plan with others from our school community and cluster schools

Part D Consultation and Community Support

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

Yes

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.

We spoke to the School Board, to the staff and to the P&C in term 2, 2014 when we put in an initial application for a Chaplain. As we have had a successful partnership with a Chaplain in the past, people were very supportive.

Please find attached the Minutes from our School Board Meeting on Tuesday 2nd September 2014 that outlines a subsequent discussion including support from the School Board Members.

Please find attached the Minutes from our Staff Meeting on Tuesday 26th of August 2014 that outlines the submission of a chaplaincy application.

We have spoken to the P&C President who has also given support in principle on behalf of the P&C Executive. As there has not been a P&C meeting during the application period, chaplaincy will be on the agenda of the next P&C Meeting and minutes will be forwarded to the application committee subsequently.

Please find attached a copy of the note that will be placed in the newsletter "The School Chaplaincy Advantage".

D1.2 Provide details of how the school plans to demonstrate the ongoing support of the school community of the chaplaincy service.

Each term the chaplain provides a written report 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 completion of the Chaplaincy Annual Review process in October each year 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?

Yes

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?

Yes

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.)

Yes

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?

Yes

E5. If yes, provide details of the risk management plan to be implemented by the school.
Please find attached the Risk Management Plan.

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

Please find attached the complaints process and procedures.

Part F: Demonstrated Need

F1. Demographics of your school

520 enrolments at December 2014 (including 3 off site preschools and an Early Intervention Unit)
15 Indigenous FTE enrolments
Primary Education Level

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

Yes

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

1 Psychologist

F3. Provide details outlining the need for a chaplaincy service in your school and community, including details about the special needs of your students.

We currently have 61 students identified as having special needs including

[REDACTED]
[REDACTED] 15 indigenous and Torres Strait Islander students, students with dysfunctional families, students with dyslexia, students with English as a second language and a number with increasing absences and those with poor social skills.

Our *School Satisfaction Surveys* that were completed by parents show that 18% of parents still feel that community partnerships are not valued or maintained. 5% say that their child does not feel safe at school. 23% don't feel their opinions are taken seriously.

All year 5 and 6 students complete the *School Satisfaction Surveys*. 20% of students said they do not feel safe at school. 46% feel they cannot talk about their concerns with teachers. 25% don't like being at school.

The *Kids Matters* surveys that were distributed to parents show that 92% of parents believe it is important that the school provides information about parenting & child development; 99% believe it is important that students participate in activities that promote positive relationships; 96% believe it is important that the school provides access to support networks; 95% think the school should assist families with mental health issues; 8% are unsatisfied with how their children are progressing socially, emotionally and behaviourally and 4% feel the school doesn't support them when they are experiencing challenges at home.

These statistics have been used to determine the annual operating plan goals (create new capacity to strengthen community relations & engagement and invest in a safe and supportive learning environment) whilst reaffirming our commitment to *Kids Matters* (creating a positive school community, providing social and emotional learning for students, working with parents and carers and helping children with mental health difficulties) as a way of addressing needs. Employing a Chaplain would help us support the mental, spiritual and physical wellbeing of all our students. The Chaplain would contribute to the development of students' social and emotional competence as well as address family and community needs.

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:

Date:

Privacy Statement

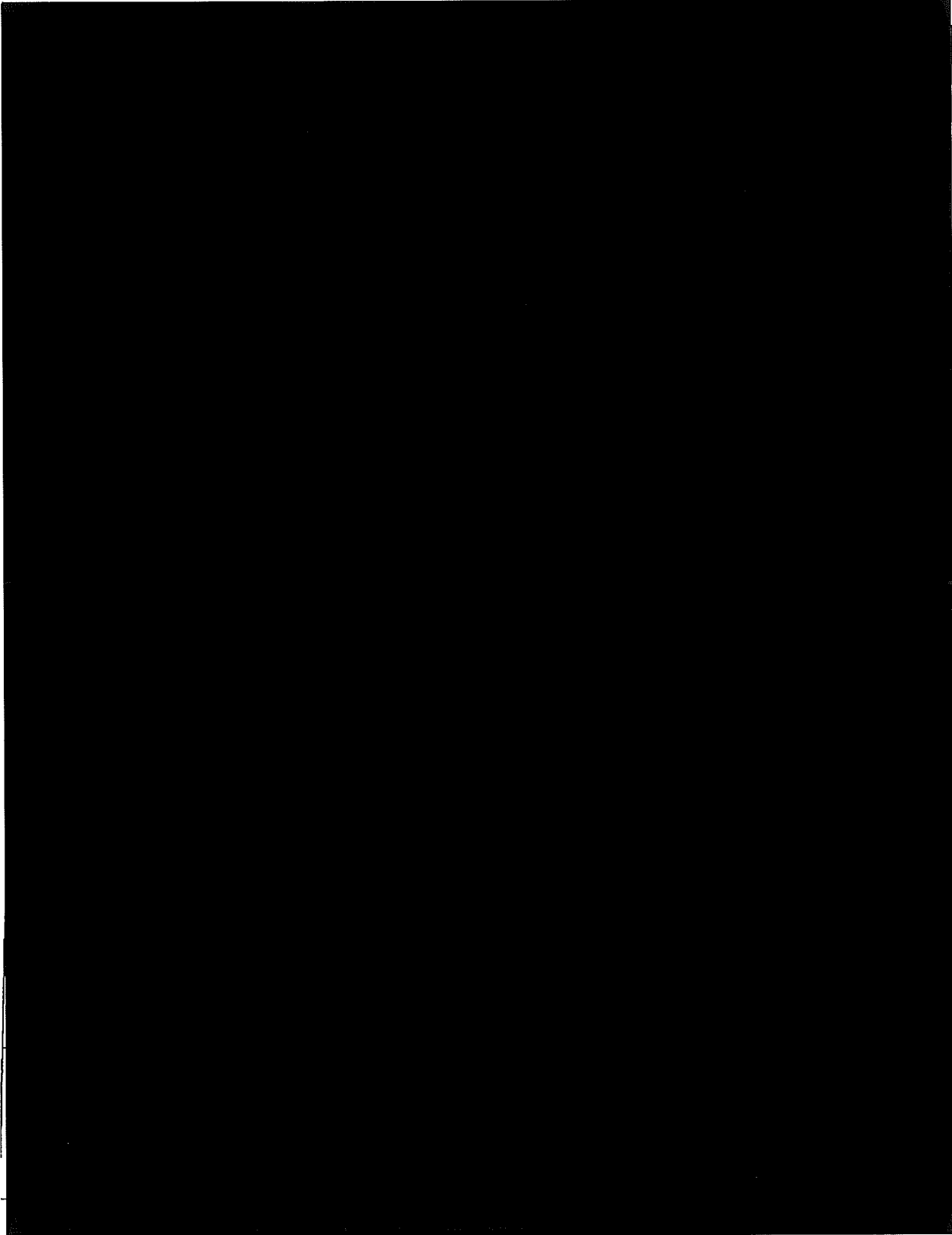
Personal information collected on this form will be used by the ACT Government Education and Training Directorate for the purpose of administering the National School Chaplaincy Program. The ACT Government Education and Training Directorate may also use this personal information for research and evaluation 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.

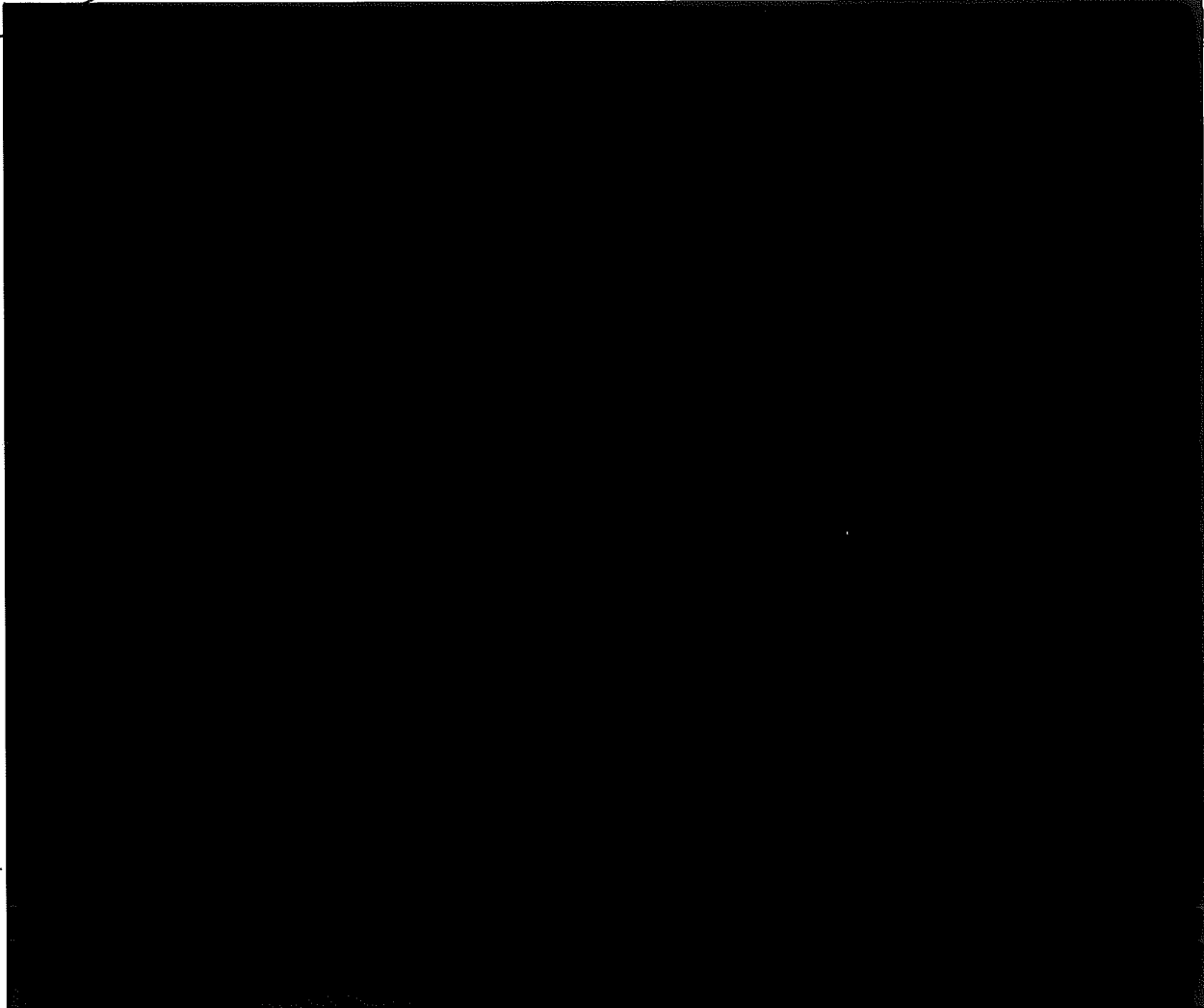
The ACT Government Education and Training Directorate will disclose this personal information as part of the Program assessment process where it will be used to assess your application and make recommendations to the Minister for Education and Training. The ACT Government Education and Training Directorate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

**TORRENS PRIMARY SCHOOL
SCHOOL BOARD MINUTES**

Tuesday, 5 August 2014





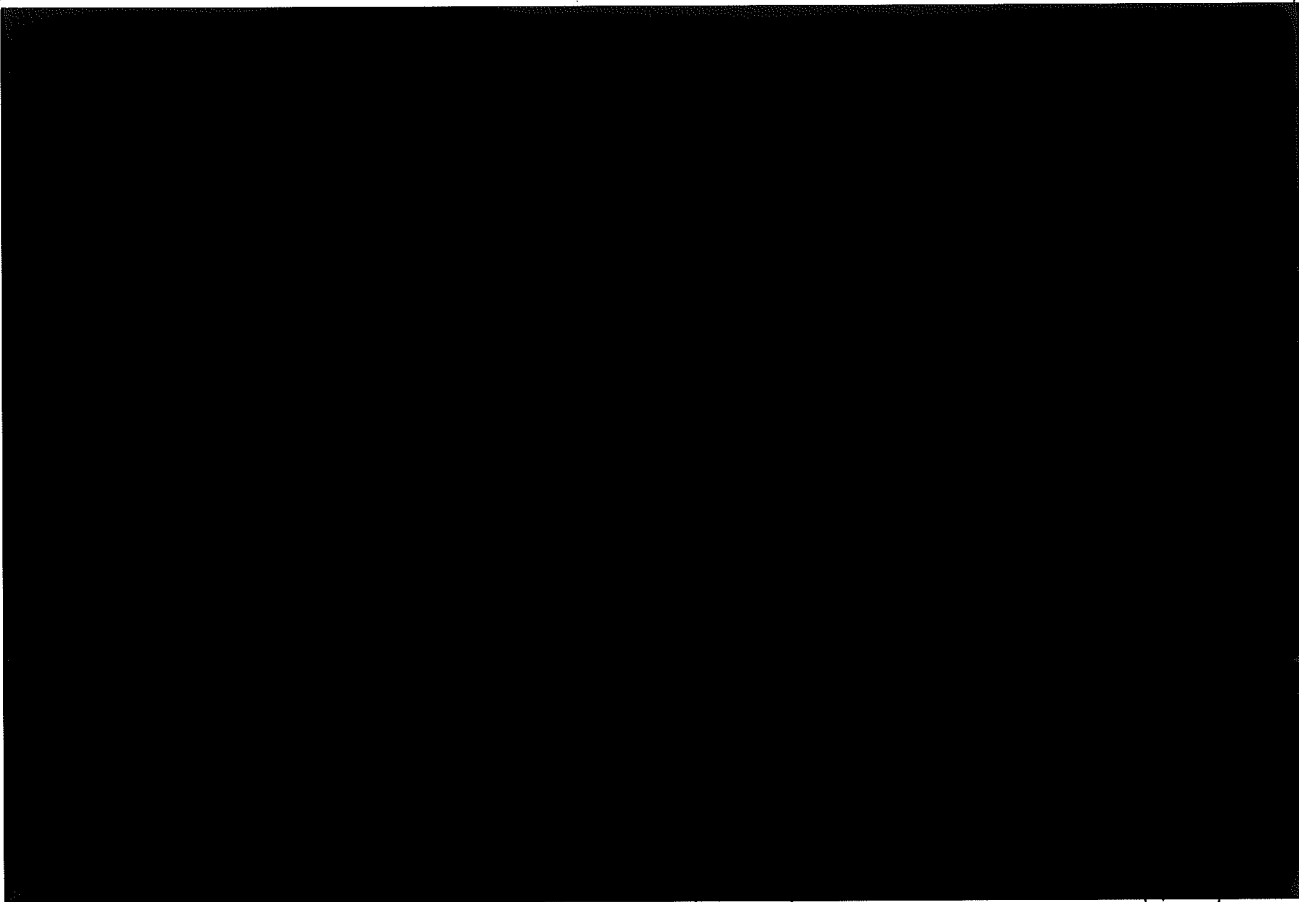
General Business:

- S. Mueller has applied for the Chaplaincy Program. At this stage it is only an application.
- This program was run in the school several years ago with great success.
- Students can choose whether they wish to access the chaplain.
- A number of parents were disappointed when the program ended.
- This is not a religious program.
- ██████████ asked if the School Board had any objections to this program possibly being run at the school again.
- ██████████ was happy to support the program should our application be successful.
- ██████████ requested to see a Mission Statement of the program if possible.
- ██████████ mentioned that if our application was successful, that we ensure that clear communication via the school newsletter be conveyed to parents outlining the program and informing parents that the Chaplaincy Program is not a religious program. This would help alleviate the concerns that some parents may have regarding chaplains and religious education.
- The School Board had in general no issue with the program being in the school. We will wait to see whether the application is successful.

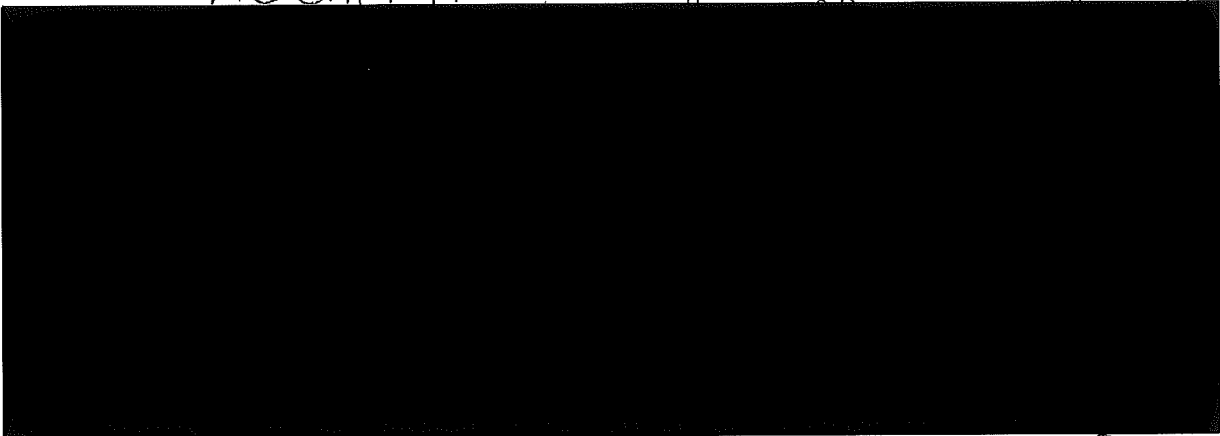
Tuesday

26/8/14

Chair :
Minutes :
Duty :



-Chaplaincy : had a successful program. a Chaplain in the past, would like to apply again. Taking it to the next School Board Meeting.



PTO

THE *school chaplaincy* ADVANTAGE ACT

SC ACT Chaplaincy is highly effective in meeting the social, emotional and spiritual needs of your students and your school community, and here is why... We call it the 'Chaplaincy Advantage':

1. Chaplaincy Works

Chaplains help build a strong school community by encouraging the holistic development and wellbeing of students. Those who have experience with a Chaplain know this first hand, and there is a growing body of quantitative evidence that also bears this out.

A 2012 study by the University of Western Australia's Research Centre for Vulnerable Children and Families found that some of the biggest advocates for School Chaplains were the school staff who worked with them. School staff evaluated that Chaplains were effective in their support to students in the following areas:

- Providing social and emotional support to students (82% gave the highest rating possible, 97% were positive)
- Students who are experiencing grief and loss or relationship difficulties find it helpful to talk to the chaplain (81% gave the highest rating, 96% were positive)
- Chaplains help to build up the confidence and resilience of students they meet with (83% gave the highest rating, 97% were positive)
- The Chaplain helps build school community (73% gave the highest rating, 95% were positive)

Quite simply, the evidence suggests that **Chaplaincy works!**

2. Qualified Staff

Our Chaplains come from a wide variety of professional backgrounds and qualifications in the Human Services field. Every Chaplain meets Federal Government qualification requirements, and most exceed them. The qualification standard for SC ACT Chaplains is a Diploma Youth Work *

3. Best Practice Training & Professional Development

SC ACT provides a comprehensive Induction and ongoing In-Service Training to all our Chaplains. Additionally, SC ACT requires our Chaplains to have a personal Professional Development plan to ensure they are at the cutting edge of youth and children's work. That program includes training in the following areas:

- Chaplaincy policy
- Code of Conduct
- Chaplaincy foundations and operating principles
- Pastoral Care boundaries and practice

4. Educational Goals & Cultural Awareness

We understand the educational setting in which Chaplains work. SC ACT, and SU ACT before that, has a strong track record of delivering appropriate spiritual, social and emotional support in a state school setting. We've been delivering chaplaincy in a culturally appropriate and sensitive way for over a decade.

5. Rigorous Employment Processes

We are committed to finding the very best Chaplain for your school. SC ACT employs a multi-stage recruitment and screening process, and includes the Principal in the appointment process to ensure that your Chaplain is a good fit for your school.

6. Value for Money

SC ACT Chaplaincy Services provide more than the minimum hours required by DEEWR. We have a Chaplaincy Service model that allows schools and communities to build and shape the Chaplaincy Service based on the needs of the school. Community donations and fundraising are leveraged to maximise the grant and provide a greater level of service where it is needed or desired.

7. Tried & Tested

With the backing of SU QLD's 25 years of School Chaplaincy experience, SC ACT has built a strong reputation of trust in dozens of communities and with local and Federal governments.

8. Extensive Support

With a full time presence in the Territory and a professional back office support team accessible to you at any time, our people are on the ground and on the road to support you and our Chaplains every step of the way. Chaplains also have professional supervision for their personal support.

9. Hassle-Free Financial Management

SC ACT takes the hassle out of employing Chaplains. We take care of payroll, insurance, leave, Work Cover, superannuation etc, leaving you free to work with your Chaplain on the things that really matter — how best to support students and their families in your school.

10. The Chaplaincy Network

Working with children and young people can be incredibly demanding and our Chaplains appreciate being part of the largest not-for-profit youth and children's network in Australia. SC ACT has formed strong connections with a number of counselling, welfare, and support groups, and our Chaplains are trained in the best processes for referring struggling youth and children to appropriate care when necessary.

*Visit www.scaact.org.au for more information about SC ACT minimum qualifications.



Torrens Primary School – NSCSWP – Risk Management Assessment

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

Risk Event	Likelihood	Possible consequences?	Controls or mitigation
Resignation of chaplain	Moderate	Moderate	Inform Dianne Priest - Director Chaplaincy Services School Chaplaincy ACT
Extended illness of Chaplain (following illness or injury)	Moderate	Interruption to programs	Inform Dianne Priest - Director Chaplaincy Services School Chaplaincy ACT and find a relieving chaplain to maintain programs during the absence.
Allegation of misconduct by Chaplain	Low	Serious	Inform Dianne Priest - Director Chaplaincy Services School Chaplaincy ACT for advice and next actions in line with Code of Conduct process for misconduct (investigation etc).
False claims made by Chaplain	Low	Moderate	As above
Chaplain provides formal counselling services	Low	Low	As above
Complaints from parents about the Chaplain or the role of the Chaplaincy			Inform the Chaplain and respond to the complaint where possible. Students must "opt in" with parent permission notes Board and P & C provide approval annually.
Complaints from students about the Chaplain or the role of the Chaplaincy	Low	Low	Inform the Chaplain and respond to the complaint where possible. Students must "opt in" with parent permission notes Board and P & C provide approval annually.
Underperformance issues with the Chaplain	Moderate	Moderate	Inform Dianne Priest - Director Chaplaincy Services School Chaplaincy ACT for advice and next actions in line work performance process.
Conflict between staff and chaplain within the school staff community	Low	Low	Mediation and conflict resolution through the Staff Respect Equity and Diversity Officer. If situation persists contact Dianne Priest - Director Chaplaincy Services School Chaplaincy ACT, for further action.

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

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

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



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">o Director SC ACT
External	<ul style="list-style-type: none">o School Principalo School Chaplaincy Support Teamo School staff, particularly the Pastoral Care Teamo Churches and community groupso Donors and supporterso Program volunteers

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

1. Social and emotional support

- 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.
- Provide pastoral care and support following critical incidents.
- Assist in the development and outworking of the school's care programs
- Provide activities and programs that build a positive school environment and help foster self esteem and build resilience among students.

2. Spiritual support

- Provide spiritual guidance to students, staff and families who seek it.
- Facilitate voluntary groups and activities for students seeking to explore and/or develop their spirituality.
- Encourage students to engage in meaningful dialogue regarding spirituality, religion, values and ethics, with an attitude of respectful inquiry.

3. Mentoring

- Facilitate mentoring programs with and for students (utilising peers and/or volunteers).
- Assist students to build positive, supportive relationships with peers, family and adults.
- Act as a role model for all students and the school community, demonstrating Christian values and upholding school community standards.
- Support the leadership development of students.

4. Community Development

- 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.
- 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.
- 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&C reports, and speaking at local Churches and other Chaplaincy events.

5. Educational Support

- Implement programs and activities that support the needs of



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

Qualifications

- o Diploma in Youth Work* (or equivalent) or higher.
- o 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
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<p>Christian framework and spiritual support</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>Professional knowledge and proficiency</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"> • Valid ACT Working with Vulnerable People Card (WWVP) is essential.
<p>Motivational "fit"</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>Teamwork (cooperation)</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>Rapport Building</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>Oral communication</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>Written communication</p>	<p>Expressing ideas clearly in any written format (memo, email, and letter) with the appropriate organisation and structure.</p>



Additional Requirements

Additional Requirements

SC ACT requires that the Chaplain:

- subscribe to one or both of the creeds of the Christian church (Apostles' Creed and/or Nicene Creed)
- demonstrate a living and personal relationship with Jesus Christ
- demonstrate strong Christian character evidenced by servant leadership, valuing of people in general and marginalised people in particular
- an active member or adherent of a local Christian church
- hold a WWVP from the Commission of Children and Young People for the purposes of child related employment
- is willing to work under SC ACT's Staff Code of Conduct

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.

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



Torrens Primary School Strategic Plan 2014-2017

South Weston Network

Endorsement by School Principal

Name: Sue Mueller

Signed

Date:

Endorsement by School Board Chair

Name: Debbie Burkevics

Signed

Date:

Endorsement by School Network Leader

Name: Wayne Prowse

Signed

Date:

School Context

Torrens Primary School has high quality teachers committed to and capable of creating deep and broad teaching and learning. We are building a powerful, responsible and innovative professional community. This plan aims to provide a framework for school improvement allowing teachers to define and pursue high standards and shared targets, and improve by learning continuously through networks, from evidence, and from each other.

Strategic Priority 1: Invest in a safe and supportive learning environment

Performance Measures

- Proportion of parents reporting satisfaction through system surveys in relation to:
 - student behaviour is well managed
 - my child feels safe at school
- Proportion of students reporting satisfaction through system surveys in relation to:
 - student behaviour is well managed
 - I feel safe at school
 - teachers at my school treat students fairly.
- Proportion of teachers reporting satisfaction through system surveys in relation to:
 - being supported by the school in the management of student behaviour
 - being supported if bullying or harassment occurs
 - occupational health and safety issues are dealt with promptly.
- Proportion of ratings within the National Quality Standard linked to Area 2: children's health and safety, standards 2.1, 2.2 and 2.3

Key Improvement Strategies

- Implement a comprehensive health and well being program P-6
- Engage in research based analysis of school need
- Establish a support team to support well-being practice

Links to Directorate Strategic Plan

High expectations, high performance

National Quality Standard Area covered by this priority

Area 2: children's health and safety

Strategic Priority 2: Deliver inspiring, innovative and inclusive education

Performance Measures

- Proportion of 'within school matched' students achieving expected growth in NAPLAN
- Proportion of students achieving better than expected growth or in PIPS Reading and Maths
- Proportion of parents and students satisfied with the education being provided
- Proportion of ratings within the National Quality Standard linked to Area 1: educational program and practice, standards 1.1 and 1.2

Key Improvement Strategies

- Embed quality teaching principles across the school
- Embed the delivery of a systematic curriculum from P-6 aligned with approved frameworks
- Establish an effective support team focused on improving literacy and numeracy outcomes with teachers, especially in the junior school
- Establish an evidence based practice to inform teaching emphasis

Links to Directorate Strategic Plan

Quality learning; Inspirational teaching and leadership, Business Innovation and Improvement

National Quality Standard Area covered by this priority

Area 1: educational program and practice

Strategic Priority 3: Create new capacity to strengthen community relations and engagement

Performance Measures

- Number of parents engaging with school programs that build relationships with the community
- Proportion of Parent satisfaction related to survey indicators questions:
 - talking to child's teacher about concerns
 - parent's opinions are taken seriously
 - working together to support children
 - community partnerships are valued/maintained
- Proportion of ratings within the National Quality Standard linked to Area 6: collaborative partnerships with families and communities, standards 6.1, 6.2 and 6.3

Key Improvement Strategies

- Strengthen parental engagement in the school through ILPs and PLPs
- Enhance a community approach to healthy living including canteen, 'Kids Matter', food based rewards.
- Investigate these practices in other schools making connections and evaluations

Links to Directorate Strategic Plan

Connecting with families and the community

National Quality Standard Area covered by this priority

Area 6: Collaborative partnerships with families and communities



ACT
Government

Education and Training

Policy title: COMPLAINTS POLICY – EDUCATION AND TRAINING DIRECTORATE

Published: 2013

Identifier: CP201308

Legislation:

- *Education Act 2004*
- *Human Rights Act 2004*
- *Human Rights Commission Act 2005*
- *Public Sector Management Act 1994*
- *Children and Young People Act 2008*
- *Privacy Act 1988*
- *Freedom of Information Act 1989*
- *Ombudsmans Act 1989*
- *Health Records (Privacy and Access) Act 1997*
- *Tertiary and Training Education Act 2003*

Procedures:

1. Guide to making a complaint about an ACT public school
2. Guide to making a complaint about a decision or process of the Education and Training Directorate
3. Complaints Form

1. POLICY STATEMENT

The Education and Training Directorate (the Directorate) will:

- 1.1 encourage complaints about schools and the Directorate to be initially handled at the local level
- 1.2 provide complainants with reasonable assistance to make their complaint
- 1.3 apply principles of procedural fairness so that:
 - 1.3.1 if the Directorate and the complainant are unable to reach agreement as to how the resolution of the complaint will be managed, the Directorate will develop a plan to fairly address the complaint and the complainant's interaction, and inform the complainant of the plan
 - 1.3.2 the person or section of the Directorate about whom the complaint is made will be advised of the identity of the complainant and the details of the complaint.

Complaints Policy

CPS201308 is the unique identifier of this document. It is the responsibility of the user to verify that this is the current and complete version of the document, located on the [policies page](#) of the Education and Training Directorate's website.

- 1.4 assist schools to provide information to members of their communities about their right to lodge a complaint under both the *Education Act 2004* (the Act) and the *Human Rights Commission Act 2005* (HRC Act)
- 1.5 determine on a case-by-case basis the extent to which an anonymous complaint shall be investigated
- 1.6 maintain a register of complaints received by the Directorate and will provide details of the number of written complaints investigated by the Directorate under this policy in the Directorate's Annual Report. Data will also assist the Directorate and schools to improve services or clarify policies and procedures. The register of complaints will record: date the complaint was received, details of the complainant, nature of the complaint and outcome.
- 1.7 The Directorate may not be able to provide information where it impacts on the privacy of others.

2. RATIONALE

This complaints policy and associated procedures have been developed to ensure the Directorate is compliant with:

- 2.1 Section (Sn) 22 of the Act which requires the Director-General of the Directorate to develop and implement a complaints policy for public schools to guide the Directorate's handling of complaints received from parents, students, and members of the community about ACT public schools and the Directorate that are not frivolous or vexatious in a manner that is courteous, efficient, fair and prompt
- 2.2 Sn 95 of the HRC Act which requires the Directorate to make available at all ACT public schools and offices of the Directorate information detailing the right to make complaints under the HRC Act.

3 DEFINITIONS

- 3.1 **Appeal** - A parent may lodge an appeal with the Office for Schools relating to out of area enrolment/placements, and suspensions and exclusions. Such appeals are not managed within the Directorate's complaints process.
- 3.2 **Community member** - may be an individual or organisation.
- 3.3 **Complainant** - A complainant is any community member making a complaint, including a child or young person.
- 3.4 **Complaint** - A complaint is a dispute, grievance or an expression of dissatisfaction about the administration, management or operation of a school or the Directorate.
- 3.5 **Complaints Form** - A written complaint may be lodged using the Directorate's Complaints Form, or by mail or email.
- 3.6 **Complaints Poster** - A poster displayed in relevant reception areas outlining the Directorate's complaint's processes and advising a complainant of their right to complain.

- 3.7 Liaison Unit** – is a business unit of the Education and Training Directorate responsible for assisting complainants to raise their concern initially with the local level and coordinating the response to written complaints.
- 3.8 Local Level** - The local level refers to the school or Directorate area about which the complaint is made.
- 3.9 Parent** – A parent is a person having parental responsibility for a child or young person under the *Children and Young People Act 2008 (ACT)*.
- 3.10 Query** - A query is an issue of interest or question relating to a school, the Directorate, or ACT public education which is raised with the Liaison Unit.
- 3.11 Reasonable Assistance** - Reasonable assistance includes access to large print documents and translation services
- 3.12 School** - In relation to this policy, a school means an ACT public school.
- 3.13 Unreasonable Complainant Conduct** - Unreasonable complainant conduct is behaviour that:
- is clearly and significantly outside the expectations of confidentiality, cooperation, courtesy and respect,
 - calls for staff resources and time unjustified by the nature or significance of the complaint, or
 - is vexatious (that is, an action or complaint that is brought without merit, often to cause annoyance to another person) or frivolous.
- 3.14 Written Complaint** – Under this policy a written complaint may be lodged with the Liaison Unit when a complainant is not satisfied with the local level's response.

4 LEGISLATION

The following legislation is relevant to the management of complaints:

- 4.1** The *Education Act 2004* requires the Director-General to develop and implement a complaints policy for public schools, and to investigate complaints about the administration, management and operation of ACT public schools.
- 4.2** The *Human Rights Act 2004* and the *Human Rights Commission Act 2005* provide a basis for respecting, protecting and promoting the human rights of people living in the ACT and for the resolution of complaints about various services, including services for children and young people.
- 4.3** The *Public Sector Management Act 1994* sets out the general principles for public administration by ACT Government agencies and the general obligations expected of public employees in carrying out their work.

- 4.4 The *Children and Young People Act 2008* provides for, and promotes the wellbeing, care and protection of children and young people. It includes mandatory reporting requirements for identified individuals.
- 4.5 The *Privacy Act 1988* and the *Health Records (Privacy and Access) Act 1997* contain principles governing the collection, safeguarding, access to, use and disclosure of personal information, and personal health information and provide information about complaints.
- 4.6 The *Freedom of Information Act 1989* provides a right to seek access to government documents and sets out a number of exemption provisions.
- 4.7 The *Ombudsman Act 1989* empowers the ACT Ombudsman to investigate complaints made about administrative action taken by an ACT agency.
- 4.8 The *Training and Tertiary Education Act 2003* refers to the provision of training and tertiary education services in the ACT.

5 PROCEDURES

- 5.1 The following documents may be accessed on the Education and Training Directorate's Website:
- Guide to making a complaint about an ACT public school ([Attachment 1](#))
 - Guide to making a complaint about a decision or process of the Education and Training Directorate ([Attachment 2](#))
 - Complaints Form ([Attachment 3](#))

6 POLICY OWNER

- 6.1 Director, Information, Communications and Governance.
- 6.2 For support in relation to this policy please contact Information, Communications and Governance Branch on (02) 6205 7661.

7 RELATED POLICIES

Nil



Guide to making a complaint about an ACT public school

Do you have a concern or complaint about your school?

Many concerns are resolved quickly and easily by first discussing the matter with the relevant teacher, school executive team member or school principal.

Contact details for ACT public schools are available in the [Directory of Schools](#) located on the School Education page of the Directorate's website.

Complaint process

1: Speak directly to the local level

Raise your concern with the relevant teacher or a member of the school's executive team. If you continue to be concerned you should make an appointment to speak with your school's principal.

If you require assistance please contact the Directorate's Liaison Unit by telephone: +61 2 6205 5429 or email: DET.CommunityLiaison@act.gov.au

The Liaison Unit may liaise with the principal of the school to help resolve the concern.

2: If you are not satisfied with the response, you may lodge a written complaint

You will receive an acknowledgment of your *Written Complaint* within five (5) business days and a written response within 25 business days. The relevant principal will be advised of the details of the complaint.

The Directorate's *Complaints Form* ([Attachment 3](#) to the policy) is available on the policy page of the Directorate's website.

Written Complaints should be sent to the Manager, Liaison Unit by email: ETD.Complaints@act.gov.au or mail: GPO Box 158 Canberra ACT 2601.

3: If you would like the decision relating to your written complaint reviewed:

Please address written requests for review to the Director Information, Communications and Governance: email: DET.Legal.Liaison@act.gov.au or mail: GPO Box 158 Canberra ACT 2601.

4: At any time you may approach any of the following external agencies

For complaints relating to:

- Imminent danger of a child – contact: [ACT Police](#)
- A service for children and young people – contact: [ACT Human Rights Commission](#)
- Operation and administration of an ACT Government Directorate – contact: [ACT Ombudsman](#)
- Breaches of privacy – contact: [Office of the Australian Information Commissioner](#)
- Child protection – contact: [Community Services Directorate](#)

A pictorial version of the above guide is available by contacting the Liaison Unit by telephone: +61 2 6205 5429 or email: DET.CommunityLiaison@act.gov.au



Guide to making a complaint about a decision or process of the Education and Training Directorate

Do you have a concern or complaint?

Many concerns are resolved quickly and easily by first discussing the matter with the relevant area of the Education and Training Directorate (the Directorate).

To contact an area in the Directorate please contact Canberra Connect by telephone: 13 22 81 or email: ETD.ContactUs@act.gov.au

Complaint process

1: Speak directly to the local level

Raise your concern with the relevant area of the Directorate.

If you require assistance please contact the Directorate's Liaison Unit by telephone: +61 2 6205 5429 or email: DET.CommunityLiaison@act.gov.au

The Liaison Unit may liaise with the relevant manager to help resolve your concern.

2: If you are not satisfied with the response, you may lodge a written complaint

You will receive an acknowledgment of your *Written Complaint* within five (5) business days and a written response within 25 business days. The relevant manager will be advised of the details of the complaint.

The Directorate's *Complaints Form* (Attachment 3 to the policy) is available on the policy page of the Directorate's website.

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- Breaches of privacy – contact: [Office of the Australian Information Commissioner](#)
- Child protection – contact: [Community Services Directorate](#)



Complaints Form¹ (Version 1/2013)

The ACT Education and Training Directorate's *Complaint Policy – Education and Training Directorate* outlines the following steps when making a complaint about an ACT Public School or the Directorate:

1: speak directly to the local level

2: if not satisfied with the response, a Written Complaint may be lodged.

This form relates to the second step in the complaint process.

Written complaint reference number:

Date written complaint received by the Liaison Unit:

*All fields marked with * are required*

Part A – About you² (the complainant)

A response to your complaint will be provided if you complete the following details:

Name:

Address:

Post code:

Home phone:

Business phone:

Mobile:

Email:

What is your preferred method/s of communication?

¹ This version of the complaints form is designed to be either completed by hand and posted or scanned and emailed.

² If you need help to complete this form please contact the ACT Education and Training Directorate's Liaison Unit on (02) 6205 5429.

Part B – Your complaint

***My complaint involves:**

Please circle the relevant category

ACT Public School

please write the school name here:

ACT Education and Training Directorate

please write the area of the Directorate here:

If your complaint involves your children please write their names, dates of birth and year levels below.

***My complaint is related to the following category:**

Please circle or tick the relevant category

Attendance or non-attendance

Bullying

Communication

Curriculum matters

Enrolment including priority placement

Policy/procedures

Privacy

Safety

School facilities

Staff behaviour

Student behaviour

Violence

Other: *please write a description here:*

If your complaint is about:

- a public school outside of the ACT, please contact the relevant state or territory authority*
- an ACT Catholic systemic school, please contact the Canberra Goulburn Catholic Education Office on (02) 6234 5440*
- an ACT independent school, please contact the proprietor of the individual school*
- out of area enrolments or reviews of decisions relating to student suspensions or exclusions in ACT Public Schools, please contact the Office for Schools on (02) 6205 7374*
- ACT Education and Training Directorate or Public School employment related concerns or complaints, please contact Human Resources on (02) 6205 9202*

***What happened?**

Describe the events that you want to complain about. We need to know what you say happened, where it happened and who did it. Please give us all the dates and other details that you can remember. If you require more space, please attach additional pages. Please provide details below.

Are additional pages attached?

Please circle: Yes or No

Part C – Further information

***Under the Directorate's *Complaints Policy – Education and Training Directorate* complainants are asked to raise the complaint initially at the local level.**

For complaints about ACT public schools, the local level would include your child's teacher and/or the executive team at your child's school and then the principal of the school.

For complaints about a decision or process of the Education and Training Directorate, the local level would be the manager of the Directorate responsible for this matter.

Please provide details of your contact with the local level below.

***What is the outcome you are seeking?**

Please provide details below.

Signature:

*Date:

Please print this form, complete it, and email or mail it to:

Manager, Liaison Unit

ETD.Complaints@act.gov.au

ACT Education and Training Directorate
GPO Box 158
CANBERRA ACT 2601

Where contact details are provided your written complaint will be acknowledged within 5 business days of its receipt by the Liaison Unit.