



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

Isabella Plains Early Childhood School 130 Ellerston Avenue Isabella Plains ACT 2905

Postal Address as above

Telephone 62059722

Email – louise.mccormick@ed.act.edu.au

A2. School Principal Details

Title: Ms

First Name Liz

Last Name Wallace

Telephone 62059722

Mobile (optional)

Email –

liz.wallace@ed.act.edu.au

Preferred contact method - email

A3. Parent Body

Name of body – IPECS GEMS

Contact person: Judith Blake

Title: President

F Name; Ronnie

Last Name: Pearce

Position: Public Officer

Telephone

Mobile (Optional)

Email:

ipecs.gems@gmail.com

Preferred contact method: email

A4. School Governing Body

Name of body: School Board

Contact person: Alison Yialeglou

Title; Chair

First Name

Last Name

Position

Telephone

Mobile (Optional)

Email:

ipecs.gems@gmail.com

Preferred contact method: email

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.

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

diannep@scact.org.au

Preferred contact method: email

B1.1 Type of organisation

Non-Government school Approved Authority

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?

Yes No

If yes, how is the existing chaplaincy service funded?

School funded

Community funded

Voluntary (unpaid)

Other (please specify)

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.

C2. Please give details of the services your chaplain will provide 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. (maximum 400 words)

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. 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?

Yes 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)

The chaplaincy at Isabella Plains Early Childhood School has been present since 2009 when the school opened. Since then and through the funding changes with the chaplaincy we have conducted community consultation which has involved families, staff, the parent association and the school board. The chaplaincy at our school has been tailored to meet the schools community needs and has support throughout the birth to 8 years services and families.

Please see attached minutes from school's board, parent association, newsletter segment.

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)

The school will continue to have conversation with the chaplain about the role at the school so that it remains current and meeting the school community needs. The chaplain position is managed by members of the leadership team and it is ensured that the chaplain is well informed about the happenings at the school and the children or families that need assistance at different times.

The chaplain will continue to be part of working teams across the school to work with others in a meaningful way. The chaplaincy will continue to be on agendas at leadership, school board, the parent association and other general forums meetings.

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 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?

Yes 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.)

Yes 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?

Yes No

E5. If yes, provide details of the risk management plan to be implemented by the school.

Please see attachment – Isabella Plains Early Childhood School Risk Management Plan

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

Please see attachments – Schools complaint process and procedures policy.

Part F: Demonstrated Need

F1. Demographics of your school

FTE enrolments 280

Indigenous FTE enrolments: 3

Education Level: birth – 8yrs

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

Yes No

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

Chaplain

Counsellor 1 day per week

Career Counsellor

Psychiatrist

Psychologist

Social worker

Youth worker

Other, please specify

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). The chaplaincy at IPECS fills an essential need, primarily to children and their families, these are families that may be going through difficult circumstances in the short or long term. The range of issues where the chaplain is able to provide assistance is wide and the support is general in nature. The children of families when in crisis have the need for extra support in and out of the classroom. Children that are experiencing difficulties emotionally, socially, developmentally to name a few gain immensely by having a non-classroom person that they can relate to. Some children have an ongoing need and with others is passing in nature such as receiving comfort after the passing of a pet. All families and children including special

needs children have access and a need at different times, the chaplaincy service does not work in isolation and has a constant presence which families, children and educators seek and relate as the need arises.

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: Liz Wallace

Position: Principal

Date: 5/12/14

Privacy Statement

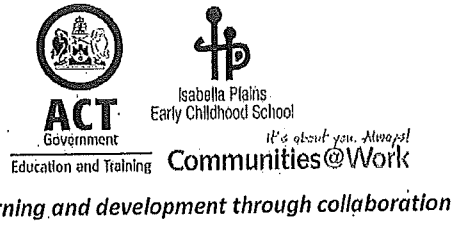
Personal information collected on this form will be used by the ACT Government Education and Training Directorate for the purpose of administering the National School Chaplaincy Program. The ACT Government Education and Training Directorate may also use this personal information for research and evaluation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

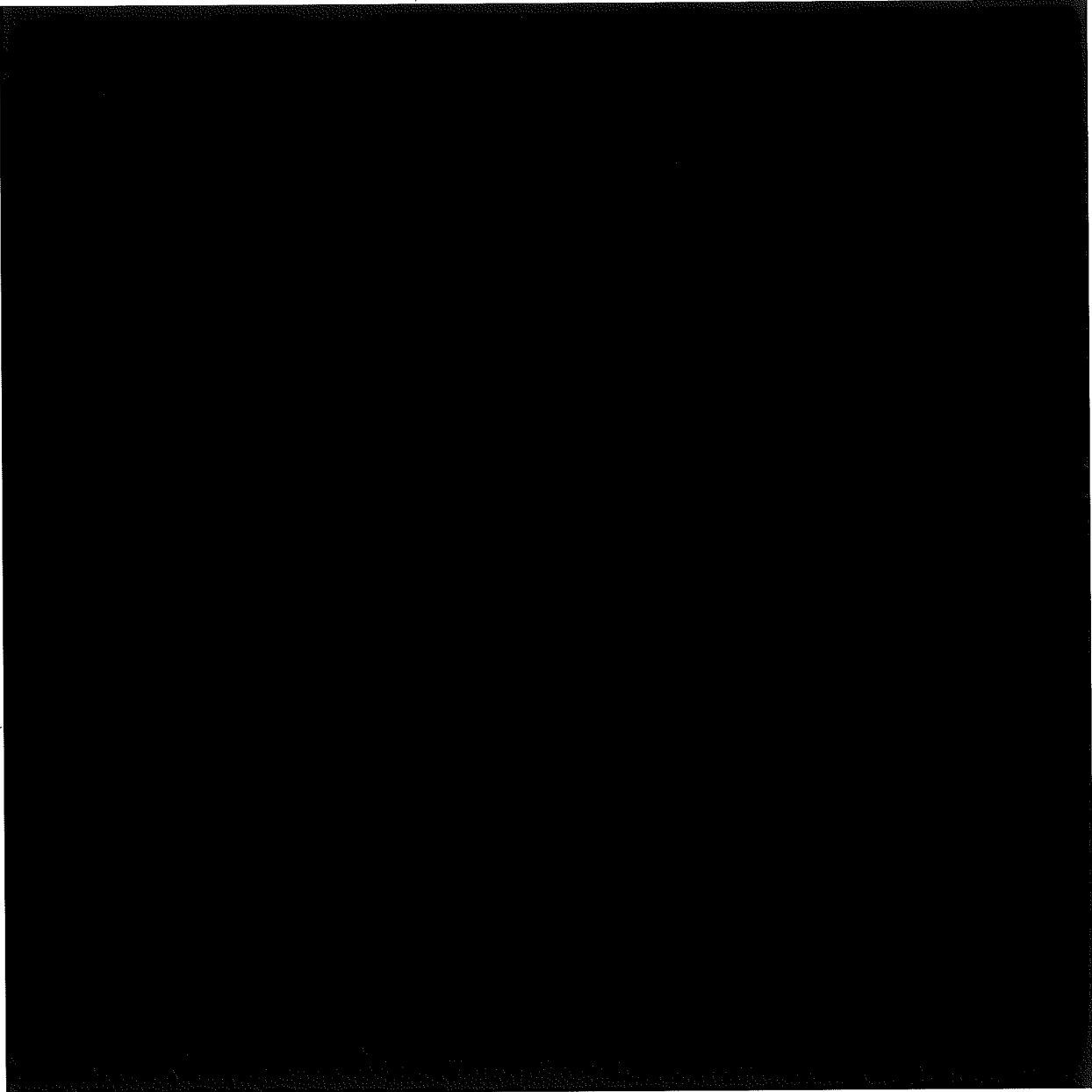
The ACT Government Education and Training Directorate and/or the Minister for Education and Training may disclose to media organisations and post on the Minister's and ACT Government Education and Training Directorate's websites details of any successful application(s). This may include the publication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

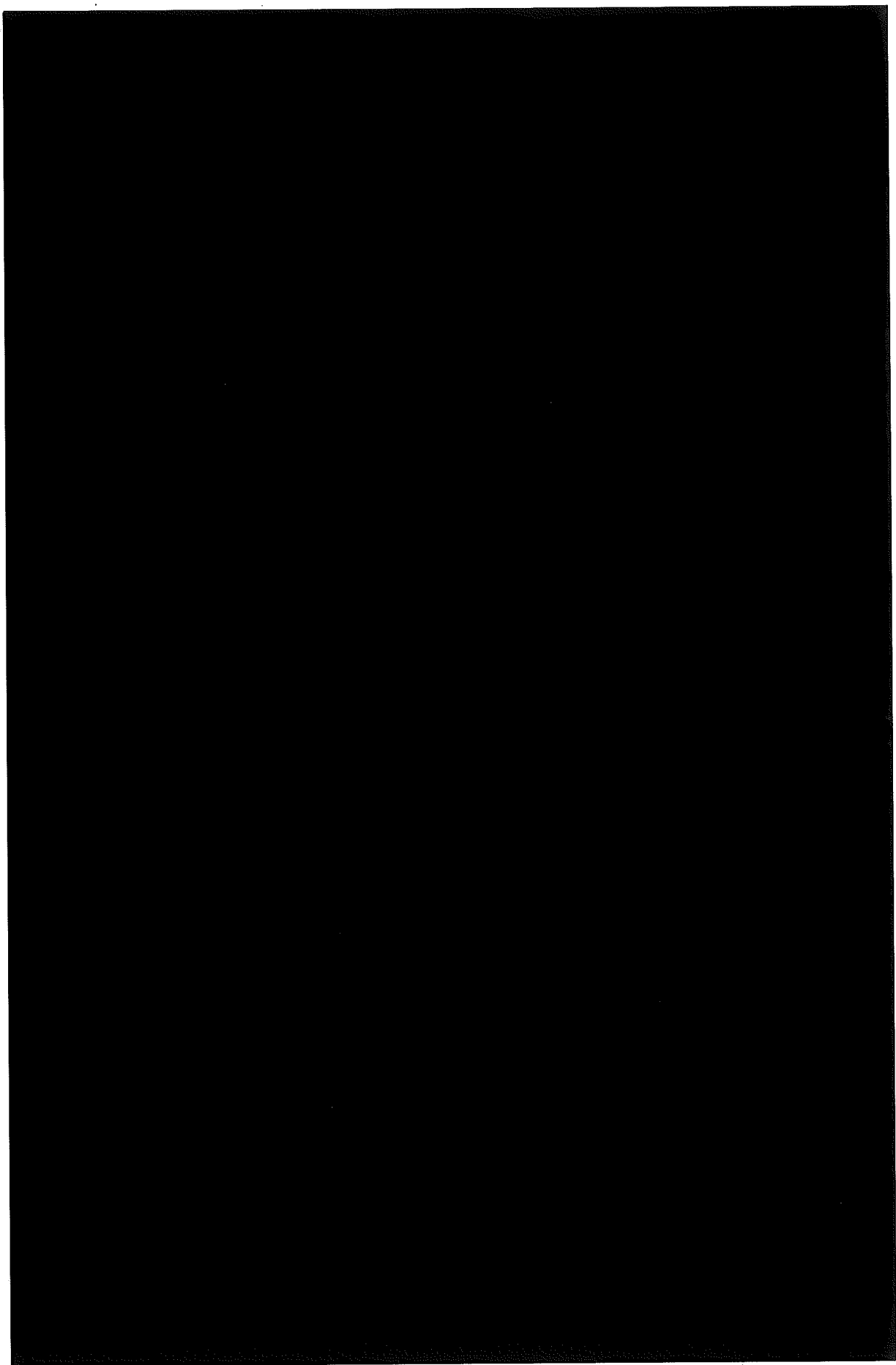
The ACT Government Education and Training Directorate will not otherwise use or disclose personal information collected on this form unless authorised or required by law.

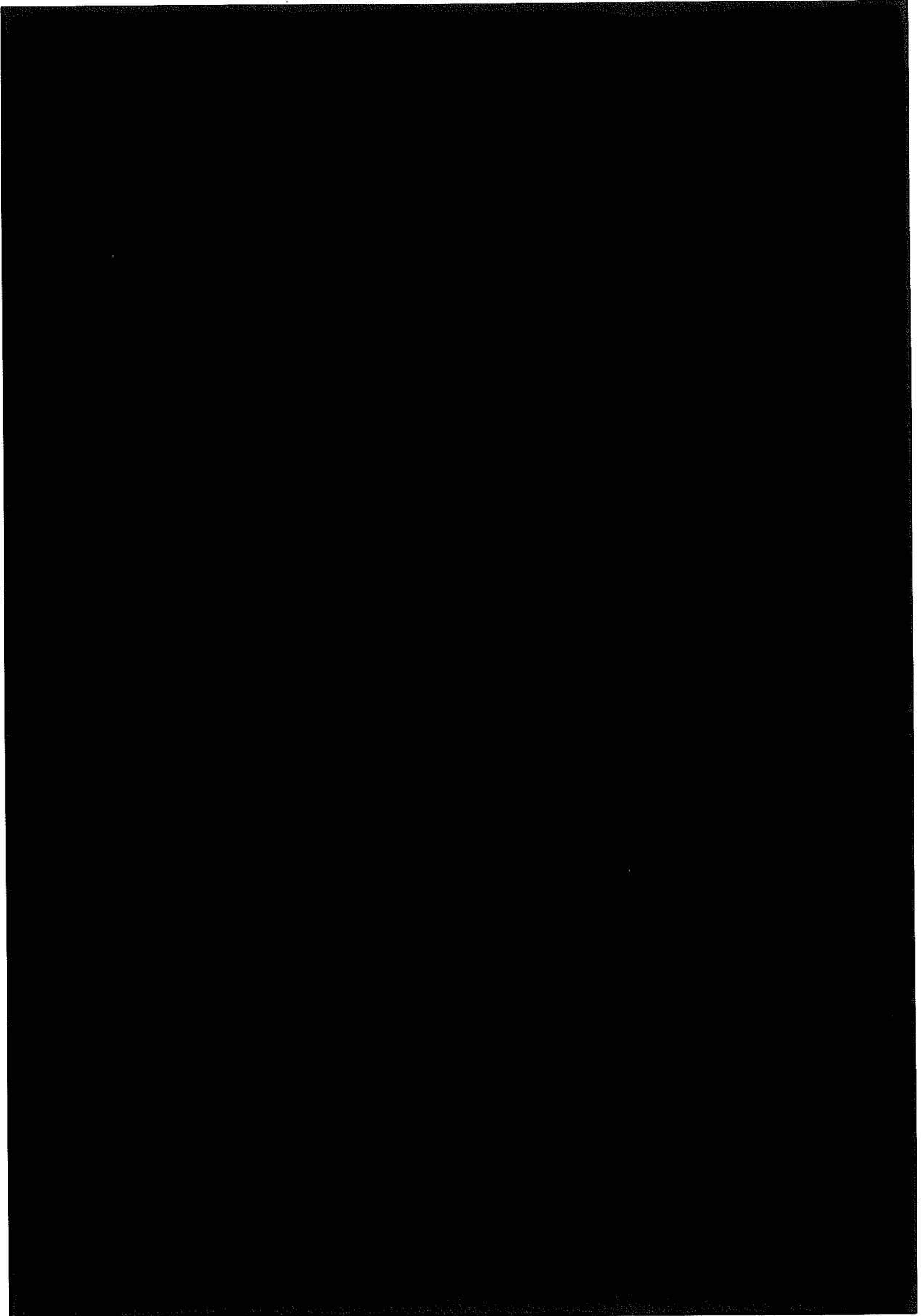
Isabella Plains Early Childhood School
Ellerston Ave, Isabella Plains, ACT 2905
Phone: 6205 9722
Website: www.ipecs.act.edu.au
Email: info@ipecs.act.edu.au

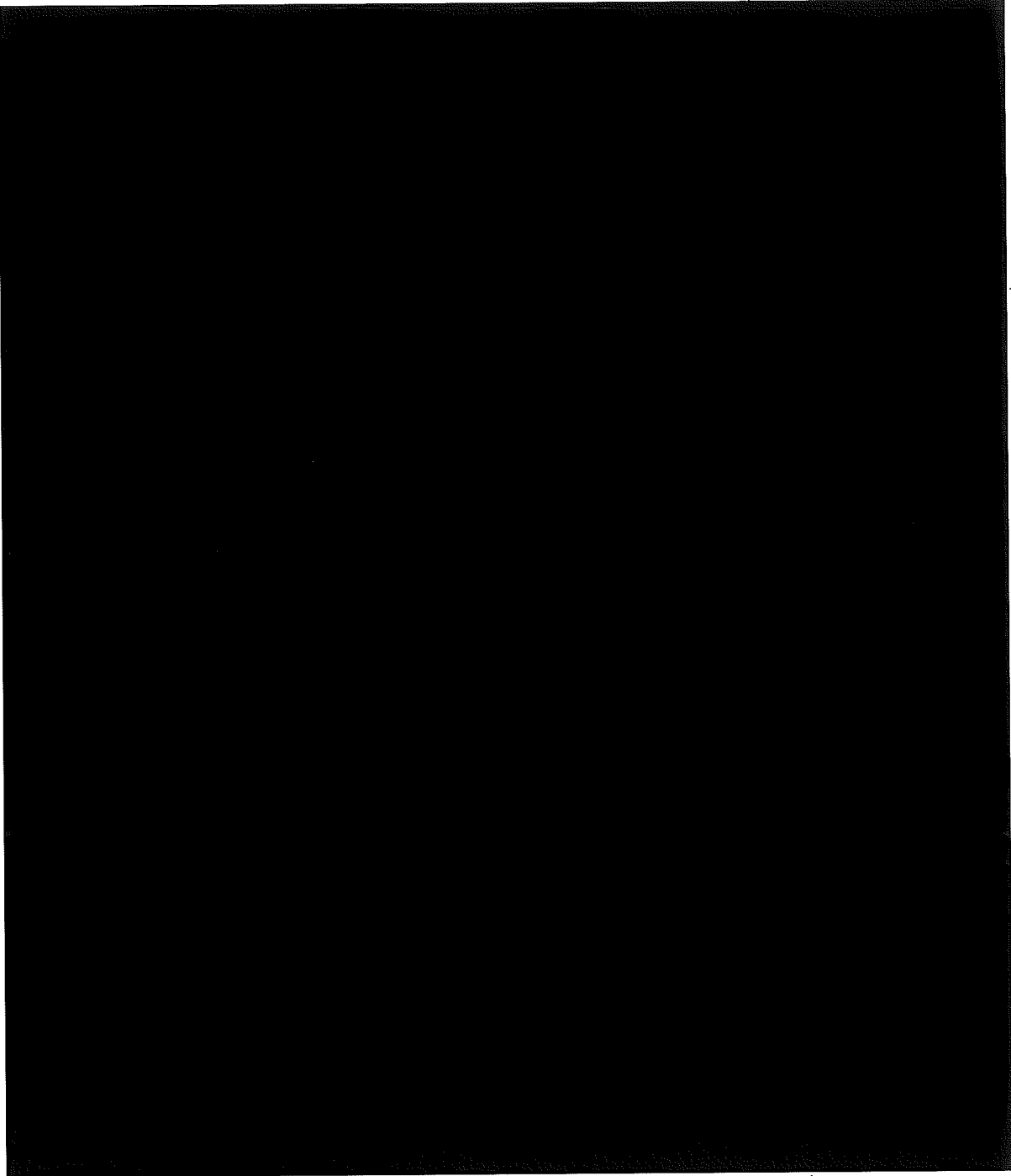


SCHOOL BOARD MINUTES
Monday 24 November 2014



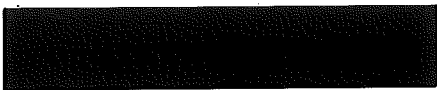






9.2. Chaplaincy

- May be changes happening with the Chaplaincy program – not sure if it will continue. For the moment our chaplain will stay.
- Discussion was held in support of continuation of the chaplaincy program. All members of the school board support having a chaplain at Isabella Plains Early Childhood School.

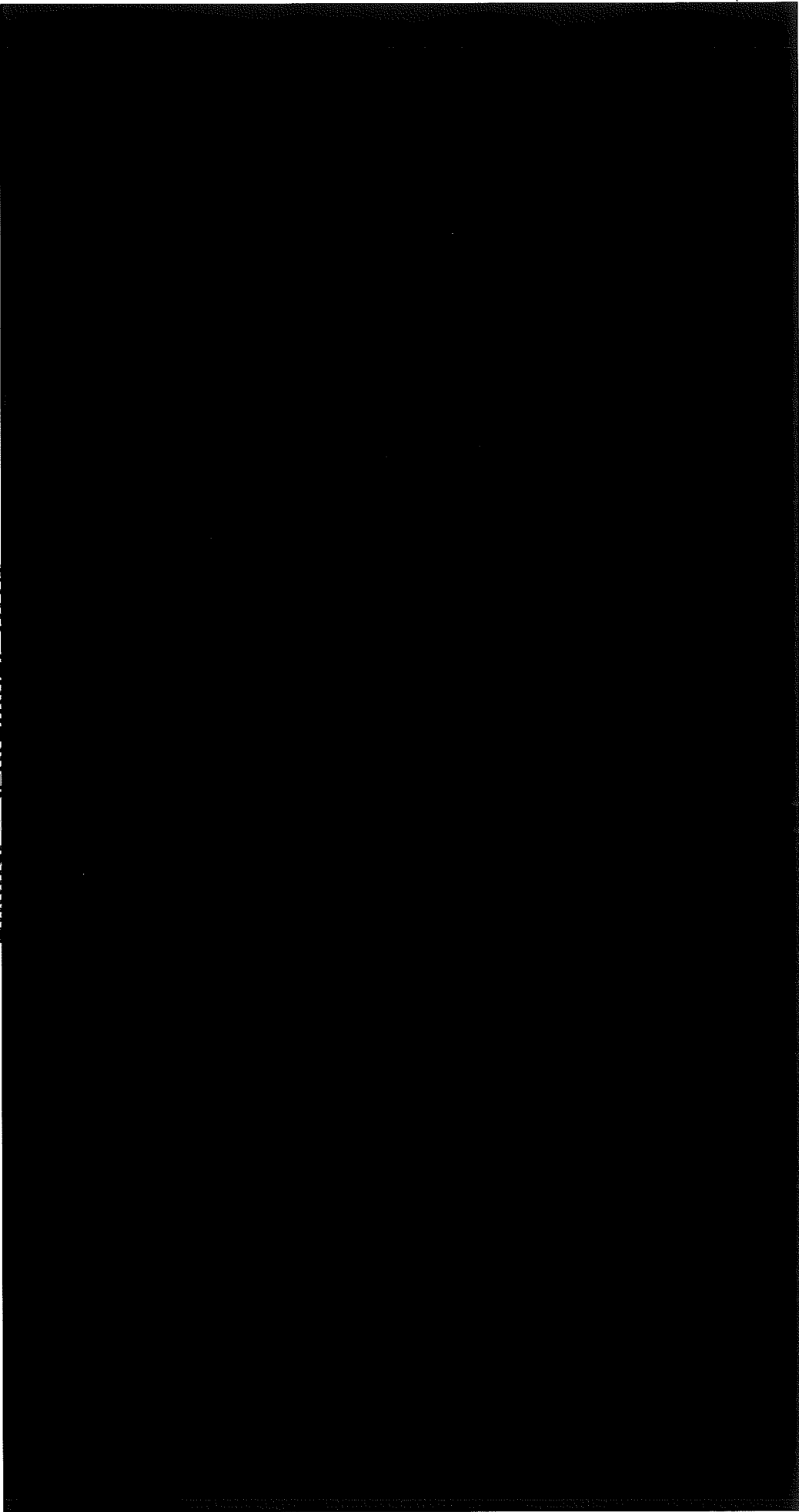


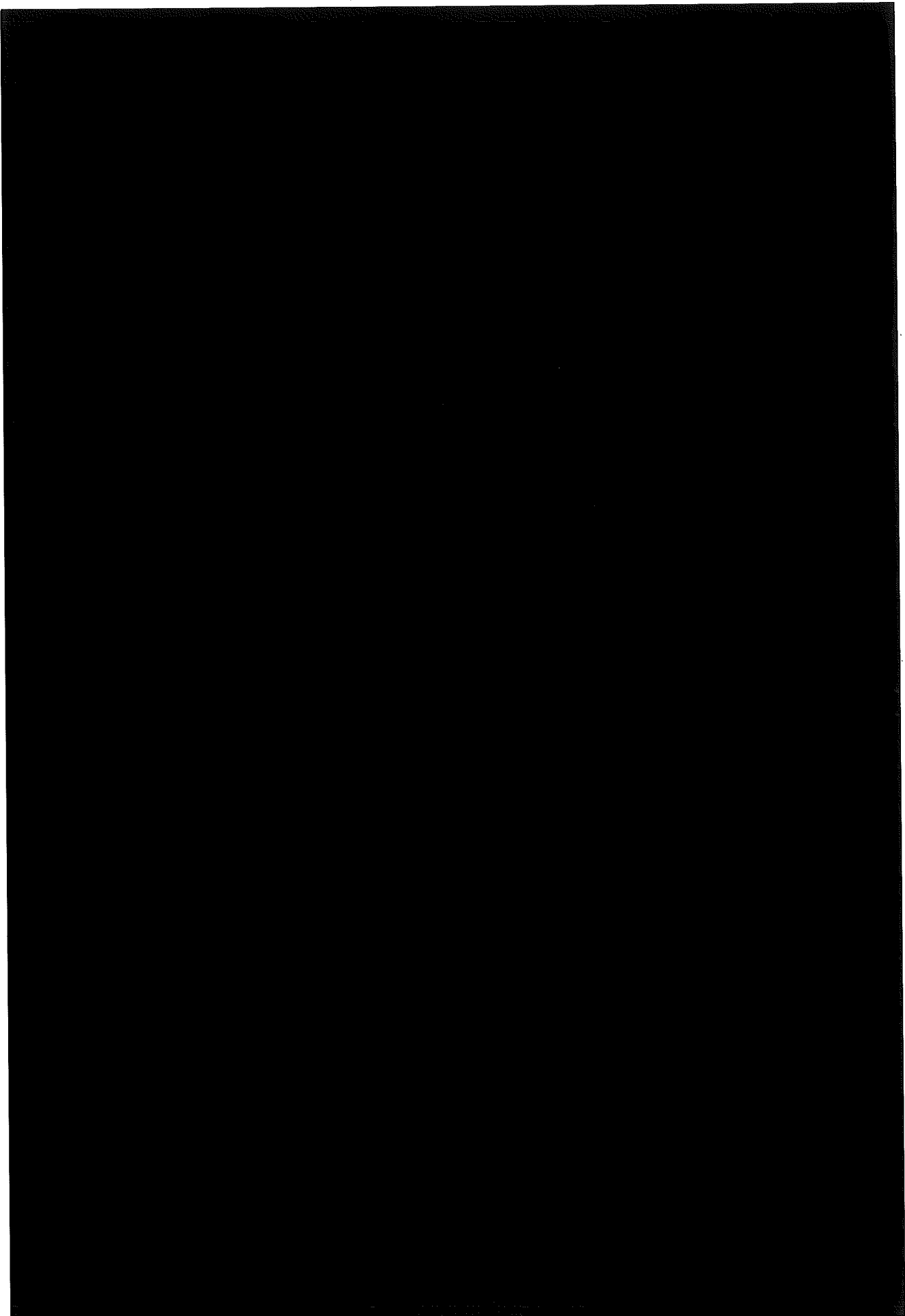


Allison Yaleoglou
Board Chair

**ISABELLA PLAINS EARLY CHILDHOOD SCHOOL
SCHOOL BOARD FINANCE REPORT**

August - September 2014







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 Governance and Assurance Branch on (02) 6205 9301.

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 Governance and Assurance:
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.

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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 completed as a pdf form, then printed and signed. It may then be either scanned and emailed or posted.

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 tick 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 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 enquire more space, please attach additional pages.

Are additional pages attached? Yes 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

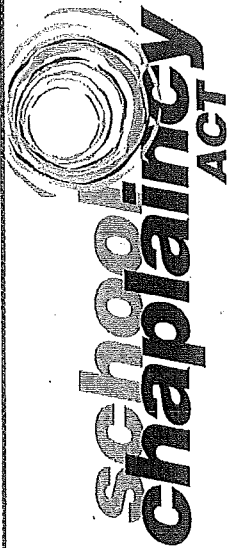
ETD.Complaints@act.gov.au

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.



CHAPLAINCY SERVICE

Annual Operational Plan 2015

Name: [Carolyn Burns]

School / CST: [Isabella plains Early Childhood School]

Year: [2015]

School Supervisor Name: [Louise McCormick, Community Coordinator]

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

- SU Qld 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

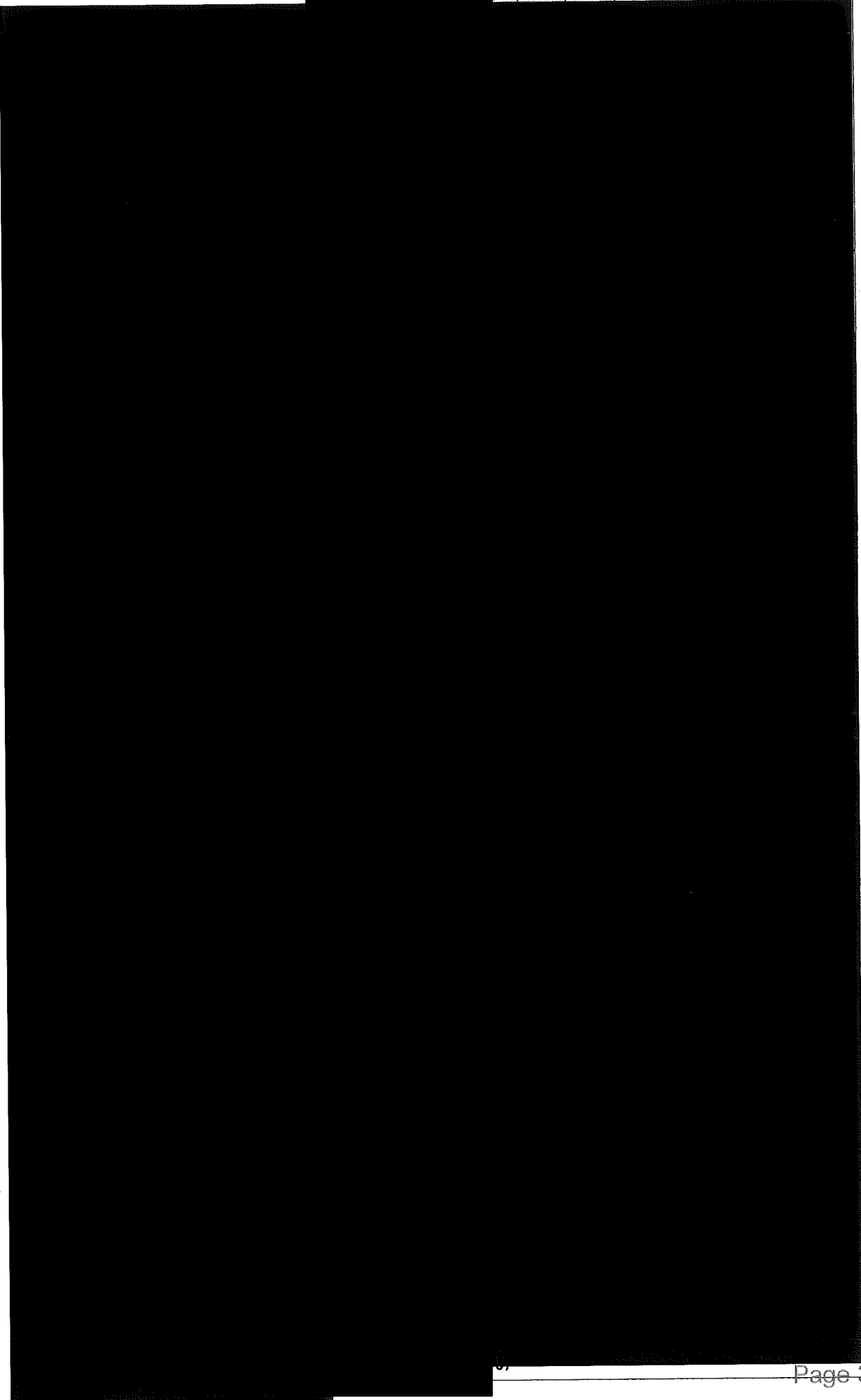
- Outcomes to be achieved - What is it that you would like to see happen?
- Strategies - What steps are you going to take to see the outcome achieved?
- When/Who/Resources - What is the timeline you are working to, who will action it and what resources do they need?

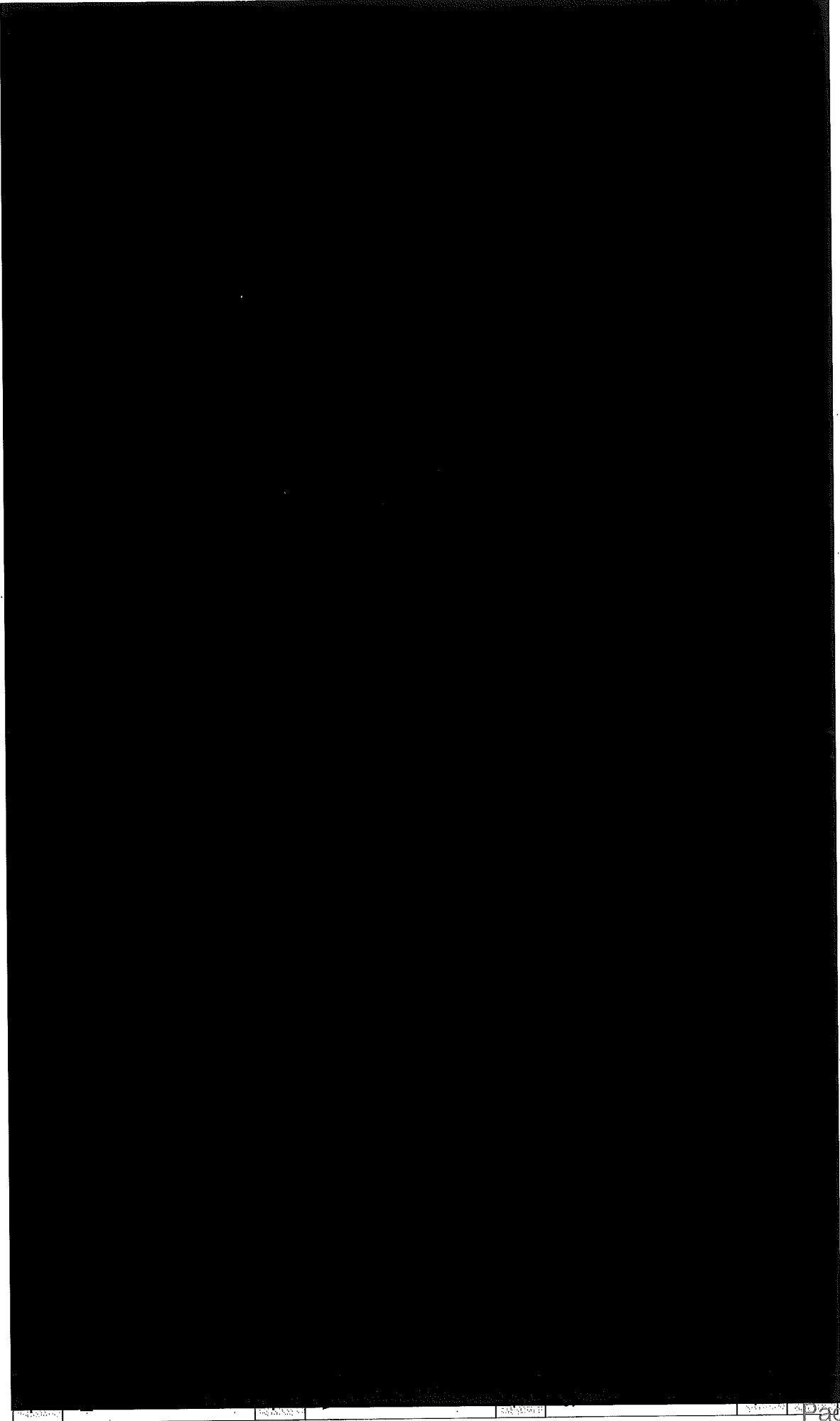
Key Focus Area 1 – Social and Emotional Support	
Chaplains provide proactive pastoral care for students, staff and parents, helping to create a positive and safe school environment and looking out for those in need. They support students and the school community through bereavement, difficult family and peer relationships and other life difficulties that confront children and young people.	
Outcomes to be achieved	When / Who / Resources
1.1	Strategies
Wellbeing of students, staff and families.	Welcome Wednesday Breakfast Club.
	Meet and greet at beginning and end of school day.
	Time spent on playground.
1.2	Being available to staff in the staffroom.
	Seek out the students in need. Talking with students and staff.
	Showing people around the school as needed.
Linking students with each other and helping new and casual staff to have positive experiences at the school.	When Wednesday mornings
	Who Chaplain, Red Cross volunteers, school volunteers as needed.
	Resources Supplied by Red Cross and school
	When Outdoor play times and other times as needed.
	Who Chaplain
	Resources
Key Focus Area 2 – Spiritual Support	
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.	
Outcomes to be achieved	When / Who / Resources
2.1	Strategies
Assistance to children in their spiritual needs as necessary.	Talking with children on playground.
	When Outdoor play times, On walks with children who have special needs.
	Who Chaplain
	Resources as needed
	When
2.2	
2.2.2	

		Who
		Resources
<p>Key Focus Area 3 – Mentoring and Role Modelling Chaplains act as 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>		
Outcomes to be achieved	Strategies	When / Who / Resources
3.1 Continuation of Kids Hope program	Meetings with volunteers and contact from CCC church.	When Various times during the week. Who Volunteers from local community Resources Supplied by school as necessary
3.2 Reinforce good behavior outcomes in children with needs	Small group activities to practice social skills like taking turns, making friends etc.	When Various times during school day Who Chaplain Resources Supplied by school
<p>Key Focus Area 4 – Community Development Chaplains help to build strong links between the school and the wider community. By networking with school staff, local churches and community based youth organisations, Chaplains help to mobilise the resources of the community to support students' needs.</p>		
Outcomes to be achieved	Strategies	When / Who / Resources
4.1 Community involvement in the school	Meetings with local groups. Assisting with programs that exist in the school. Events to celebrate volunteers.	When various times. School assemblies Who Community worker, Chaplain other school leaders. Resources
		When

	Who	
	Resources	
<p>Key Focus Area 5 – Educational Support 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>		
Outcomes to be achieved	Strategies	When / Who / Resources
5.1 Students happily engaged in learning	Farm time with small groups. Care of chickens with groups of children. Watering of school plants with children who need a break from classroom activities.	When Various times during school day Who Chaplain other assistants and teaching staff. Resources Supplied by school
5.2 Children being happy with their level of success as learners.	Assist teachers in classrooms with children who need extra help to be successful	When Various times during school day. Who Chaplain, other assistants and teaching staff. Resources Supplied by school.
<p>Key Focus Area 6 – Extra-Curricular Activities Chaplains contribute to building a positive school environment by participating in general school activities, excursions, sports days, camps and other holiday activities.</p>		
Outcomes to be achieved	Strategies	When / Who / Resources
6.1 Continuing the building of positive school environment.	Attending excursions as appropriate. Helping with Bunnings barbecue, car boot sale etc.	When At set times during the year. Who All school staff. Resources Supplied by school as necessary.
6.2 Spending time with families	Attending school discos as appropriate. Helping with incursions and other school displays or events such as	When At set times during the school year. Who All school staff

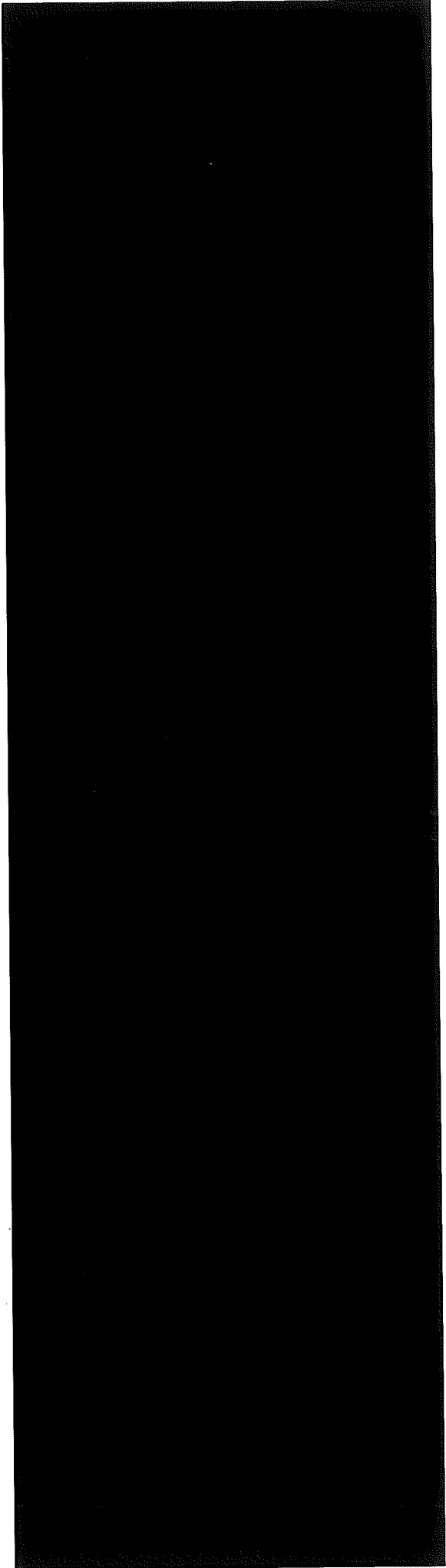
	book sale for Children's Week.	Resources Supplied by school as needed.
<p>Key Focus Area 7 – Promotions and Fund Raising The financial, practical and prayer support of Chaplaincy comes from a range of sources. The Chaplain will be required to contribute to or produce promotional information on the activities 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>Outcomes to be achieved</p>	<p>Strategies</p>	<p>When / Who / Resources</p>
<p>7.1 Support group for chaplains in Tuggeranong.</p>	<p>Attend meetings as required. Attend Regen Dinner, and other fund raising events.</p>	<p>When. To be advised</p>
		<p>Who Chaplains from area</p>
		<p>Resources</p>
<p>7.2</p>		<p>When</p>
		<p>Who</p>
		<p>Resources</p>





2015 Plan for 'Chaplaincy Non-Contact Time' during School Holiday Periods

Version 1 2015



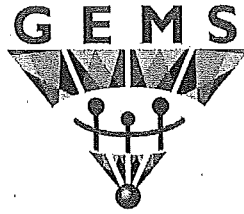
From the Chaplain – Newsletter

This is the sixth year that I have been Chaplain at IPECS. The role has evolved over that time as the school grows and the needs of the children change. I am a big believer in early intervention so I am enjoying engaging with the children as they learn how to become competent members of families, school and society.

My role is to support students, staff and families spiritually, emotionally and practically. I participate in many areas of school life, but am particularly involved in the Welcome Wednesday Breakfast and care of our chickens and plants. When people ask me what my job description is, I tell them that I spend two days a week at IPECS “putting smiles on kid’s faces.” I love to watch the expression on children’s faces when they tell me something special or when they have mastered a new skill.

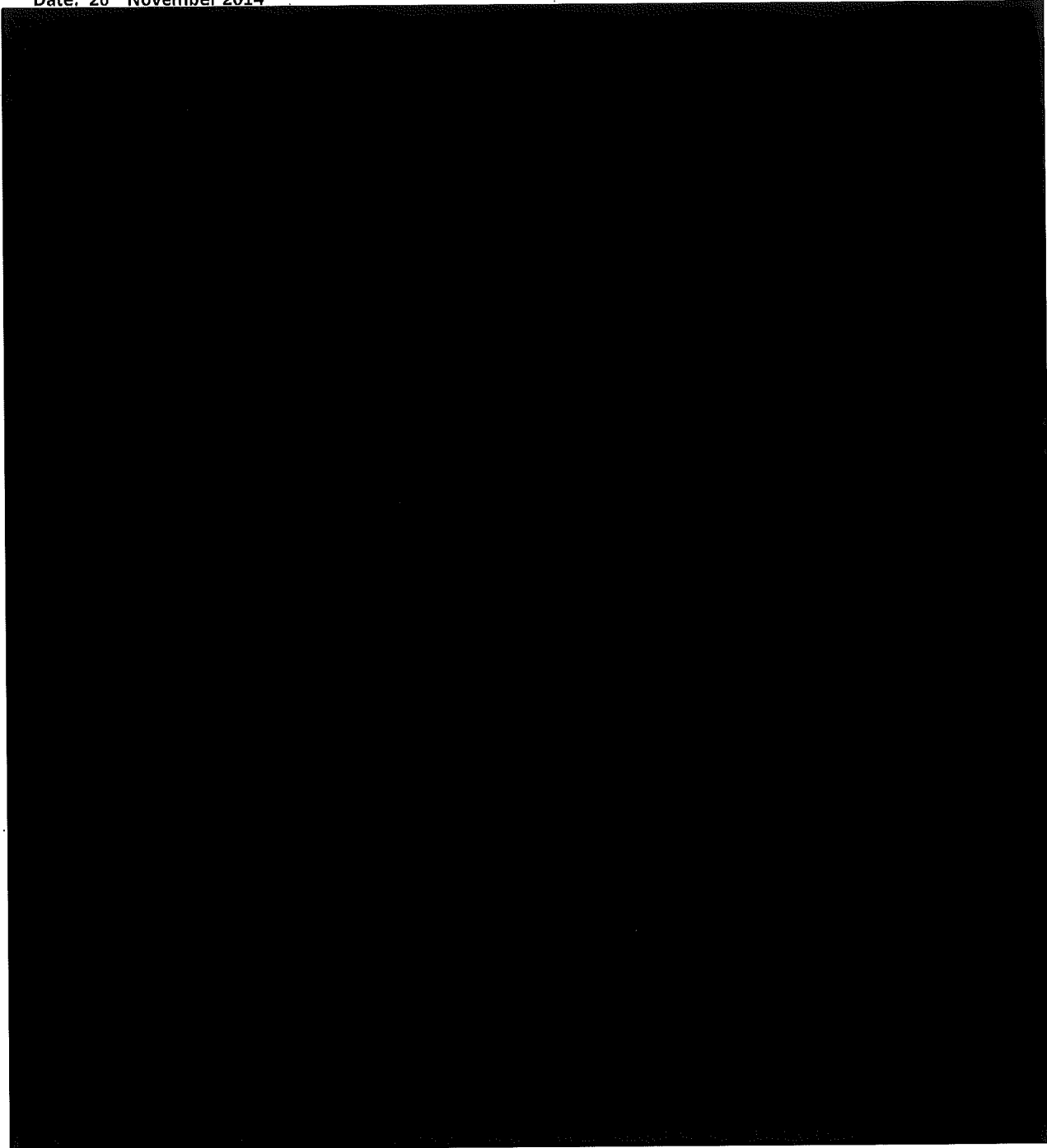
Pastoral care, which is the motivation of all that I do here, is all about making life easier for those I am in contact with during the day. Whether it is doing a busy teacher’s playground duty, showing a child how to hold a baby chicken, being a listening ear or doing a job that has been forgotten, I enjoy lightening the load of those I spend my time with.

Carolyn Burns (Chaplain)



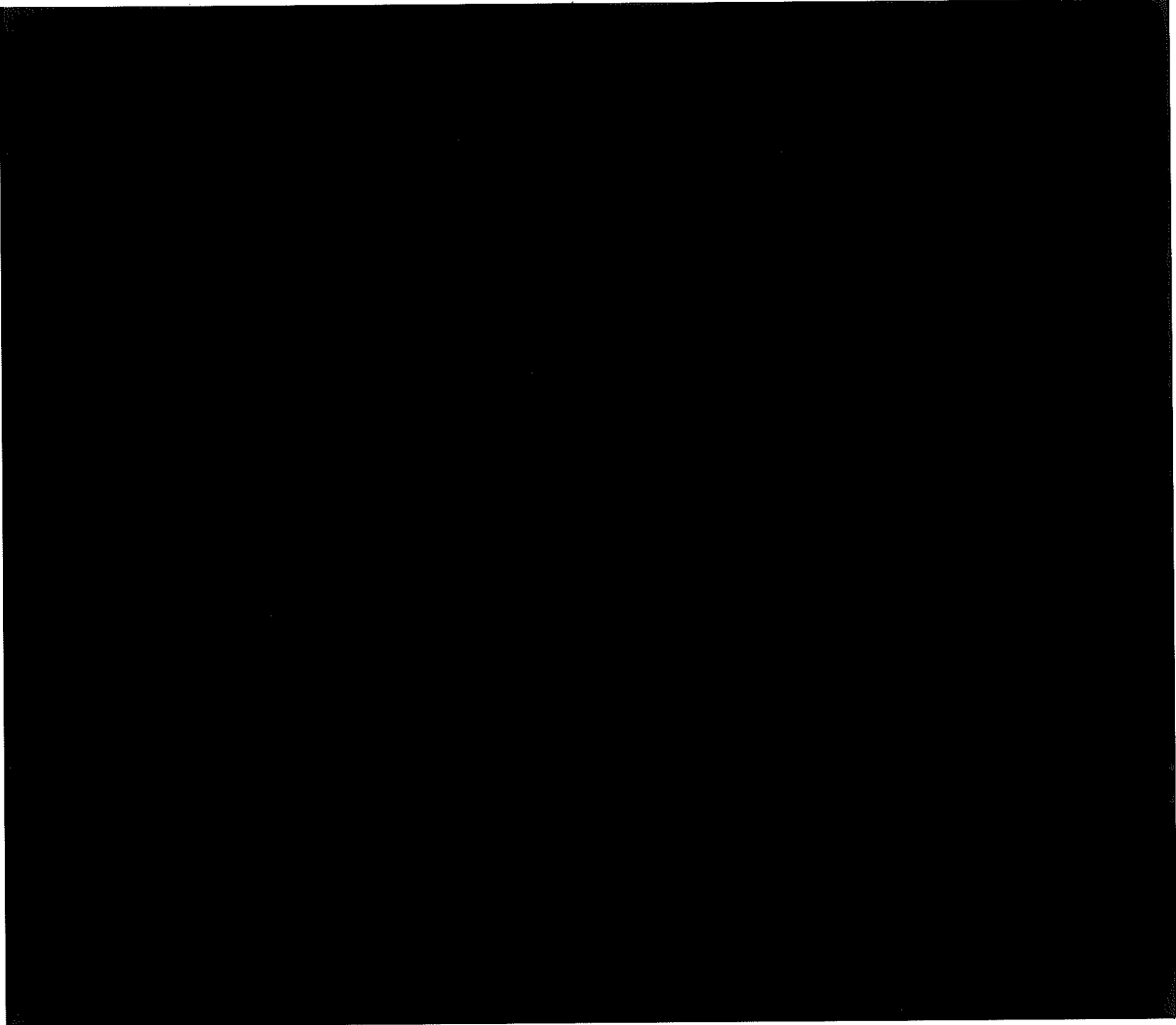
**PARENT ASSOCIATION
ISABELLA PLAINS EARLY CHILDHOOD SCHOOL
Ellerston Avenue
ISABELLA PLAINS ACT 2905
MINUTES OF GENERAL MEETING: 06-2014**

Date: 26th November 2014





7. General Business: Chaplaincy position is needing a vote from the GEMS as to continuance. All present at the meeting felt that the position was valuable to the IPECS community and that if funding was available that the GEMS would support the position continuing to offer support to the students and families of IPECS.



Isabella Plains Early Childhood School NSCSWP School Chaplaincy Risk Management Plan

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 through schools processes with leadership team involvement.
Complaints from students about the Chaplain or the role of the Chaplaincy	Low	Low	Inform the Chaplain and respond to the complaint with leadership team involvement
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.