



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 Erindale College

McBryde Crescent
 Wanniasa ACT 2903 Australia
 Phone: (02) Ph: 6205 8111
 Email: info@erindalec.act.edu.au

A2. School Principal Details

Mr. Michael Hall
 Phone: (02) Ph: 6205 8111
 Email: Michael.Hall@act.edu.au
 Preferred contact method phone

A3. Parent Body

Name of body:	Erindale College P&C
Contact person:	Michael Hall
Title:	Principal
First Name	Chris
Last Name	Hanger
Position	President
Telephone	620 58111 Erindale College
Email	[REDACTED]

A4. School Governing Body

Name of body: Erindale College Board
Contact person: Michael Hall
Title: Principal
First Name: Paul
Last Name: Styles
Position: Board Chair
Telephone: 620 58111 Erindale College
Email: [REDACTED]
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

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

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

If Yes to B1, provide details of the Funding Recipient

B1.1 Type of organisation

Non-Government school Approved Authority
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@sact.org.au
Preferred contact method: email

Part C: Service Details

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

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

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

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

Yes

If yes, how is the existing chaplaincy service funded?

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

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

See the attached SC ACT Role 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 (attachment 2) 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.

Some key activities include:

- Guidance for individuals and groups who seek support
- Provision of regular breakfast services
- Provision of donated clothes program for at-risk students
- Support for students –in-need
- Referral to counselling staff
- Support for special programs in the college when required.

See attached Role Description (attachment 1 and the AOP 2015 (attachment 2) and summary of number of student and staff activities carried out.

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

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.

College Board gave ongoing and formal approval at its most recent meeting on 3rd December 2014. In a joint-sitting with the Parents and Citizens Association, for the purposes of reviewing the achievements from the 2014 Annual Operating Plan (AOP) and for identifying priorities and programs for the 2015 AOP, a unanimous confirmation and approval for this 2015 funding application was made.

(See minutes of Board meeting – point 7.2 in attachment 5).

The feedback provided by the current Chaplain in ongoing reports to the Principal, Board and P&C indicate the student acknowledgement of the service and identify the need for it. (See Chaplaincy Report attachment 3).

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

On-going Community Consultation Process:

Each term the chaplain provides a written report on the achievements and refinement of the AOP that is presented to the P&C and the Board for discussion.

Updates on the work and role of the chaplain will be posted on the school website, notice boards and newsletters as appropriate with opportunity given to the community to make comment.

Upon receipt of the Chaplaincy Annual Review in October each year from SC ACT the Board, P&C and Staff are 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.

See attachment 3 below.

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

See attachment 4 below

Part F: Demonstrated Need

F1. Demographics of your school

FTE enrolments: 560

Indigenous FTE enrolments: 54

Education Level: 10, 11, 12.

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.

Chaplain	1
Counsellor	1
Career Adviser	1
Psychiatrist	0
Psychologist	0
Social worker	0
Youth worker	0
Other, please specify:	
Transition and Careers Advisor	1
Aboriginal Education Worker	1

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

Substantial assistance has been provided by our current Chaplain to our alternate approach to education within the 'Big Picture Academy'. This Academy offers students the opportunity to pursue their own passion in an education setting that wraps the learning

experiences, the curriculum and assessment around the focus provided by the student. Our Chaplain assists students in their education plan. Our current Chaplain has commenced a Healthy Eating program which runs two days a week and provides healthy food free from her facilitation of donations. This program is designed to encourage healthy eating and raise student awareness of the importance of student physical wellbeing. Our Chaplain, as a specialist disabilities teacher, has provided workshops for students regarding the needs and issues surrounding disability in our community. Our Chaplain also supports staff and students in the LINK (pastoral care) program; this informs students of college programs and up and coming events as well as essential 'life' curriculum. Our Chaplain also provides social and emotional wellbeing to students who self-refer for individual sessions. Staff also refer students who need additional wellbeing support.

Part G: Declaration

I declare that:

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

Signed: 

Position: Principal
Date: 5th December 2014

Privacy Statement

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

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

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

The ACT Government Education and Training Directorate will not otherwise use or disclose personal

Attachment 1**C2. Chaplain - 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.

Attachment 2

Report of Annual Operating Plan for EC Chaplain 2014

Report of Chaplain Activities 2014

Prepared for Board and P&C Meetings

It has been a privilege to work in Erindale College.

There are many facets to a college, which differ to other forms of schooling.

Here is a brief summary of where I have been utilising my time.

Conversations within the College

***One to one regular supportive** conversations, students: approx. 20 Over the year. Their issues included: support with conflicts at home, among friends at college and cyber, stresses with teachers, assignments and workloads. Resources used included: counsellor, conversations with teachers,

e-knex and all staff involved in career issues. Outside services were also drawn, such as Lanyon Youth centre, Junction, Salvation Army, Vinnies and Young Careers. These students needed encouragement, another perspective, opening up of different pathways, life stories on how other people have got through tough issues. I enjoyed finding each student's strengths and interests and building that into how these strengths could work for them.

***Group conversations** in all learning areas of the college, including the library, each week. They would talk about how they were approaching their assignments and other tasks which helped other students who were struggling to get ideas and how to approach their studies. It was also fun to join in their discussions on their next team/ dance/ art event. They were all keen to talk about their jobs: how their boss was treating them, how many shifts, how much money they were saving or spending, such as driver's licence and the purchase of a car.

***Regularly spoke with staff** in each academy, ELA, CAA, ISA, IEA, ESA, Library and Mindyigari Centre, Big Picture about the needs of students referred to me and students who referred me to their teacher.

*** Regularly spoke with staff** in Administration, e-knex, Amit, the counsellor, and the BOSE. Getting to know these people takes more time, as they have very tight time frames.

Gave presentations to Community Services students:

Year 11 group were completing the competency Prepare for Disability Work-CHCDIS220B

The year 12 group were completing the competency Prepare for Alcohol and Others drugs work-CHCAOD201A

Art Program in Big Picture, which was linked to the unit on Art in the Community.

Activities in College

I set up the **Healthy Eatery** with the support of [REDACTED]. The venue needed a lot of cleaning, which [REDACTED] did and gave me pointers in how to set up the Eatery. The students have benefited in being reminded that healthy food is yummy and that there is free food here and in Mindyigari Centre. They have also given suggestions for what toppings they would like in their food and have added smoothies to the menu.

2nd Hand Clothing Sale The staff all contributed to providing useful items of clothing. This didn't bring many sales.

Conversations in the Community

Outside services were also drawn, such as Lanyon Youth centre, Junction, Salvation Army, Vinnies and Young Careers. These services also came to introduce their services at college assemblies.

Community and Church supports beginning to be set up with introductory conversations with Gugan Gulwan Youth Aboriginal Corporation, all Erindale library staff,

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

Risk	Assessed Risk (before doing anything)			Strategy to Deal with the Risk	Assessed Risk (after doing something)		
	Likelihood	Impact	Risk		Likelihood	Impact	Risk
Resignation of worker	L	M	L	Work with Chaplaincy agency to appoint a new Chaplain	L	M	L
Poor performance of worker	L	M	L	Ongoing support and supervision	L	M	L
Prolonged absence of worker	L	M	L	Report to Chaplaincy agency for support	L	M	L
Mismatch of worker to the school	L	L	L	School Principal involved with appointment of Chaplain to meet school needs	L	L	L
Alternative strategies/ activities for opt out	L	L	L	All students should have a note to 'opt in' to programs.		L	L
Complaints against worker	L	M	L	Follow ETD policy guide	L	M	L
Concerns with funding recipient relationship/ service delivery	L	M	L	External program government funding	L	M	L
Diminished school community support	L	M	M	Continue to promote service to students	L	M	M
Minority school community opposition to service	L	L	L	Continue to promote service to school community	L	L	L
Community /school funding requirements	M	H	L	External program government funding. Obvious concern if funding ceased.	L	H	L

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.

GPO Box 158 Canberra ACT 2601 | 220 Northbourne Ave, Braddon ACT 2612 | phone: 6207 5111 | www.det.act.gov.au

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

Extreme	High	Medium	Low
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.

Guide to handling complaints about ACT public schools and the Education and Training Directorate.

1. OVERVIEW

- 1.1. The Education and Training Directorate (the Directorate) is committed to addressing the complaints it receives from parents, carers, students and members of the community about ACT public schools and the Directorate in a manner that is courteous, efficient, fair and prompt. The Directorate is also committed to establishing and nurturing positive partnerships between schools and their communities.
- 1.2. This procedural guide is designed to assist ACT public school and Directorate staff to manage complaints at the local level and respond to complainants who pursue further avenues of complaint resolution.
- 1.3. The following steps constitute the Directorate's complaints handling processes:
- i. In the first instance, complainants should take a concern or complaint to the school or the area of the Directorate responsible for the matter. This is referred to as the 'local level'. As appropriate, the Liaison Unit will assist the complainant to contact the 'local level' directly, unless there are special circumstances which prevent this.
 - ii. Having followed the local level's complaint's handling processes - a complainant may lodge a *Written Complaint* with the Directorate through the Liaison Unit.
 - iii. Having lodged a *Written Complaint* with the Directorate, and received a written response - a complainant may request a review of the decision relating to the complaint by writing to the Director, Information, Communications and Governance.
 - iv. A complainant may also request a review of the processes relating to their complaint through the relevant external agency such as the Human Rights Commission, ACT Ombudsman or Australian Information Commissioner.
- 1.4. All ACT public schools and areas within the Directorate are responsible for managing complaints referred to them as the 'local level'.
- 1.5.1 Local levels are responsible for;
- developing processes to receive and address concerns and complaints
 - communicating these processes to staff and stakeholders
 - providing information about the written complaint process to complainants who are not satisfied with the local level's response
 - referring concerns or appeals about student non-attendance, out of area enrolment, suspensions or exclusions to the Office for Schools
 - displaying the *Complaints Poster* in all relevant reception areas.
- 1.5.2 The Liaison Unit is responsible for:
- assisting complainants to identify the local level where the complaint should initially be raised
 - providing complainants with information about the Directorate's *Complaints Policy Education and Training* and procedures, access to the *Complaints Form* and assistance relating to complaints

- liaising with school principals and complainants to achieve a resolution of matters of concern and re-engage the complainant with the school
- notifying the appropriate Director or School Network Leader of all complaints raised with the Liaison Unit
- referring concerns about a principal to the Office for Schools
- recording and categorising all requests for assistance made to the Liaison Unit
- managing the *Written Complaint* process
- recording and categorising all *Written Complaints* lodged with the Liaison Unit
- developing and distributing the *Complaints Poster* to principals and managers
- communicating the complaints procedures to principals, directors and managers.

1.5.3 The Legal Liaison section is responsible for:

- managing requests for review of decisions relating to *Written Complaints*
- coordinating responses to complaints made under a range of administrative law provisions.

1.5.4 The Office for Schools is responsible for:

- providing parents with assistance with appeals relating to out of area placements/enrolments, suspensions and exclusions
- handling complaints relating to Principals.

1.5.5 The Human Resources Branch is responsible for handling complaints relating to staff or employment.

2 SCHOOL SPECIFIC PROCEDURES

2.1 Each school should develop processes by which concerns and complaints are addressed at the local level.

2.2 School processes should be communicated to staff and parents by:

- discussing them in regular staff meetings
- publishing them on the school's website and each term in the school newsletter
- displaying the *Complaints Poster: Do you have a concern or complaint about your school?* (Attachment 5) in all reception areas.

2.3 These processes should

- emphasise that complaints should initially be raised at the local level i.e. with the class teacher/ tutor/ pastoral care teacher/ subject teacher
- provide a pathway whereby complaints can be referred to a supervising staff member / executive team member and then to the principal if the concern has not been resolved
- specifically cater for the cultural needs of Aboriginal and Torres Strait Islander families
- specifically cater for the concerns of parents of students with a disability and the needs of parents with a disability
- ensure that staff are provided with appropriate training and support in the handling of concerns and complaints, including access to the guide which outlines the Directorate's complaints handling processes
- assist staff to keep accurate records about the concerns and complaints raised at the local level and how and when the matter was resolved
- refer complainants to the Office for Schools for appeal processes relating to out of area enrolments and placements, suspensions and exclusions.

2.4 Where a complainant is not satisfied with the local level's response, the principal should refer the complainant to the Directorate's *Complaints Form* which is attached to the *Complaints Policy – Education and Training Directorate* and available on the policy section of the Directorate's website.

3 PROCEDURES FOR MANAGING WRITTEN COMPLAINTS

3.1 If a complainant is not satisfied with a response to the complaint, the complainant may lodge a *Written Complaint* with the Manager, Liaison Unit at: ETD.Complaints@act.gov.au or GPO Box 158 CANBERRA ACT 2601 by using the *Complaints Form (Attachment 3)* or by letter or email. The *Complaints Form* is available on the Directorate's website at www.det.act.gov.au/publications_and_policies/policy_a-z

3.2 The Liaison Unit will:

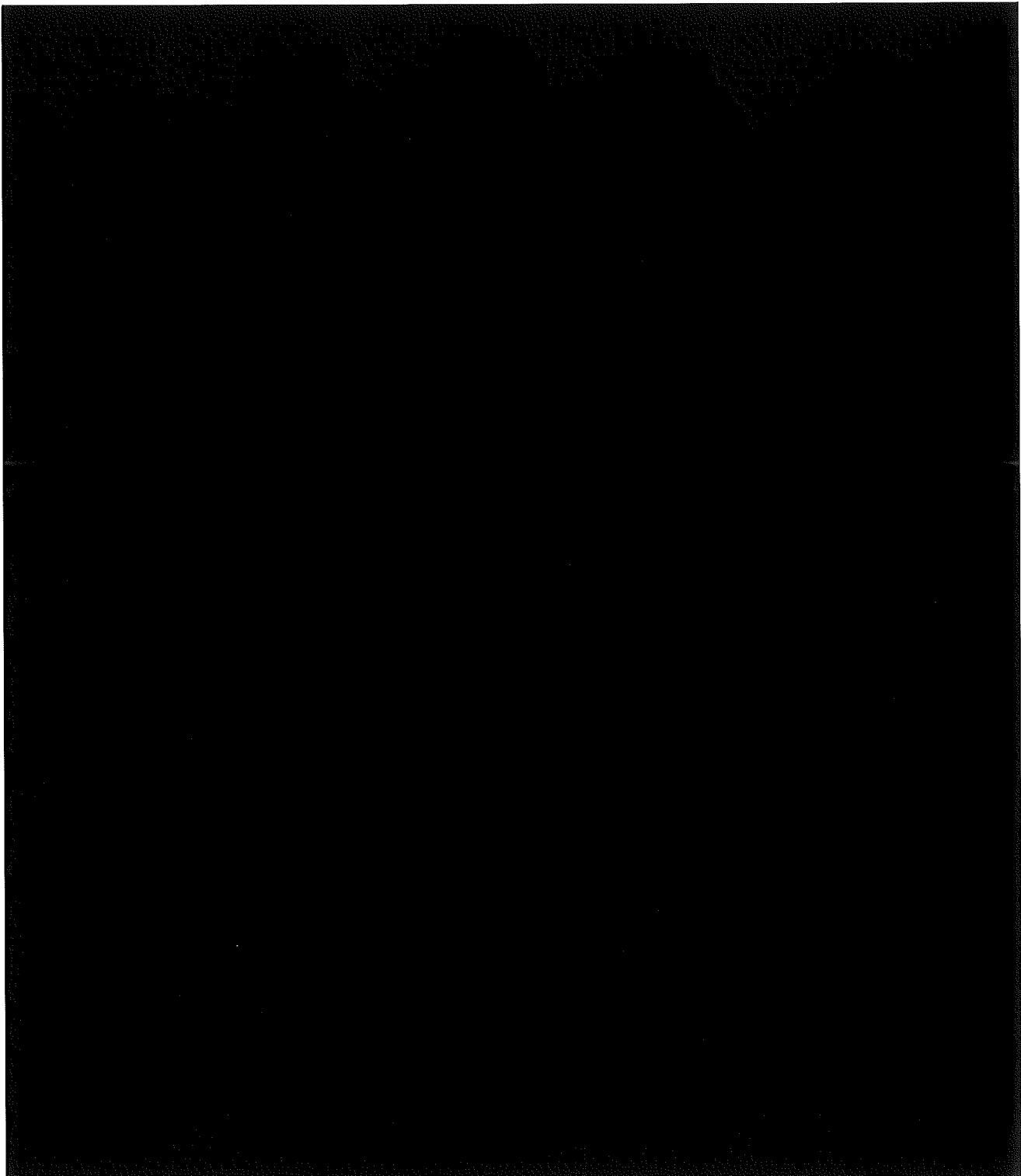
- acknowledge receipt of the complaint within 5 business days of receipt by the Liaison Unit
- provide the complainant with the reference number for the *Written Complaint* and the area of the Directorate that the complaint has been referred for further action
- provide the complainant with a copy of *Complaints Policy – Education and Training Directorate* and complainant guide *Attachment 1* which details the relevant time frames
- develop an investigation plan
- when necessary schedule a meeting with the Director, Information, Communications and Governance and the Office for Schools and/or relevant Director where the complaint is referred for action and response
- register the *Written Complaint* and record all actions and the outcome
- coordinate the written response to the complainant signed by the appropriated Director within 25 business days of complaint being lodged with Liaison Unit
- on case by case basis an interim response will be provided to the complainant with the final written response provided within a further 25 business days.

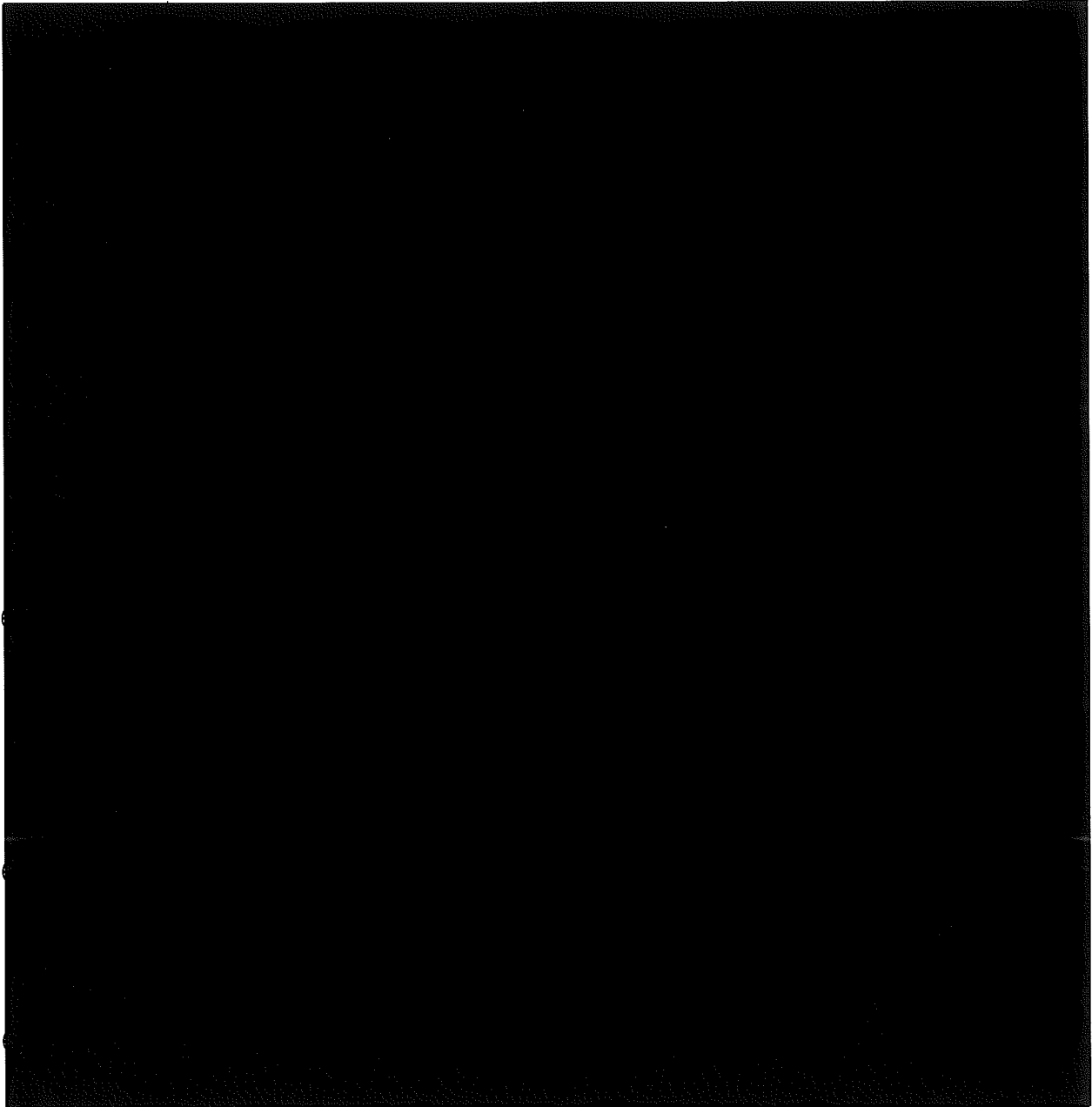


Erindale College

ERINDALE COLLEGE BOARD MEETING
Wednesday 3rd December 2014

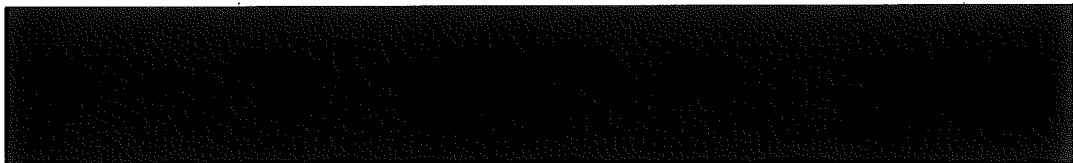
MINUTES





7. Other Business –

7.1



7.2 **National Chaplaincy Program for 2015** - During the joint-sitting session of the Board and P&C for the Principal's Presentation of the AOP reflections and priorities approval, MH presented the formal application for the National Chaplaincy Program for 2015 asking for affirmation of the 2014 Chaplain program and requesting the 2015 Application be approved.

*Moved Acceptance – [redacted] on behalf of Board [redacted] on behalf of P&C
Seconded – Unanimous*

