



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. CAMPBELL HIGH SCHOOL

Treloar Crescent
Campbell ACT 2612
ph. 02 6142 3166
fx. 02 6142 3196
info@campbellhs.act.edu.au

A2. School Principal Details

Mrs Heather Paterson
[REDACTED]
Heather.Paterson@ed.act.edu.au
Preferred contact method: email

A3. Parent Body

Parents and Citizens Committee
Contact person:
Mrs Diana Kerr
President

[REDACTED]
Preferred contact method: email

A4. School Governing Body

SCHOOL BOARD

Miss Ellen Duffy (student)

Board Chair

Telephone: 02 6142 3166 (school)

Preferred contact method: contact school

Part B: Funding Recipient Details (Chaplain Provider)

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

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

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

Please circle.

Yes No

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

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

If Yes to B1, provide details of the Funding Recipient

B1.1 Type of organisation

Non-Government school Approved Authority

Other Funding Recipient as a legal entity

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

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. Where possible funds have been made available through SC ACT, the chaplain has been able to increase hours from 10 hours per week to 12 hours per week.

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)

Our school chaplain currently provides services in the following ways:

1. **Social and Emotional Support** - Provide grief and loss support for students, families and staff, including home/hospital visitation where appropriate. Run Seasons For Growth (grief and loss) program for students. Arrange and conduct student memorial services. Support students across all year groups with relational, social and emotional issues. Meet with parents to offer support and guidance. Provide emotional support for staff as requested.
2. **Spiritual Support** – Facilitate lunchtime, Enrichment and other groups as requested by parents and students to provide support and guidance about ethics, values and spirituality. Be available to parents and staff for spiritual support as required.
3. **Mentoring and Role Modelling** – Organise BOOM! Mentoring program for year 9&10 students offered in Enrichment and the Circle of Friends group/programs for students with a disability, as required. Provide ongoing support for disengaging or distressed students as requested by parents or Principal. Identify and implement programs to support students at risk.
4. **Community Development** - Liaise with local businesses and organisations to get support for the operation of the Breakfast program. Run the breakfast program twice a week which provides over 7500 serves of breakfast each year.
5. **Educational Support** – Facilitate programs (Path of Life) for disengaging students and

provide additional support for the teacher in charge of the year 9&10 CLASSIC boys leadership and sports program.

6. **Extra-Curricular Activities** – Provide additional transportation support for school excursions. Attend the year 7 camp to provide additional support for students and staff. Attend school excursions where students at-risk are involved.

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.

The school carries out regular assessment of the chaplaincy service during the course of the year through discussions at the School Board and P&C Meetings, Chaplaincy Support Team (comprising staff, parents and members of the local community) meetings, and through feedback and letters from students, parents and staff (see attached).

A survey was conducted with staff and students. The results being an overwhelming support for a chaplaincy program to continue.

The P&C Committee receives regular updates throughout the school year and have included a letter of support for the chaplaincy service to continue.

The School Board has also expressed their desire for the chaplaincy service to be maintained.

Letters of support have also been received from staff, students and parents in favour of the Chaplaincy program. (Evidence is attached)

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)

Each semester the chaplain provides a written report on the outworking of the Annual Operating Plan (AOP) that is presented to the P&C and the Board for discussion. Updates on the work and role of the chaplain are 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 November each year from School Chaplaincy ACT (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.

In addition to this a Chaplaincy Support Team which comprises of parent, staff, SC ACT, and local churches and organisation representatives meet at least once per term to discuss the activities of the chaplaincy service and make appropriate recommendations.

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.
See attached documentation

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

Any complaints regarding the chaplain or the chaplaincy service is directed to and handled by the Principal. A link has been placed on the school's website with details as to how to lodge a complaint and to who a complaint can be directed.

A complaints log has been created on the school's system to record any complaints and provides details as to the processes in the handling of complaints.

A copy of this document is attached.

Part F: Demonstrated Need

F1. Demographics of your school

FTE enrolments:	741
Indigenous FTE enrolments:	15
Education Level:	Year 7 to 10

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 (2 days)
Counsellor - nil
Career Counsellor (part time)
Psychiatrist - nil
Psychologist (3 days)
Social worker - nil
Youth worker (fulltime)
School Youth Health Nurse (2days)
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).

Our school community is composed of a diverse mix of students that come from a wide range of socioeconomic backgrounds. Our chaplain provides support for students of various beliefs and assists them in accessing resources when called upon.

There are many students who travel long distances to get to school or come from difficult family circumstances often arriving at school without having breakfast. Our school chaplain introduced and continues to oversee the breakfast program which offers a free healthy breakfast two days each week, which over the past 12 months has provided over 7500 serves of breakfast for students. Anecdotal evidence from teaching staff suggests that this program assists students to be more settled, concentrate longer and be more focused in class. This program was awarded the Order of Australia Association Citizen and community service award in 2012 for its contribution to the school community.

The chaplain facilitates programs that offer support for students who have experienced grief and loss. He provides emotional and spiritual support for families who have suffered loss and has been called upon to arrange student memorials both at school and interstate.

Our school community utilises our chaplaincy service for a wide range of social, emotional and spiritual support, including responding to parental requests for guidance in supporting their children's wellbeing, helping students to resolve social conflicts, making hospital or home visits to offer support (see letter from a staff member who our chaplain supported

Our chaplain works closely with our Executive staff and assists with identifying specific programs that support students at-risk with their learning, positive behaviour and constructive social relationships through social skills programs. He provides educational support to students who have been unable to attend school for health reasons and acts as a liaison with teachers and parents/carers.

Our chaplain is highly regarded by students, parents and staff and is seen as a positive role model and someone that students will go to speak to about concerns. He organises various seminars and presentations that promote positive mental health especially for our male students.

In response to school community concerns about student wellbeing, our chaplain organises a Mental Health First Aid training program for parents and carers which is run out-of-school hours that has had a high uptake and is greatly appreciated.

The loss of our chaplain would greatly impact the support services that we are presently able to offer. The chaplaincy program provides significant health and wellbeing benefits to our school community and is highly valued by students, parents and staff alike.

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: **Heather Paterson**
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.

From: Diana Kerr [REDACTED]
Sent: Tuesday, 2 December 2014 10:56 PM
To: Paterson, Heather
Subject: Fwd: URGENT- P&C Feedback on the Chaplaincy Service [SEC=UNCLASSIFIED]



On behalf of the P&C I would like to provide our support for your application of continued funding under the chaplaincy program for Steve Linder.

Steve, or Chappo as he is known on the Campbell High community, is a valuable resource in the school. He provides support and services for students in all areas of pastoral care. He is approachable, caring and knowledgeable and is held in high regard by students, teachers and parents.

Chappo has co-ordinated the breakfast club which provides healthy breakfasts to those who need them. He gives up his own time to source supplies by building relationships with local businesses. The P&C has supported his efforts with much needed equipment.

He works hard to provide programs to students including the engagement of inspirational speakers at the 'Futures Forum' he convenes annually.

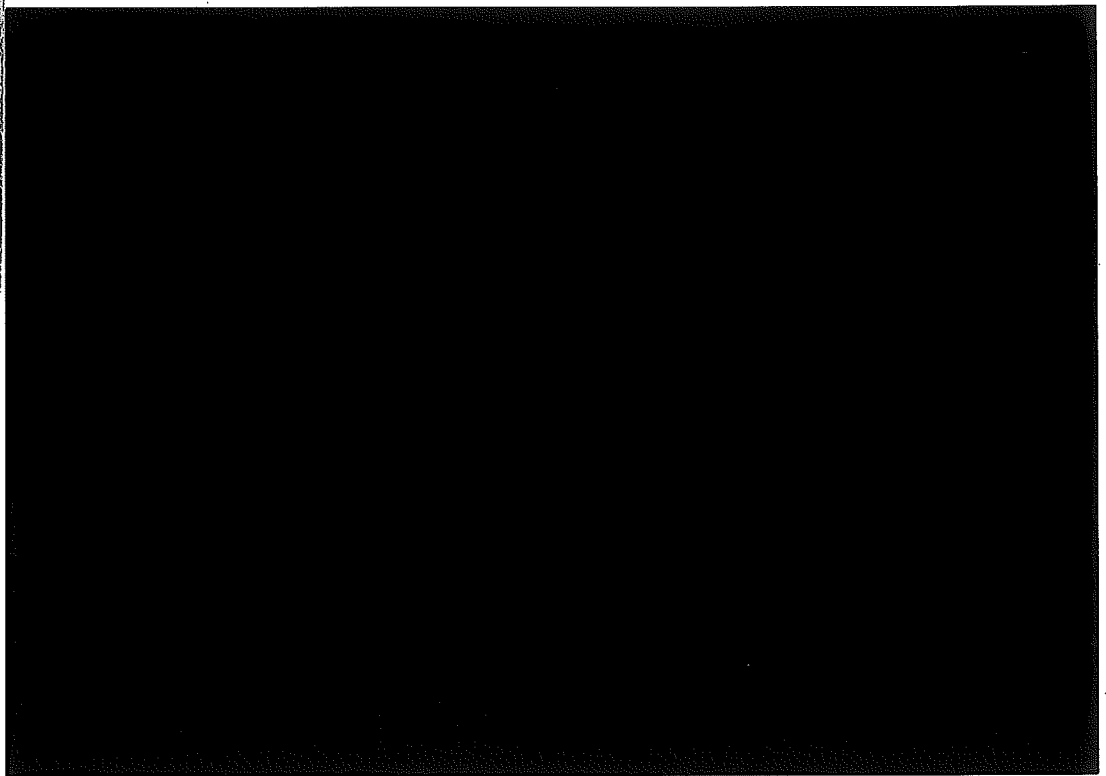
He is a frequent visitor to the P&C meetings providing insight into the work that he does. He is professional and makes a clear distinction between his spiritual and non spiritual activities.

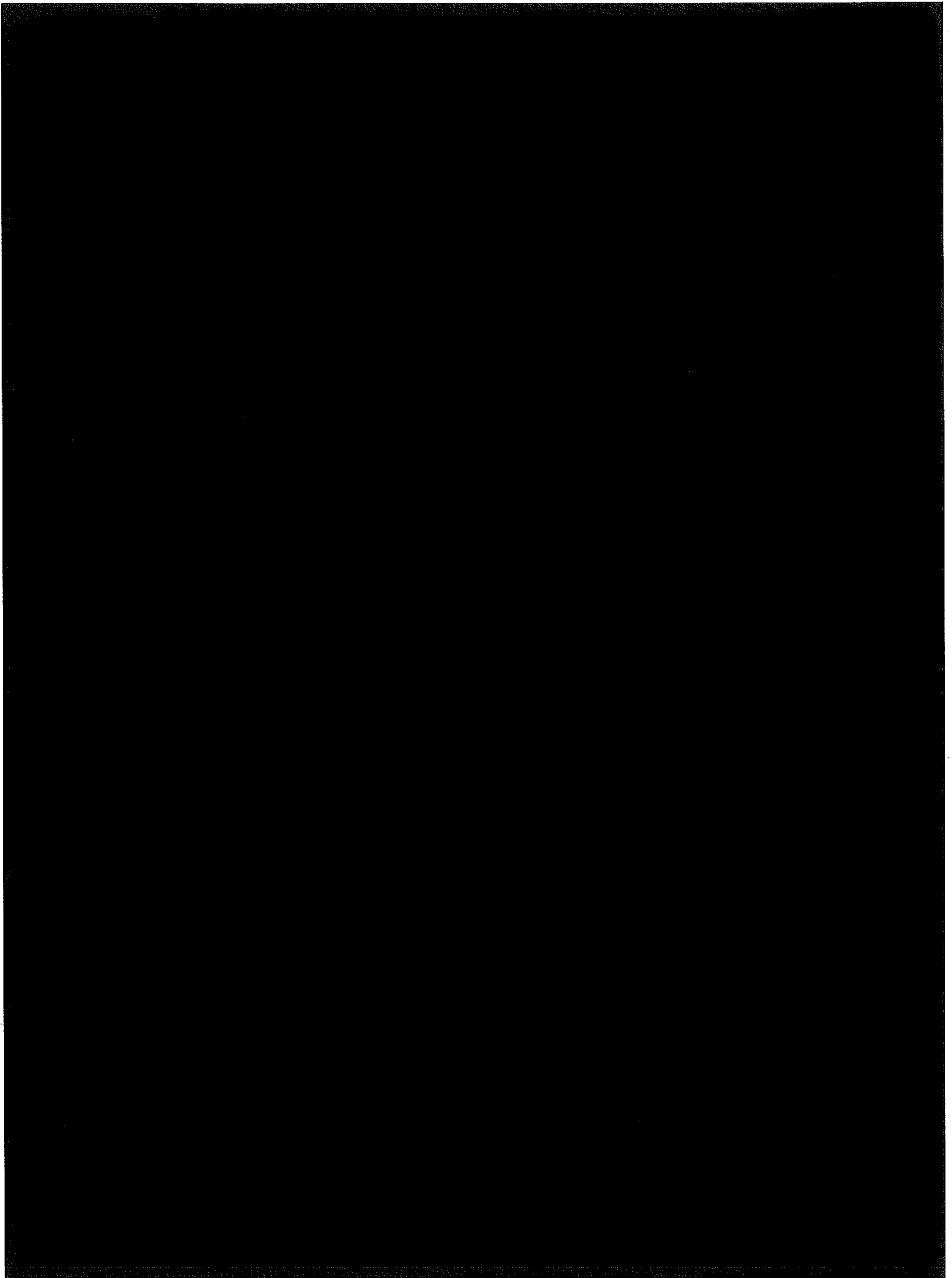
The P&C see him as a valuable resource for the school and would support any continued funding.

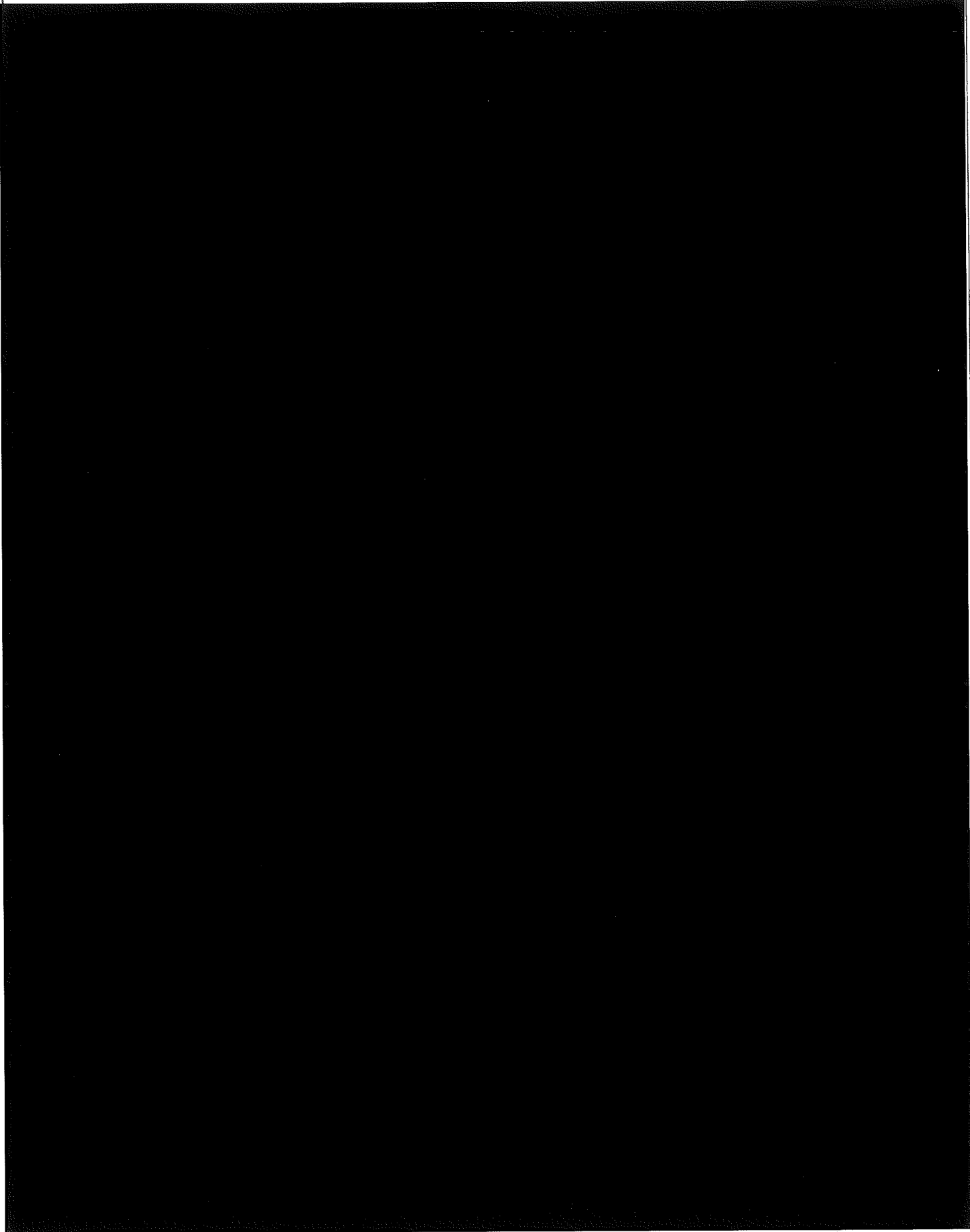
Diana Kerr
P&C President

Begin forwarded message:

From: Kerr Diana [REDACTED]







[Redacted]

- Letter of Support for Steve Lindner, Chaplain at Campbell High School

01/12/2014

What value does SL and the chaplaincy program bring to the school and the school community?

Steve Linder - or Chappo - is a crucial member of Campbell High School's community. He is key to the running of various activities throughout the school including the organisation of the 'Remember Annie' service, the 'Seasons for Growth' enrichment, the 'BOOM Mentoring' enrichment, as well as various other things the Thursday group, religious study/organistaion etc. These kinds of opportunities allow a richer and more diverse experience to be available for students across the school. The chaplaincy program and Chappo himself have huge benefits on the schools environment, and they aid in allowing each and every member of the school community to feel as though they belong.

What qualities does SL bring to the role?

Chappo is an exceptionally kind, caring, considerate and understanding person. He is talented when it comes to sympathising and understanding people, which makes him easy to talk to. He consistently goes out of his way to ensure people across the school are being looked after, and is the kind of person who always makes anyone who speaks to him feel as though they are important, that they really do matter, that there are people who care and will always be there to support them. He will follow up conversations and issues as required, and it is plain to see that he is completely dedicated and a truly kind-hearted person. He uses these skills when approaching a situation and it shows how valuable he is to the school and the students. Also, he goes out of his way to meet as many students as possible, and he is always calm, kind, selfless and prepared to do as much as he can to help another person.

Name an event when you were really glad that SL was there.

There have been many occasions this year when I have been particularly grateful that Chappo has been available for me to speak to, as I know without those opportunities my year would have been far more difficult.

[Redacted]

I found the way he approached the situation very efficient and admirable, and it was plain to see how after that things began to improve.

[Redacted]

[Redacted] - Campbell High School

Lindner, Steve

Subject: FW: Help with a testimonial - If you can by Wed 26 Nov.

From: [REDACTED]
Sent: Friday, 21 November 2014 3:23 PM
To: Lindner, Steve
Subject: RE: Help with a testimonial - If you can by Wed 26 Nov.

Steve is one of the greatest assets Campbell High School has in the Student Services/Wellbeing group. His pro-active, positive, approachable attitude and researched and trained skills set make him one of my [REDACTED] most trusted, and most accessed student support.

Chappo is realistic and proactive, He works out practical plans of attack and assists with removing stigma and apprehension from the idea of a support person. Students appreciate his calm and supportive nature, and the fact that he is always reliable.

On one occasion we had [REDACTED] After refusing to talk to anyone, chappo was able to help [REDACTED] open up [REDACTED] Chappo made the practical plan of finding two lessons a week when [REDACTED] workload was minimal, and [REDACTED] Made the world of difference [REDACTED] and was such a practical solution to a tricky time.



Campbell High School
Trelor Cres
Campbell ACT 2612



www.campbellhs.act.edu.au

TESTIMONIAL for STEVE LINDNER 28/11/2014

Steve adds an additional layer of social welfare to the school for both the students and staff. A percentage of students will seek advice from a significant adult outside the formal welfare system of the school (the chaplain). Steve is in a position to help these students or pass them on to other appropriate members of the welfare team. Steve's efficacy as a chaplain is measured in high quality results for a few vulnerable students (very important) not in a set role for everybody.

Steve has many professional and personal qualities that he brings to his role of Chaplain. Gentle non- partisan, approachable, friendly are some that come to mind. Steve is always consistent in his approach and a team player (as part of welfare). Steve has also demonstrated his professional capacity in his management of International Students (as an additional role).

[REDACTED] Further, Steve acted as a positive social conduit of communication between my [REDACTED] [REDACTED] This work was directly related to his role as Chaplain but required many hours of unpaid work.

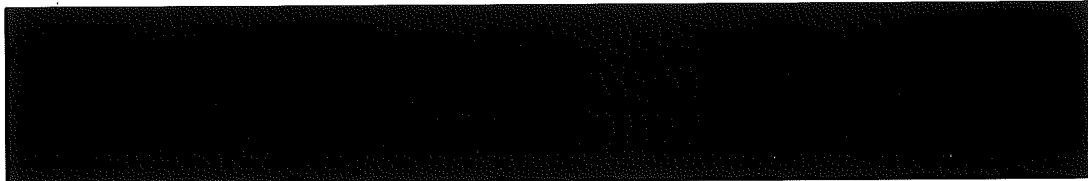
Please feel free to contact me with any questions....

[REDACTED]

Ph) mob. [REDACTED]

[REDACTED] Campbell High School.

I have been talking with the school chaplain for a number of years over special needs students who need a person to talk too who are not their teacher, year advisor or person they have to go class with. He has worked with a number of my students and has given them a ear to voice their issues and a person to see in an emergency when I am not available. The opportunity to work with a person with such great listening skills and non-judgemental approach has helped see their behaviour and reactions for what they are a response to crisis.



The chaplaincy role has been key player to the school response in a number of critical incidents in the last few years



Steve achieves a lot due to his quiet and caring approach to any issue he is asked to help with and many he is not. He is always at the forefront of the schools welfare approach and has a caring and consistent approach to everyone.



Campbell High School

21/11/2014

Lindner, Steve

Subject: FW: Campbell High Chaplaincy Survey

From: [REDACTED]
Sent: Wednesday, 3 December 2014 9:42 AM
To: Lindner, Steve
Subject: RE: Campbell High Chaplaincy Survey

Hi Steve,

I have just completed the survey and have given you Strongly agree for all questions, I think you are a massive asset to this school.

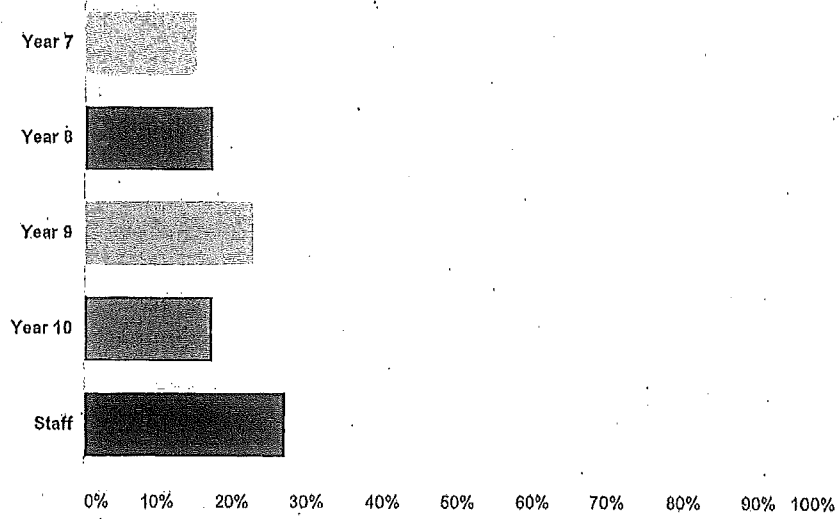
Warm regards,

[REDACTED]

Campbell High School Chaplaincy Evaluation

Q1 Please indicate your year group, or Staff

Answered: 92 Skipped: 0

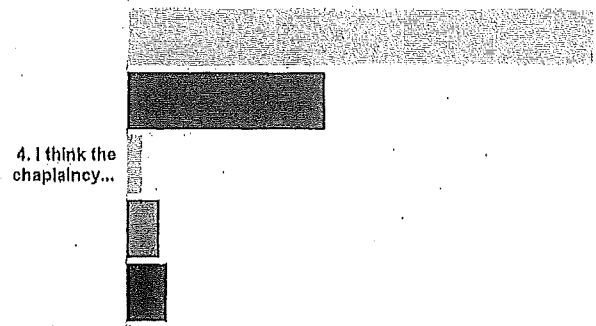
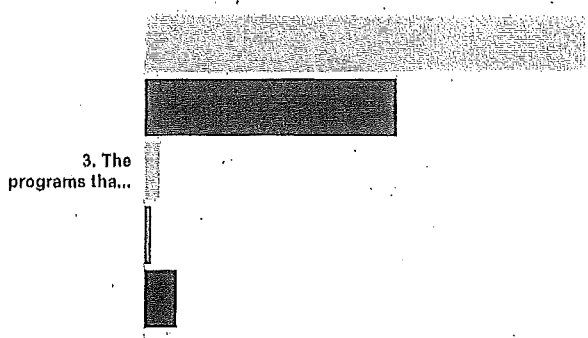
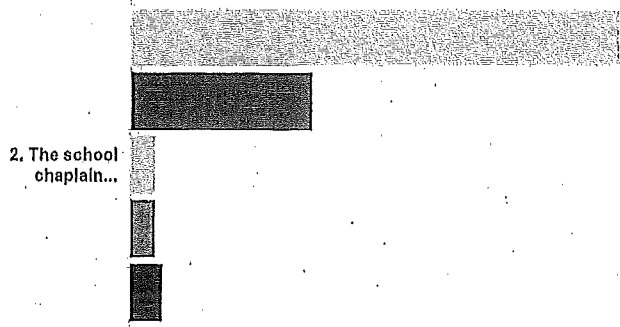
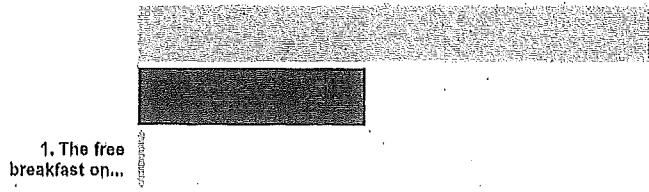


Answer Choices	Responses	
Year 7	15.22%	14
Year 8	17.39%	16
Year 9	22.83%	21
Year 10	17.39%	16
Staff	27.17%	25
Total		92

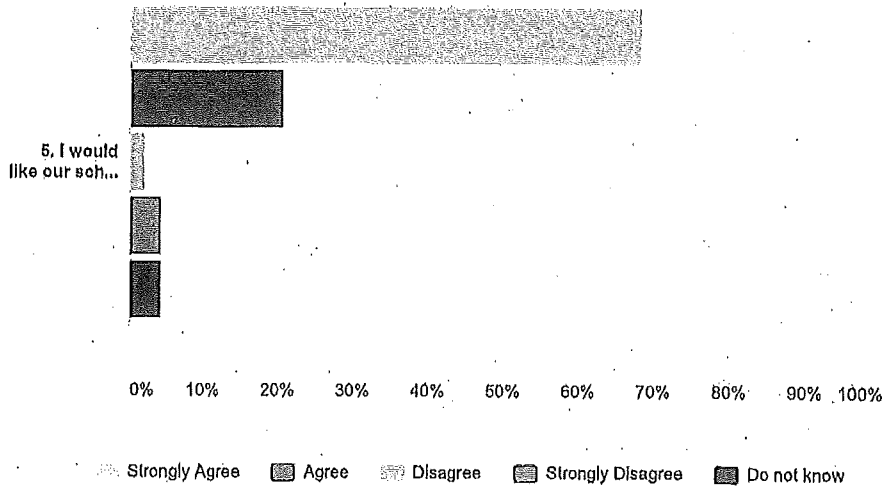
Campbell High School Chaplaincy Evaluation

Q2 Please indicate your response to the following statements.

Answered: 92 Skipped: 0



Campbell High School Chaplaincy Evaluation



	Strongly Agree	Agree	Disagree	Strongly Disagree	Do not know	Total
1. The free breakfast on Tues & Thurs mornings organised by our school chaplain are valuable.	68.48% 63	30.43% 28	1.09% 1	0.00% 0	0.00% 0	92
2. The school chaplain (CHAPPO) is someone I could talk to if I needed support.	65.22% 60	23.91% 22	3.26% 3	3.26% 3	4.35% 4	92
3. The programs that he organises are helpful for our school.	58.70% 54	33.70% 31	2.17% 2	1.09% 1	4.35% 4	92
4. I think the chaplaincy service is an important part of the school's wellbeing team.	61.96% 57	26.09% 24	2.17% 2	4.35% 4	5.43% 5	92
5. I would like our school to continue offering a chaplaincy service.	68.48% 63	20.65% 19	2.17% 2	4.35% 4	4.35% 4	92

Lindner, Steve

From: Paterson, Heather
Sent: Monday, 8 December 2014 1:58 PM
To: Lindner, Steve
Subject: FW: Chaplain at Campbell High

Steve

I'm happy for you to add this to the NSCP application. It is further evidence in support of your work as chaplain. This is the letter I sent to the union when they asked me to reconsider whether the school would continue having a Chaplaincy Program.

Sincerely



Heather Paterson
Principal

Campbell High School
Treloar Cres
Campbell ACT 2612

Phone: (02) 614 23166
Fax: (02) 614 23196
www.campbellhs.act.edu.au

From: Paterson, Heather
Sent: Monday, 1 December 2014 3:05 PM
To: Glenn.Fowler@aeuact.org.au
Subject: Chaplain at Campbell High

Dear Glen

Thanks for the recent letter regarding the chaplaincy issue.

Whilst I appreciate the secular debate, I'm afraid that in this instance the Campbell High School Board has already voted to continue to support the Chaplaincy Program at Campbell High.

This decision was based on the work of the current the chaplain. In particular, he has

1. Supported the school through [REDACTED] major staff wellbeing concerns and rallied the community together to support staff during difficult periods in their lives
2. Run breakfast club (which involves student volunteers) twice each week, which has won a young citizens of the year award through the ACT Order of Australia group.
3. Been running programs here for five years (or more – he was established when I arrived in 2011)
4. Demonstrated diligence in relation to policies and permissions with student involvement
5. Had exemplary performance, commitment and teamwork in the role of chaplain

At Campbell High the general view is that the current chaplain value adds to the school on so many levels. The board voted to support the Chaplaincy Program with the current chaplain. Should he no longer be in the role, the school may take a different position, but right now he is part of the Campbell High family.

Kind regards,

Heather



Heather Paterson
Principal

Campbell High School
Treloar Cres

Phone: (02) 614 23166
Fax: (02) 614 23196

Campbell High NSCP 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
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.
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.
Mismatch of school chaplain to school community needs	Moderate	Moderate	Inform Dianne Priest - Director Chaplaincy Services School Chaplaincy ACT for advice and next actions.
Alternate options for students if they do not wish to participate in activities run by chaplain	Low	Low	Students who do not wish to attend activities being run by the chaplain can attend classes as normal, or in the case of whole school activities, do self-directed study in another supervised location in the school i.e. library, in arrangement with the Principal.
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	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).
Chaplain provides formal counselling services	Low	Low	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).
Complaints from parents about the Chaplain or the role of the Chaplaincy	Low	Low	Inform the Chaplain and respond to the complaint according to the Complaint Procedures (see G:\CBLH\Chaplaincy\COMPLAINTS LOG) Students must "opt in" to programs 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 according to the Complaint Procedures (see G:\CBLH\Chaplaincy\COMPLAINTS LOG) Students must "opt in" to programs with parent permission notes. Board and P & C provide approval annually.
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.
Diminished school community support.	Low	Low	Inform Dianne Priest - Director Chaplaincy Services School Chaplaincy ACT for advice and next actions. Review and discuss effectiveness of chaplaincy with School Board, P&C Committee and Chaplaincy Support Team.
Minority opposition for the continuation of the NSCP by members of the school community	Low	Low	Complaints are directed to the Principal or their nominated representative in accordance with the Complaint Procedures (see G:\CBLH\Chaplaincy\COMPLAINTS LOG) Board and P & C provide approval annually.
Community / school funding requirements	Moderate	Moderate	Inform Dianne Priest - Director Chaplaincy Services School Chaplaincy ACT for advice and next actions. Review and discuss sustainability of chaplaincy service with School Board, P&C Committee and Chaplaincy Support Team.

Campbell High School Risk Management Plan for the National School Chaplaincy Program – Last Reviewed 5/12/2014

School Chaplaincy at Campbell High School



School chaplaincy

- Supporting and caring for students, staff and families
- Helping people to discover their own story

School Chaplaincy at Campbell High School is funded by the Federal Department of Education and is administered by the ACT Government Education Training Directorate through the National School Chaplaincy Program (NSCP).

The chaplaincy service at this school is approved by the School Board and Parents and Citizens Association. Each year a school community consultation process is conducted to establish approval for funding for the following year and the continuation of the service.

The chaplain is available to support students, parents and staff. If you would like to make an appointment for your child or yourself to see the chaplain, please contact the school office.

N.B. Participation by students in the chaplaincy program is voluntary.

If you do not want your child/ren to be involved in the chaplaincy service in this school, please register your intention at the office.

What is a School Chaplain?

- The program aims to help our school community support the spiritual, social and emotional wellbeing of our students.
- Chaplains are a part of the student wellbeing team in this school.
- Chaplains provide students, their families and staff with support and appropriate referrals
- Chaplains participate in school activities e.g. camps, excursions, sports events, and other programs
- Chaplains have relevant qualifications, with a minimum of Cert IV in Youth Work and Diploma level or working towards Diploma level.
- Chaplains participate in regular professional learning/training.

Aims of the School Chaplaincy Service

At present our school chaplain is at school Monday to Friday each week. The chaplain is:

- a role model for students
- a listening ear/confidant
- a caring presence
- a resource on spirituality, values, meaning and purpose
- a link between your school and its community

Roles and Responsibilities of Chaplains and NSCP Guidelines

The roles and responsibilities of School Chaplains can be viewed in the ACT National School Chaplaincy Program (NSCP) Guidelines which are available from the Education and Training Directorate via email on ETDStudentWellbeing@act.gov.au

Introducing our chaplain, Steve Lindner

My name is Steve Lindner and I have lived in Canberra for over thirty years. I have been the chaplain at Campbell High school since 2008 when the chaplaincy service first began. I have been happily married since 1991; I'm a father of three daughters, a qualified motor mechanic, a minister of religion and have qualifications in Career Development, and Counselling and Family Therapy. I have been involved in running youth groups and in other leadership roles for over twenty years. I love playing and watching sport, playing music in bands and enjoying a good coffee with friends.



How can you support our chaplain?

- Become part of the Chaplaincy Support Team (CST) which supports the service. The CST meets at various times during the year to review the chaplain's work and to make recommendations and goals for future action.
- Volunteer as a helper in programs run by the chaplain – current Working With Vulnerable People registration is essential
http://www.ors.act.gov.au/community/working_with_vulnerable_people/forms_and_fees
- Contribute feedback in person or via email to the chaplain or Principal

What if you have a complaint about the chaplain?

- If you have reason to make a complaint regarding the chaplain, arrange to meet with our School Principal, Heather Paterson.
- School Chaplaincy ACT, the funding recipient and service provider for the service; can also be contacted (details below). You are entitled to make an anonymous complaint. All complaints will be kept strictly confidential.
- All attempts will be made to resolve complaints at the local level.
- If you do not wish to address your complaint to the School Principal, or School Chaplaincy ACT, they may be made directly to the Education Training Directorate (ETD) by:
 - completing the complaint reporting form available on request via: ETDStudentWellbeing@act.gov.au and emailing back to the same address or
 - posting to: National School Chaplaincy Programme, ACT Education and Training Directorate, PO Box 158, Canberra, ACT 2601
 - telephoning the *National School Chaplaincy Program* at the ACT Education and Training Directorate on **02 6205 7029**

School Chaplaincy ACT is the Funding Recipient and service provider of the Australian Government's National School Chaplaincy Program at this school.



This chaplaincy position is supported and managed by School Chaplaincy ACT in consultation with representatives from the school community.

Contacts

School Chaplaincy ACT

Mrs Dianne Priest
PO Box 4178
Hawker ACT 2614
Phone: 0407 118 387
Email: diannep@scact.org.au

Our Chaplain's contact details

School Phone: through the front office – 02 6205 6344
steve.lindner@ed.act.edu.au

Acknowledgement

This project was funded by the Australian Government under the National School Chaplaincy Program (NSCP) and is administered by the ACT Government Education Training Directorate.

Disclaimer

The views expressed herein do not necessarily represent the views of the Australian Government and ACT Government Education Training Directorate.

Campbell High School

NSCP COMPLAINT PROCEDURES

When receiving a complaint relating to the National School Chaplaincy Program (NSCP):

- Direct the complaint to the School Principal or designated Complaints Officer
- Print off and fill out a Complaint Form located at G:\CBLH\Chaplaincy\COMPLAINTS LOG
- Confirm the category of the complaint ('Serious', 'Other' 'Significant' etc)
- Advise the complainant of the process for follow up (NSCP Guidelines)
- Scan and save the completed Complaint Form to the COMPLAINTS LOG folder on the G-drive with a File name:
 - NSCP COMPLAINT_(date recorded on the form)
 - i.e. NSCP COMPLAINT_01/12/2013
- Fill out the COMPLAINT LOG REGISTER document on G-drive

Refer to the following sections from the National School Chaplaincy Program (NSCP) Guidelines when handling complaints, and for the required actions.

Definitions -7.1.1

Roles and responsibilities - 7.1.2

Making a complaint - 7.1.3

Dissatisfaction with management of complaints - 7.1.4

Mandatory reporting - 7.1.5

Complaints alleging breaches of the Code of Conduct -7.1.6

Managing Complaints -7.1.7

Privacy complaints - 7.2

ACT Ombudsman - 7.2.1

7. Feedback and complaint procedures

7.1 Complaints

The Directorate understands that effective complaints procedures can be an important mechanism for identifying where policy and administration can be strengthened. Complaints procedures are also essential to identify situations where individuals are experiencing concerns and/or problems in receiving services or engaging with the Program. To this end, the Guideline provides a number of transparent and accessible avenues through which complaints can be lodged.

As the School Principal has an overall duty of care and is ultimately responsible for all students and staff within the school setting, all complaints about the school chaplain or chaplaincy service within the school should be directed to the School Principal, or a complaints officer designated by the School Principal, in the first instance (except where specified otherwise in these Program Guidelines). Complaints may be escalated to the Funding Recipient and/or the Directorate in accordance with the process set out below.

7.1.1 Definitions

Complaint – For the purposes of this Program, a complaint is defined as an expression of concern or dissatisfaction following an incident or pattern of behaviour by a particular Program funded school chaplain, or in relation to a particular chaplaincy service or Funding Recipient. Complaints can also relate to any aspect of the Directorate's administration of the Program.

There are five categories of complaint referred to in this section:

- Code of Conduct – alleged serious breach
- Code of Conduct – alleged other breach
- Non-Code of Conduct – significant complaint
- Non-Code of Conduct – other complaint
- Program administrative complaint.

All complaints should first be considered to determine whether they relate to the Code of

Conduct. If they do not relate to the Code of Conduct, they should then be categorised as a "significant complaint", an "other complaint" or a "program administrative complaint" (see the descriptions below).

Alleged serious breach of the Code of Conduct – An alleged serious breach of the Code of Conduct is defined as any issue relating to matters covered in the Code of Conduct where the School Principal, Funding Recipient and/or the Directorate feel that the service must be immediately suspended to maintain the integrity of the program. This particularly includes allegations relating to Items 1, 10 and 11 of the Code of Conduct. Any Code of Conduct allegation, where the School Principal/Funding Recipient believes there to be, on initial inspection, sufficient evidence to support the allegation, meets this definition.

Alleged other breach of the Code of Conduct – An alleged other breach of the Code of Conduct is defined as any issue relating to matters covered in the Code of Conduct which does not meet the definition of an alleged serious breach of the Code of Conduct.

Significant complaint – A significant complaint is defined as any complaint, which does not relate to the Code of Conduct that relates to the following issues:

- any matter that is likely to bring the Program into disrepute
- any complaint that cannot be easily resolved at the local/school level.

Other complaint – Any complaint which does not relate to the Code of Conduct, that does not meet the definition of a significant complaint.

Program administrative complaint – Any complaint relating to the Directorate's administration of the program. Any complaints meeting this definition should be referred to the Directorate for investigation.

7.1.2 Roles and Responsibilities

School chaplain

In relation to complaints management; the school chaplain must:

- immediately report any complaints relating to the delivery of the Program to the School Principal and Funding Recipient
- cooperate fully with any investigation into a complaint/alleged breach of the Code of Conduct
- comply with all other requirements as outlined in **Section 3**.

School Principal

Where, as per **Section 2.4** of these Program Guidelines, a School Principal appoints a project leader to undertake management of the Program, the project leader must meet all of the requirements of the School Principal in this section. The management of complaints relating to the Program should complement schools' existing complaints and grievance resolution processes.

In relation to complaints management, the School Principal must:

- work with the Funding Recipient in the first instance and/or the Directorate if serious to manage and resolve complaints received about the operation of the Program in that school
- ensure there is a designated Complaints Officer (the School Principal may choose to take on this role) to manage and resolve complaints received about the operation of the Program in that school. In appointing a complaints officer the School Principal retains overall responsibility for the management of the Program in the school
- promote complaints management processes within the school and on the school's website
- maintain a Risk Management Plan which includes strategies to address complaints made against the school chaplain
- ensure that effective complaints handling protocols, including the maintenance of a complaints log, are in place to notify Funding Recipients of all complaints or issues that may arise
- refer all Code of Conduct matters and significant complaints to the Funding Recipient
- record all complaints and Code of Conduct matters, including other complaints, in the annual Progress Report. A complaint record

template is available on request via:
ETDStudentWellbeing@act.gov.au

Complaints Officer

The Complaints Officer is designated by the School Principal. The School Principal may choose to take on this role. In relation to complaints management the Complaints Officer must:

- manage and resolve complaints received about the operation of the Program in that school
- assist the School Principal with all other aspects of managing complaints about the operation of the Program in the school, as instructed by the School Principal.

Funding Recipient

Where the school is also the Funding Recipient for the Program, the School Principal will be responsible for both roles. In relation to complaints management, the Funding Recipient must:

- notify the Directorate of all significant complaints immediately upon becoming aware of the complaint. In the event of an alleged serious breach of the Code of Conduct, the Funding Recipient is required to notify the Directorate immediately, upon becoming aware of the allegation, and cease any services under the Program
- In the event of an alleged other breach of the Code of Conduct, investigate in an unbiased manner, and notify the Directorate within two business days of becoming aware of the allegation. This includes matters covered under mandatory reporting and/ or allegations made against school chaplains in a private capacity that may raise questions about their appropriateness to occupy a position of trust. This requirement extends to all Funding Recipient personnel who may come into contact with children. Investigation timeframe requirements for Code of Conduct complaints are at **Section 7.1.6**.
- ensure that complaints and grievance resolution processes are in place within 30 days of the execution of the Funding Agreement
- promote complaints and grievance resolution processes to schools and potential

schools and ensure that the School Principal is aware of how to report complaints. Funding Recipients must also make schools aware of the Directorate's complaints management procedures

- maintain a complaints register and, at a minimum, log all complaints that are made and include details of the source of the complaint; the nature of the complaint; the dates/duration of the complaint; action officer; resolution process; outcomes and escalation processes; and appropriate measures to address these complaints and ensure they do not recur.

A complaints register template is available on request via: ETDStudentWellbeing@act.gov.au

The Education and Training Directorate of the ACT Government

The Directorate will work with the school and Funding Recipient to investigate serious or significant complaints that are within the scope of these Program Guidelines. It will investigate complaints received either directly to the Directorate or escalated through the Funding Recipient or school. In investigating a complaint or alleged breach of the Code of Conduct, the Directorate will take into account the outcomes of the investigation undertaken by the School Principal, Complaints Officer and/or Funding Recipient. The Directorate may decline to deal with a complaint at any time where:

- the complaint is deemed by the Directorate to be:
 - frivolous
 - vexatious
 - not made in good faith
 - misconceived
 - lacking in substance
- the subject matter of the complaint may be more appropriately dealt with by another organisation such as the police, ACT or Federal authorities.
- the Directorate has already dealt with the substance of the specific complaint previously and forms the view that no additional or new relevant information or evidence has been provided.

Where the Directorate declines to deal with a complaint, the complainant will be informed of this decision and the reasons for this determination.

The Directorate is committed to the principle that all parties to a complaint are entitled to be treated with respect and courtesy throughout the complaint handling process. The Directorate will refer complainants promptly to the relevant organisation (e.g. police, ACT or Federal authority) if the complaint falls outside the scope of the Program Guidelines and will advise the complainant accordingly.

7.1.3 Making a complaint

All attempts should be made to resolve complaints at the local level. However, if a complaint cannot be resolved at the school level, or if a complainant does not wish to address their complaint to the School Principal, Complaints Officer or Funding Recipient, they may be made directly to the Directorate by:

- completing the complaint reporting form available on request via: ETDStudentWellbeing@act.gov.au
- emailing to ETDStudentWellbeing@act.gov.au
- posting to: National School Chaplaincy Programme, ACT Education and Training Directorate, PO Box 158, Canberra, ACT 2601
- telephoning the *National School Chaplaincy Program* at the ACT Education and Training Directorate on **02 6205 7029**

The Directorate will endeavour to maintain a complainant's anonymity where requested. Where it is impracticable or unlawful for the Directorate to deal with an unidentified complainant, the Directorate will advise the complainant why their name or personal information is required and what it will mean for them if the information is not provided. Information collected in the course of complaints reporting may be disclosed to other parties within the provisions of the Information Privacy Act 1988 (ACT). Refer to Sections 8.9 and 8.10 for additional information regarding Freedom of Information and Privacy. Preserving

anonymity may also impact upon the level of investigation.

For complaints about breaches of privacy, refer to **Section 7.2** of these Program Guidelines.

7.1.4 Dissatisfaction with management of complaints

Where a complainant is dissatisfied with the management of a complaint or Code of Conduct matter by a School Principal and/or Funding Recipient they should refer this to the Directorate for further investigation. The Directorate will undertake an investigation, taking into account the investigation by the School Principal/Funding Recipient as well as the nature and content of the complainant's dissatisfaction with the original investigation. Where there is dissatisfaction with the administration of the Program, including the outcome of a complaint investigated by the Directorate, concerns may be raised with the ACT Ombudsman (as outlined in **Section 7.3** of these Program Guidelines). However, the ACT Ombudsman will usually prefer that the matter be raised with the Directorate first and that the Directorate be given a reasonable opportunity to respond before the ACT Ombudsman is approached.

7.1.5 Mandatory reporting

Mandatory reporting laws specify those conditions under which an individual is legally required to make a report to the statutory child protection service in the ACT. Further details and information about mandatory reporting can be obtained from CSD and relevant school policies.

7.1.6 Complaints alleging breaches of the Code of Conduct

The Code of Conduct and Funding Agreement set out the requirements if a breach of the Code of Conduct arises during the term of the agreement. A copy of the Code of Conduct is at **Attachment A**.

In the event of an alleged serious breach of the Code of Conduct:

- the school chaplain must immediately cease providing chaplaincy services
- the Funding Recipient must immediately notify the Directorate when they become aware of the alleged breach
- the Funding Recipient must investigate the matter within three business days,
- the Funding Recipient must report the outcomes of their investigation to the Directorate within five business days. If investigations require more time, the Funding Recipient is to provide updates within timelines as agreed with the Directorate.

In such circumstances, the school chaplains concerned must not continue to provide any services under the Program unless the Directorate gives its written agreement for the chaplain to continue. *National School Chaplaincy Program* funding must not be used for the purposes of paying a school chaplain until the Directorate gives written approval. In the event of an alleged other breach of the Code of Conduct:

- the School Principal and/or Funding Recipient must investigate in an unbiased manner and inform the Directorate within two business days of becoming aware of the alleged breach
- the Funding Recipient must investigate the alleged breach within five business days and report the outcomes of their investigation to the Directorate within five business days
- if the School Principal or Funding Recipient believes there is a reasonable likelihood of danger to the welfare of any person, the school chaplain must immediately cease providing chaplaincy services whilst the matter is being investigated.

Further guidance to School Principals on managing potential breaches of the Code of Conduct

As school chaplains hold special positions of trust, they must be accountable for their actions. In addition, the Funding Recipient and the School Principal must take all reasonable steps to ensure that school chaplains comply with the Code of Conduct. On appointment of the school chaplains the School Principal must outline to them the measures in place to

ensure compliance with the code and how breaches of the Code of Conduct will be investigated.

When the School Principal and/or Funding Recipient becomes aware of an alleged breach of the Code of Conduct they should reiterate to the school chaplain the process involved to investigate the matter.

Particularly in relation to Item 2 of the Code of Conduct, the School Principal/Funding Recipient should consider whether the matter is sufficiently serious to constitute a potential breach of the Code of Conduct.

The Directorate would not consider standard staff performance management practices aimed at ensuring the best fit of the school chaplain to the school as a matter for the Code of Conduct

In the event of a substantiated breach of the Code of Conduct by the school chaplain, the Directorate may require some or all of the funding provided for the chaplaincy services be repaid to the ACT Government, as set out in the Funding Agreement.

7.1.7 Managing complaints

All Funding Recipients must maintain a log of complaints/Code of Conduct matters ensuring the following details are recorded:

- the date of the complaint
- the nature of the complaint
- the details of the complainant
- the details of the action officer
- the actions undertaken to investigate the complaint, including any escalation
- the outcomes of the investigation (including remedial action).

In addition to the above requirements, Funding Recipients must ensure that complaints/Code of Conduct matters are reported to the Directorate within the timeframes specified at **Sections 7.1.2 and 7.1.6.**

7.2 Privacy Complaints

The Directorate's *Privacy Policy* outlines how complaints about breaches or interferences of privacy may be made. The *Privacy Policy* is available on the Directorate's website (www.det.act.gov.au) on the 'About Us' page.

Privacy complaints can be made directly to the Office of the Australian Information Commissioner; however, the Information Privacy Commissioner will generally prefer that the Directorate be given an opportunity to deal with the complaint in the first instance.

7.3 ACT Ombudsman

Issues of dissatisfaction with the administration of the Program, may be raised with the ACT Ombudsman. The Ombudsman will generally prefer that the Directorate be given an opportunity to deal with the complaint in the first instance.

The ACT Ombudsman may be contacted by telephone on 1300 362 072, by email ombudsman@ombudsman.gov.au or by post at GPO Box 442, CANBERRA ACT 2601

Lindner, Steve

From: Paterson, Heather
Sent: Monday, 8 December 2014 1:52 PM
To: Lindner, Steve; Molyneux, Julie
Subject: School Board minutes in support of ongoing funding for NSCP

'The School Chaplaincy program has been running at Campbell High School, with the current Chaplain, since February 2008 (7 years). The School Board regularly reviews and evaluates the Chaplaincy program and its operation at the school. The board is pleased that the program provides significant value and benefits for the whole school community. The School chaplain, Steve Lindner (or Chappo as he is known), value adds to our student wellbeing through organising important programs such as the breakfast clubs (twice weekly), mentoring groups, mental health seminars for students and parents. The Chaplain has also provided comfort, grief and loss support to the whole school community in times of tragedy. He has consistently conducted himself in a professional and appropriate manner and the board unanimously supports the National School Chaplaincy Program application for continued funding for 2015 to 2018.'

Campbell High School Board Minutes - 24 November 2014



Heather Paterson
Principal

Campbell High School
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