



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:	Caroline Chisholm School
Street address:	108 Hambidge Cres
Suburb/state/postcode:	Chisholm, ACT 2905
Postal Address:	As above
Telephone:	(02) 614 23550
Facsimile:	(02) 614 23548
Email:	info@chisholm.act.edu.au

A2. School Principal Details

Title	Mrs
First Name	Wendy
Last Name	Wurfel
Telephone	(02) 612423550
Email	Wendy.wurfel@ed.act.edu.au
Preferred contact method	email

A3. Parent Body

Name of body:	Parent and Citizens Association
Title:	Ms
Name:	Julie
Last Name:	Crimmins
Position:	Parent and Citizens President
Telephone:	[REDACTED]
Email:	[REDACTED]
Preferred contact method:	email

A4. School Governing Body

Name of body:	School Board
Title:	Mrs
Name:	Dianna
Last Name:	Small
Position:	School Board Chair
Telephone:	[REDACTED]
Email:	[REDACTED]
Preferred contact method:	email

Part B: Funding Recipient Details (Chaplain Provider)

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

Please circle.

Yes

No

B1.1 Type of organisation

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

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

 Yes

 No
How is the 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. Our school Chaplain, Stephen Hamilton, currently works hours above his paid time. Stephen is funded for 12 hours a week, however works 14.5 hours/week and an additional 2 hours fortnightly for Wellbeing meetings.

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 (see attached). At the end of each semester there is a written review process with a report tabled at the Board mtg.

In the AOP 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

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.

On-going Community Consult Process

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

Updates on the work and role of the chaplain will be posted in the school newsletter (also found online), 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.

Please also see attached letters of support from our school P&C, School Board, teacher and students of Caroline Chisholm School.

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)

Caroline Chisholm School aims to continue the positive engagement and influence from the Chaplaincy Program and will demonstrate on-going support by:

- Conducting an annual report including input from parents, students, staff and the community,
- The P&C will provide an opportunity for community discussion and endorsement of the Chaplaincy Program annually,
- The Chaplain will provide a report each term to the School Board and the P&C on the activities and progress of the Chaplaincy Service,
- The Wellbeing Executives or Principal will consult with parents who voice concerns about the Chaplaincy Service and inform them of the guidelines and voluntary nature of the service,
- The Chaplain will write a school newsletter article each term informing the school community of the Chaplaincy Service and the voluntary nature of those activities.

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

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

Our school chaplain is required to be compliant with all ETD ACT policies and undertake the relevant Mandatory Reporting training and school based induction.

As with all staff, our Chaplain is supervised by an Executive Teacher and must undergo annual review.

Please see attachment of the National School Chaplaincy Student Welfare Program complaints process which is on our schools website.

Part F: Demonstrated Need

F1. Demographics of your school

FTE enrolments	596 students
Indigenous FTE enrolments	40 students
Education Level	P-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	Tuesday (breakfast club only), Wednesday and Thursday
Psychologist	Monday and Thursdays
Youth worker	Monday-Friday
Careers and Transitions officer	Shared role with our school librarian

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).

Caroline Chisholm School has operated a Chaplaincy Service since 2008 and during this time the community has expressed their support for the program. Parents and staff have expressed the view that the school culture has been positively enhanced by the knowledge, world view, community connections and positive role modelling of the School Chaplain.

Our School Chaplain plays a vital role within our school and provides invaluable assistance to our Wellbeing Team. His role includes, but is not limited to:

- encouraging safe and positive community environment,
- supporting staff within their classrooms,
- Identifying key students who need additional support (one-on-one time),
- facilitating an ongoing Emotional Literacy Program,
- coordinating a weekly Breakfast Club Program,
- providing pastoral care for students, staff, board members and parents,

- supporting the spiritual needs of students, staff and parents regardless of their faith, non-faith or their beliefs.

Caroline Chisholm School has a Learning Support Unit which supports autistic students. Our Chaplain has also provided one-on-one support for autistic students and other Learning Support Identified students who are on an Individual Learning Plans (ILP).

Supporting evidence and attachments included:

- P&C letter of support
- School Board letter of support
- Teacher supporting document
- Student supporting statement
- 2015 Annual Operational Plan (draft)
- Goals and strategies document for 2015
- P&C meeting minutes
- School Board meeting minutes
- School Chaplaincy ACT Role Statement
- NSCSWP School Chaplaincy Risk Management Plan
- Complaints Procedures (as outlined on our schools website and available through the Front Office)

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: [REDACTED]

Position: [REDACTED] *ALG 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.

To Whom It May Concern:

Re: Reference – Stephen Hamilton, Caroline Chisholm School Chaplain

As a P&C we cannot express strongly enough our support and our sincere hope that ongoing funding will be provided for our school chaplain Stephen “Chappy” Hamilton.

He has been an integral part of our school community for the last 2 years, helping a diverse range of students with their learning, emotional and social well being. He willingly volunteers his time in helping all staff and students at CCS in a number of ways such as assisting with the breakfast club, the well attended wellbeing drop in centre and he assists with the autistic students in the Learning Support Unit to name just a few. All the students identify with and see Stephen as some one who is there for them and we quote “He’s Really Cool!” and “Chappy is awesome” High praise indeed from teenagers!

With continued funding he will be able to carry on implementing such programs as the year nine “well rounded man v emotions” and strengthening the links he has forged with local community organisations.

As a school and indeed as wider community, we would keenly feel the loss of the guidance and support Stephen provides in so many ways, if funding was not to be continued.

Caroline Chisholm School is not only grateful but privileged to have the support and experience from such a Chaplain and fully support his application.

If you would like to discuss this reference any further please do not hesitate our P&C President on [REDACTED] or Vice President Emma Wright on [REDACTED]

Regards
Julie Crimmins
P&C President
Caroline Chisholm School P&C

Letter of support of Chaplaincy Program and retaining Mr Stephen Hamilton at Caroline Chisholm School.

To whom it may concern,

At our last school board meeting, we were advised that our Chaplaincy Program may cease. When discussed with our parent and teacher community, along with children who have used Mr Stephen Hamilton's services, the response was overwhelming.

Many parents and children who have greatly benefitted from Stephen's help and advice were upset to hear we may lose him and thought it would be a great shame as all agreed; he is amazing at what he does. The students and parents speak so highly of him and agree that his contribution to the school has been nothing but positive. Not only is he an incredible resource for our school, he also goes above and beyond his duties as he feels it is beneficial to the community. Along with his current role, he also volunteers at the breakfast club and attends wellbeing meetings outside of his normal hours.

I would strongly support Stephen continuing with the Chaplaincy Program at Caroline Chisholm School, and feel it would be a great loss to our school community for the program not to continue.

Kind regards,
Dianna Small
School Board Chair
27/11/14



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 Chisholm ACT 2905
 Australia
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 Phone: (02) 614 23555
 Fax: (02) 614 23567
 Web : www.chisholm.act.edu.au

Senior Campus
 Phone: (02) 614 23550
 Fax: (02) 614 23548
 ABN: 69 561 547 852

Caroline Chisholm School Teacher Support Statements

In the time that Stephen, aka Chappy, has been with us he has been of invaluable support to classroom teachers, including myself, in helping students in the classroom and developing positive relationships with the students. Stephen comes into English and is able to offer help and guidance to individuals and groups in the classrooms, and always develops really positive and supportive relationships with all the kids.


It is a positive thing to have members of the community such as Stephen at the school. His contacts will be of assistance to us here as we refine and expand our support programs for the broad range of barriers to student development that present here on a daily basis. He is the pastor at the local Anglican Church and recently I approached him to see if he might be able to persuade some parishioners to assist us here with a reading program for the students reading under age. He indicated this would be possible. This sort of liaison benefits students directly, as it makes it easier to establish and maintain effective programs with community support.

Stephen Hamilton has been an absolute pleasure to work with. He has gone out of his way to come into my classroom after having a few conversations with him about some of my students' literacy and self-esteem issues. When he is in the class he does not impose in any way and will work with students in their reading and writing. He has at times taken one or two students outside so they can have a quiet and supportive space to write. Often these are students who have been frequented Wellbeing for a variety of issues and it is great that he can come and provide support for them in the classroom. In circumstances where most students are on task he has taken the books or worksheet of students who are away and write notes down for them. At times when the behaviour of the class was not particularly good he would stay back and have a chat and debrief which is very valuable as well for me to reflect on my practise.

Stephen "Chappy" has been a GREAT help in the Yr 8 English Support class. He has an excellent manner and rapport with the students and they are noticeably calmer when he is in the room. He comes and sits with the students and becomes one of the class, doing the same worksheet or joining in the lesson. The students are more than happy to work with him and his quiet persistence with any agitated students is extremely beneficial to the whole class as the student with Chappy actually gets some work done and I am able to concentrate on the other students. I also really appreciate the support of having another adult in the classroom and we can discuss our observations of the students after the lesson. His presence in the school is invaluable.



It's been nice to have Chappy in the classroom as he brings a calming vibe into class which helps to mellow out many students, especially those having a bad day.

Being the  I've had many students ask to spend some time with Chappy to talk and hang out because they see him as a positive role model.

It's fantastic to see the change from students in class who are having a particularly hard time picking up a concept to after working with Chappy, often just in the classroom, displaying confidence to answer questions and to complete the set work.

Chappy has been a constant positive person around the school, it's wonderful to see students want to chat to him and let him into their world when he is walking around the school or on the playground at recess or lunches.



Stephen has helped to foster relationship with students from the Learning Support Unit. He has particularly linked with one of our high needs students, creating opportunities for him to develop independence.





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Caroline Chisholm School Student Support Statements

Chappy is funny, very helpful and puts a smile on your face when you're down. He helps me with my work and tries his best to get me completes all tasks.

██████████ student

His nice to work around, his very kind and makes me feel safe in class. He is also very funny and cheers me up when I am sad.

██████████ student

He makes me want to go to school every day. When I am in trouble he makes me reflect on my behaviour and encourages me to be positive.

██████████ student

He makes me more confident to do my work.

██████████ student

Chappy is very happy and without him the school wouldn't be as happy.

██████████ student

He likes to help people. He helps me with reading. He helps me with assignments. I like hanging out with him because he helps me. He shares an interest in cars.

██████████ Year ██████████

Chappy is a mad teacher. He is funny. Chappy's Man vs Emotion class is fun and I get excited for his weekly class. Chappy makes work simple and easy. It's great to talk with him over lunch and recess.

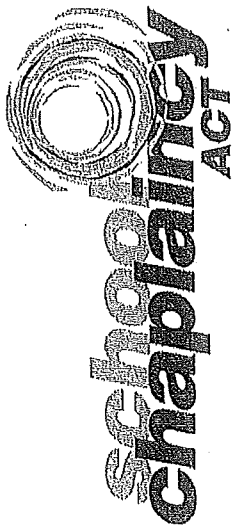
██████████ student

Chappy is a really fun teacher to be around. He always makes you feel happy to be around and creates lots of worthy conversations. I enjoy the weekly Man vs Emotion Literacy class.

██████████ student

Chappy is funny and helpful. He is kind towards all students.

██████████ student



CHAPLAINCY SERVICE

Annual Operational Plan 2015

Name: **Stephen HAMILTON**

School / CST: **CAROLINE CHISHOLM SCHOOL, Chisholm, ACT.**

Year: **2015**

School Supervisor Name: **Chelsea McGLASHAN, (Executive Teacher/Wellbeing)**

Signature: _____
(Chaplain)

Signature: _____
(School Supervisor)

Signature: _____
(CST Chair)

Signature: _____
(SCACT Director)

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		When / Who / Resources	
Outcomes to be achieved	Strategies		
1.1 Assist students develop knowledge, understanding and skills that support learning.	To be a present in various classrooms. To spend time with key students who need additional support.	When: daily – two days weekly – Wednesday and Thursday. Who: Chaplain Resources: Regular meeting with Wellbeing team and Student Support Team members.	
1.2 Assist students build positive behavior and construct social relationships through social skills programs	To be present around the school grounds, interacting with students and staff. To continue to facilitate a support group called 'Manages Emotions'.	When: Weekly Who: Chaplain Resources: Course work, such as Emotional Survival or Emotional Literacy.	
Key Focus Area 2 – Spiritual Support		When / Who / Resources	
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	Strategies		
2.1 Provide an additional dimension to the school's care.	To implement and monitor programs and other activities, utilizing resources and volunteers from the local community and churches.	When: daily Who: Chaplain Resources: Community groups, local churches and	

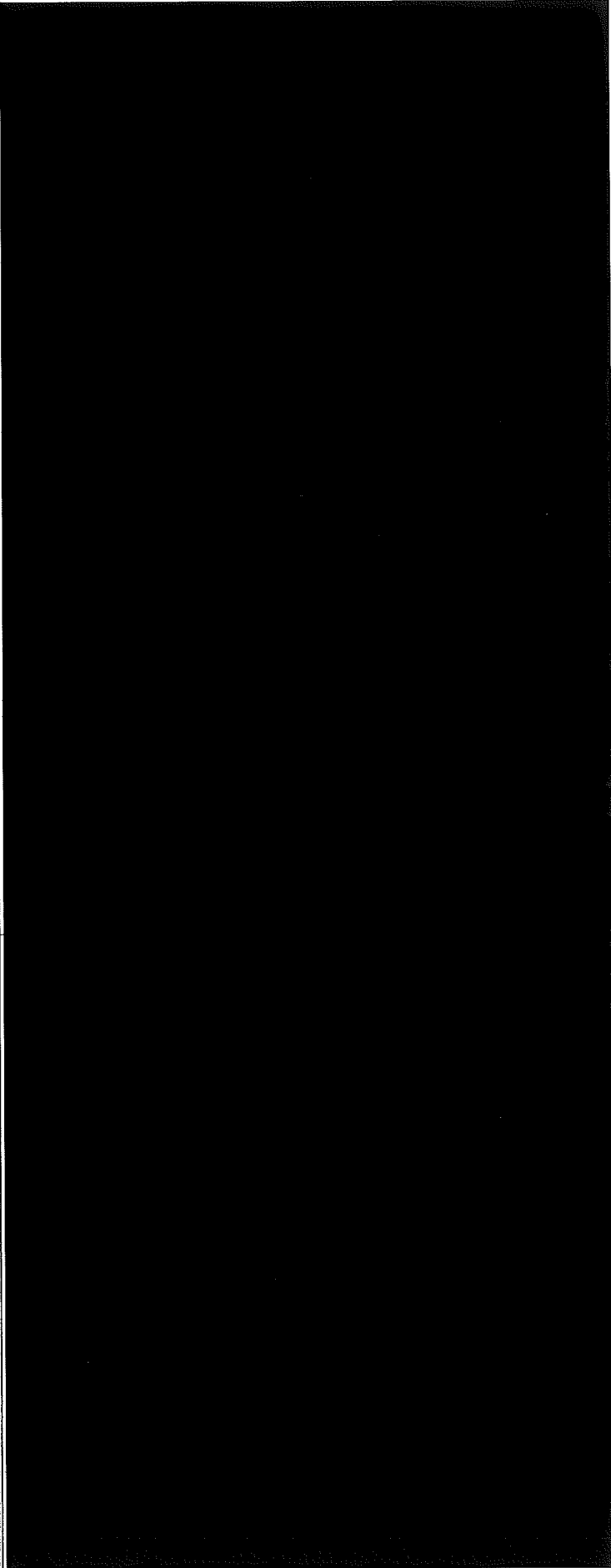
<p>2.2 Provide guidance and support to students with spiritual and/or religious needs, no matter what their faith background is</p>	<p>To support the spiritual needs of students, staff and parents regardless of their faith or no-faith or their beliefs.</p>	<p>groups/personnel When: As required Who: Chaplain Resources: Community feedback/student/staff engagement. Professional instruction</p>
<p>Key Focus Area 3 – Mentoring and Role Modelling Chaplain acts 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>		
<p>Outcomes to be achieved</p> <p>3.1 Act as a role model for students and assist them to develop supportive relationships for, with and among the student cohort.</p>	<p>Strategies</p> <p>One-on-one basis or in small collegial groups of two up to four students. Support teachers by being present within their class to provide assistance. Facilitate social learning programs.</p>	<p>When / Who / Resources</p> <p>When: daily – two days weekly – Wednesday and Thursday. Who: Chaplain Resources: Relevant curriculum.</p>
<p>3.2</p>		<p>When Who Resources</p>
<p>Key Focus Area 4 – Community Development Chaplain helps to build strong links between the school and the wider community. By networking with school staff, local churches and community based youth organisations Chaplain helps to mobilise the resources of the community to support students' needs.</p>		

Outcomes to be achieved	Strategies	When / Who / Resources
<p>4.1 Enhance the links between the school and its community; working with school-based support staff, community based youth organizations, churches and other networks to support students.</p>	<p>Communication: Newsletter – bulletin information. Connections and networks. Regular connections with Local Community Services: Chaplaincy Support Committee, P & C Connections, Local Church Connections, Resource database on schools G drive.</p>	<p>When: daily – two days weekly – Wednesday and Thursday. Chaplaincy Support Team meeting 2X per term. Other options as required. Who: Chaplain, Chaplaincy Support Team Resources: Community Services providers.</p>
<p>4.2</p>		<p>When Who Resources</p>
<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
<p>5.1 Assist with classroom activities (under the direction of a teacher) where involvement by the Chaplain provides further social, emotional or spiritual support to those students who may be at risk of disengagement.</p>	<p>Referrals and classroom support as organised and discussed with executive teacher(s) and student support team. incidental classroom support. Contribute to curriculum activities as required.</p>	<p>When: daily – two days weekly – Wednesday and Thursday. Who: Chaplain Resources: Teachers, meaningful and relevant curriculum, Professional instruction.</p>
<p>5.2</p>		<p>When</p>

		Who	
		Resources	
Key Focus Area 6 – Extra-Curricular Activities			
<i>Chaplains contribute to building a positive school environment by participating in general school activities, excursions, sports days, camps and other holiday activities.</i>			
Outcomes to be achieved	Strategies	When / Who / Resources	
6.1 Participate in general school activities, e.g. camps, excursions, sports days.	Tuesday morning Breakfast Club (on behalf of Fusion Australia). Attend events, concerts, school fair, out of school hour events.	When: As required – two days weekly – Wednesday and Thursday. Who: Chaplain Resources: Teachers, sports equipment, BBQ	
6.2		When	
		Who	
		Resources	

Key Focus Area 7 – Promotions and Fund Raising			
<i>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.</i>			
Outcomes to be achieved	Strategies	When / Who / Resources	
7.1 Contribute to the Chaplaincy & Field Services Department and participate in wider School Chaplaincy.	Attend compulsory training and development and SC ACT events.	When: Who:	

ACT organization-based activities.	Promote	Resources:
7.2		When:
		Who:
		Resources:
<p>Key Focus Area 8 – Professional Development and Self-Care Chaplains are encouraged to look after themselves personally and professionally. This can be done through engagement with a range of professional development and professional support activities.</p>		



School Chaplaincy - Stephen Hamilton

Chaplaincy - Goals and Strategies for 2015 - at Caroline Chisholm School.

Vision:

The vision of School Chaplaincy ACT and Mr. Hamilton is to see each young person connected and supported in community, serving others and experiencing fullness of life.

Recapping 2014:

Since commencing at Caroline Chisholm School Mr. Hamilton has been connected to the school's Wellbeing Unit. With the introduction of National School Chaplaincy Program 2015 – 2018 his role does not appear to be altered in any way. During 2015 his two working days per week shall remain as Wednesday and Thursday (a total of 12 hours per week), unless there is reason to alter these days. He will continue to work under the direction of, and assist Ms Chelsea McGlashan.

Mr. Hamilton has continued with an existing youth program, undertaken by 'Fusion Australia', on Tuesday mornings running a Breakfast Club, during 2014 Mr. Hamilton became a volunteer with this organization also in order to maintain the provision of this program. This program is undertaken outside his two working days at the school, and assists with community building plus feeding students who may not have had breakfast on that day.

Mr. Hamilton has continued with academic tutoring that he commenced in the last term of 2013, which is delivered either as a one-on-one basis or in small collegial groups of two up to four students. He has also assisted teachers by being present within their class to provide subject assistance. These activities shall also continue into 2015.

Mr. Hamilton continued to attend the Wellbeing Area during Recess and Lunch breaks during the year, on the days he was on campus, allowing this area to be open for use by the students, helping to make connections with those students who wish to make use of this space.

Goals and Strategies 2015:

- To continue to join with staff in encouraging a safe and positive community environment.
- To support staff within their classrooms.
- To identify key students who may need extra support.
- To continue and facilitate a support group through:
 - An ongoing Emotional Literacy course;
 - Continuing with new group of senior male students,
 - Progressing to at least a second group of Middle School male students.
- To provide pastoral care for students, staff, board members and parents.
- To support the spiritual needs of students, staff and parents regardless of their faith or no-faith or their beliefs.

Tasks and routines 2015:

- To be present in various classrooms.
- To be present around the school grounds, interacting with students and staff.
- To spend time with key students who need additional support.
- To be available for students, staff, board members and parents, for them to be able to speak to and discuss matters important to them.
- To implement and monitor programs and other activities, utilizing resources and volunteers from the local community and churches.
- To help build strong links between the school and the wider community.
- Under the direction of a supervising teacher to assist with further social, emotional or spiritual support for those students who may be at risk of disengagement.
- Contributing to building a positive school environment by participating in general school activities (excursions, sports days, camps and other activities).
- To engage in a range of professional development and professional support activities.

Further planning and programming implementation will come about as specific need arise and are identified or as referrals are received.

26th November 2014

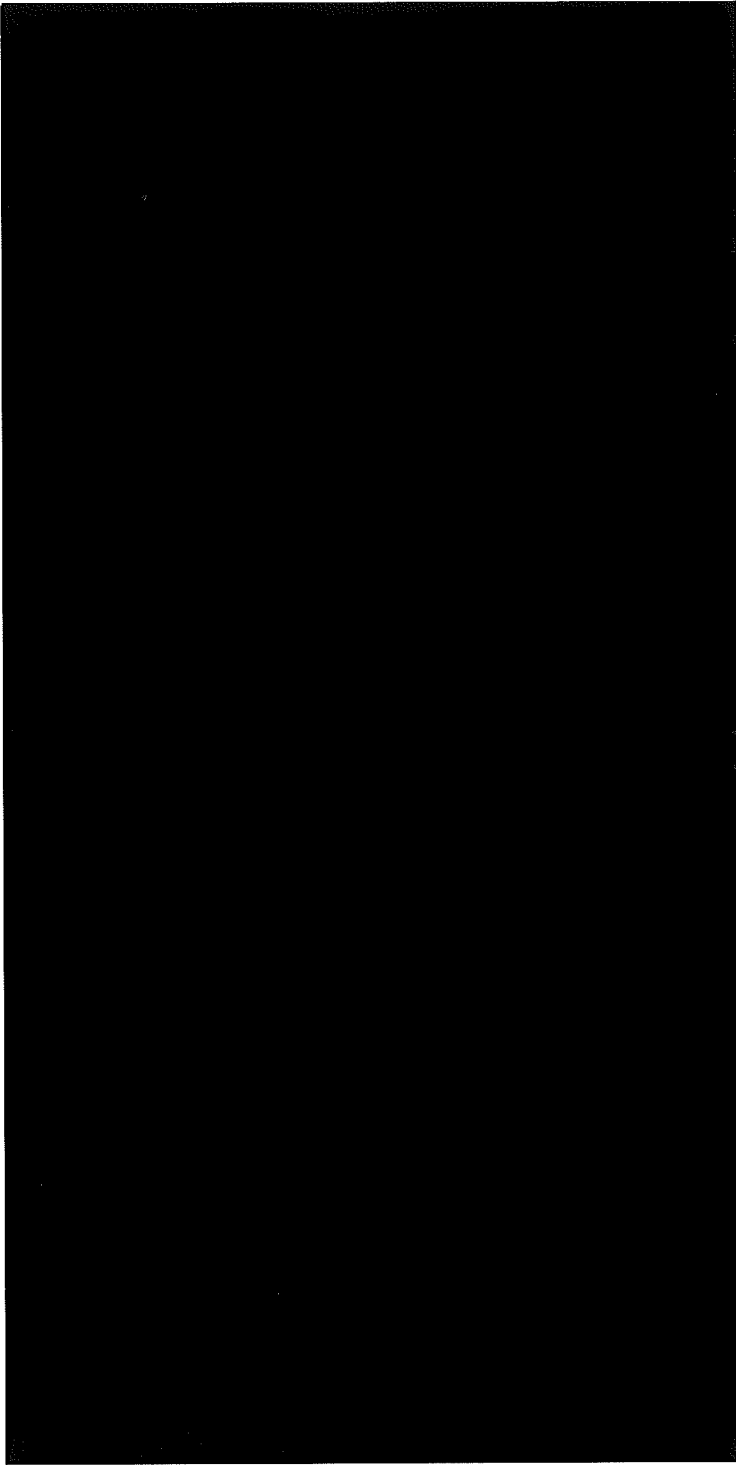


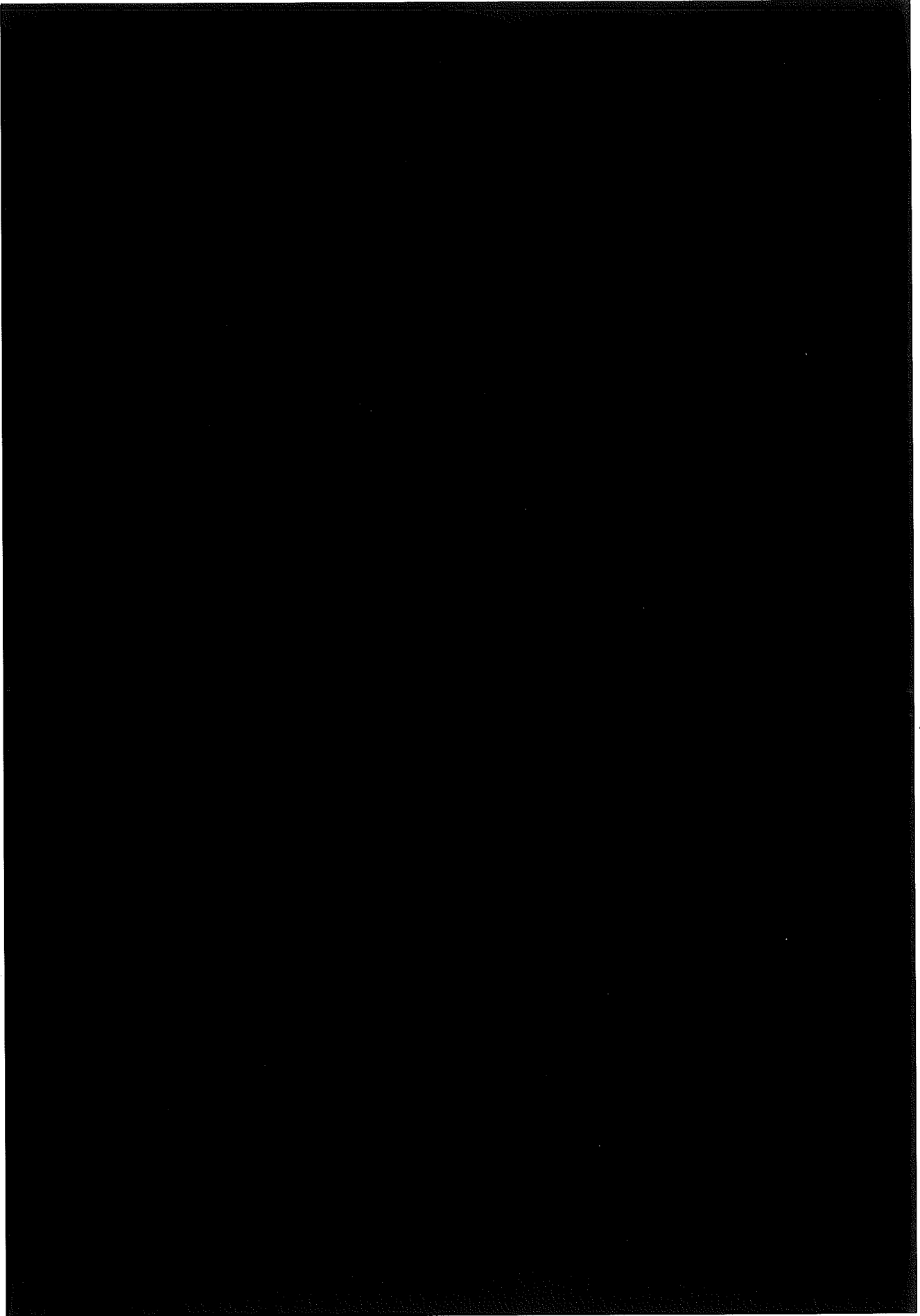
Stephen Hamilton

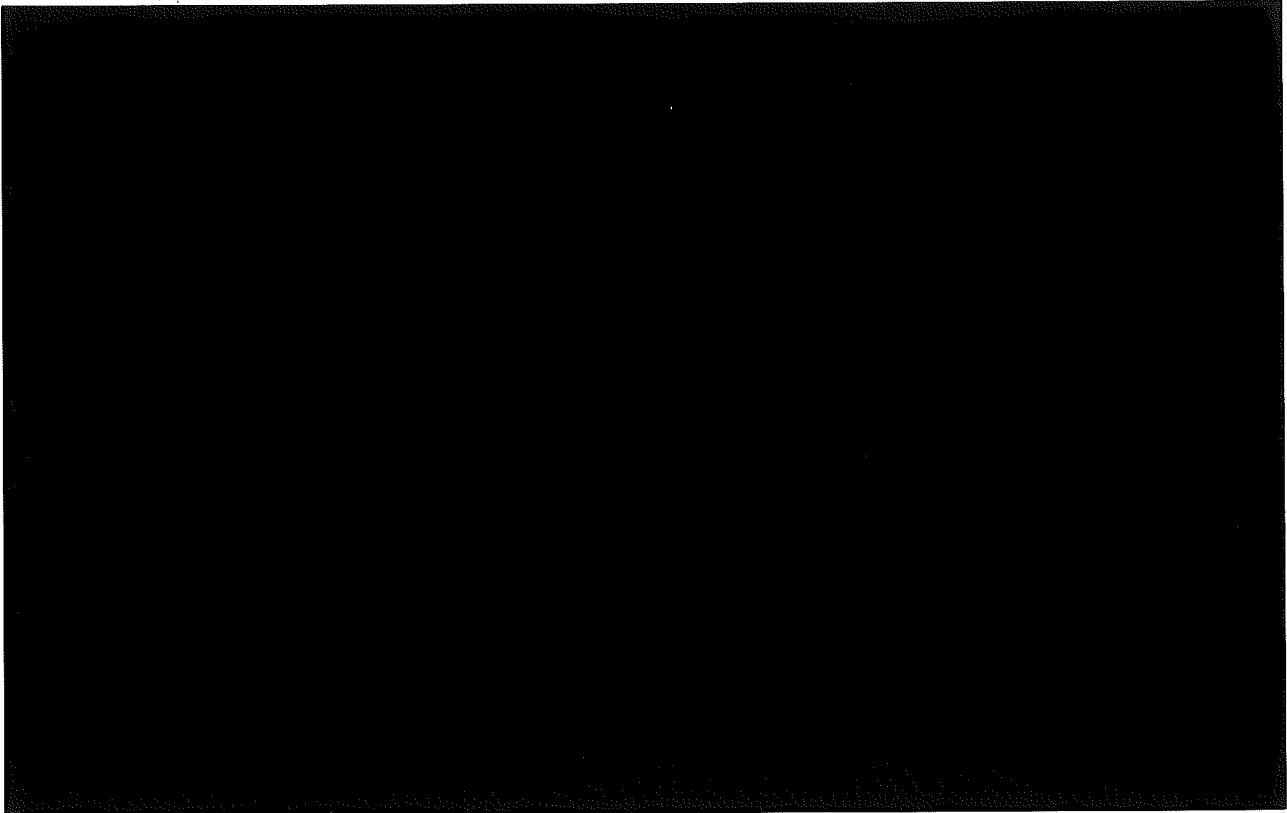
School Chaplain
Caroline Chisholm School

**Caroline Chisholm School
P&C Meeting - Senior Campus**

Monday 3rd November 2014
Draft minutes





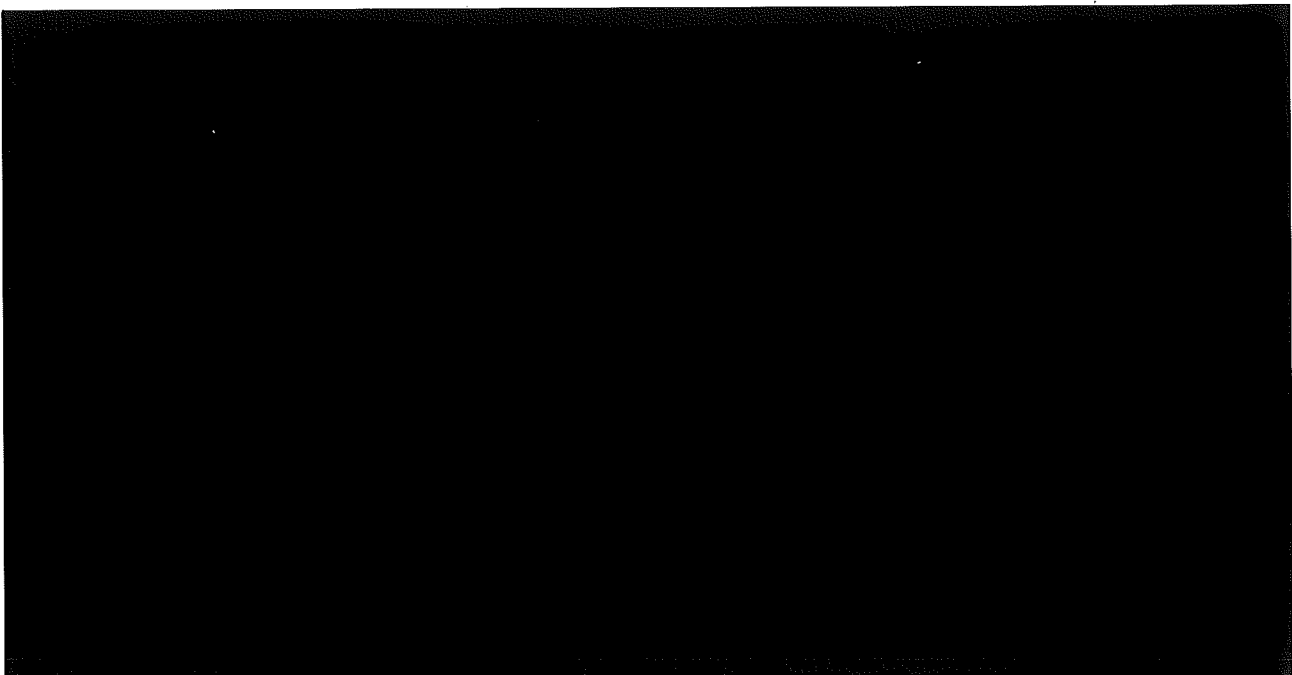


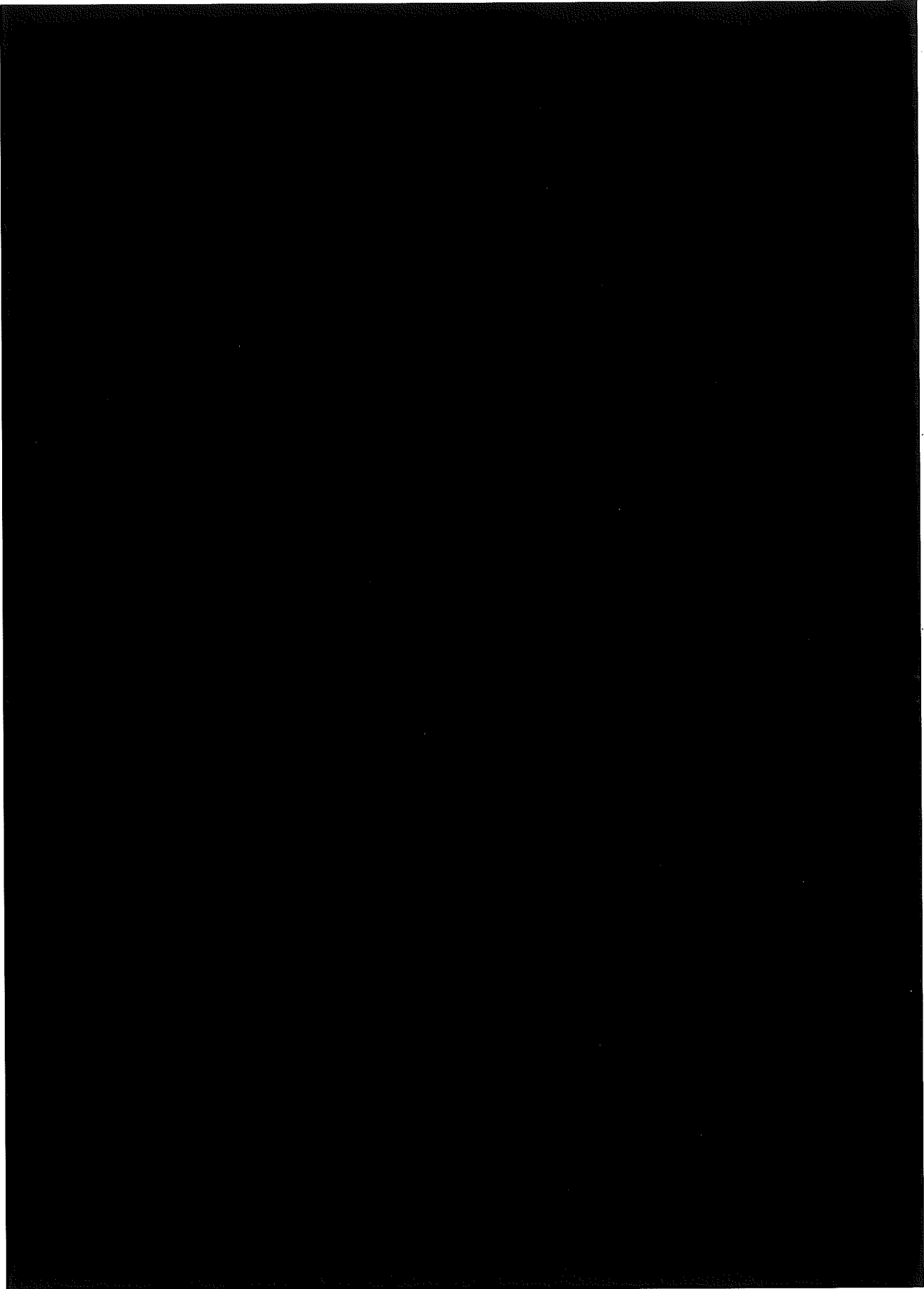
Chelsea McGlashin Chaplaincy Program

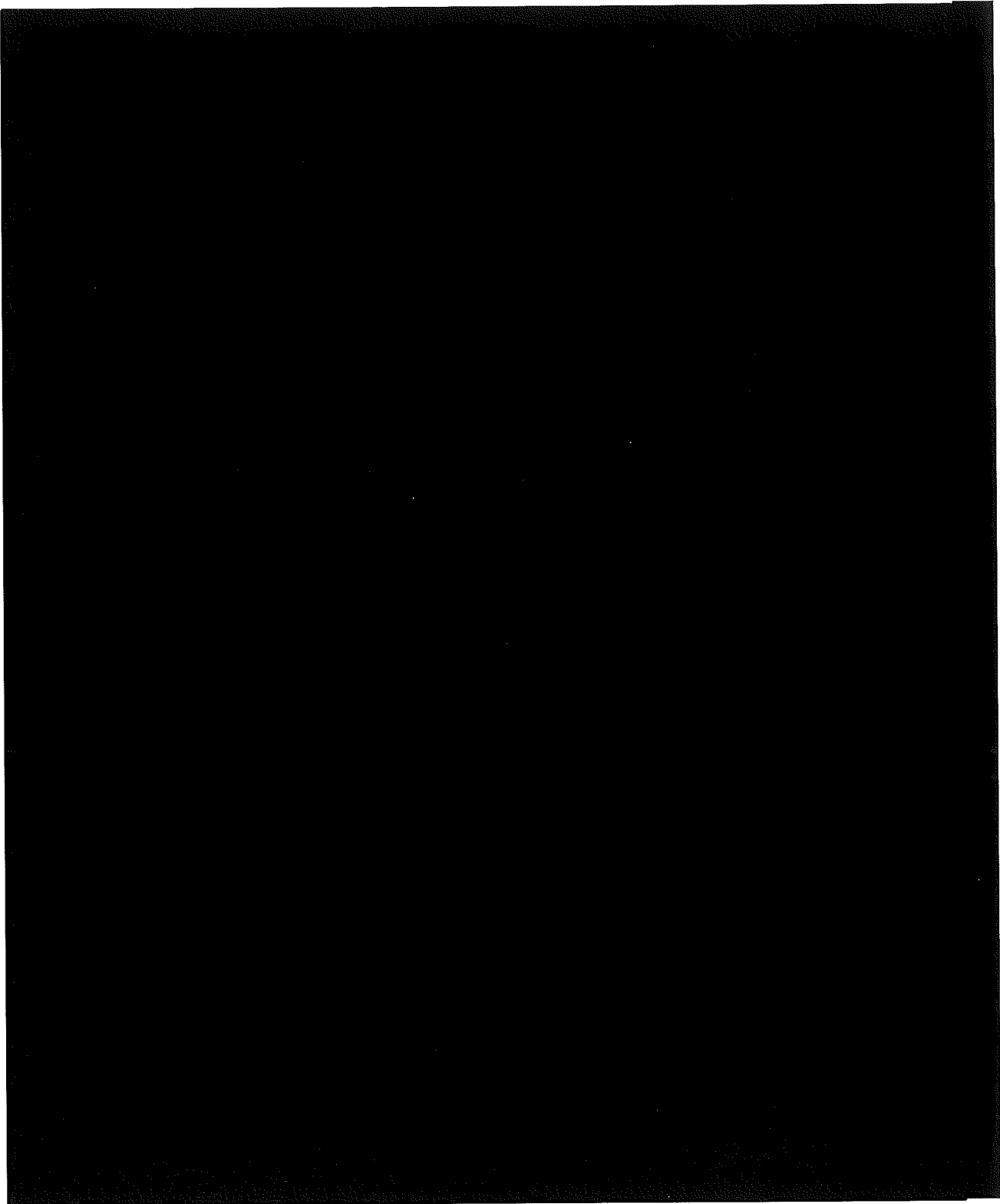
Funding to be for 46 Chaplains next year, currently 52 in the ACT

Need support from P&C, staff, students and parents to keep our Chaplain on board. Letter of support from School Board and requesting a letter. Address to the school


Asking for a letter of support from the P&C to strengthen the schools case to keep Chappy.





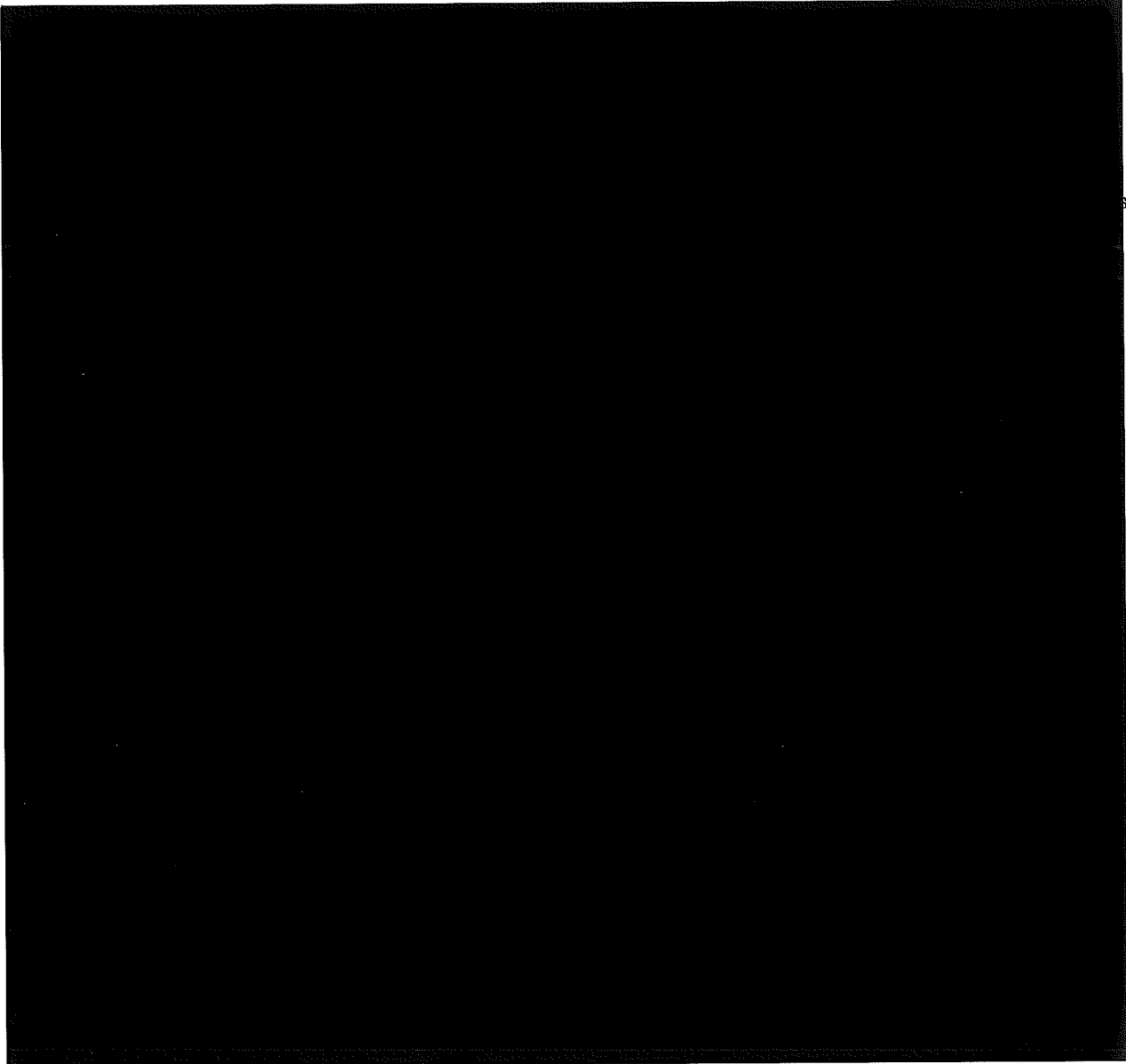


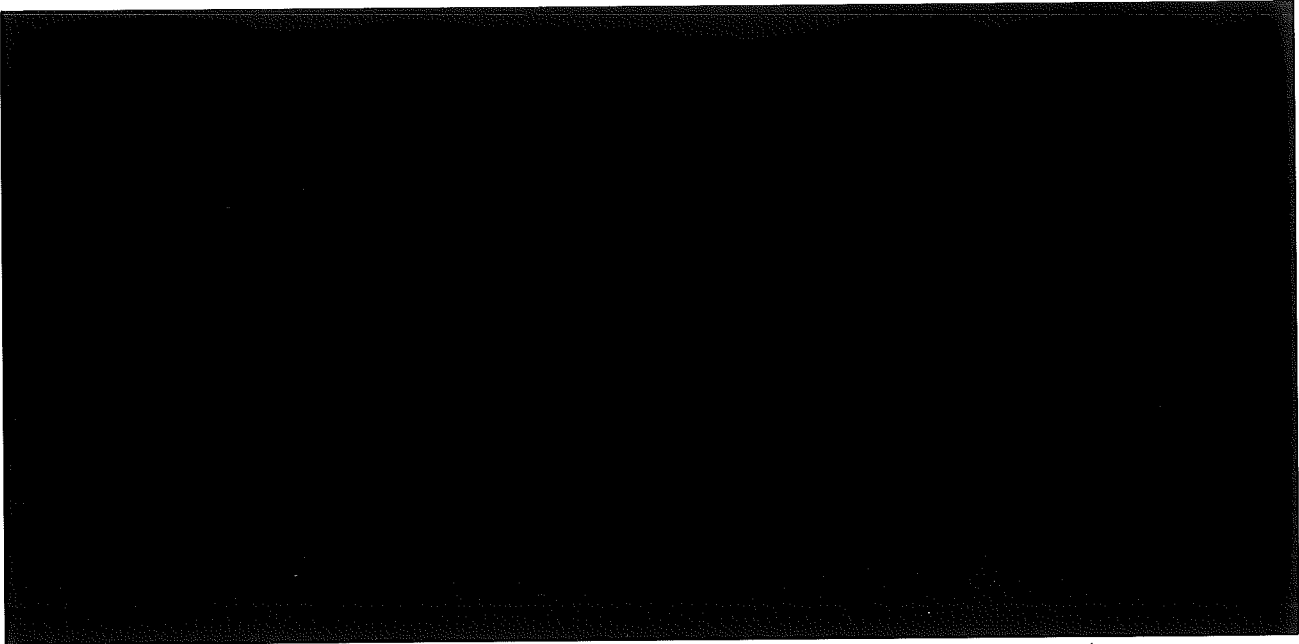
MINUTES OF MEETING OF THE CAROLINE CHISHOLM SCHOOL BOARD
MONDAY 3 NOVEMBER, 2014 5.30PM SENIOR CAMPUS



Chaplaincy Program

Chelsea McGlashan spoke to the Board regarding the continuation of the current Chaplaincy Program being in doubt. The Federal Government is proposing that only Chaplains (46) and not support workers are to be employed in these positions from 2015. Coincidentally, the proposed 46 Chaplaincy positions for the ACT is the same number as that of Catholic based schools. The 2015-2018 application process is currently being written by the Government, and the belief is that there will be a very short turn-around time for applications to be submitted. The School needs written support from the Board, the P&C and our community and parents to be sent with the application submission to retain our current Chaplain (Stephen Hamilton) who is a support worker. In addition to his Chaplaincy role, Stephen also volunteers his time and support to the School's Breakfast Club. The ACT Minister for Education & Training has been emailed statements of support. Stephen's hours have also been reduced from 15 to 12 hours per week. He has however decided to maintain his current working hours - Tuesdays breakfast club, Wednesday all day and Thursday all day plus wellbeing meeting, as he feels like this is the best way to maintain his current position and support the Wellbeing Team.





Board Chair..... Date.....



ROLE STATEMENT

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

School Chaplaincy ACT and its Vision

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

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

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

Our Vision

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

Purpose of Role

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

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

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



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

Key Accountabilities & Expected Outcomes

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



Key Responsibilities

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

1. Social and emotional support

- Provide pastoral care and personal support for students, staff and parents of the school community within a Christian framework in cooperation with the school's support staff.
- Provide pastoral care and support following critical incidents.
- Assist in the development and outworking of the school's care programs
- Provide activities and programs that build a positive school environment and help foster self esteem and build resilience among students.

2. Spiritual support

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

3. Mentoring

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

4. Community Development

- Build and maintain a network of support agencies, Churches and community groups who can provide a broad range of services to students and the wider school community.
- Build partnerships and coordinate the involvement of volunteers, Churches and community groups (under the direction and discretion of the Principal) to facilitate and/or enhance Chaplaincy activities.
- Assist the Chaplaincy Support Team and SC ACT to build the profile of the Chaplaincy Service in the community and among supporters through newsletters, P&C reports, and speaking at local Churches and other Chaplaincy events.

5. Educational Support

- Implement programs and activities that support the needs of students at risk of disengaging from school.
- Facilitate and/or contribute to 'life skills' and personal development programs
- Provide assistance in the classroom and contribute to the learning outcomes of all students (in light of the overall purpose of the Chaplaincy Service)

6. Extra-Curricular Activities

- Participate in general school activities (assemblies, camps, excursions, sports day etc) and contribute to building a positive school environment.
- Develop voluntary activities for students that build a positive school culture and enhance personal wellbeing of students.



Education and Training

NSCSWP School Chaplaincy Risk Management Plan

Caroline Chisholm School



Learning Today Leading Tomorrow

Potential Risk	Likelihood	Consequence	Strategy
Chaplain resigns	Moderate	Moderate	Contact SC,ACT Dianne Priest to initiate recruitment process for replacement of Chaplain
Prolonged interruption to delivery of service due to prolonged absence of Chaplain as a result of illness injury, etc.	Moderate	Moderate	Contact SC,ACT Dianne Priest to assist with recruitment process for interim/ replacement Chaplain Dianne Priest identifies local volunteers to maintain programs in Chaplain's absence
Prolonged interruption to delivery of service due to natural events(eg. food, bushfire)	Low-Moderate	Moderate	Contact SC,ACT Dianne Priest to assist with alternate arrangements SC, ACT provides interim, alternate delivery of service until the situation is resolved (e.g. Using communications technology, online etc.) SC,ACT identify local volunteers to maintain programs in Chaplain's absence
Allegation of misconduct or actual misconduct by Chaplain (ie breach of Code of Conduct)	Low	Serious	Contact SC,ACT Dianne Priest to implement investigative process (and possible disciplinary process) Code of Conduct document issues/ allegations identified Wellbeing Ex./ Principal contact ACT DE to implement investigative and management process Dianne Priest ceases delivery of Chaplaincy Service if reasonable likelihood of danger to welfare of any person
Chaplain claims to have qualifications that s/he doesn't actually have	Low	Moderate	Wellbeing Ex./ Principal contact SC,ACT Dian Priest to implement investigative process
Chaplain provides counselling (in breach of ED and SC,ACT policies)	Low	Moderate	Wellbeing Ex./ Principal contact SC,ACT Dian Priest to implement investigative process (and possible disciplinary process)
Complaints from parents about the Chaplain or Chaplaincy Service.	Low	Moderate	Wendy Wurfel/ Principal to investigate and respond to the complaint in the first instance SC, ACT Notified
Apparent diminished support for Chaplaincy	Low	Serious	Wendy Wurfel/ Principal and P&C consult with school community to ascertain level of support for Chaplaincy Service SC, ACT Dianne Priest ensure school community receives regular Chaplaincy Service updates and information
Diminished performance by Chaplain	Moderate	Moderate	Wellbeing Ex./ Principal contact SC, ACT Dianne Priest to implement investigative process (and possible diminished performance review process)
Chaplain isn't a good "fit" for school	Moderate	Moderate	Wellbeing Ex./ Principal contact SC, ACT Dianne Priest to implement investigative process (and possible relocation process)

National School Chaplaincy Program

Acknowledgement

Introduced in 2007, the National School Chaplaincy Program was introduced and made a contribution to the wellbeing of school communities across Australia.

It is a voluntary program that assists school communities to support the spiritual, social, and emotional wellbeing of their students. This can include support and guidance about ethics, values, relationships and spirituality; the provision of pastoral care; and enhancing engagement with the broader community.

Program Services

Our School Chaplain plays a vital role within our school and provides invaluable assistance to our Wellbeing Team. His role includes, but is not limited to:

- encouraging safe and positive community environment,
- supporting staff within their classrooms,
- Identifying key students who need additional support (one-on-one time),
- facilitating an ongoing Emotional Literacy Program,
- coordinating a weekly Breakfast Club Program,
- providing pastoral care for students, staff, board members and parents,
- supporting the spiritual needs of students (with parental consent), staff and parents regardless of their faith, non-faith or their beliefs.

Complaints Management

Chaplains employed in the NSCSWP program must meet minimum training requirements of a Certificate IV in Youth Work or Pastoral Care (or equivalent) and abide by a Code of Conduct set out by the department. If you believe that a chaplain has breached any of the guidelines please contact the school and address the incident with the School Principal or Wellbeing Executives.

Under NSCSWP Guidelines, there is an encouragement to resolve all complaints at the local school level. However if the complaint cannot be resolved at school level or the complainant does not wish to address their complaint to the School's Complaints Officer, they may be made directly to the Department by:

- Completing the compliant 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 Chaplaincy Program at the ACT Education and Training Directorate on (02) 62057029