



**ACT**  
Government  
Education and Training

**The National School Chaplaincy Program - Application Form**  
**Funding Period 2015 to 2018**

**Closing Date for applications: Monday 8 December 2014 by COB email to:**  
**ETDStudentWellbeing@act.gov.au**

Before starting your Application you should have read the ACT National School Chaplaincy Program (ACT NSCP) Guidelines and Application Guide.

Please be aware that submitting an application does not guarantee that you will receive NSCP funding. Please ensure you provide all the required information to support your application. You will be advised of the outcome in writing.

*All schools are able to apply irrespective of their involvement with the current chaplaincy and student welfare worker program*

**Part A: School Details**

**A1. School Name: UC SSC Lake Ginninderra**

Street Address 2 Emu Bank      Suburb: Belconnen      Postcode: 2617  
Postal Address: As Above  
Telephone: 6205 7099      Facsimile: 62057105  
Email: info@lakeonline.act

**A2. School Principal Details**

Title: Mr  
First Name: Martin  
Last Name: Watson  
Telephone: [REDACTED]      Mobile (optional)  
Email: martin.watson@act.edu.au  
Preferred contact method: email

**A3. Parent Body**

Name of body: UC L.G P&C Committee  
Contact person: President  
Title: Mr  
F Name: Dave  
Last Name: Chatterton  
Position: President  
Telephone: [REDACTED]      Mobile (Optional)  
Email: [REDACTED]  
Preferred contact method: Email

**A4. School Governing Body**

Name of body: UCSSCLG School Board  
Contact person:  
Title: Mr  
First Name: Richard  
Last Name: Mallet  
Position: Board Chair  
Telephone: [REDACTED] Mobile (Optional)  
Email: [REDACTED]  
Preferred contact method: email

**Part B: Funding Recipient Details (Chaplain Provider)**

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

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

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

Please circle.

Yes       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](mailto: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. At UC Lake G for the past 2 years an additional day per week was provided by local church funds.

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

See the attached SC ACT Role Description that provides a guide to the school and chaplain as to how the role works out in a school. The chaplain, school supervisor and Director of SC ACT meet each term to review the outworking of the Role and the Annual Operating Plan. At the end of each semester there is a written review process with a report tabled at the Board mtg.

In the operating plan (attached) as per the key sections there are specific goals and strategies that pertain to the unique needs of our school and provide clear boundaries in which the chaplain is to operate and conduct various activities and programs to assist our school in developing the well-being of our students.

**Part D: Consultation and School Community Support**

The key requirement of the NSCP is broad consultation with the school community including the parents, students and staff before the introduction of a chaplaincy program to oversee the spiritual, social and emotional wellbeing of students (See Guidelines Section 5.3)

This consultation is a requirement even if the program will in effect continue from the previous National School Chaplaincy and Student Welfare Program.

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

Yes       No

**D1.1** If Yes, please provide details of how the school determined the support of their community for a chaplaincy service in their school and the support from the different elements of their community, namely the students, staff, parents, and the school board.

*See attached supporting documentation*

**D1.2 Provide details of how the school plans to demonstrate the ongoing support of the school community of the chaplaincy service. (Maximum of 400 words)**

**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 on the school website, notice boards and newsletters as appropriate with opportunity given to the community to make comment.

Upon receipt of the Chaplaincy Annual Review in October each year from SC ACT the Board, P&C and Staff are given opportunity to comment, question and engage in discussion about the on-going effectiveness and relevance of the service to our school community.

**Part E: Minimum Requirements (See Guidelines Section 5.5)**

**E1. Will the school commit to ensuring the school chaplain meets the minimum qualification requirements as per the ACT NSCP guidelines?**

Yes      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.**  
The risk management plan is attached.

**E6. If yes to E4, provide details of the schools complaints process and procedures.**  
The schools complaint process will be strictly the same as the ETD policy including the ETD forms. These are attached.

**Part F: Demonstrated Need**

**F1. Demographics of your school**

|                           |                    |
|---------------------------|--------------------|
| FTE enrolments            | 600                |
| Indigenous FTE enrolments | 17                 |
| Education Level           | Year 9, 10, 11, 12 |

**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
- Psychologist/Counsellor
- Career Counsellor

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

The Chaplain is involved in all staff and student based whole school events, modelling positive and supportive behaviours at all times. Her informal individual and small group discussion groups are highly valued. Improvement in socialisation, integration, attendance, academic achievement and graduation rates of targeted students and groups. Initiatives include greater inclusion of disengaged students through class based and whole school opportunities, development of broader links and partnerships with community organisations, breakfast club that continued for the entire 2013 school year with special arrangements made for specific time periods such as exams etc. to provide extended support and access, open-door access for students policy, homework motivation and support programs for less engaged students - both individual and group. Enhancement of students services programs through the provision of greater diversity of experience and breadth of skill base with added flexibility of support types provided for students. Ongoing support of school based services to student's development and implementation of programs and initiatives. The Chaplain liaises with external organisations to support students and school needs and does so in partnership and inclusivity with the college counsellor and student support team. Special excursions and opportunities for identified groups including those of culturally and linguistically diverse backgrounds. The Chaplain works towards deepening of the culture of connectedness between her, and college staff and students. She is always involved and willing to volunteer.

**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: 

Name: Martin Watson

Position: Principal

Date: 8.12.2014

**Privacy Statement**

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

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

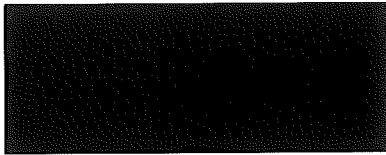
The ACT Government Education and Training Directorate and/or the Minister for Education and Training may disclose to media organisations and post on the Minister's and ACT Government Education and Training Directorate's websites details of any successful application(s). This may include the publication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

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

Dear Martin,

Mary Apikotoa the chaplain of our college submitted reports to the P&C Committee in 2014. These were received positively. Articles were published in the school newsletter to keep parents informed of her role and activities. The Chaplain was also a guest speaker at the P&C. Parents have had the opportunity to meet her, hold open discussions and ask questions. The chaplain and her work have not met with any negativity or opposition.

The P&C therefore endorses the continuation of our chaplain.



Dave Chatterton

President P&C

UCSSC Lake Ginninderra

8.12.2014

UC SSC Lake Ginninderra – NSCSWP – Risk Management Assessment

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

| Risk  | Assessed Risk<br>(before doing anything) |        |        | Strategy to Deal with the Risk  | Assessed Risk<br>(after doing something) |        |        |
|---|--|--------|--------|---|--|--------|--------|
|   | Likelihood                               | Impact | Risk   |   | Likelihood                               | Impact | Risk   |
| Resignation of chaplain   | Possible                                 | Low    | Low    | Inform Dianne Priest – Director Chaplaincy Services School Chaplaincy ACT   | Possible                                 | Low    | Low    |
| Extended illness of Chaplain (following illness or injury)                | Moderate                                 | Minor  | Medium | Inform Dianne Priest – Director Chaplaincy Services School Chaplaincy ACT and find a relieving chaplain to maintain programs during the absence.  | Moderate                                 | Minor  | Medium |
| Allegation of misconduct by Chaplain                                      | Possible                                 | 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.).                                 | Possible                                 | Low    | Low    |
| False claims made by Chaplain   | Possible                                 | Low    | Low    | As above  | Possible                                 | Low    | Low    |
| Chaplain provides formal counselling services                             | Possible                                 | Low    | Low    | As above  | Possible                                 | Low    | Low    |
| Complaints from parents about the Chaplain or the role of the Chaplaincy  | Possible                                 | Minor  | Medium | Inform the Chaplain and respond to the complaint where possible. Students must “opt in” with Chaplain. Board and P & C provide approval.  | Possible                                 | Minor  | Medium |
| Complaints from students about the Chaplain or the role of the Chaplaincy | Possible                                 | Low    | Low    | Inform the Chaplain and respond to the complaint where possible. Students must “opt in” with Chaplain. Board and P & C provide approval.  | Possible                                 | Low    | Low    |
| Underperformance issues with the Chaplain                                 | Possible                                 | Low    | Low    | Inform Dianne Priest – Director Chaplaincy Services School Chaplaincy ACT for advice and next actions in line work performance process.   | Possible                                 | Low    | Low    |
| Conflict between staff and chaplain within the school staff community     | Unlikely                                 | 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. | Unlikely                                 | Low    | Low    |



**Apikotoa, Mary**

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**From:** [REDACTED]  
**Sent:** Monday, 8 December 2014 2:29 PM  
**To:** Apikotoa, Mary  
**Subject:** Thank you :)

Hey Mary :)

You have helped me a lot in College. You're always there on Monday and Tuesday doing breakfast when I'm sooo hungry haha. You're here for everyone in our school, always there to help us and support us with our assignments, making sure we are going to our classes, etc or to listen to our personal problems that you always help us with to get through them or make things better for us. You welcome us into the school like we're all family, you're like the glue that hold the family together :) Without you I don't think we would have met the people we have met throughout the year so thank you!  
We really appreciate all you've done for us, we may not deserve it but you always tend to surprise us, thank you so much Mary!

Sincerely,  
[REDACTED]

**Apikotoa, Mary**

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**From:** [REDACTED]  
**Sent:** Monday, 8 December 2014 1:03 PM  
**To:** Apikotoa, Mary  
**Subject:** Saying Thanks

Chaplain Mary Apikotoa

Thankyou for everything you've done for me in my time I have spent at Lake Ginninderra College. You have helped me grown as an individual by showing me how college is going and helping get through it. You have helped understand my assignments when I needed help and suggested what I should be looking at to get help to complete the required assessment. You're very friendly and very welcoming to all those who not only need help, but just need a quiet zone to do their own thing. You always have open arms to all those in need. Thank you for all your support.

Kind Regards,

[REDACTED]

**Apikotoa, Mary**

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**From:** [REDACTED]  
**Sent:** Monday, 8 December 2014 1:58 PM.  
**To:** Apikotoa, Mary  
**Subject:** I LOVE YOU MARY!!!

Dear Chappy (Mary)

In the two yrs of my journey as a student at UC lake Ginninderra College, Mary had always been there, from the start till the end, and I have gained so much positivity personally in my life, as My amazing Chappy (Mary) played a huge part in in my life, always encouraging me in my times of ups and down. There to always remind me to finish my assignments when I had come to times of lacking and wanting to give up, your words of wisdom was all that I needed to get through my hard times as a college student. You have been so great to me! You have always been with me till the end! You have helped me graduate earlier by pushing me to finish my tasks on time! And I hope many who have had such great service from you as a chaplin have felt the same way as I do. I miss you AMAZING CHAPLIN MARY!  
You will never be forgotten, such a great serving heart! Great at your job! Never once failed us. See you soon! I LOVE YOU ALWAYS ♥

Love Your fav - [REDACTED]

[REDACTED]



# CHAPLAINCY SERVICE

## Annual Operational Plan 2014

Name: Mary Apikotoa

School: UCSSC Lake Ginninderra

Year: 2015

School Supervisor Name: Martin Watson/Principal

Signature: \_\_\_\_\_  
(Chaplain)

Signature: \_\_\_\_\_  
(School Supervisor)

Signature: \_\_\_\_\_  
(Director SC ACT)

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

- SC ACT Mission, Vision and Values Statement
- Current Role Statement for the Chaplaincy Service
- Feedback from most recent Annual Review

This AOP is divided into eight key focus areas:

1. Social and Emotional Support
2. Spiritual Support/Facilitation
3. Pastoral Care/Mentoring Programs/Activities
4. Community/School Connections
5. Educational/Classroom Support
6. Extra-Curricular Activities
7. Promotion and Partnership
8. Professional Development and Self Care

The Chaplaincy Service can develop goals under each of these Key Focus Areas according to these three simple principles

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

**Key Focus Area 1 – Social and Emotional Support**

Chaplains provide proactive pastoral care for students, staff and parents, helping to create a positive and safe school environment and looking out for those in need. They support students and the school community through bereavement, difficult family and peer relationships and other life difficulties that confront children and young people.

| Outcomes to be achieved  | Strategies  | When / Who / Resources  |
|--|---|---|
| 1.1 Assist students to develop knowledge, understandings and skills that support learning. | <p>Assist students that need extra support and are willing to be accountable with assessments and encouraging them to attend class and form a workable plan for studies to meet deadlines.</p> <p>Network with UG-Nesian (UG-uni-group) to facilitate mentoring/tutoring support for Lake G students (Wednesday study group for 2015)</p> | <p>When: Mon-Wed</p> <p>Who: Chaplain, UC University students</p> <p>Resources: Pastoral care relationship, network connections, enough space for interaction and positive, safe atmosphere to work in and move around.</p> |
| 1.2 Positive behavior and constructive social relationships.                               | <p>Creating a positive, inclusive, safe, environment in my office space for students to interact and engage with their peers to build friendships, show, and learn positive social skills.</p>  | <p>When: Mon-Wed (during students free periods, recess and lunch).</p> <p>Who: Chaplain</p> <p>Resources: Office space</p>  |

**Key Focus Area 2 – Spiritual Support/Facilitation**

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  | When / Who / Resources  |
|---|---|---|
| 2.1 provide spiritual guidance to students, staff and families who seek it. | <p>One on one pastoral care conversations with students who initiate conversations exploring or expressing their own spirituality, faith, world beliefs, values, customs and ethics in a respectful and sharing manner.</p> | <p>When: Chaplain open to all members of school community that would like pastoral care support. (Flexible)</p> <p>Who: Chaplain</p> <p>Resources: pastoral care relationship</p> |
| 2.2 encourage students to engage in meaningful                              | <p>Role-modeling respect for others, their beliefs, world</p>   | <p>When: On school grounds, office space</p>  |

|  |  |   |
|--|--|---|
| <p>dialogue regarding spirituality, religion, values and ethics with an attitude of respectful inquiry</p>   | <p>view, lifestyle choice, and decisions.<br/>Offer available appropriate diverse resources that is available (donated reading material in chappies office for students to borrow)<br/>Open dialogue with students who bring up different topics or views, encourage students to explore, express, listen to each other and communicate their ideas in a caring, non- harmful respectful manner that does not put others down even if their opinions differ.</p>   | <p>Who: Chaplain, UC Nesian mentors<br/>Resources: Chappies presence , create safe space (clear guidelines) to express to share their ideas, media findings, books, individuals, Lake G peers</p> |
| <p><b>Key Focus Area 3 – Pastoral Care/Mentoring Programs and Activities</b><br/>Chaplains may also implement life skills/ mentoring programs and other activities, utilising resources and volunteers from the local community.</p>   |  |   |
| <p><b>Outcomes to be achieved</b></p> <p>3.1facilitate mentoring programs with and for students(utilizing peers and/or volunteers)<br/>*supporting students at out of school events who are associated or part of a community program that support and encourage their mental wellbeing.</p> | <p><b>Strategies</b></p> <p>Networking and becoming familiar with community supports.<br/>*facilitating UC Nesian group partnership with lake G to provide students with extra education and mentor support.<br/>*continue to network with ANU Pacifika that engage students in workshops that promote higher education.<br/>*Network with UNM(united nations movement)- Positive Pacific cultural identity community group (mentoring through dance and culture)<br/>*Network with Muhammad at MYS- could offer a variety of services to our culturally diverse student body.<br/>*Support young carers group at Lake G</p> | <p><b>When / Who / Resources</b></p> <p>When: Wednesdays<br/>Who: Chaplain/ UC Nesian/ Volunteers/ youth workers/youth service agencies<br/>Resources: Other community programs, networks.</p>    |

|  |  |  |
|--|--|--|
|  | <p>*Network with The corner (Belconnen youth Centre) on behalf of students to access support, updated info, or refer students to a program.</p> <p>*attend invites to community events that students are engaged in to support students, link with other positive role-models in student's life.</p>   |  |
| <p>3.2 support the leadership development of students</p>  | <p>Encouraging responsibility and accountability for one's own actions and behavior.</p> <p>Encourage peer support amongst students—offer support or help if a friend is struggling or point them in the right direction to get help or speak up for them.</p> <p>Encourage students to get involved in community charity fundraise events such as relay for life, sleep-out. Aim to help encourage compassion for others and putting back into the community.</p> | <p>When: In and out of class</p> <p>Who: chaplain, students</p> <p>Resources: individuals, staff, students, community events</p>   |
| <p><b>Key Focus Area 4 – Community/School Connections</b><br/>                 Chaplains help to build strong links between the school and the wider community. By networking with school staff, local churches and community based youth organisations, Chaplains help to mobilise the resources of the community to support students' needs.</p> |  |  |
| <p><b>Outcomes to be achieved</b></p>  |  |  |
| <p>4.1 Build and maintain a network of support agencies.</p>   | <p>Strategies</p> <p>* will make a point to visit, face to face contact with different local support agencies. Eg. MYC, the junction, The corner, UC headspace</p> <p>*Get contact details of best person to contact for schools to get in contact if we need to refer or access support from a particular agency.</p>   | <p>When / Who / Resources</p> <p>When- In the next three wks</p> <p>Who- chaplain</p> <p>Resources- see if they can give me updated info or send it via email or by mail for preparation for 2015.</p> |
| <p>4.2 Build partnerships and coordinate the involvement of volunteers, churches and community groups.</p>   | <p>* Network with Nation-heart, Holy Cross, members of chaplain support action team for more community</p>   | <p>When: ongoing</p> <p>Who: chaplain/ Lake G chaplaincy action support</p>  |



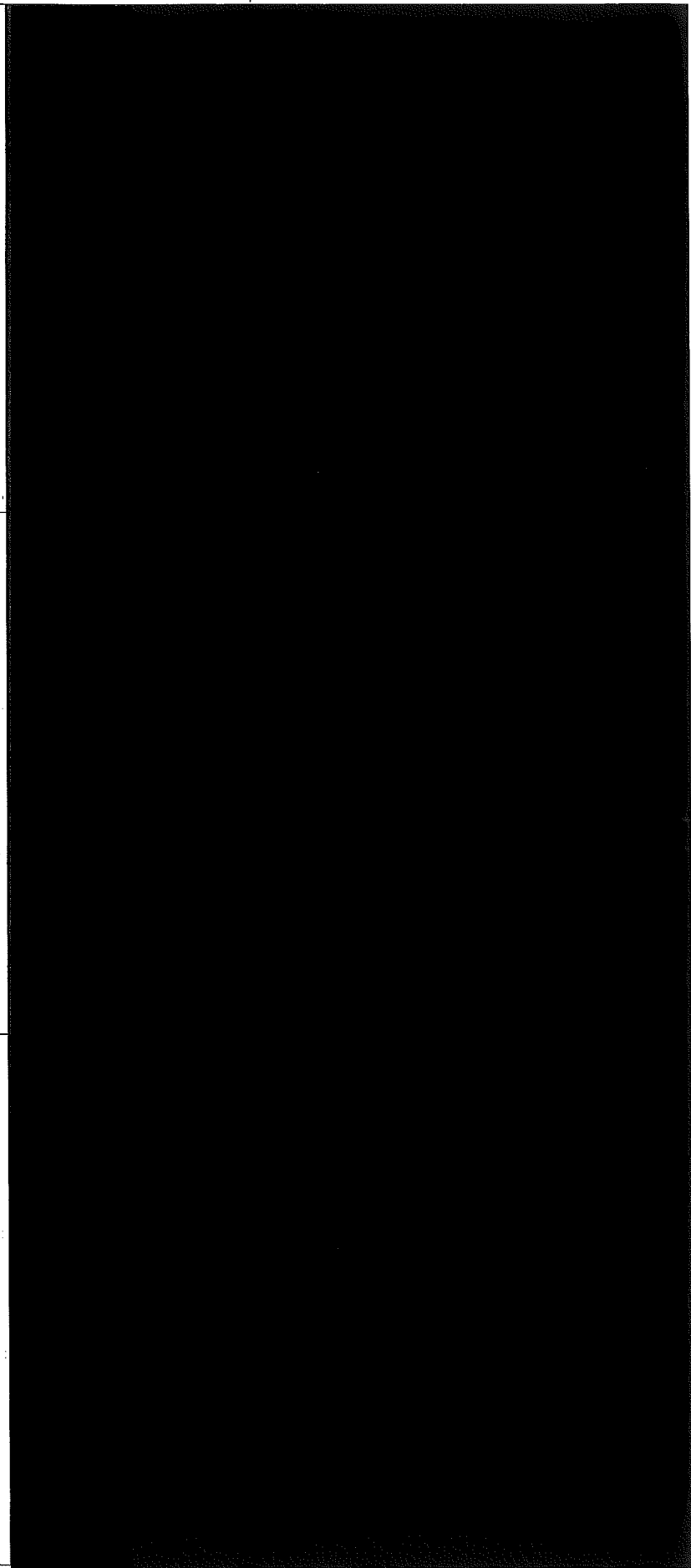
|  |   |  |
|--|---|--|
|  | <p>involvement to support Lake G in 2015.</p> <p>Look into visiting CLC community hub and connect with them.</p>  | <p>team/Local churches</p> <p>Resources: Lake G action support team</p>  |
| <p><b>Key Focus Area 5 – Educational/Classroom Support</b></p> <p>Assisting with 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> |   |  |
| <p><b>Outcomes to be achieved</b></p> <p>5.1 Implement programs and activities that support the needs of students at risk of disengaging from school</p> <p>5.2 Assist in the class room with students in the classroom.</p>   | <p><b>Strategies</b></p> <p>Social group activities at lunch in my office-connect and include others.</p> <p>*Inclusion and connect within Chappies office</p> <p>Build Pastoral care relationship with disengaged or at risk students to give them extra social and emotional support.</p> <p>* Willing to support students to engage in learning in the classroom at the request of teachers or students (with the teacher's permission).</p> <p>*willing to help students one on one with work in their free time.</p> <p>* combine our Wednesday Lake G study group with study group hall. So all students can access the help of uni students and build support for teachers volunteering at study hall.</p> | <p><b>When / Who / Resources</b></p> <p>When: Lunchtime; students free-lines, recess.</p> <p>Who: chaplain, students</p> <p>Resources: safe, inclusive office space, pastoral care relationship.</p> <p>When : school time</p> <p>Who: chaplain/ student</p> <p>Resources: office space, volunteers,</p> |
| <p><b>Key Focus Area 6 – Extra-Curricular Activities</b></p> <p>Chaplains contribute to building a positive school environment by participating in general school activities, excursions, sports days, camps and other holiday activities.</p>   |   |  |
| <p><b>Outcomes to be achieved</b></p>  | <p><b>Strategies</b></p>  | <p><b>When / Who / Resources</b></p>   |

|   |   |   |
|---|---|---|
| <p>6.1 Participate in general school activities</p>   | <p>Attend student body meeting, support students at sports events, Artnight, theatre productions etc.</p>   | <p>When: according to school calendar date<br/>Who: Chaplain<br/>Resources</p>  |
| <p>6.2 As a member of the school team, seek to contribute to school events and community development.</p> | <p>Attend S.S.U meetings, open night and graduation ceremony.<br/>Breakfast program (Brekkie on the run): work on getting student volunteers and see how time invested<br/>Naomi(Nation_Heart)_wants_to_be_at_Lake_G_for_2015</p> | <p>When: Depending on dates set for these events.<br/>Brekkie on the run to second week when school starts in Feb 2015<br/>Who: Chaplain, student volunteers, Naomi?<br/>Resources: Nation Heart and Holy Cross</p> |

**Key Focus Area 7 – Promotions and Partnerships**

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.

| Outcomes to be achieved   | Strategies  | When / Who / Resources  |
|---|---|---|
| <p>7.1 Attend compulsory training, development and SC ACT events and promote chaplaincy service in the wider community and support SCACT fundraise initiatives.</p> | <p>* Attend all chaplain network dates and give prior notice to my school if I'm going to be off school grounds.<br/>*attend SUACT Regen dinner<br/>* Plan and initiate my own churches awareness and fundraise for school chaplaincy in Feb 2015</p> | <p>When: On given dates on SCACT Calendar<br/>Who: Chaplain Mary/ SCACT, Wesleyan Methodist youth and Tongan and Samoan community.<br/>Resources: Networks</p>  |
| <p>7.2 promote regular reports to the board/P&amp;C and chaplaincy support team</p>   | <p>Keep up with written report per term for P&amp;C, to attend a P&amp;C meeting.<br/>Have a chaplaincy support team meeting per term to address were chaplaincy is at Lake G and what are the</p>  | <p>When: Depending on date of P&amp;C meetings/ when chaplaincy support team members can meet.<br/>Who: Chaplain, members of Chaplaincy lake G support team</p> |

|   | current school needs are and how we can help as part of the school community. | Resources: office space |
|---|---|-------------------------|
|  |   |                         |