



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

Knoke Avenue	Gordon	2611
Gordon Primary School	Gordon	2611
62055955	62055950	info@gordonps.act.edu.au

A2. School Principal Details

Mr		
Murray		
Bruce		
62055955	Mobile [REDACTED]	murray.bruce@ed.act.edu.au
Email or phone		

A3. Parent Body

Board Chair	
Contact person: Jonathon Holt	
Mr	
Jonathon	
Holt	
Board Chair	
[REDACTED]	Mobile [REDACTED]
Preferred contact method: Mobile Phone	

A4. School Governing Body

School Board

Contact person: Jonathon Holt

Mr

Jonathon

Holt

Board Chair

[REDACTED]

Mobile [REDACTED]

Mobile is preferred.

Part B: Funding Recipient Details (Chaplain Provider)

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

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

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

Please circle.

Yes

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

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

If Yes to B1, provide details of the Funding Recipient

B1.1 Type of organisation

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

Non-Government school Approved Authority

Other Funding Recipient as a legal entity

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

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

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

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.

Our Chaplain will:

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.

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 ethics, with an attitude of respectful inquiry.

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

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: Newsletter article, Board Chair Report and Principal's minutes.

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)

At Gordon Primary School we will continue to support the chaplaincy program within our community by promoting supported events through the newsletter, school web page, school assemblies and within the classrooms (such as scripture classes twice a year). Our current Chaplain regularly speaks at school assemblies and promotes programs aimed to bring students together in social harmony. The school will continue to promote the chaplaincy program through the School Board and provide updates on the programs taking place periodically throughout the school year.

Part E: Minimum Requirements (See Guidelines Section 5.5)

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

Yes

E2. Will the school and their chaplaincy providers agree to implement the ACT NSCP Guidelines to support the effective running of the program in the school?

Yes

E3. Will the school commit to supporting the school chaplain to oversee the spiritual, social and emotional wellbeing of students? (This may include support and guidance about

ethics, values, relationships, spirituality and religious issues, the provision of pastoral care and enhanced engagement with the broader community.)

Yes

E4. Will the school have quality management strategies, as specified in the ACT NSCP Guidelines, including complaints handling practices and processes to ensure chaplains adhere to the NSCP Code of Conduct at all times?

Yes

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

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

Any complaint will be handled by the school Principal or Deputy Principal. A parent meeting to discuss the concerns is always preferable prior to making any other arrangement. If needed a restorative meeting can be arranged between the complainant and Chaplain which will be mediated by either the school Principal or Deputy Principal. Complaints can also be received in writing and follow action determined as per a needs basis.

The ACT Education and Training Directorate could be informed for further action or mediation if the complainant is not satisfied with the outcome.

Part F: Demonstrated Need

F1. Demographics of your school

Preschool to Year 6 = 495 students

Indigenous FTE enrolments = 26 students

Education Level = Preschool to Year 6 (Primary Years)

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

Yes

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

Chaplain

Counsellor / Psychologist

Indigenous liaison officer

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).

Without our current school chaplaincy service the following programs that support our students would not be able to operate:

- Breakfast club – required for many students who do not have breakfast provided within their homes
- Gardening Club – a social and practical 'hands-on' series of lunchtime workshops that enable students to propagate edible plants in an environment rich in social interactions and socially

- appropriate conversations
- Buddy Reading – students being supported in their classrooms with reading programs (listening to students read and reading to students)
- Supa Club – a lunchtime club that fosters connections and positive interactions with students

Our current school chaplain works 2 days a week and should be commended on the tasks that are completed in this time. The garden club has slowly expanded and is moving towards parent volunteers to donate items to make the space even more accessible and user friendly for students.

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: *A/g Principal*

Date: *2/12/14*

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.

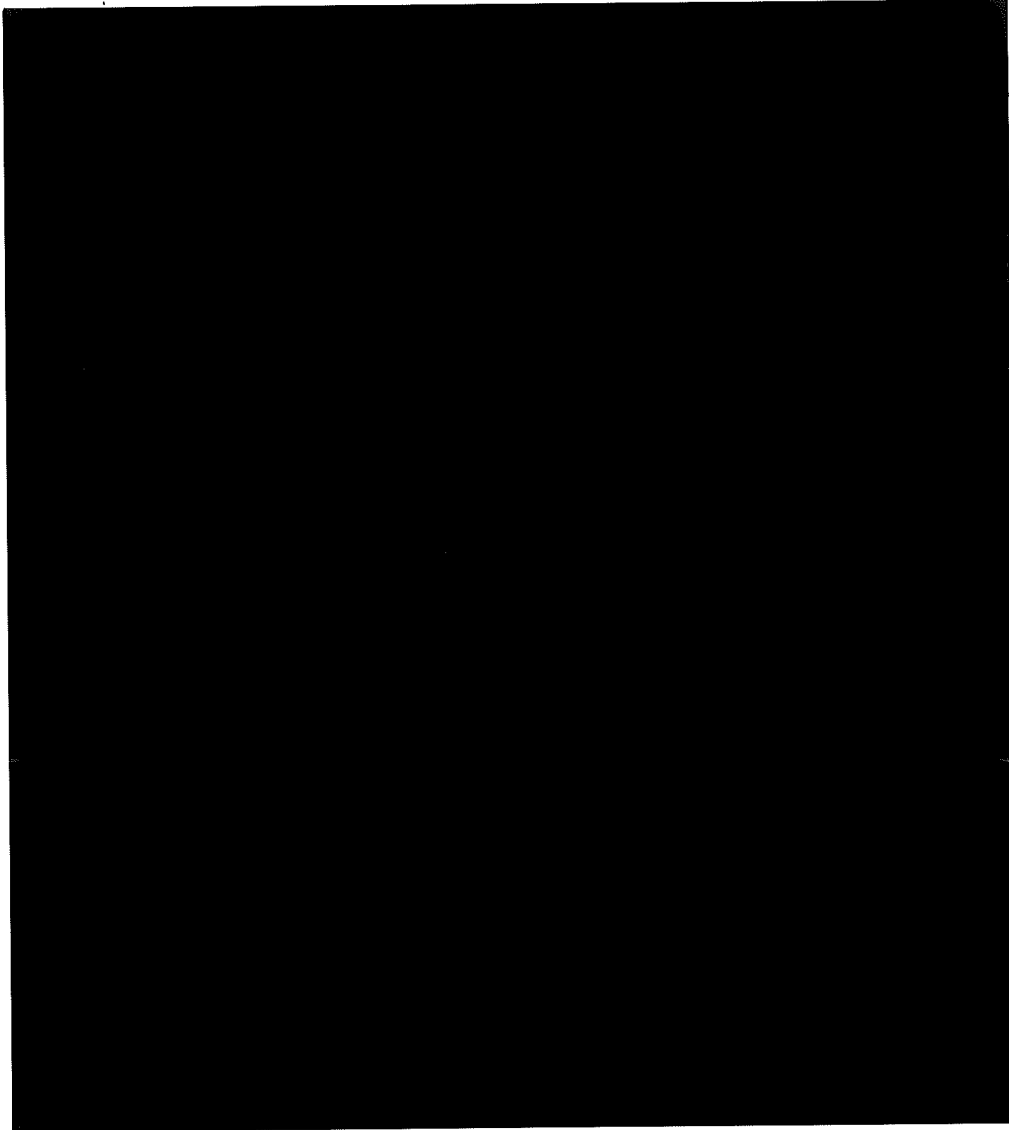
The ACT Government Education and Training Directorate will disclose this personal information as part of the Program assessment process where it will be used to assess your application and make recommendations to the Minister for Education and Training.

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.

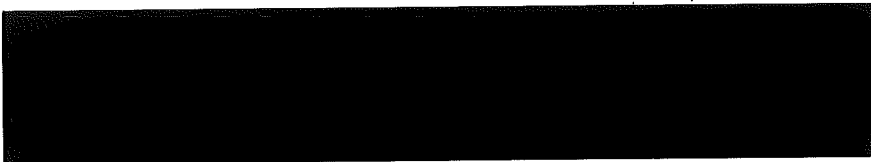
The ACT Government Education and Training Directorate will not otherwise use or disclose personal information collected on this form unless authorised or required by law.

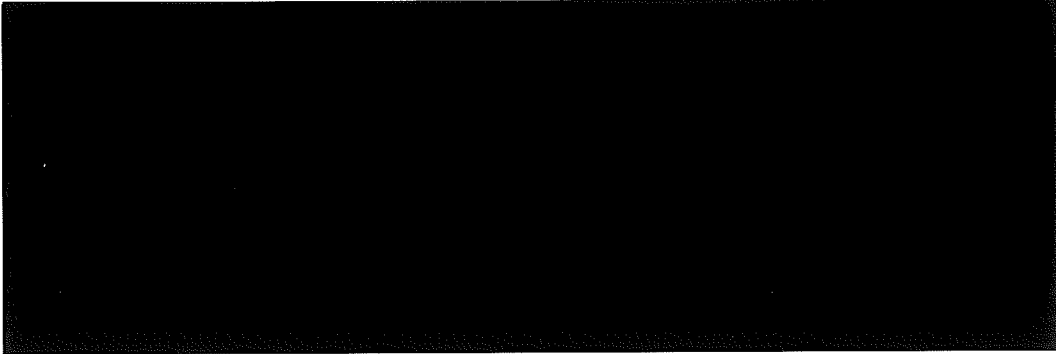
GORDON PRIMARY SCHOOL BOARD MINUTES
Date: 10 June 2014



Principal's Report:

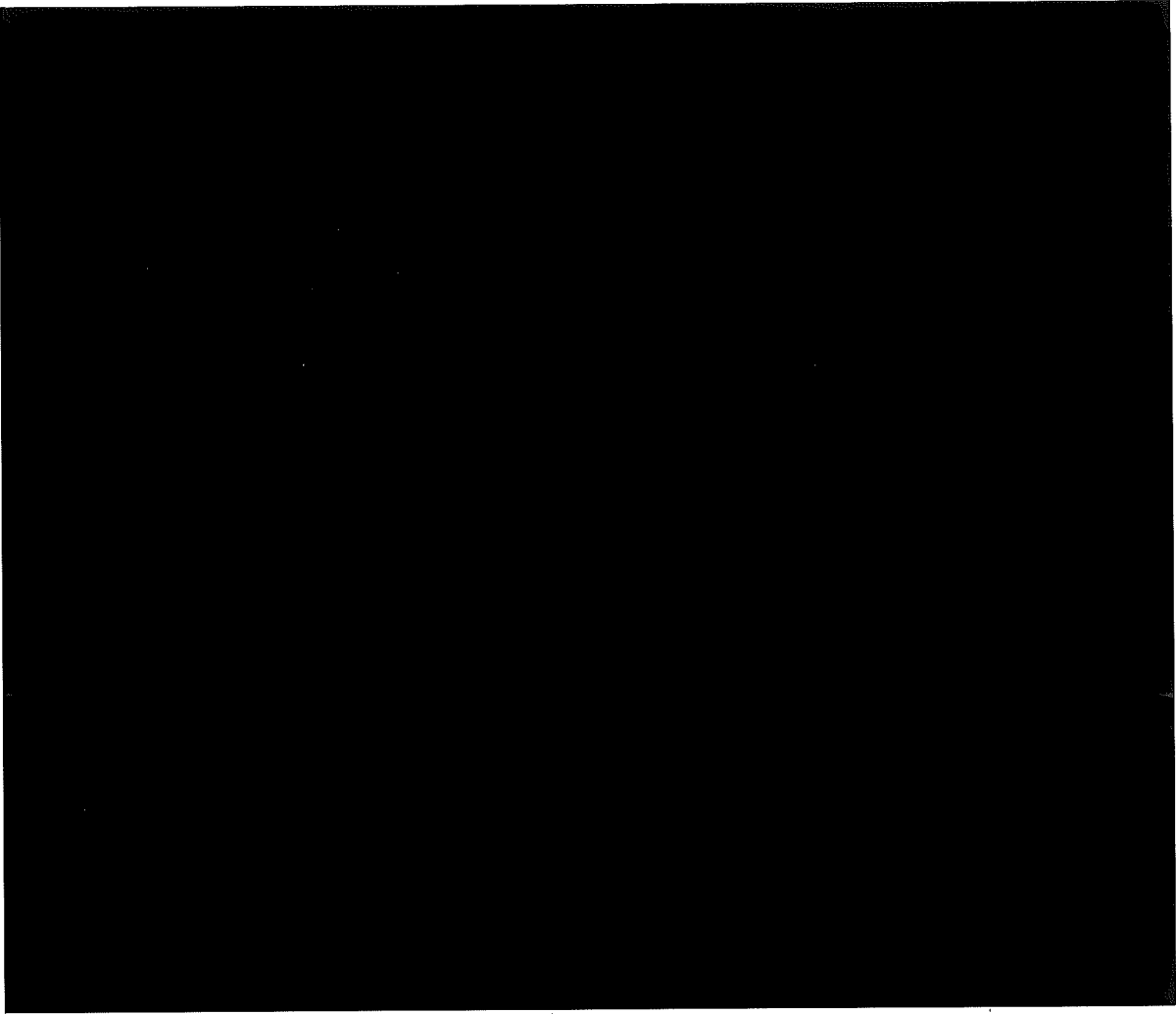
- [Redacted]
- [Redacted]
- [Redacted]
- **Chaplain, meeting with Ted Leask as new Chaplain – Board accepts the position of Chaplain by Ted to Gordon Primary School**
- [Redacted]






Signed: Jonathan Holt Board Chair

**PRINCIPAL'S REPORT
TO
GORDON PRIMARY SCHOOL
BOARD MEETING
Tuesday 10 June 2014**



Leadership and Management

- 

- **Chaplain vacancy filled -to employ Ted Leask as Chaplain from Wanniasa Hills Primary**

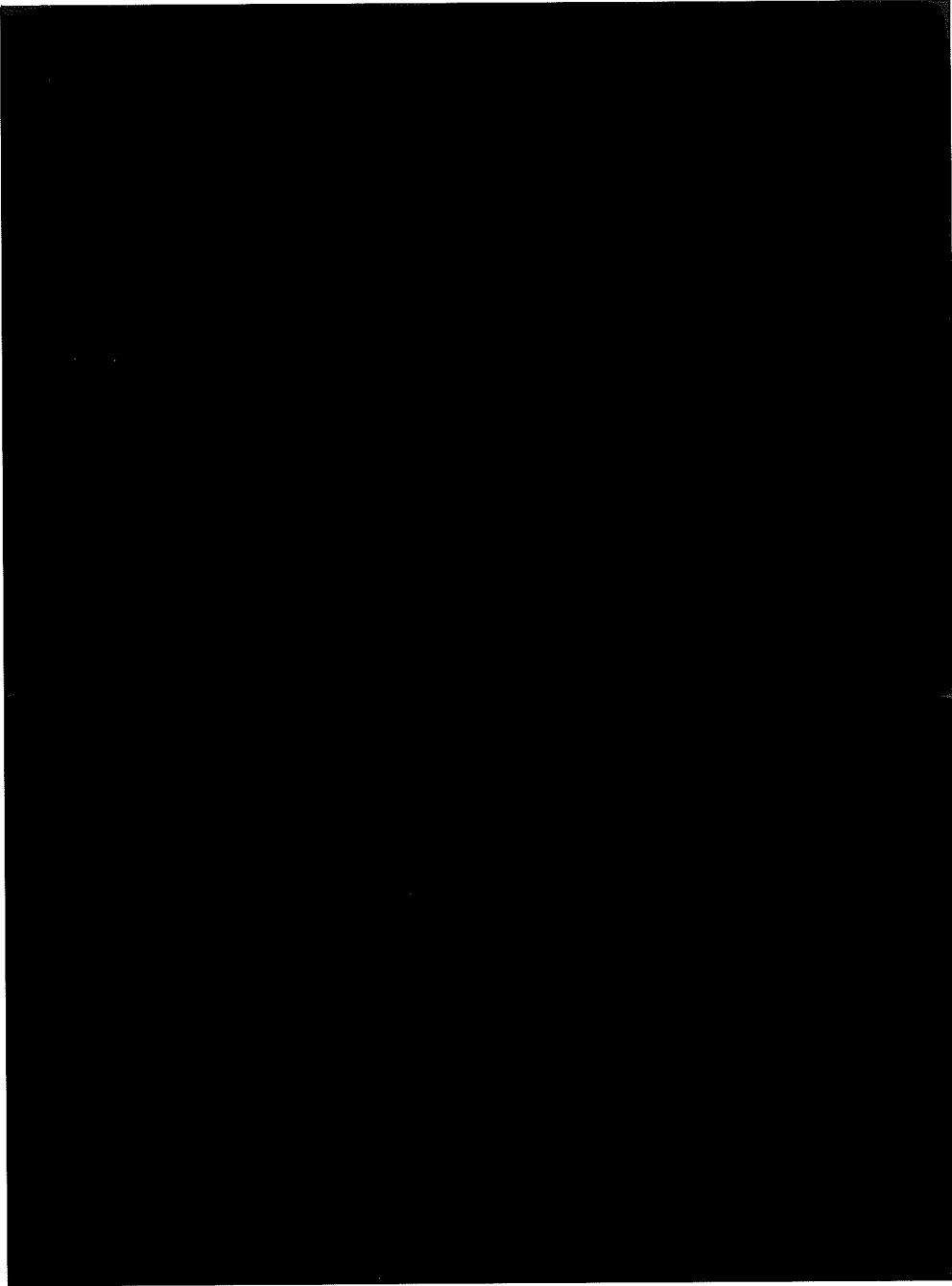
- 



Gareth Richards
10/6/14

GORDON PRIMARY SCHOOL BOARD MINUTES

Date: 7/5/13



Principal's Report:

o [Redacted]

o [Redacted]

o [Redacted]

o [Redacted]

o [Redacted]

o [Redacted]

o [Redacted]

o [Redacted]

o [Redacted]

o [Redacted]

o [Redacted]

o New Chaplain – Alistair Buchannan,
and based in the parents room, 2 days per week

o [Redacted]

o [Redacted]

o [Redacted]

o [Redacted]

o [Redacted]

o [Redacted]

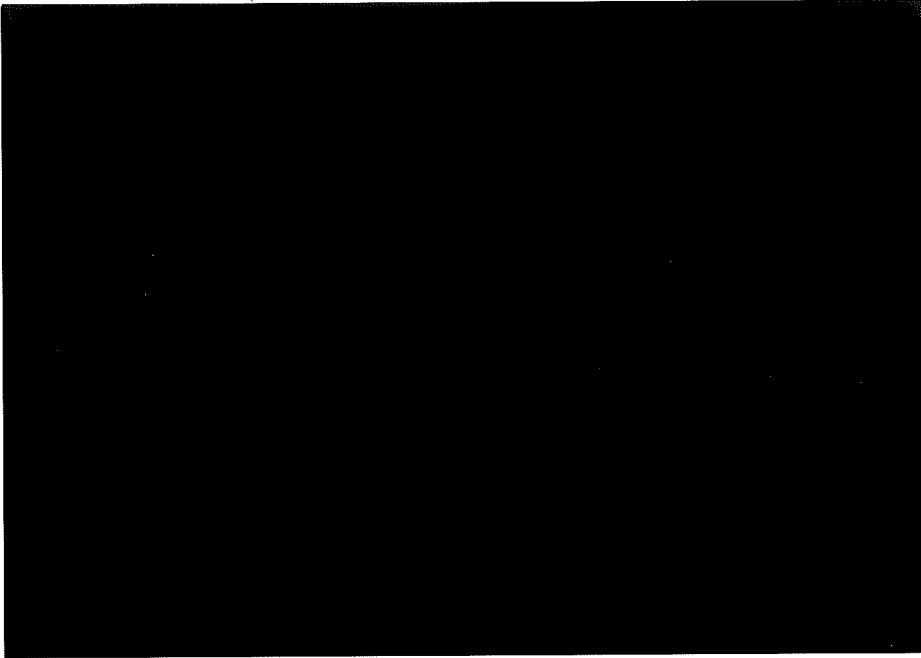
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Signed: [Redacted] Jonathan Holt Board Chair

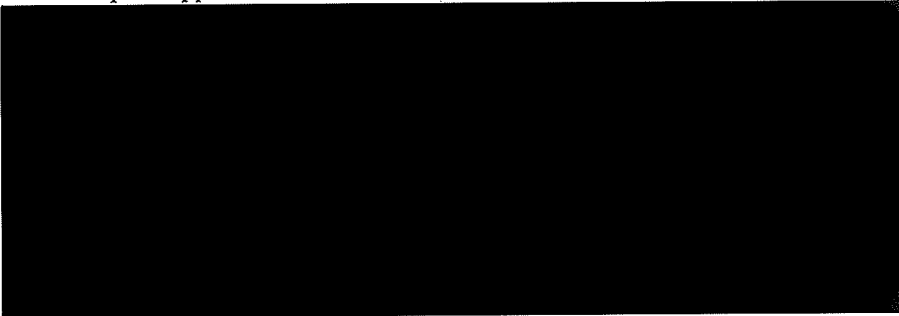
**PRINCIPAL'S REPORT
TO
GORDON PRIMARY SCHOOL
BOARD MEETING
Tuesday 7 May 2013**



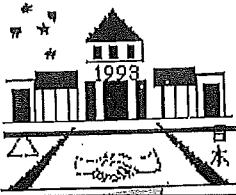
Leadership and Management



New Chaplain appointed – Alistair Buchanan



M.G Bruce
7/5/13



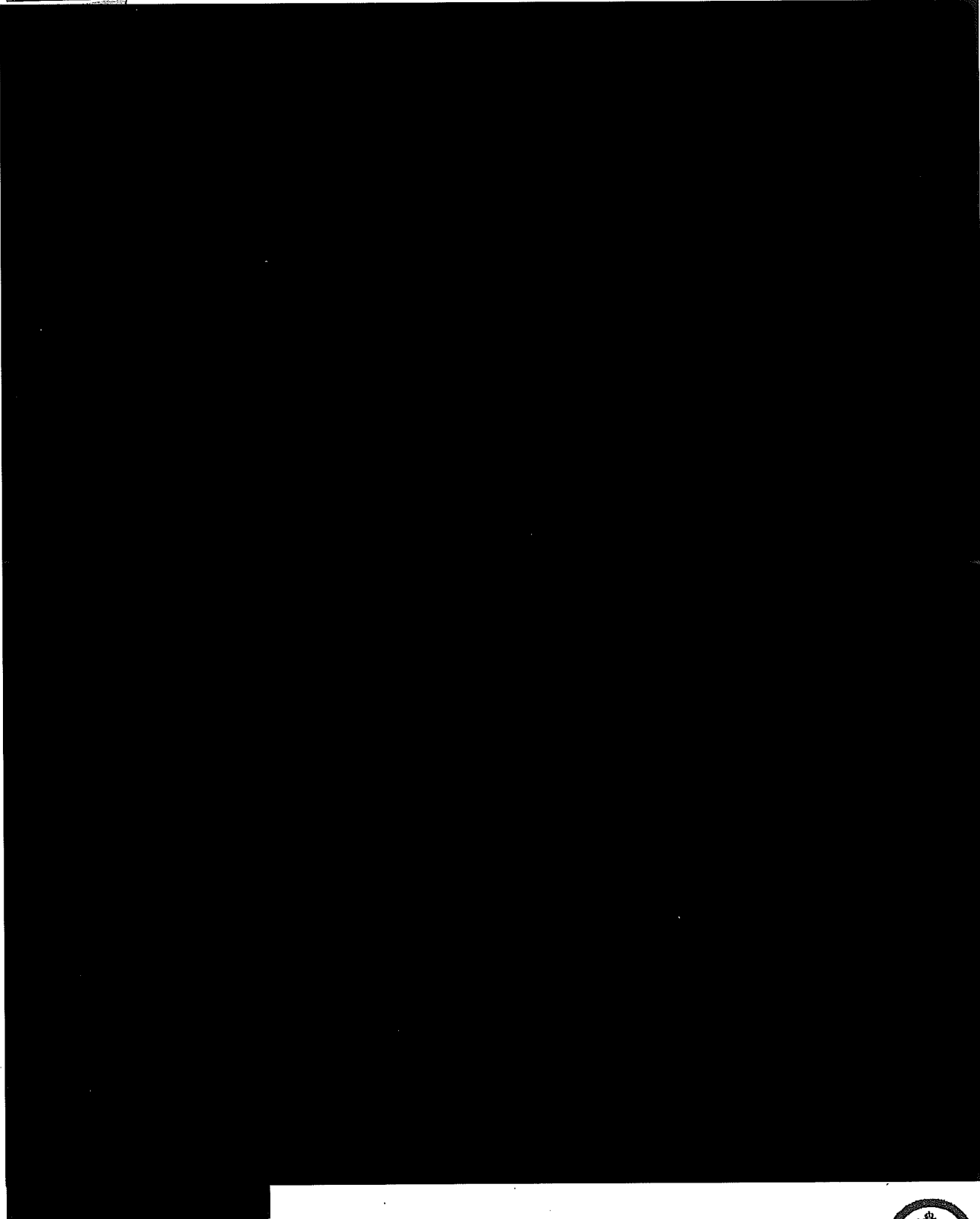
Newsletter

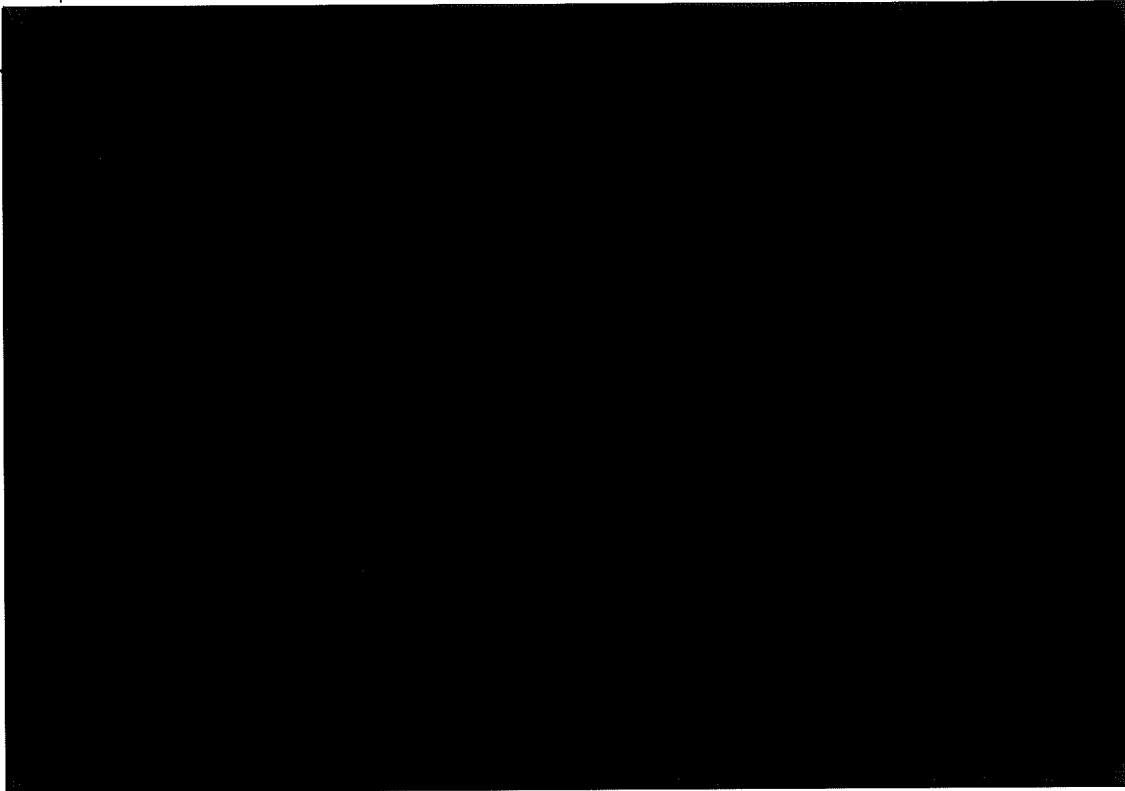
GORDON PRIMARY SCHOOL

**Knoke Avenue
Gordon A.C.T. 2906**

**PH: (02) 6205 5955
FAX: (02) 6205 5950**

2011/2014





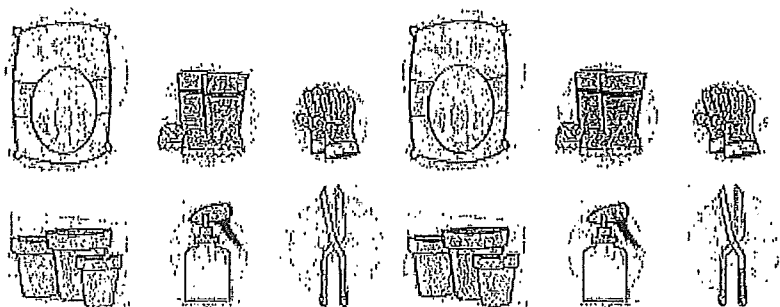
News from Chappie Ted /

Thankyou for your contributions to the garden so far.

We are still in need of help from the school community to build compost zones and place circular cable tables for use by the children at lunchtimes. We would also appreciate donations of seedlings and/or seed potatoes for our garden bed. If you are able to assist with any of the above please leave a message for me at the front office.

We have up to 10 children at a time assisting in the garden, helping to restore it for the benefit of all, especially for the canteen lunches and then later, we hope for families to be able to buy fresh produce from our garden. The children are learning a great deal about the earth they are restoring and enriching.

Thankyou for your encouragement and support and I look forward to seeing you all in 2015.



Risk Assessment
Chaplain

RISK MANAGEMENT PLAN

School	Gordon Primary School					
Activity	Chaplain in Schools					
Date	27/11/2014					
Time	Year Long					
Location	Gordon Primary School and various locations as needed					
Participants	Chaplain	Students	Supervising Staff	Parents	Volunteers	
Interested Parties	Education and Training Directorate SU QLD					

Risk Type	Consequence (1-5)	Likelihood (1-5)	Risk rating	Risk Treatment & Prevention	Other Actions
Chaplain Resigns	2	2	4 Low	Contact SU QLD and field officer (Di Priest). Look to make a suitable replacement.	Allocation of support to Ted.
Prolonged interruption to delivery of service due to absence, injury or illness.	2	2	4 Low	Contact SU QLD and field officer (Di Priest). Attempt to identify local volunteers to maintain the program.	
Allegation of misconduct or actual misconduct by Chaplain.	5	1	6 Medium	Contact Education and Training Directorate, make appropriate contact with Care and Protection services in the ACT, contact parents, contact SU QLD and field officer (Di Priest).	
Chaplain provides counselling (in breach of EQ and SU Qld policies)	3	1	3 Low	Contact parents. Arrange a meeting with Chaplain and field officer (Di Priest).	Notify SU QLD.

Risk Type	Consequence (1-5)	Likelihood (1-5)	Risk rating	Risk Treatment & Prevention	Other Actions
Complaints from parents about the Chaplain or Chaplain Service.	1	1	2 Low	Inform SU QLD and field officer (Di Priest). Contact parents to meet and discuss the issue.	Avoid further contact between the Chaplain and the child.
Diminished support for the Chaplain program from the school or community.	3	1	4 Low	Principal and School Board consult with the community. Ensure the school community receives regular Chaplaincy Service updates.	
Diminished performance by Chaplain.	3	1	4 Low	Contact SU QLD and field officer (Di Priest) to implement investigation and review meeting.	

RISK ASSESSMENT MATRIX

Likelihood	Consequence			
	Insignificant	Minor	Moderate	Major
5 Almost certain	1 Insignificant	2 Minor	3 Moderate	4 Major
4 Likely	6 Medium	7 High	8 High	9 Extreme
3 Possible	5 Medium	6 Medium	7 High	8 High
2 Unlikely	4 Low	5 Medium	6 Medium	7 High
1 Remote	3 Low	4 Low	5 Medium	6 High
	2 Low	3 Low	4 Low	5 Medium
	1 Low	2 Low	3 Low	4 Medium

Risk Likelihood

Rating	Scale	Criteria
1	Remote	<ul style="list-style-type: none"> • Would occur in a highly exceptional circumstances • An extremely remote chance of an occurrence
2	Unlikely	<ul style="list-style-type: none"> • Not likely to occur • A small, but remote chance of occurrence due to the circumstances or situations that could arise
3	Possible	<ul style="list-style-type: none"> • Likely to occur at least once, but not expected to occur much more than this
4	Likely	<ul style="list-style-type: none"> • Likely to occur more than once, but not an 'everyday' occurrence • Preconditions will arise at times
5	Almost Certain	<ul style="list-style-type: none"> • Will occur • Circumstances are likely to arise often throughout the period which will provide the opportunity for the crystallisation of the risk • Expect frequent/regular occurrences

Risk Consequences

Rating	Description	Remarks
1	Insignificant	<ul style="list-style-type: none"> • No Injuries • Little community disruption • No environmental or other damage.
2	Minor	<ul style="list-style-type: none"> • Small number of injuries • No fatalities • Only first aid required • Some environmental damage or other damage (but not lasting)
3	Moderate	<ul style="list-style-type: none"> • Hospital Treatment required • No fatalities • Some community inconvenience • Some environmental damage (minor long term effect) • Other Damage
4	Major	<ul style="list-style-type: none"> • Extensive injuries • Significant hospitalisation • Some services unavailable • Extensive environmental damage (long term effect) • Other extensive damage • Some community displacement
5	Catastrophic	<ul style="list-style-type: none"> • Fatalities • Injuries and extended hospitalisation periods • Widespread community displacement • Extensive and widespread damage • Significant short or long term environmental damage

Risk Priority

Description	Priority Ranking
Immediate Requires urgent attention / Requires immediate attendance of various emergency services / requires multiple casualties to hospital. Notification to central office.	A
High Requires urgent attention. Requires the attendance of emergency service personnel such as ambulance requires transportation to hospital. Notification to Network Leader.	B
Significant Requires supervision or attention from course official Requires attention from first aid officer and assisted return to start / finish area. Notification to Principal.	C
Low Requires assistance by course marshal. Possible attention by first aid officer. Notification to teacher in charge.	D
Negligible Requires no action	E

Chaplain	Ted Leask	Signed	[Redacted]
Date	27/11/14		
Principal	Murray Bruce Gareth Richards	Signed	[Redacted]
Date	27/11/14 2/12/14		



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

<p>1. Social and emotional support</p> <ul style="list-style-type: none"> • 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.
<p>2. Spiritual support</p> <ul style="list-style-type: none"> • 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 ethics, with an attitude of respectful inquiry.
<p>3. Mentoring</p> <ul style="list-style-type: none"> • 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.
<p>4. Community Development</p> <ul style="list-style-type: none"> • 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.
<p>5. Educational Support</p> <ul style="list-style-type: none"> • Implement programs and activities that support the needs of



<p>students at risk of disengaging from school.</p> <ul style="list-style-type: none"> • 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)
<p>6. Extra-Curricular Activities</p> <ul style="list-style-type: none"> • 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. • As a member of the school team, seek to contribute to school events (staff meetings, parent-teacher evenings, awards nights etc) as relevant. • Participate and/or initiate local holiday programs and/or camps
<p>7. Team contribution</p> <ul style="list-style-type: none"> • Attend compulsory training, development and SC ACT events (including occasional nights away). • Promote the Chaplaincy Service in the wider community and support SC ACT fundraising initiatives. • Provide regular reports to the Board/P&C and Chaplaincy Support Team • Develop and follow a Professional Development plan (including further study where required) • Attend Professional Supervision (minimum quarterly) • Participate in wider organisation-based activities and learning opportunities. • Comply with WH&S policy and procedures (both SC ACT and ETD ACT as relevant)

Qualifications

- o Diploma in Youth Work* (or equivalent) or higher.
- o Chaplains may begin their employment with a Certificate IV in Youth Work* (or equivalent) or higher provided they attain the Diploma standard within three (3) years.

**Must include the two compulsory units: Work effectively in Mental Health (CHCMH301C) & Respond holistically to client issues and refer appropriately (CHCCS422B)*

Competencies

Competency	Definition
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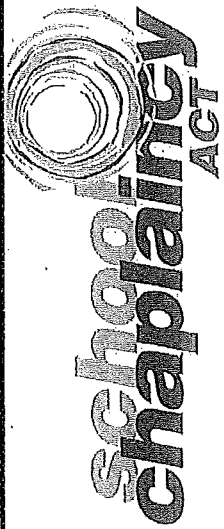
<p>Christian framework and spiritual support</p>	<p>An understanding of the core teachings of the Bible, an ability to articulate its message appropriately and apply them to real life situations. Chaplains must be committed to working with various Christian denominations and have an appreciation for the theological issues important for working in an interchurch context. They must also have an understanding of other faith and non-faith perspectives, and how to work respectfully with, and support, people from other faith and non-faith perspectives.</p>
<p>Professional knowledge and proficiency</p>	<p>An understanding of the theories and practicalities of providing pastoral care and spiritual support to the school community. A track record of working effectively with children and young people and broad understanding of the issues affecting them. Experience in 'Adventure based learning' and group work facilitation is highly desirable.</p> <ul style="list-style-type: none"> • Valid ACT Working with Vulnerable People Card (WWVP) is essential.
<p>Motivational "fit"</p>	<p>Chaplains are often dealing with complex social and emotional issues and should find satisfaction through engaging and relating with people. Effective Chaplains are motivated by compassion for others, striving to support good outcomes for staff, students and their families.</p>
<p>Teamwork (cooperation)</p>	<p>Working collaboratively and respectfully with all stakeholders and partners (Principal, Chaplaincy Support Team, teaching staff, student support staff, agencies, Churches, volunteers etc.) for the benefit and wellbeing of students.</p>
<p>Rapport Building</p>	<p>The ability to proactively develop relationships in the school community, with students, staff and parents across all age groups and cultural backgrounds.</p>
<p>Oral communication</p>	<p>An ability to communicate ideas effectively with a range of people in a range of settings, including the ability to communicate faith issues openly and respectfully, remaining sensitive to the faith and belief systems of others.</p>
<p>Written communication</p>	<p>Expressing ideas clearly in any written format (memo, email, and letter) with the appropriate organisation and structure.</p>



Additional Requirements

Additional Requirements	
<p>SC ACT requires that the Chaplain:</p> <ul style="list-style-type: none"> • subscribe to one or both of the creeds of the Christian church (Apostles' Creed and/or Nicene Creed) • demonstrate a living and personal relationship with Jesus Christ • demonstrate strong Christian character evidenced by servant leadership, valuing of people in general and marginalised people in particular • an active member or adherent of a local Christian church • hold a WWVP from the Commission of Children and Young People for the purposes of child related employment • is willing to work under SC ACT's Staff Code of Conduct <p>SC ACT also requires that the Chaplain be compliant with all ETD ACT policies and undertake the relevant Mandatory Reporting training and school based induction.</p>	

Developed By	People Services Consultant
Date	November 2013
Approved By	Field Director
Date	December 2013



CHAPLAINCY SERVICE


Annual Operational Plan 2015


Name: TED LEASK

School / CST: GORDON PRIMARY SCHOOL & CST

Year: 2015

School Supervisor Name: GARETH RICHARDS – DEPUTY PRINCIPAL

Signature:  (Chaplain)

Signature:  (School Supervisor)

Signature: _____ (SC ACT Director)

Signature: _____ (CST Chair)

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

- SU Qld Mission, Vision and Values Statement
- Your School's mission, vision and values and strategic plan
- Current Role Statement for the Chaplaincy Service
- Feedback from most recent Annual Review

This AOP is divided into eight key focus areas. The first six refer to the key role areas in the school, while the last two refer to key organisational support areas that Chaplains are required to engage in:

1. Social and Emotional Support
2. Spiritual Support
3. Mentoring and Role Modelling
4. Community Development
5. Educational Support
6. Extra-Curricular Activities
7. Promotion and Partnership
8. Professional Development and Self Care

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

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

Key Focus Area 1 – Social and Emotional Support Chaplains provide proactive pastoral care for students, staff and parents, helping to create a positive and safe school environment and looking out for those in need. They support students and the school community through bereavement, difficult family and peer relationships and other life difficulties that confront children and young people.		When / Who / Resources
Outcomes to be achieved	Strategies	
1.1 Engage in discussion and strategy formation based on GPs theme of "Everyone Matters"	involvement on Kids Matter Action Team KIDS MATTER Component 3 - Community Focus	When Term 1 - Term 4 – as diary entries secured Who Chaplain + Members of Kids Matter Action team = Deputy Principal Resources – Kids Matter Wellbeing National website, local ACT personnel
1.2 Increase visible representation of school chaplaincy in school. 1.2.1 Resource allocated Chaplaincy Office	Claim and create display, update with photos, activities and upcoming events etc of interest, engage school families / parents in discussions, gather hands on support / assistance as needed Assemble Newsletter info Spots Create comfortable and accessible parent space Further utilize Professional Consultation and Wellbeing Space next to Parent Hub.	When – NOW- term 4 2014, fortnightly during term weeks during 2015 Who – Principal, Chaplain, Student Needs Team, Teachers, Exec Staff. Parents Resources – promotional material from various sources, created visual material from students.
1.3 Creation and use of Internal GPS Referral System	Staff team to refer needs of students via Student Needs Team, Exec Staff -create a chain of trackable responses and accountability where Chaplain connects with students with specific needs.	Interest group options, open visit/ play opportunities for Mums of young Children. Invite Family and Community Services to run family styled help and info opportunities. Chaplain referral form, Ongoing Admin practices. Gareth Richards- Deputy Principal, Liz Baker Matterson – Exec Staff

Key Focus Area 2 – Spiritual Support

Chaplains provide an additional dimension to the school's care by supporting the spiritual needs of students, regardless of their faith or beliefs. For students who seek it, Chaplains can help them explore their worldview in relation to spirituality, values and ethics in a safe and respectful environment.

Outcomes to be achieved	Strategies	When / Who / Resources
2.1 Close-by proximity support for scripture presenters, at Easter and Christmas Scripture Week Lessons and Assembly, Curriculum Comparative Religions learning in classes	Be present with groups across school at varying units when Scripture Presenters are actively presenting. No role in teaching or presenting	When - Easter and Christmas Who - Chaplain + Scripture presenters Resources – as provided by presenters / teachers.
2.2 Assist students and families to connect to faith and religious communities / groups of their interest and choosing	Gather appropriate and useful information. Also, make information available in Parent Hub Refer to requested organizations, faith and religious communities.	When - as requested Who – providers, community leaders Resources - as provided by agencies

Key Focus Area 3 – Mentoring and Role Modelling

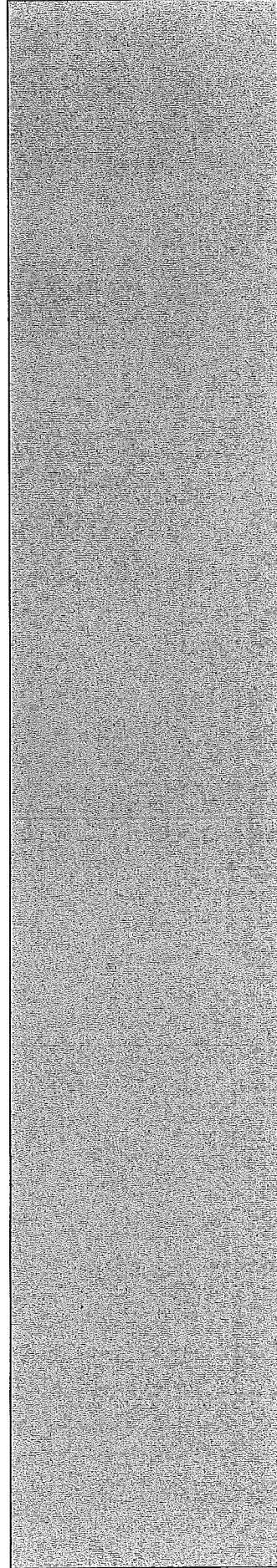
Chaplains act as role models for students, assisting them to develop positive and supportive relationships. Chaplains may also implement mentoring programs, utilising resources and volunteers from the local community.

Outcomes to be achieved	Strategies	When / Who / Resources
3.1 LUNCHTIME Gardening and Crop Management RECESS - Playground presence	Lunch time 40 minute sessions Track with disengaged and or vulnerable students identified by teachers and exec staff Recess connections alternating playgrounds	When - Lunch time experiences terms 1 - 4 Who - Staff, Students + Volunteers Resources – Project material specific to project / experience at the time.

<p>3.1.1 Action referrals from teachers / Deputy Principal.</p>	<p>Connect purposefully, time limited, refer onwards as appropriate, provide professional feedback / recommendations</p>	<p>DET / School related, provided, SCACT Documentation</p>
<p>3.2 Parenting Programs -</p>	<p>Resilience , Early Childhood Assistance, transitioning your child - to school, to high school etc.</p>	<p>When - term1 onwards Who -Program presenters Resources - as provided / school Community Services/ Agencies.</p>
<p>Key Focus Area 4 – Community Development Chaplains help to build strong links between the school and the wider community. By networking with school staff, local churches and community based youth organisations, Chaplains help to mobilise the resources of the community to support students' needs.</p>		
<p>Outcomes to be achieved</p>	<p>Strategies</p>	<p>When / Who / Resources</p>
<p>4.1 Local Chaplaincy Support Team Planning and Strategy Meetings</p>	<p>Meet twice per term upon initial commencement... , then 1x Term. Strategise development of Chaplaincy Service at GPS, Independently report 1 x term to key stakeholders re: activities of GPS Chaplaincy Service, identify needs, recommend resources for GPS.</p>	<p>When – Term 1 2015 forwards Who – Chaplaincy Support Team Resources - as provided by SCACT and SU QLD, NSCP 2015- 2018</p>
<p>4.2 Create and develop Significant Community Links</p>	<p>Chaplain to Fortnightly[x 1 afternoon], actively meet face to face with Community Leaders, Agencies, Businesses as appropriate</p> <p>Connect with Aminya Seniors Housing Estate behind school- encourage grand friends connections -</p>	<p>When – 1 afternoon per fortnight Who - Chaplain Resources , local Community Service Providers and Interest Groups, School, CST, NDIA, Commercial operators / Businesses e.g. Bunnings, Woolworths, Aged Care Retirement Services. Deputy Principal,</p>
<p>4.3</p>		

	supports for students in identified literacy and environment opportunities	Parents, UntingCare Ageing Services
<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>		
<p>Outcomes to be achieved</p>		
5.1 Advocate for Children's Needs	<p>Strategies</p> <ol style="list-style-type: none"> 1. Create NDIS active connections 2. Seek Children and Family Services and interest group opportunities 	<p>When / Who / Resources</p> <p>When Term 4 2014 onwards</p> <p>Who Chaplain, NDIS Reps, School</p> <p>Resources – E.g. Tuggeranong Child and Family Centre</p>
5.2 Progressive focus on needs of students from P -6	<p>Term by Term progression of focus - e.g.</p>	<p>When – term 1 P – 2, term 2 2-3, term 3 3-4, term 4 – 4,5,6.</p> <p>Who – Chaplain, teachers, exec</p> <p>Resources – Curriculum, SU QLD, external educational and social and emotional well being program providers.</p>
<p>Key Focus Area 6 – Extra-Curricular Activities Chaplains contribute to building a positive school environment by participating in general school activities, excursions, sports days, camps and other holiday activities.</p>		
<p>Outcomes to be achieved</p>		
6.1 Attend / Actively participate School Events -	<p>Strategies</p> <p>Diary events in to Chaplains Diary –Sporting Events,</p>	<p>When / Who / Resources</p> <p>When – terms 1 – 4 2015</p>

<p>6.11 Nutritional Support</p>	<p>Inter School Transitions, Gordon Games, Lanyon under the Stars, Christmas Pageant.</p> <p>“Cook Sausages”, “attend do’s”, be general helpful, identified, visible presence</p> <p>Liaise with teachers, Exec team re: vulnerable children in need of breakfast, fruit break and lunch provision during school days. Provide discreet nutrition support for identified disadvantaged students. Ensure that no child goes hungry!</p>	<p>Who Chaplain</p> <p>Resources – as provided and resourced for each event.</p> <p>Teachers, Exec, P&C, Canteen.</p>
<p>6.2 Connect Chaplaincies across regional schools</p>	<p>Liaise with Exec team re: cross-school connections and transition programs in linked regional schools,</p>	<p>When - term 4 2014, commencement of Regional Chaplaincy Transitions Team term 1 2015</p> <p>Who - Chaplains across local schools, Principals, CSTs, Tuggeranong Child and Family Services, Chaplaincy Coordinators across schools.</p> <p>Resources - SCC, each school, Tuggeranong Child and Family Services, other as appropriate</p>



Key Focus Area 7 – Promotions and Fund Raising

The financial, practical and prayer support of Chaplaincy comes from a range of sources. The Chaplain will be required to contribute to or produce promotional information on the activities of the service and to be involved in a range of promotional activities and events to encourage and develop the support of the service in these areas.

Outcomes to be achieved	Strategies	When / Who / Resources
7.1 Continue Sponsorship and connections with Lanyon valley Anglican	Include Lanyon valley Anglican Representative on CST Regularly 1 x term present stories, send news items monthly, seek groceries and other supports for school families, construct responses as appropriate	When - term 4 2014 Who – CST, LVAC - Lanyon Pantry, SC ACT, GPS Resources – newsletters, emails, special event alerts, hands on gathering and delivery of resources.
7.2 Liaise with Sponsorship Opportunities with businesses	Consider alternate fundraising events during year, as per SU QLD type - e.g. Chappie Week, Other Community Events during year	When - all of 2015 Who – Principal, Chaplain, P & C, sponsor businesses Resources - term by term sponsorship opportunities

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.

