



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: Mount Stromlo High School

Address: 220 Badimara Street, Waramanga ACT 2611

Telephone: 61423444

Facsimile: [REDACTED]

Email: Stromlo.Enquiries@ed.act.edu.au

A2. School Principal Details

Title: Dr

First Name: Michael

Last Name: Kindler

Telephone: [REDACTED] Mobile (optional)

Email: michael.kindler@ed.act.edu.au

Preferred contact method: Email

A3. Parent Body

Name of body: P&C

Contact person: Jenny Usher

Title: Mrs

F Name: Jenny

Last Name: Usher

Position: President

Telephone: [REDACTED]

Email: [REDACTED]

GPO Box 158 Canberra ACT 2601 | 220 Northbourne Ave, Braddon ACT 2612 | phone: 6207 5111 |

www.det.act.gov.au

Preferred contact method: Email

A4. School Governing Body

Name of body: Mount Stromlo School Board

Contact person: Mr Alan Wu

Title Mr

First Name Alan

Last Name Wu

Position Board Chair

Telephone

Mobile (Optional)

Email

Preferred contact method: email

Part B: Funding Recipient Details (Chaplain Provider)

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

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

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

Please circle.

Yes

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

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

If Yes to B1, provide details of the Funding Recipient

B1.1 Type of organisation

Non-Government school Approved Authority

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@sact.org.au

Preferred contact method: email

Part C: Service Details

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

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

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

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

Yes

If yes, how is the existing chaplaincy service funded?

School funded

Community funded

Voluntary (unpaid)

Other (please specify): Through the Chaplaincy Program.

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.

This may include support and guidance about ethics, values, relationships, spirituality and religious issues, the provision of pastoral care and enhanced engagement with the broader community. (maximum 400 words)

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.

At Mount Stromlo High School the Chaplaincy position (which has been in place since 2009) is part of the Student Services team. This team also includes the Pastoral Care Coordinator, Student Services SLC, Year Coordinators, the Youth Support Worker and School Psychologist.

The Chaplain offers students another person they can talk to about issues at school or at home. The Chaplain works individually with students who require support with issues both inside and outside of school.

The Chaplain at MSHS also offers a range of programs including:

- The Breakfast Club – run with volunteers from a local church. This operates to provide students somewhere to congregate before school on a Monday.
- The Junior and Senior Wellbeing Groups – co-facilitated by the Youth Support Worker. These groups run each week and work with students who are disengaging from their learning and/or struggling with mental health concerns.
- The Reading Group – runs each week and has students from our school working with primary school students to support them with reading.
- Recess/lunch space – the Chaplain and YSW open up a space for students to 'hang out' at recess and lunch. Students can seek advice, get support with issues and have a safe space to hang out.

Part D: Consultation and School Community Support

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

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

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

Yes

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

For example, the results of school surveys, letters of support, meetings of the parent body, community discussions may be provided.

Minute from the Board's approval (attached)

Minute from the P&C's approval is unavailable due there was no secretary but the P&C approved upon the request of the school.

(maximum 500 words plus attachments of parent body meeting notes, school survey results or equivalent)

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

Each term the chaplain provides a written report on the outworking of the AOP that is presented to the P&C and the Board. Updates on the work and role of the chaplain are posted on the school website, school notices and blog 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.

The students participating in programs facilitated by the Chaplain are also given the chance to write feedback on the program and its facilitation.

The Chaplain, Youth Support Worker and Pastoral Care Coordinator have taken part in the school's Peer Observations this year and have observed each other's facilitation of programs and provided written and verbal feedback on skills.

The school intends to continue to support our Chaplain and report on and celebrate the important work they do in our school and wider community.

Part E: Minimum Requirements (See Guidelines Section 5.5)

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

Yes

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

Yes

E3. Will the school commit to supporting the school chaplain to oversee the spiritual, social and emotional wellbeing of students? (This may include support and guidance about ethics, values, relationships, spirituality and religious issues, the provision of pastoral care and enhanced engagement with the broader community.)

Yes

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

Yes

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

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

Complaints Policy, Liaison Unit, Phone 62055429

E-mail: DET.CommunityLiaison@act.gov.au or www.hrc.act.gov.au/humanrights

Part F: Demonstrated Need

F1. Demographics of your school

FTE enrolments 598

Indigenous FTE enrolments 16

Education Level 7-10

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

Yes

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

Chaplain 1
 Counsellor 0
 Career Counsellor 1
 Psychiatrist 0
 Psychologist 1
 Social worker 0
 Youth worker 1
 Other, please specify: Student Services SLC and executive.

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).

Mount Stromlo High School is a community school that draws most of its students from the feeder primary schools and surrounding Weston Creek area. We currently have 598 students enrolled at the school. In our current cohort of year 7-10 students there are some high needs students being managed by Student Services Executives and Year Coordinators. The management of these students takes a lot of time and therefore the addition of a Chaplain in our Student Services team has meant that other students who want to discuss lower level concerns regarding school and/or home have had another person they are able to see and seek support and guidance from.

Over the last few years there has been a dramatic increase in the number of students who are presenting with a diagnosed mental health condition. The needs of these students have varied, but have required a lot of individual case management including additional time and support with school work, modified timetables, emotional support and links with other services. We have a School Psychologist who works at the school three days a week and is therefore busy with individual appointments on these days. The Chaplain has been able to work with several of these students to support them with their school work and issues they are having at school and home. The Chaplain has also facilitated programs to support these students and help engage them (and in some cases reengage them) with the school and education. For example, the Chaplain facilitates a Wellbeing Group (one for Juniors and one for seniors) that comprises of a group of students discussing aspects of positive psychology, completing planning and reflection activities and supporting each other.

Part G: Declaration

I declare that:

- I have read, understood and am prepared to comply with the ACT NSCP Guidelines on behalf of our school
- Appropriate steps will be taken to ensure all stakeholders are aware that participation in this program is voluntary
- I will comply with all relevant Commonwealth, state and territory laws and policies'
- I have consulted with the school community, and
- There is school community support for this program and the nature of this service at my school
- A risk management document specific to the National School Chaplaincy Program will be implemented

- A specific complaints procedure will be implemented for the National School Chaplaincy Program
- All evidence of school community consultation will be kept in a centralized file at the school for a period of seven years
- The information contained in this application is true and correct
- The information contained in the attached documents is true and correct.

Signed: 

Position: Principal

Date: 5/12/14

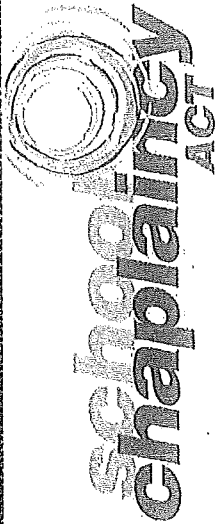
Privacy Statement

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.



CHAPLAINCY SERVICE

Annual Operational Plan 2015

Name: Lydia Ashford

School / CST: Mount Stromlo High School

Year: 2015

School Supervisor Name: Kate Bolton, Pastoral Care Coordinator

Signature: _____
(School Supervisor)

1/12/14

Signature: _____
(CST Chair)

Signature: _____
(SCACT Director)

Signature: _____
(Chaplain)

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

- SCACT 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.	
Outcomes to be achieved	Strategies
1.1 Running small groups which promote wellbeing and positive self-image for students	Wellbeing sessions, boys group, kinder visit group.
1.2 Provide individual support to a small number of identified students.	Referrals from year coordinators, parents and peers
	When: all year
	Who: For students, with the youth support worker
	Resources: craft and other resources available at the school
	When: all year
	Who: Students
	Resources
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
2.1 Continue to facilitate the Horizon group.	Speak with the students who will run the sessions, ensure they have the resources and support
	When: all year (break 2, Tuesday)
	Who: A small group of year ten students will run the group for whoever would like to join
	Resources: as prescribed by the year tens
	When: as required
2.2	Answer any questions about religion or churches that

Provide support as required	students may have	Who Resources
<p>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.</p>		
Outcomes to be achieved	Strategies	When / Who / Resources
3.1 Guide students in making good choices in relation to their peers	Having the Stromlo Youth Space open during break times, so that students have space to talk through problems they've been having.	When: break times Who: All students Resources: Stromlo Youth Space
3.2 Support volunteer mentors in the school as appropriate	Facilitating another thank you morning tea	When : term 4, Children's Week Who: mentors and their students Resources: Children's Week grant
<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>		
Outcomes to be achieved	Strategies	When / Who / Resources
4.1 Increase involvement of local churches	Increase involvement from three churches to four	When: by term 3 Who: three current churches, plus one other Resources
4.2 Increase opportunity for community service groups to	Visit local service organization and government services to gather information to better support	When Early in Term 1 - Who Chaplain

connect with the students and families	students and parents with particular needs	Resources
<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
5.1 Encourage students at risk of disengaging to remain in education	Work individually with these students to engage them in activities that will help them remain in school	When – As required Who Chaplain Resources: other community organisations
5.2 Support students having difficulty in specific subject areas	Periodically work through class work with struggling students.	When – As required Who Chaplain Resources
<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>		
Outcomes to be achieved	Strategies	When / Who / Resources
6.1 Attend activities as required	Assemblies, sports days, Australian Business Week.	When As per school calendar Who Chaplain Resources
6.2		When Who Resources

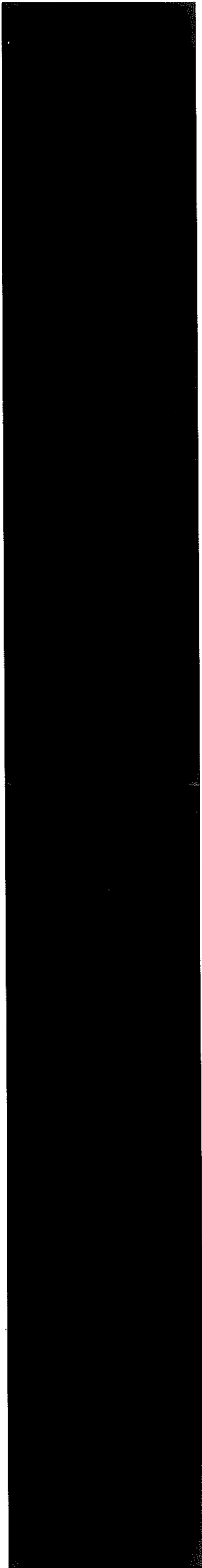
Key Focus Area 7 – Promotions and Fund Raising

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 Encourage the Chaplaincy Support Team in fundraising efforts.	Build on this year's meeting to encourage the team to work together in fundraising efforts	When Each Term Who Chaplain Resources
7.2 Promote the work of school chaplaincy in the community	Attend fundraising dinners as required Arrange meet and greets with various service organisations and local community groups	When Each Term Who Chaplain Resources

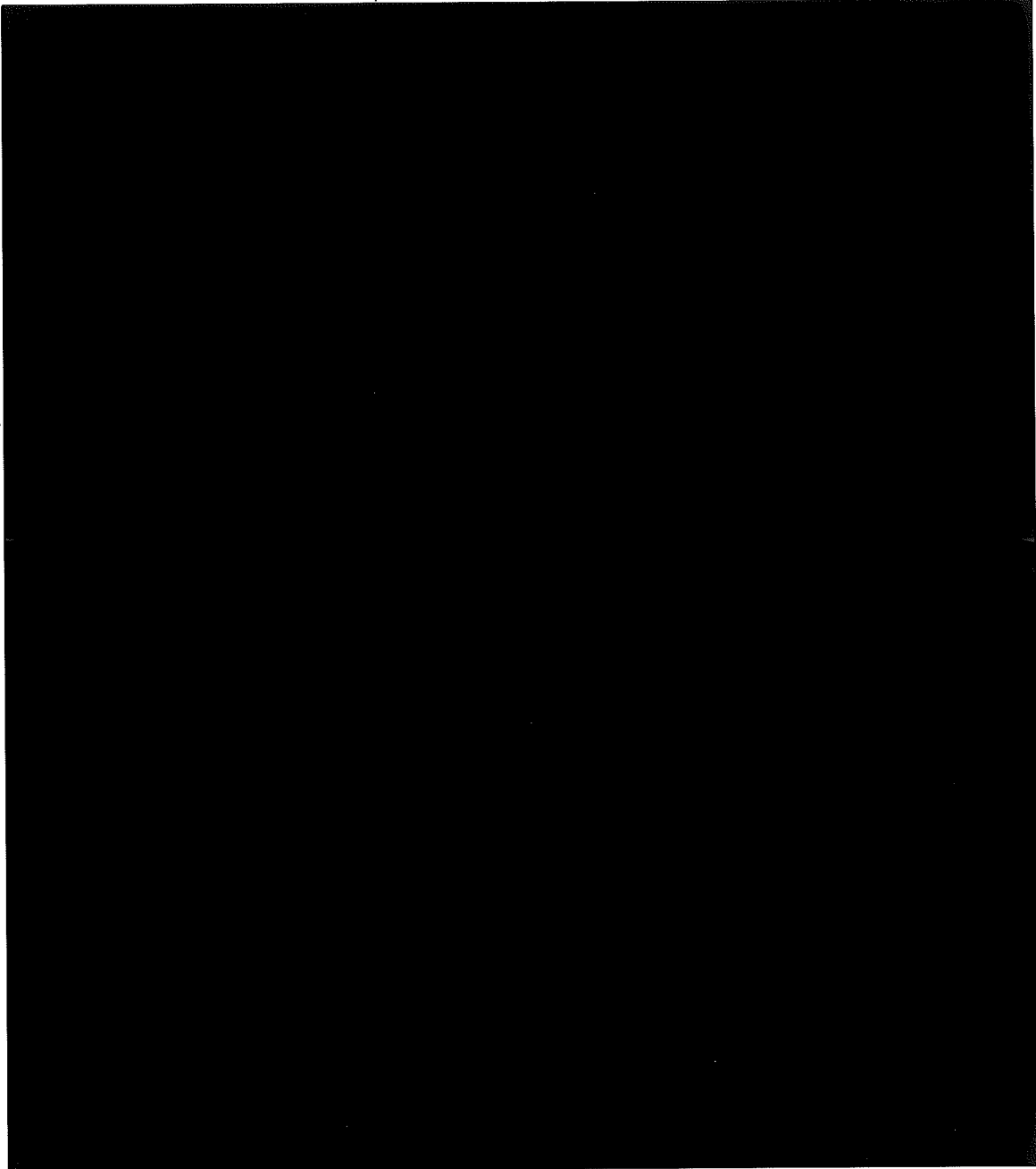
Key Focus Area 8 – Professional Development and Self-Care

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.



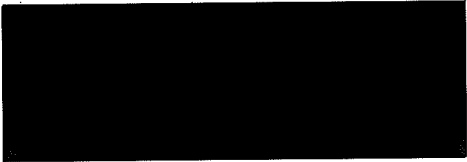
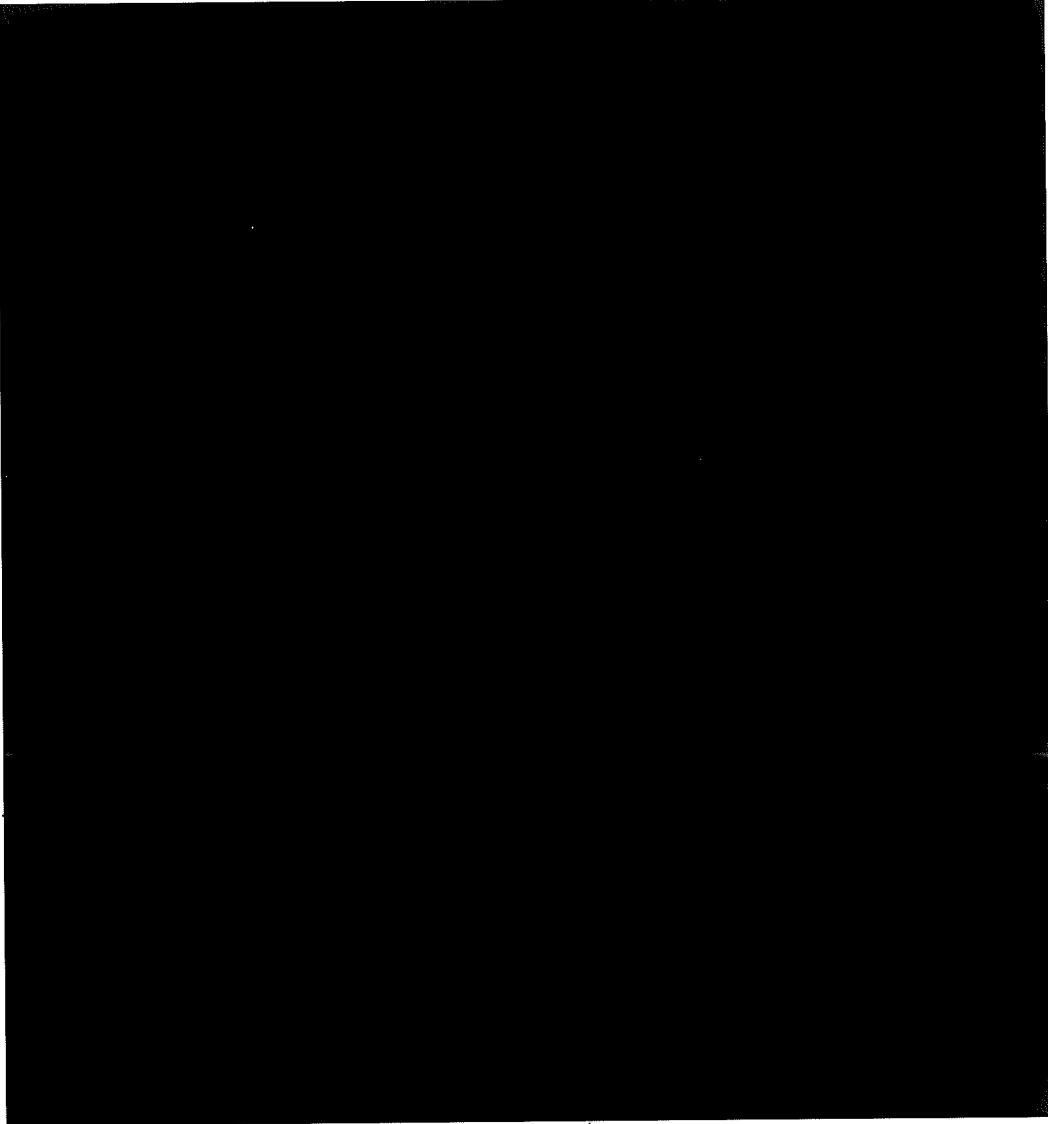
**MOUNT STROMLO HIGH SCHOOL BOARD
MINUTES OF MEETING**

10 November 2014



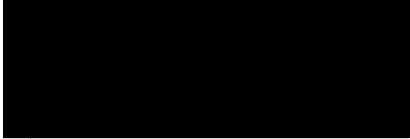
6. Receipt of Principal's report – noted / amended
• Discussion -

Action: Chaplaincy program has been approved by the Board.



Alan Wu (Board Chair)

Date 1/12/14



Dr Michael Kindler (Principal)

Date 11/10/14

Mount Stromlo High School – NSCSWP – Risk Management Assessment

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

Risk	Assessed Risk (before doing anything)			Strategy to Deal with the Risk	Assessed Risk (after doing something)		
	Likelihood	Impact	Risk		Likelihood	Impact	Risk
Resignation of worker	Possible	Minor	Medium	Inform Dianne Priest – Director Chaplaincy Services School Chaplaincy ACT. Look to replace Chaplain.	Possible	Minor	Medium
Poor performance of worker	Unlikely	Moderate	Medium	Discussions around Performance Management with PCC and Dianne Priest.	Unlikely	Low	Low
Prolonged absence of worker	Possible	Minor	Medium	Inform Dianne Priest for advice and next actions in line with Code of Conduct. Dianne to work with PCC (onsite manager)	Possible	Minor	Medium
Mismatch of worker to the school	Unlikely	Moderate	Medium	Have a worker currently who wants to continue working here. Have had 2 very successful Chaplains. Work with Di to get the right fit for the school.	Unlikely	Low	Low
Complaints against worker	Unlikely	Moderate /major	Medium/High	Continue to work with Di Priest to ensure the Chaplains that work here suit the environment and role. Inform the Principal and Chaplain about the complaint and respond to the complainant. Work with Dianne Priest if complaints are made. Continue to performance manage Chaplain (complete observations).	Unlikely	Low/moderate	Low/medium
Concerns with funding recipient relationship/ service delivery	Unlikely	Moderate	Medium	Continue to work with Dianne Priest and Schools Chaplaincy ACT in a positive and professional manner.	Unlikely	Low	Low
Diminished school community support	Unlikely /possible	Moderate	Medium/High	Speak with P&C and School Board about the role of the Chaplain at the school. Inform Dianne Priest – School Chaplaincy ACT.	Unlikely/Possible	Moderate	Medium/High
Minority school community opposition to service	Unlikely/possible	Low	Low	All Chaplain run programs are 'opt in' and require signed permission from parents. Inform parents of this.	Unlikely/possible	Low	Low

Document 3

All risks have a likelihood and consequence from low to serious. Risk management is being aware of potential hazards and taking steps to remove or minimise them. Please weigh these up bearing in mind public perception, disruption to programs, distress to students, lack of continuity in supporting particular people and programs etc. Please add additional rows as required to account for individual school circumstances e.g. remote servicing issues.

You can assess your risk against the following risk management matrix

		Consequence				
		Low	Minor	Moderate	Major	Serious
Likelihood	Almost Certain	M	M	H	H	H
	Likely	M	M	H	H	H
	Possible	L	M	H	H	H
	Unlikely	L	L	M	H	H
	Rare	L	L	M	M	H

Explanation of risk categories

Extreme	Risk exceeds school's risk appetite and requires URGENT attention.
High	Risk exceeds School's risk appetite and requires PROMPT attention.
Medium	Risk meets School's risk appetite and requires regular attention.
Low	Risk meets School's risk appetite and requires routine attention.