



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. Theodore Primary School

Lawrence Wackett Cres Theodore 2905
Telephone: 61423100 Facsimile: 61423121
Email: info@theops.act.edu.au

A2. School Principal Details

Title: Mr
First Name: Matthew
Last Name: Holdway
Telephone: 61423100 Mobile (optional)
Email: matthew.holdway.ed.act.edu.au
Preferred contact method: email

A3. Parent Body

Name of body: Theodore Parents and Citizens Association
Contact person: Mrs Narelle Darcy
Position: President
Telephone: [REDACTED] Mobile (Optional): [REDACTED]

A4. School Governing Body

Name of body: Theodore School Board
Contact person: Mrs Alison Hosking
Position: Chair
Telephone: [REDACTED] Mobile (Optional): [REDACTED]

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.

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

Yes

B1.1 Type of organisation

Legal Name: Scripture Union Queensland
Trading Name: School Chaplaincy ACT
ABN: 74 009 669 569

Address Details:

PO Box 4178
Hawker ACT 2614

Contact Details:

Mrs Dianne Priest
Director
0407 118 387

diannep@scact.org.au

Preferred contact method: email

Part C: Service Details

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.

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?

Community funded by Scripture Union

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

Theodore Primary Schools' chaplain will continue to support our students and the community in a number of ways including:

- Running a girls/boys (Junior and Senior) beading/craft group focused on modelling and encouraging positive social interactions and providing an environment in which students feel safe to ask questions
- Overseeing and organising the Friday morning breakfast club
- Individual student and small group pastoral care groups
- Social skilling groups focussed on building and maintaining friendships
- Implementation support person on KidsMatter school action team
- Teacher support
- 'Uno with Chappy' program at Friday lunch times in the Library
- Providing support to families in crisis as required.

Refer to 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 meeting.

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

On-going Community Consult Process

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

Updates on the work and role of the chaplain is 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.

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. The community at Theodore Primary School, the P&C, the School Board and the staff are very supportive of the chaplaincy service. The current chaplain has strong connections to the community through, for example, involvement in support groups, Kidsmatter and breakfast club.

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)

In September 2014 at their first meeting for Term 4 the Parents and Citizens' Association recorded their support for the continuation of the chaplaincy service at Theodore Primary School. (Refer attached minutes of meeting)

The chaplain contributes to the school newsletter so that the community is kept informed of the service. (Refer to attached extract from 2014 school newsletter)

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. Refer to attached Risk Management Plan

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

Extract from our school website www.theops.act.edu.au

Chaplaincy

At Theodore we provide extra support to our students from our Chaplain on Thursday and Fridays from 9.00am to 3.00pm. The Chaplain provides our students with spiritual, social, emotional and mental wellbeing support. The provision of pastoral care support between the Chaplain and members of the school community is built through trust and a safe confidential relationship.

Our chaplain's role is to work closely with the teachers to support individual identified students within the schools guidelines. In addition the chaplain's role is to help link

members to further support agencies and out of school services. This is done 'on request' from families.

Our chaplain also provides social inclusive and emotional support to our students through a social skills group which does beading and plays games such as UNO. These are all held during the lunch time break.

The Chaplain is accountable to education department policies and guideline and is required to work within the school's guidelines as part of the school team. Any queries and complaints can be made to the school's Principal, School Chaplaincy ACT or Ombudsmen.

<http://www.chaplaincyaustralia.com/pages/about-us>

Part F: Demonstrated Need

F1. Demographics of your school

- FT enrolments: 294
- Indigenous FT enrolments: 28
- Education Level: Preschool to Year 6

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 @ 2 days per week)
- Psychologist/ Counsellor (1 @ 2 days per week)
- Aboriginal and Torres Strait Islander Education Officer (1 @ 2 days per week) (Newly created position in 2014)

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

Theodore Primary School supports a community with complex needs. Over recent years, the number of students requiring an Individual Learning Plan (ILP) to cater for their additional needs within the curriculum has increased as follows:

	Semester 1		Semester 2	
	Number of ILP's	% of student population	Number of ILP's	% of student population
2014	64	22	51	19
2013	53	17	50	16
2012	42	14	51	17

Research shows that key factors of students' family backgrounds have an influence on their educational outcomes at school. ICSEA (Index of Community Socio-Educational Advantage) provides a scale that numerically represents the magnitude of this influence or level of educational advantage. The index is constructed from socio-educational elements over which the school has very little control, for example average income, level of education, and types of employment for the households of students enrolled in the school.

In 2012 the ICSEA score for Theodore Primary School was 982 and in 2013 it was 1000. These scores reflect the low socio-economic status of many of our families.

Theodore Primary Schools' Chaplaincy program continues to enhance the services that the school provides to students and families in the school community. As the school works with a number of families from disadvantaged backgrounds, the chaplaincy service adds to the social capital of the wider community.

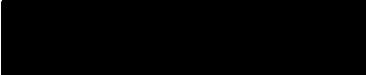
The benefits of the chaplaincy program to the school community include:

- Stronger links formed with parents and carers of students from disadvantaged backgrounds
- Stronger community links
- Support of students requiring extra assistance with learning
- Emotional support for students who are having difficulties at school or at home
- Support of KidsMatter program
- Support of Aboriginal and Torres Strait Islander students and their families
- Mentoring of students
- Social skills development

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: *Deputy Principal*

Date: *5/12/14*

Privacy Statement

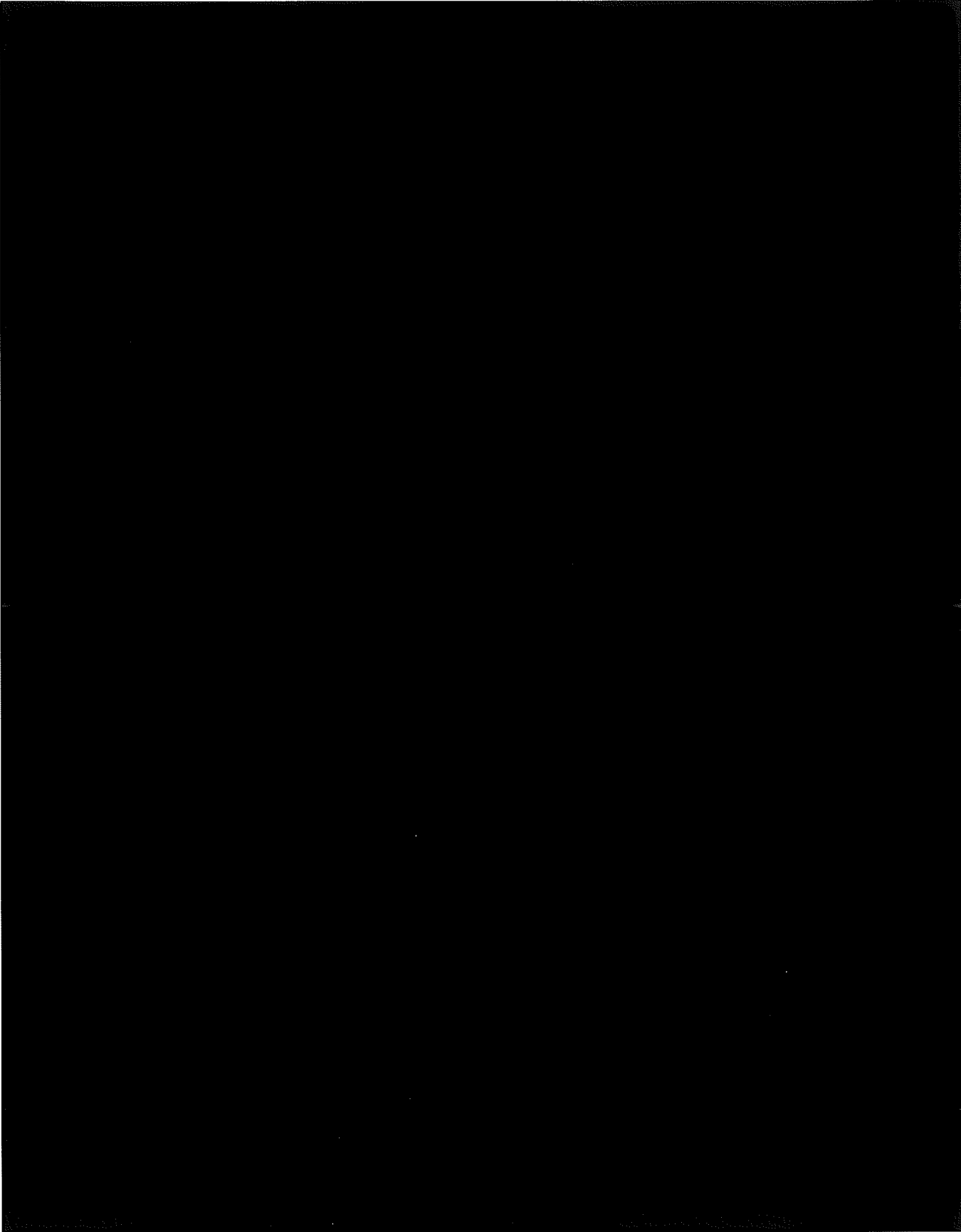
Personal information collected on this form will be used by the ACT Government Education and Training Directorate for the purpose of administering the National School Chaplaincy Program. The ACT Government Education and Training Directorate may also use this personal information for research and evaluation 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.

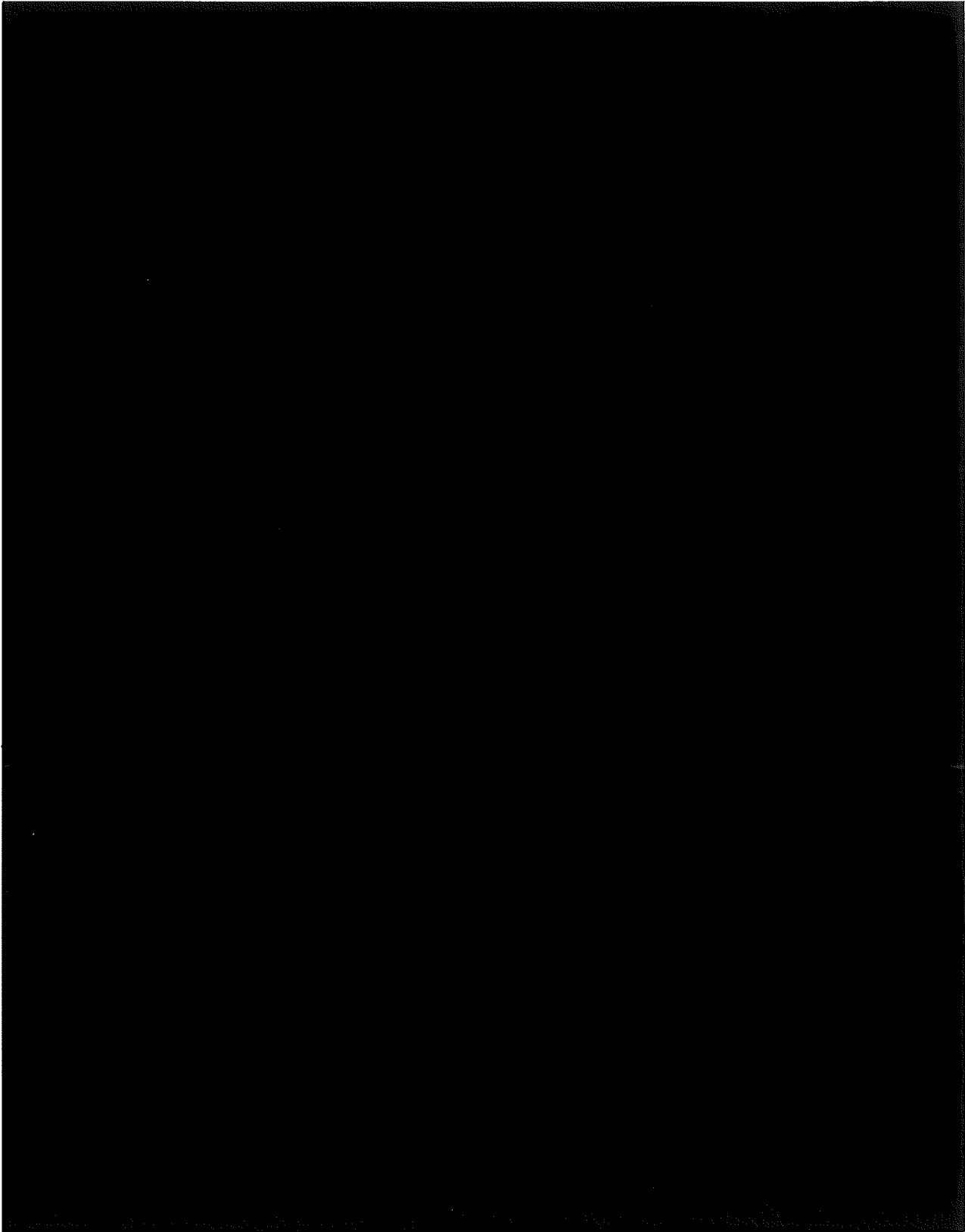
The ACT Government Education and Training Directorate will disclose this personal information as part of the Program assessment process where it will be used to assess your application and make recommendations to the Minister for Education and Training.

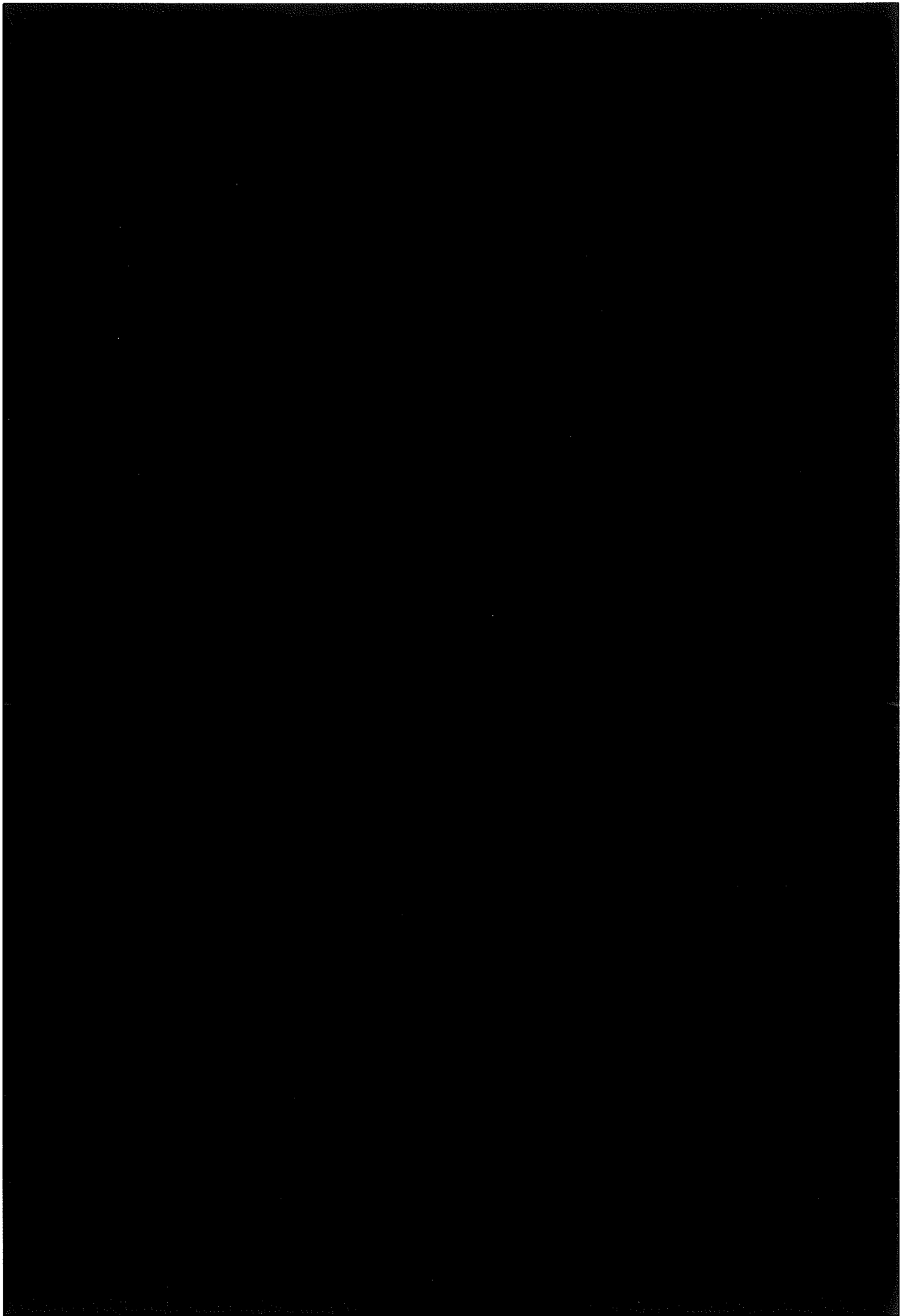
The ACT Government Education and Training Directorate and/or the Minister for Education and Training may disclose to media organisations and post on the Minister's and ACT Government Education and Training Directorate's websites details of any successful application(s). This may include the publication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

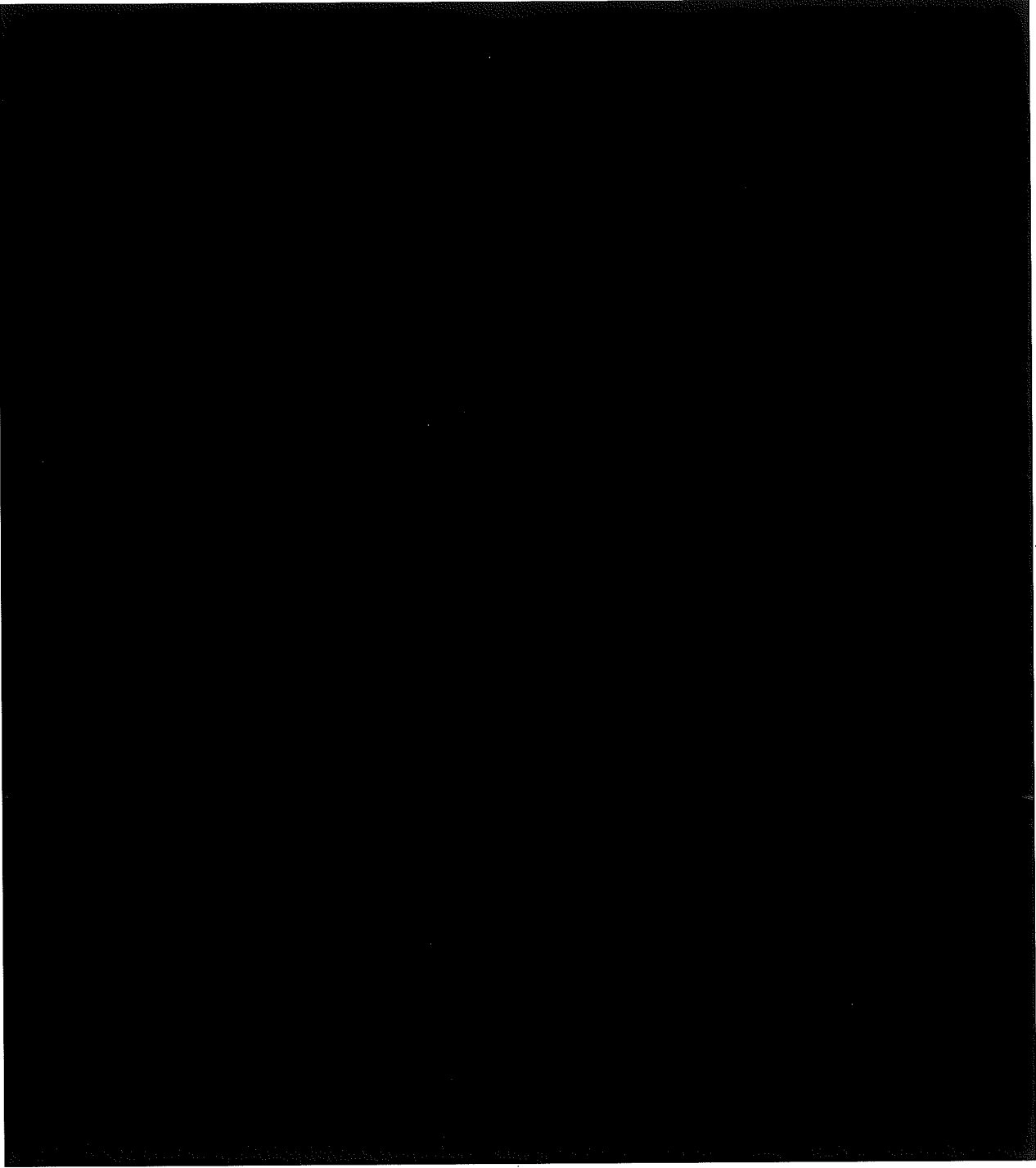
The ACT Government Education and Training Directorate will not otherwise use or disclose personal information collected on this form unless authorised or required by law.

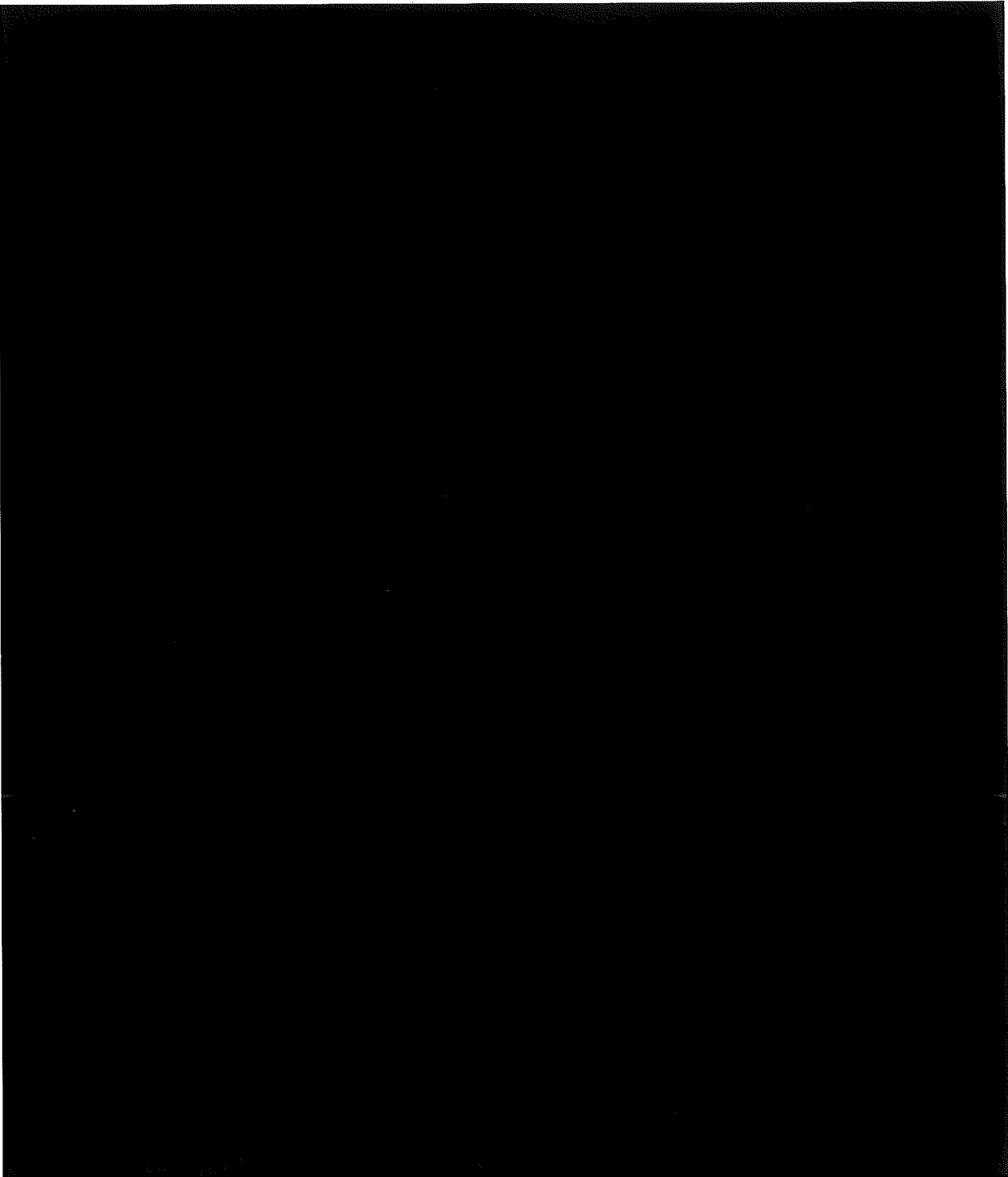
Theodore Primary School
Parents and Citizens Association
General Meeting Draft Minutes
Monday, 9 September 2013





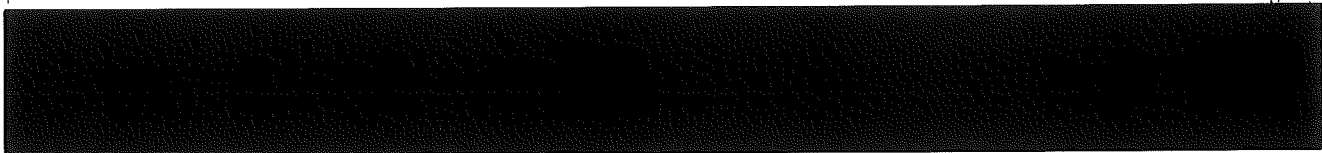






School Chaplain	P&C discussed role of school Chaplain and if we felt the parent body wanted the program to continue. Discussion was positive about the program and the work that Mary (Chaplain) had been doing at the school.	P&C Agreed that continuing School Chaplaincy program was in the best interest of the school.
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ROLE STATEMENT

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

School Chaplaincy ACT and its Vision

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

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

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

Our Vision

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

Purpose of Role

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

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

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



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



Key Accountabilities & Expected Outcomes

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



Key Responsibilities

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

1. Social and emotional support

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

2. Spiritual support

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

3. Mentoring

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

4. Community Development

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

5. Educational Support

- Implement programs and activities that support the needs of



	<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)
6.	<p>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
7.	<p>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

Theodore Primary School – NCSWP – Risk Management Assessment

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

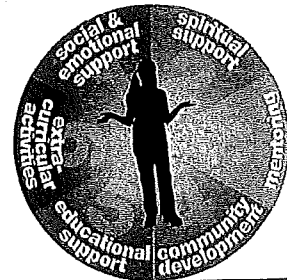
Risk	Assessed Risk (before doing anything)			Strategy to Deal with the Risk	Assessed Risk (after doing something)		
	Likelihood	Impact	Risk		Likelihood	Impact	Risk
Resignation of worker	unlikely	low	Low	Short term – programs picked up by other staff Long term – employ new worker	unlikely	low	Low
Poor performance of worker	unlikely	Low	Low	Work with worker towards improved performance	unlikely	low	Low
Prolonged absence of worker	unlikely	Low	Low	Programs picked up by other staff	unlikely	low	Low
Complaints against worker	unlikely	Low	Low	Follow school procedures	unlikely	low	Low
Concerns with funding recipient relationship/ service delivery	NA	NA	NA	NA	NA	NA	NA
Diminished school community support	unlikely	Low	Low	Consult with community/worker	unlikely	low	Low
Minority school community opposition to service	unlikely	Low	Low	Consult with community/worker	unlikely	low	Low
Community /school funding requirements	NA	NA	NA	NA	NA	NA	NA

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

Explanation of risk categories

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

SC ACT School Chaplaincy Report

**chaplaincy
MODEL OF care**


Chaplain:	Mary Aplkotoa
Date:	30/06/14
School/s:	Theodore primary school

Last term...**General overview:**

- This 1st semester my focus was to build up the pastoral care relationships I had already established with students and families, to support and welcome the new teaching staff to Theodore, to support and participate in our Kidsmatter action team as their I.S.P, start up and run senior and junior lunch programs on Thursday and Friday for students with the support of some key people [REDACTED] (r 6 key students, [REDACTED] Volunteer), help start up and run a breakfast club with Don Bemrose (our Aboriginal and Torres strait educational officer) at the request of our principle, network with community based supports in south side, form new pastoral care relationships with students that need the extra one on one support.

Core functions:

- Social and Emotional Support (Pastoral Care)**
 - I have continued to support the pastoral care relationships already formed as well as forming new pastoral care relationships to support students and families going through a difficult time and changes such as family splits, friendships issues, low social skills, abandonment issues, low self-confidence, health issues and financial difficulties. Visited Calwell high to check on certain students to see how they were faring in yr 7 early in the first term.
- Spiritual Support In the school community**
 - Role-modeling positive values and positive behavior towards all people of all faiths, ethnicity and walks in life. To engage (seek to understand), include, and accept others differences with respect and equality.
 - Supporting and engaging the mental wellbeing of school community and individuals within the community.
 - I was asked to speak to a student [REDACTED] who were doing an in class project about important celebrations, a couple of students focused on Easter and Christmas so being the School Chaplain I could be informative as I am recognized as the person of spirituality and of the Christian faith. So one of the staff members also referred students to me to answer their questions about these particular celebrations.
- Mentoring**
 - Invest time with certain students that need one on one time, encouraging peer mentoring (school community tribes values), senior students mentoring juniors during lunch group program, Breakfast club allows an opportunity for senior students who have difficult behavior in class to help out and show initiative by helping set up and dealing with juniors. With our principles permission a student who is doing his youth work diploma via SU QLD has been shadowing me to get a feel of what I do as a school chaplain.
- Community Development (including donor nurture, community and church connections etc)**
 - Networking with volunteers that want to support school community, [REDACTED] mentors one of our senior students) comes along and helps at the breakfast club from time to time. [REDACTED] helps support our junior's card making club.
- Educational Support**
 - Drop into different units to say hello and seek to help where there is a need, at the request of teachers and students. Work alongside students that need help and encouragement.
- Extra- Curricular Activities**
 - Have supported our students and staff members by going along to sports carnivals and community events for eg, district swimming tournament at AIS, district cross country, the burrunjoin gala with Tracy Kennedy at Calwell park organized by our Aboriginal and Torres strait education officer (Don) as well as supporting our

Indigenous community get together afternoon tea at Theodore, Meet the teacher B.B.Q.

7. SCACT team Contribution

- Attending prayer/network chaplain meeting
- SUACT regen dinner
- Engaged with volunteers that support school ministry within local school community

Professional Development	Professional Supervision:
• Chaplain in service training	No

Next term...

Key areas of focus:

- Look at doing some P.D at Tuggeranong community center to understand the services facilitated and available to students and families.
- Program or speaker to facilitate on the subject of having a positive body and self- image for female students (kidsmatter meeting with [redacted] possibility of getting someone to come in and speak to student on any issues for free)

Upcoming events/programs:

- Opening of our parent hub room

Church visitations/community engagement:

- Network with other chaplains on south side

Other issues for discussion (ideas for the future, ongoing concerns, prayer points etc):

- Supa club to restart again at Theodore ([redacted] looking for an extra pair of hands to make it possible to run supa-club), for extra funding to keep up my 12 hrs at Theodore, for a school chaplaincy action support team to be formed.

Next SCST Meeting:



Fairness
Honesty
Respect
Excellence



THEODORE PRIMARY SCHOOL



NEWSLETTER

Fairness
Honesty
Respect
Excellence



TERM 1 WEEK 7
18 MARCH 2014

Dates to Remember

Yr 5/6 Camp 19-21 March

Preschool – Pirate Pete
25 & 28 March

Year 1/2 – Tarshi at the Q
25 March

Getting to Know You Interviews
Week 8 – 24-28 March

Cross Country
28 March - 9.15 – 11.00am

P & C Meeting
26 March, 7pm

**Notes sent home with this
Newsletter**

Jindabyne Camp Information

Notes & Money to be returned

**'Getting to Know You' Interview
Response forms**

Yr1/2 Tashi at the "Q"

Bookclub 20 March

Assemblies and Awards

Harmony Day Assembly Yr1/2
Friday March 21 at 12.20pm

Executive News

Dear Families

It has been a busy start to the year but classes are settled in to their new routines and students and teachers are developing relationships, all of which we know is so important to children's learning.

The busy times continue with our senior students all out on camps this week and we will enjoy hearing the stories on their return. Next week we have times available for "Getting to Know You" interviews for families and teachers. This is an opportunity to meet with your child's class teacher and to set some learning goals together – we look forward to seeing as many of you as possible. We will also be meeting with some families to develop Individual Learning Plans for students and notices have been sent home about those meetings.

We have had several school assemblies this year and the senior students hosting them have impressed us with the quality of their presentations and their leadership skills. On Friday of this week our 1/2 students will be hosting a 'Harmony Day' assembly.

One of the exciting things for me about transferring to Theodore was the opportunity to continue working in a school that uses the Walker Learning Approach as a basis of learning in the junior school. I am a passionate advocate of this developmentally appropriate curriculum and will be working with the teachers to continue to improve and extend our knowledge in this area.

I would like to thank the Theodore community for the warm welcome I have received over the first half of this term. I have really appreciated the greetings and the chats! It has been a pleasure getting to know the children of Theodore school and I look forward to continuing to do so. Please contact me by phone or email tracey.stewart@ed.act.edu.au if I can be of assistance to you.

Tracey Stewart

Deputy Principal

Lawrence Wackett Crescent, THEODORE ACT 2905

Phone: (02) 614 23100 Fax: (02) 614 23121

Email: Info@theops.act.edu.au Website: www.theops.act.edu.au

Principal: Matthew Holdway Deputy Principal: Tracy Stewart





Chaplain

Hello to the families of Theodore Primary,

I'm so excited to continue as the school chaplain of our fabulous community at Theodore Primary School. It's been an exciting start with students, staff and families getting back into the routine of things after a lovely summer break. Now that we have settled in comfortably, I am very happy to let you know that my lunchtime groups are now running every Thursday and Friday.

Our beading lunch group for the year 3-6 girls will start on Thursday in the Mereki unit with the assistance of our lovely Raechel (Staff). On alternating Fridays, I will be running "Uno with the Chappy" in the library or "Making cards are cool" with the help of Jess Williams, one of our community volunteers who is the youth worker at the Alliance Church at Calwell. We have planned a lunchtime group for the Juniors (boys and girls) to allow our students to test their creativity and make special cards with the many different craft materials in Mereki unit that were so generously donated by one of our parents.

Another update is that since week 2 of this term, every Thursday morning at 8.30am, Don, our wonderful Indigenous and Torres Strait Islander educational officer, our visiting volunteers and I have opened up our kitchen to a breakfast club allowing students who are on time to join in and have a light breakfast and a chat before school starts. At the moment we offer toast, cereal, hot chocolate, baked beans and fresh fruit. We have had some wonderful student volunteers. We look forward to providing a hot brekkie at least once a term (we are in the midst of planning one for this term) but eventually opening the breakfast club for a second morning when we gather enough food resources and volunteers to implement it.

Feel free to pop in for a chat and a cuppa at our breakfast club on Thursday mornings 8.30-8.50.

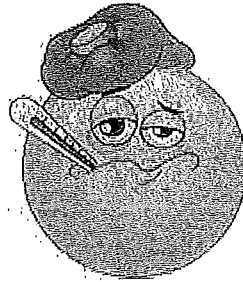
Chaplain Mary

School News

ATHLETICS CARNIVAL POSTPONED

Due to ground closures, the Athletics Carnival scheduled for 28 March, has been postponed. The new date will be advised as soon as it is available.

However, we will be running our school cross country on 28 March at Theodore Primary School. All students will participate.



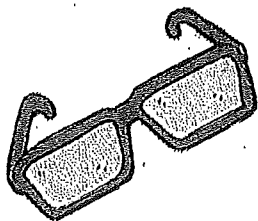
There has been a case of **Hand, Foot and Mouth** disease reported in the Preschool.

'Hand, foot and mouth disease is a very common viral disease of childhood which is easily passed from person to person. It usually causes a mild illness. It is not at all related to the foot and mouth disease that affects animals. Good hygiene helps prevent infection.'

'Symptoms include blisters that start as small red dots which later become ulcers. Blisters appear inside the cheeks, gums and on the sides of the tongue, as well as on the hands and feet. Blisters usually last 7-10 days.'

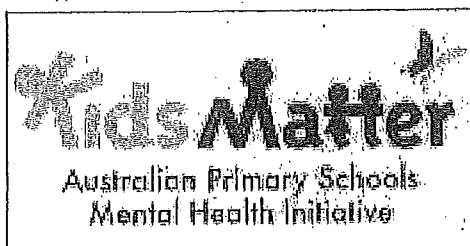
'Hand, foot and mouth disease is not notifiable but children with symptoms should be excluded from school or childcare facilities.'

The above information has been taken from the NSW Health Department web site.



FOUND

Two pairs of children's eye glasses. Please contact the front office to claim them.



KidsMatter Primary is a flexible, whole-school approach to improving children's mental health and wellbeing for primary schools. It aims to take action toward being a positive school community founded on respectful relationships and fostering a sense of belonging and inclusion. Working with parents, carers and families to support the emotional wellbeing of our students is one of the goals of the program.

Please find more information on **the Kidsmatter** website:

<http://www.kidsmatter.edu.au/families/information-sheets>

There is also a **KidsMatter** team here at Theodore. For more information please contact the front office on 61423100.



Theodore Play Group

Theodore Playgroup is held every Wednesday in the music room (next to the kitchen and garden). All parents and carers with young children are most welcome. The playgroup operates each Wednesday of the school term from 9 - 10.30am. For more information call in at the school, phone 61423100 or see Rowan at the school.

Hats - Children are reminded that, even though the weather is a bit cooler, they need to wear sun smart hats whilst outside at school. Caps are not suitable headwear and students will not be permitted to wear them at school. The Education and Training Directorate has asked us to recommend that parents remove the cords of school sunhats. This follows reported near-miss strangulation in an ACT school involving sunhat cords and playground equipment. We have also been advised that children are not permitted to play on fixed playground equipment if sunhat cords have not been removed. This took effect from 20 October 2005

P&C News

You are invited to attend the P & C meeting on Wednesday, 26 March 2014 to be held in Theodore Primary staff room. If you are interested in occupying one of the vacant positions (see below), please come along, or, if unable to attend please complete a P & C position nomination form held at the front office of the school. Meeting starts at 7pm.



P&C News (cont.)

The Annual General Meeting took place on Wednesday 26 February 2014 and a new P & C Committee for 2014 was formed. Congratulations to the newly elected members of the P & C. Although we had a fabulous turn out to the AGM, we still have a few positions that have yet to be filled (see below), so if you wish to be involved it isn't too late. Simply fill in a nomination form that can be located at the front office or if you have any questions please do not hesitate to contact Ken (0406375161) for further information.

Executive Committee

President	Narelle Darcy
Vice President	Michelle Bruce
Treasurer	Marianne Jones
Assistant Treasurer	Charmain Roberts
Secretary/Public Officer	Ken Ross
Executive Committee Members	Louise Wilson Charmain Roberts Wendy Stevenson Liset de Koeijer

Sub-Committees

Fundraising Convenor	Wendy Stevenson
Fundraising Committee Members	Vanessa Archer Louise Wilson Charmain Roberts
Preschool Fundraising Convenor	Alisha Ryan
Preschool Fundraising Secretary	Helen Phillippa
Preschool Fundraising Finance Officer	Alice Bourke
School Banking Officer	Annalisa Ross
Year Book Coordinator	VACANT

Liaison Roles

Uniform Liaison	Louise Wilson
Canteen Liaison	VACANT
Calwell High School Liaison	VACANT
P & C Council delegate	VACANT

Community News

Larissa Dann
parent skills
**PARENT EFFECTIVENESS
TRAINING (P.E.T)**

Supported by Parentline ACT

Communication skills for peaceful parenting and resilient children, without the use of punishment or reward. Powerful, proven and practical. Yell less, laugh more. Building relationships that last a lifetime.

The course consists of three-hour sessions, once per week, for eight weeks. Booking is essential.

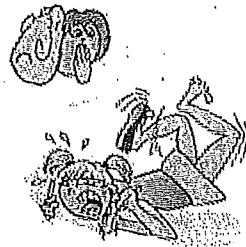
\$290 pp for the course (investment includes a workbook and textbook).

Course begins: Thursday, 8th May, 2014; Time: 6.30 pm to 9.45 pm; Place: Weston, ACT.

Enjoy P.E.T. with Larissa, Canberra's most experienced P.E.T. instructor.

0413 451

607 www.parentskills.com.au info@parentskills.com.au



"The school, its staff and the Territory are not aware of, and make no representation as to, the truth or accuracy of the information provided in advertisements appearing in this publication. Readers should make their own enquiries in relation to the information."

Chapples report for 2014:

Hi everyone,

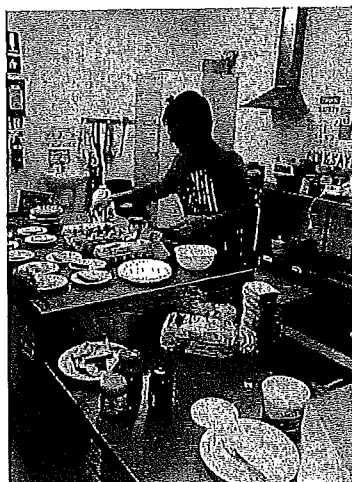
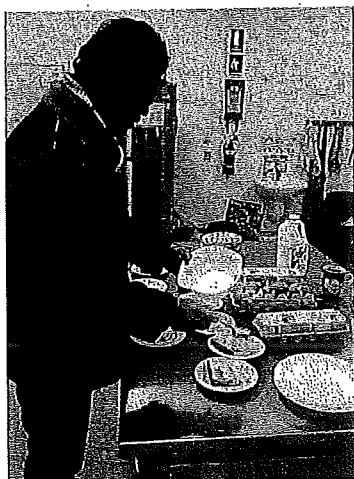
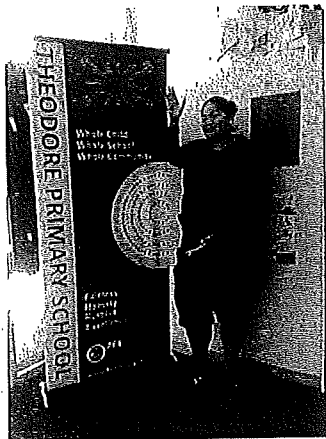
It's been another fabulous year for me at Theodore primary school. I started my very first school chaplain role in 2010 here at Theodore and I have truly enjoyed every moment I have had being a part of this wonderful school community. So what has it meant for me to be a school chaplain at Theodore? It means a lot I will always have a soft spot for Theodore no matter where I go. The relationships I have formed with staff, students and their families and the place itself are special to me.

Four years ago I was the new kid on the block, new to Canberra, and I had not heard of Theodore before until I got that special phone call for an interview at Theodore primary school. As nervous as I was on my first couple of weeks feeling my way around chaplaincy and the school itself I soon came to feel right at home with the help, acceptance and warmth from the people in this wonderful school community; the rest as you would say is history.

This year I have invested my time every Thursday and Friday supporting students in units, running lunch programs with my very special helpers Rachael Robinson and Thaila Connors (student). I helped Don Bemrose who is our Aboriginal and Torres Strait Education officer (a real asset to our school community) start up our breakfast club, once a week at the beginning of this year. We were lucky to get volunteers such as Rick (Volunteer mentor), staff and some great student volunteers who would often drop in and help us out.

I've never been the perfect chaplain but I have strived to be the best school chappy I could be. So I would listen and really try to hear you, respected and valued you, comforted and supported where I could, shared laughter and experiences with you, played cards and gotten beaten often, always cared for you no matter what you did or did not do, worked along-side you within class, encouraged and cheered you on at the side line of our school events, shared jokes with you one afternoon to cheer you up (mine weren't so funny but you still laughed), taught some positive social skills for us to all to become better friends, interacted with you and found out what interested you, upheld our tribes values and quoted them back to you when needed too, helped you with some class projects and enjoyed spending time with you, intervened when you felt overwhelmed and just gave you space, welcomed you with a smile when I saw you, gave a hug to comfort you when you were not feeling so great, loved talking and getting to know the real you, and in my quiet moments when I found myself alone I would do a silent pray for you because that was just me being chappy. It's been a pleasure being your school chaplain, all the best to everyone and a special farewell to all our students, families, volunteers (a special mention to Rick who has been a mentor for the last couple of years at Theodore) and staff that are moving on at the end of 2014. A special farewell to my friend and colleague Raechal Robinson, thank you for all your help and support I am going to miss you terribly next year. A big thank you to our P&C and our Kidsmatter action team for your support and great contribution to our school community; I especially wanted to recognise Annalisa Ross (Volunteer/parent) for all the hard work you have put into our very own parents hub. Last but not least thank you also to our executive team and school principal Matt Holdway for all your support and leadership this year.

Blessings, Mary Apikotoa



Hi Everyone,

4/12/14

It's just me Chappy giving you my very last update for 2015. Wow how time has flown by it's been so busy here at Theodore especially this last term. This term we (Carolyn, Rachael and I) started our garden club during Thursday lunch for all our keen little gardeners as a way for them to get out and enjoy the warmer weather. To get their hands into the earthy soil and get our garden blooming and last but not least to also give our chickens some much needed love and attention (which they have been getting a lot).

Our Friday breakfast has been running smoothly with the help of Don, Doreen, Rick (mentor volunteer), our parents (who have dropped by to help) and my lovely student helpers who have been consistent in keeping things flowing every Friday morning.

During Friday lunch it's either been UNO in the library or card making in Mereki unit with the juniors and some of our senior volunteers who I would like to say thanks too for giving up your lunch time to spend with our juniors.

This term like the previous ones has come along with its own trials and hardship and for some of our families it's been real tough more than the usual due to change, loss and other unfortunate circumstances. As a school community we all feel the highs and the lows because what affects one affects us all as a community. My pastoral care role has allowed me to be a supportive role with our students, staff and their families even if it's just to be a listening ear and a friendly face that conveys that we are here to support, care and help you as best as we can, so please feel free to come in for a cuppa and a chat if you have a concern or ideas that we can help with or implement.

Thank you for all your support and efforts in making our school community a positive, inclusive, caring, learning and safe environment. Have a happy Christmas break and a fabulous new year's, I look forward to working and speaking with you in ways that can build our school community.



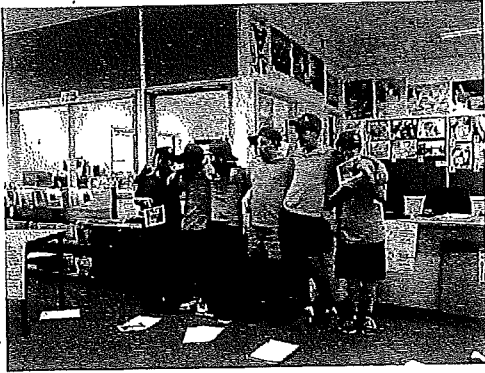
Rick at brekki



Mikey our hot chocolate expert



Lilly the toast boss



Red cap graduation



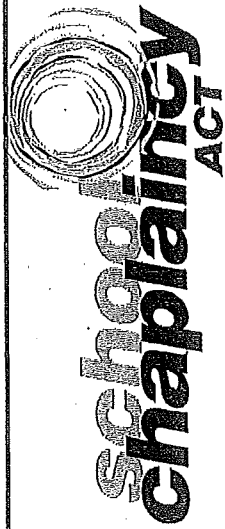
5/6 K visit to Calwell high



Card making is a blast



The Sleep-out: community raising awarness and funds for the homeless (Me,Tania, and family)



CHAPLAINCY SERVICE

Annual Operational Plan 2015

Name: Mary Apikotoa

School / CST: Theodore primary school

Year: 2015

School Supervisor Name: Tracey Stewart

Signature: _____ (Chaplain) Signature: _____ (School Supervisor) Signature: _____ (CST Chair) Signature: _____ (SCACT Director)

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

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

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

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

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

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

Key Focus Area 1 – Social and Emotional Support	
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 Provide pastoral care and personal support for students, staff, and families of the school community within a Christian frame work in cooperation with the schools support staff. Provide pastoral care and support following critical incidents.	Build rapport with students and their families by fostering a pastoral care relationship. Visit units and interact with students in and out of class, on the playground. Turn up to community events to meet face to face with others. Meet and greet new and familiar parents at the opening of our parent hub. Be informed and kept up to date with needs of our school community and offer support.
When: whenever the opportunity arises Who: Chappy Resources: Invested time building friendships	
1.2 Provide activities and programs that build a positive school environment and help foster self-esteem and build resilience among students.	Continue to run lunch programs that are fun for students that encourage building positive social skills, inclusion, resilience, friendships and respect for all people. Look into a resilience program that is suited to our students to build resilience within our students.
When: Thursday and Friday lunch Who: Chaplain, Student s and senior volunteers, Social & emotional community programs?? Resources: Scrap book material, journal diaries, art and craft material	
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 provide spiritual guidance to students, staff and	Being available to others, a resource for others, ability
When: Wednesday and Thursday	

<p>families who seek it</p>	<p>to share information and being open to listen to others experiences, faith, values and life choices in a respectful manner.</p>	<p>Who: Myself/others Resources: pastoral care relationship</p>
<p>2.2 encourage students to engage in meaningful dialogue regarding spirituality, religion, values and ethics with an attitude of respectful inquiry.</p>	<p>Whenever a student, staff, family member initiates the conversation. It is not forced or imposed it when they seek to have that conversation whenever they want on school grounds.</p>	<p>When: Thursday & Friday Who: Chaplain Resources: Pastoral care relationships</p>
<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>		
<p>Outcomes to be achieved</p>		
<p>3.1 facilitate mentoring relationships with or for students.</p>	<p>Strategies * peer support with Senior and Junior in lunch programs.</p>	<p>When / Who / Resources When: Thursday and Friday lunch programs Who: Chappy and student senior volunteers Resources: Positive social skill, fostering relationships over time</p>
<p>3.2 Act as a role model for all students and the school community, demonstrating Christian values and upholding school community standards.</p>	<p>* Tribes values supported and encouraged * Respect shown and modeled</p>	<p>When: At all times Who: Chappy Resources: Positive behavior and social skills</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>4.1 Assist the chaplaincy support team and SC ACT to</p>	<p>* Focus on building a Chaplain support action team for</p>	<p>When / Who / Resources When: 2015</p>

<p>build profile of the chaplaincy service in the community and among supporters through newsletters, P&C reports, and speaking at local churches and chaplaincy events.</p>	<p>Theodore primary school.</p> <p>*Approach some people I already know that are interested in chaplaincy.</p> <p>*Maybe put a newsletter for anyone that maybe interested in joining??</p>	<p>Who: Chappy network</p> <p>Resources: relationships, communication and regular information.</p>
<p>4.2 Build and maintain a network of support agencies. Community groups and churches that can provide a wider range of services and support for students and their families.</p>	<p>*Organize to visit Tuggeranong community Centre in person.</p> <p>* Visit Woden community organizations that can be helpful to our school community.</p>	<p>When: 2015</p> <p>Who: Youth, family and community organisations</p> <p>Resources: Understand the services they provide and bring back helpful info from these places I visit.</p>
<p>Key Focus Area 5 – Educational Support Assisting with classroom activities (under the direction of a teacher) where involvement by the chaplain provides further social, emotional, or spiritual support for those students who may be at the risk of disengagement.</p>		
<p>Outcomes to be achieved</p>	<p>Strategies</p>	<p>When / Who / Resources</p>
<p>5.1 Provide assistance in the classroom and contribute to the learning outcomes of all students.</p>	<p>* While visiting units help where I can and when I'm needed. One on one support with students that need the extra help.</p>	<p>When: If I see if I'm needed when visiting units or support requested by staff or students</p> <p>Who: Chaplain</p> <p>Resources: Support</p>
<p>5.2 Implement programs or activities that support the needs of students at risk of disengaging from school</p>	<p>One on one support in class, taking student and engaging them in an activity at the request or with the permission of staff.</p>	<p>When: When requested</p> <p>Who: Chaplain</p> <p>Resources: Different activity material in Chappies office or wet area.</p>
<p>Key Focus Area 6 – Extra-Curricular Activities</p>		

Chaplains contribute to building a positive school environment by participating in general school activities, excursions, sports days, camps and other holiday activities.	
Outcomes to be achieved	Strategies
6.1 Participate in general school activities	Support students and staff at sports days, excursions, transition visits, community school events when- ever I can.
6.2 Develop voluntary activities for students that build a positive school culture and enhance personal wellbeing of students.	* student volunteers to help at Breakfast program *student senior volunteers to help me at Lunch programs.
	When : Depending on dates scheduled for event to happen Who: Chappy Resources: A helping hand When: Breakfast program/ Lunch programs Who: Students/ volunteers Resources: Others/ salvos

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
7.1 have a Chaplaincy support team for Theodore primary school.	* Building network with others and informing them about what I do at Theodore.
7.2 Fundraise and speak about chaplaincy and community support for Theodore.	* I am working with my own youth group leaders about fundraising for 2015
	When : 2015 Who: Local churches and individuals Resources: Invested time, constant communicating via media, When:2015 Who: Myself, youth leaders and community Resources: people with a passion to serve and help.

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.

