



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

Lake Tuggeranong College		
Cowlishaw Street	Greenway	2901
PO Box 1188	Tuggeranong	2901
(02) 6142 3660	(02) 6142 3712	info@ltc.act.edu.au

A2. School Principal Details

Ms
 Julie
 Murkins
 [REDACTED] [REDACTED] julie.murkins@ed.act.edu.au
 Preferred contact method – email.

A3. Parent Body

The college does not have a formal parent body.

A4. School Governing Body

Lake Tuggeranong College School Board
 Contact person:
 Ms

GPO Box 158 Canberra ACT 2601 | 220 Northbourne Ave, Braddon ACT 2612 | phone: 6207 5111 |
www.det.act.gov.au

Veronica
Craddock
Board Chair

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@scact.org.au
Preferred contact method: email

Part C: Service Details

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

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

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

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

Yes

If yes, how is the existing chaplaincy service funded?

The current chaplaincy service has been funded through the NSCP and NSCSWP funding along with supplementary funding from SC ACT who partner with local church communities and individuals to provide additional resources, PD and Supervision for our chaplain. Over the last 12 months, local church community funding has increased the chaplain's hours from 12 to 15.2 hours per week.

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)

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

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

Part D: Consultation and School Community Support

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

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

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

Yes

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.

Lake Tuggeranong College consulted with staff, students and parents during Terms 3 and 4 of 2014.

Staff:

A staff meeting was held on 22nd September wherein staff were asked to provide feedback on their level of awareness of the role within the college, their view regarding the position being a part of the college, and any other comment or feedback they may wish to provide. The overwhelming feedback from staff was that the chaplaincy program added a strong and focused form of pastoral care support for our student body. The main criticism of the program was that the commonwealth government had placed restrictions on who could apply to be a chaplain.

Students:

A student Focus Group was convened, randomly sampled from the student population. This comprised 18 students. The same questions were asked as were canvassed with staff, with the addition of a question on actual involvement by students in chaplain-run events or initiatives. Two additional classes of Sociology took part in a presentation by the chaplain regarding the role. Overwhelmingly, students were in support of the chaplaincy role in the college.

Community:

A family Focus Group was convened, but only two families attended. They were both in favour of the program continuing. A survey was then devised and sent to the Focus Group families (25 in total – 22 of which responded). Results were predominantly positive (see attached).

The College Board then deliberated on the matter, and the minutes of the November meeting (attached) reflect a commitment to being part of the program.

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 for discussion.

Updates on the work and role of the chaplain will be posted on the school website, notice boards and newsletters as appropriate with opportunity given to the community to make comment.

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

Part E: Minimum Requirements (See Guidelines Section 5.5)

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

Yes

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.

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

Lake Tuggeranong College complies with the Education and Training Directorate Complaints Handling policy and procedures (see attached). We publicise the process on our website and have staff briefed on the policy and procedures to accommodate any complaint from the community. We display the complaints handling information poster in our college foyer.

The college maintains a complaints register in relation to the School Chaplaincy Program, and notifies the Directorate of significant complaints/allegations and any breaches of the Code of Conduct.

Part F: Demonstrated Need

F1. Demographics of your school

FTE enrolments – 834

Indigenous FTE enrolments - 14

Education Level –11 & 12 (with a single class of Year 10's in Big Picture)

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

Career Counsellor	1.6FTE
Psychiatrist	
Psychologist	1.2FTE
Social worker	
Youth worker	0.2 FTE
Other (Student Advisors)	3.0 FTE

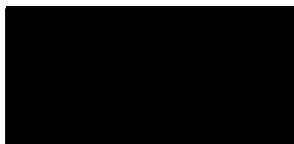
F3. Provide details outlining the need for a chaplaincy service in your school and community, including details about the special needs of your students. (maximum 500 words plus attachments of any evidence including details of special needs of your students).

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: 08 December 2014

Privacy Statement

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

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

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

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



CHAPLAINCY SERVICE

Annual Operational Plan 2015

Name: **Lyndal Rogers**

School / CST: **Lake Tuggeranong College**

Year: **2015**

School Supervisor Name: **Jackie Vaughan, SLC Student Services**

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

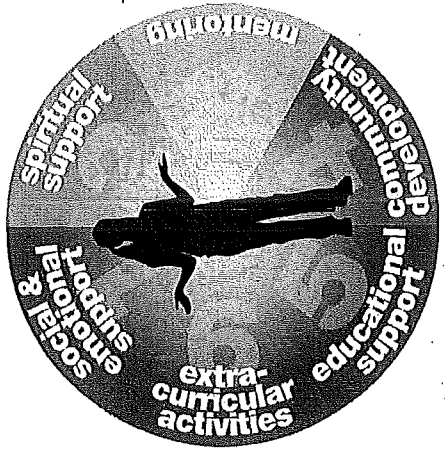
This AOP is divided into eight key focus areas. The first six refer to the key role areas in the school, while the last two refer to key organisational support areas that Chaplains are required to engage in:

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?

Lake Tuggeranong School Chaplaincy Service

<p>School Chaplaincy ACT</p> <p>Vision: Our vision is to see each young person connected and supported in community, serving others and experiencing fullness of life.</p> <p>Values: Children and Young People Matter Every child and young person matters deeply to God and deserves a safe and meaningful life.</p> <p>Respect We treat all people with respect, holding an attitude of servant hood and unity of purpose.</p> <p>Working Together We support families and adult role models as they seek to positively influence children's lives. We work with schools, local communities and churches in serving children and young people and their families.</p> <p>Discovery Respecting choice, we encourage children and young people to explore their spirituality.</p> <p>Stewardship As stewards of opportunities and resources, we will remain creative, innovative, sustainable, responsible and effective</p>	<p style="text-align: center;">chaplains MODEL OF care</p> 	<p>Lake Tuggeranong College</p> <p>Vision: A quality senior education for all, designed and delivered by motivated and expert staff in a safe and orderly environment. This is a college striving to achieve individual and collective success for our students.</p> <p>Mission: Our mission is to provide a high quality and comprehensive education. We support our students to become adaptable, well-rounded and confident citizens not only in their local community but also in the rapidly changing and complex world.</p> <p>Values: Respect, Contribute, Learn and Succeed.</p>
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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 Students, families and staff who seek my help will feel supported and empowered	<ul style="list-style-type: none"> • Provide a caring and non-judgmental listening ear • Use a strengths based, positive psychology approach in all interactions • Link clients to other professionals (both in school and in wider community) as appropriate 	When <ul style="list-style-type: none"> • Ongoing contact with students, families and staff • Regular meetings with school supervisor and Student Wellbeing Team Who: Psychologist, Year Advisers, Resource Room, Big Picture and Learning Hub staff Resources: Various community youth organizations e.g. Headspace, The Junction Health Service, Salvos, ongoing professional learning e.g. Generation Next
1.2 Chaplain is part of college environment that fosters respect, contribution, learning and success	<ul style="list-style-type: none"> • Help organise student wellbeing events e.g. assemblies, special events, youth service drop-ins, sexual health program, breakfasts, soup lunches • Help students re-birth the college radio station 	When: Once per term assemblies, weekly food events, special days, Sexual health Program (SHLIRP) in May, Harmony Day in March, Mental Health focus in October Who: In liaison with Student Wellbeing Team, Student Representative Council (SRC), Indigenous Liaison Officer Resources: youth speakers, community grants and donations, college grant of \$200 for soup program
Key Focus Area 2 – Spiritual Support		

<p>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.</p>		
Outcomes to be achieved	Strategies	When / Who / Resources
<p>2.1 Provide a chaplaincy service which is seen to be accessible to all members of college community, regardless of faith or belief</p>	<ul style="list-style-type: none"> Comply with Chaplain's Code of Conduct at all times Be non-judgmental in dealings with people Answer questions about my own spirituality in a respectful manner 	<p>When: Ongoing</p> <p>Who: Chaplain and anyone volunteering under my care</p> <p>Resources Chaplain's Code of Conduct</p>
<p>2.2 Support students of various faiths</p>	<ul style="list-style-type: none"> Help provide prayer room for Muslim students during Ramadan Support student run Christian group Take part in college Theory of Knowledge and Sociology of Religion classes as appropriate Respond to other needs as they arise Build a data-base on materials on various types of faith, spirituality and worldviews 	<p>When: Throughout 2015. Ramadan starts in June</p> <p>Who: Chaplain and anyone volunteering under my care</p> <p>Resources: Books and web sites, college classes on college Theory of Knowledge and Sociology of Religion</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>		
Outcomes to be achieved	Strategies	When / Who / Resources
<p>3.1 Young Carers Group operates effectively</p>	<ul style="list-style-type: none"> Meet regularly with young carers (identified by staff or self referred) 	<p>When: Regularly e.g. weekly or fortnightly</p> <p>Who: Chaplain and Young Carer organisations – Young Carers ACT, Cyclops, Limitus</p>

	<ul style="list-style-type: none"> • Connect young carers with community help • Run a R unit for young carers • Attend SRC meetings • Offer mentoring to student leaders in setting goals and strategies for 2015 • Encourage leaders and student volunteers to be actively involved in college community life e.g. radio, breakfast program, Soup on Mondays 	<p>Resources: from chaplain and young carer organisations</p> <p>When: Ongoing</p> <p>Who: Chaplain, Student Wellbeing Team and student leaders</p> <p>Resources: Community donors, mentoring organisations e.g. Raising Hope, Menslink</p>
<p>3.2 Chaplain mentors student leaders</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> <ul style="list-style-type: none"> • Chaplain keeps in good contact with community and youth organisations • Chaplain organises drop ins, visits and advertising, blood donation 	<p>When / Who / Resources</p> <p>When: Ongoing e.g. Harmony Day in March, Sexual Health Program in June, Mental Health focus in October</p> <p>Who: Mental Health Council, Headspace, Junction Health Service, Young Carers ACT, Litmus, Communities@Work, Salvation Army, Youth Coalition, Sexual Health ACT, Lanyon Youth Centre, Red Cross, Tuggeranong Community Council, T55 Seniors Group</p> <p>Resources: promotional materials and visits from organisations listed above</p>
<p>4.1 Community organisations are satisfied with ongoing liaison with chaplain</p>	<ul style="list-style-type: none"> • CST meets each term, comprising of staff and 	<p>When: Support team meets at least once per term</p>
<p>4.2 Chaplaincy Support Team grows in size and role</p>		

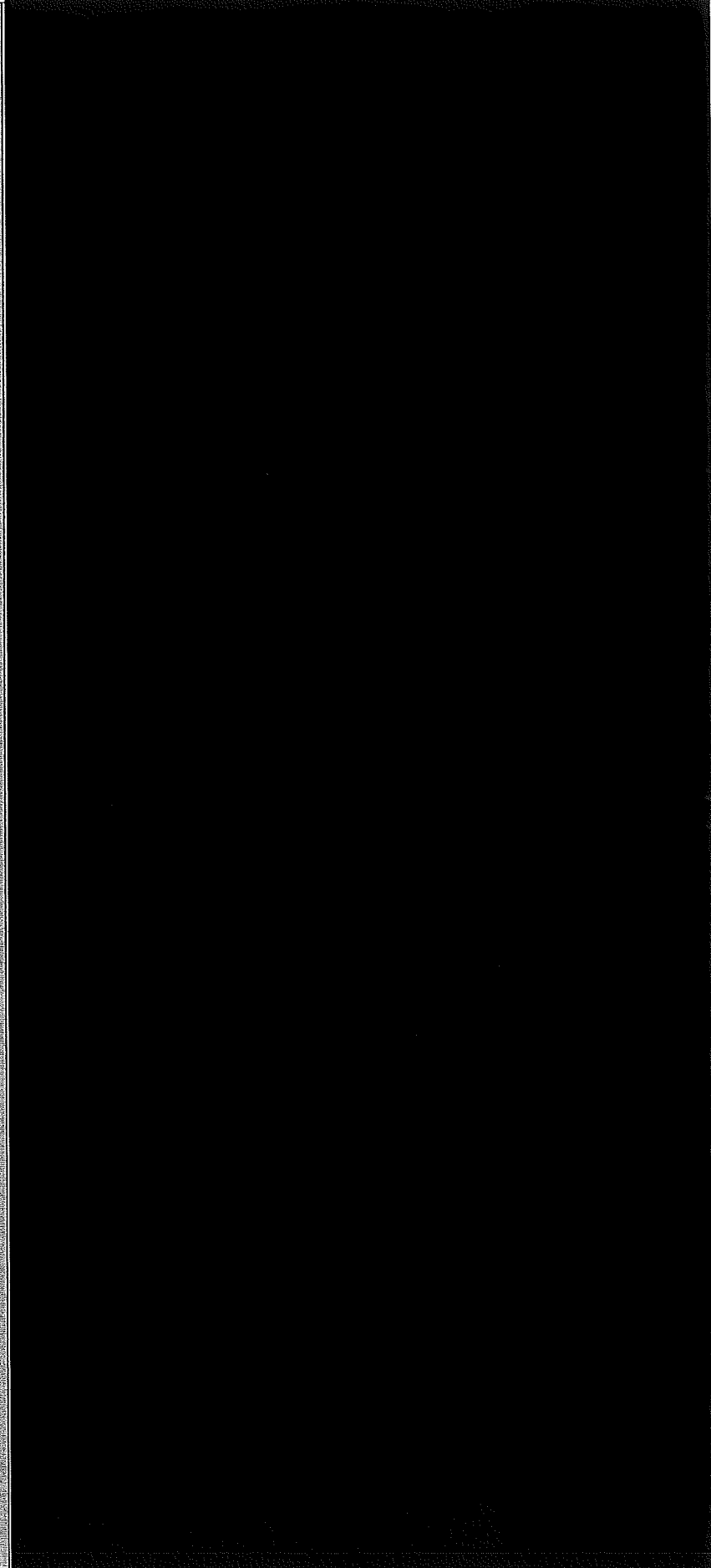
	<p>community members</p> <ul style="list-style-type: none"> • Chaplain encourages people to take on role of chairperson and fundraising co-ordinator • Chaplain sends out report and prayer news at least once per term 	<p>Who: Support team members can be staff or interested community people</p> <p>Resources: supporting documents from School Chaplaincy ACT</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>5.1 Chaplain supports students facing disengagement</p>	<p>Strategies</p> <ul style="list-style-type: none"> • When talking with students, ask them about attendance and package progress • Advise students of college programs they can access for further help • Regularly liaise with leaders of Resource Room, Learning Hub, Big Picture, Indigenous Liaison • Continue to liaise with Student Wellbeing team weekly • Liaise with AG teacher, class teachers and Student Wellbeing Team • Check if any outside help is needed e.g. study help, help at home, financial help 	<p>When / Who / Resources</p> <p>When: Ongoing</p> <p>Who: leaders of specialist programs at LTC</p> <p>Resources: Time and support of chaplain</p>
<p>5.2 Chaplain supports young carers succeed in their education</p>	<ul style="list-style-type: none"> • Liaise with AG teacher, class teachers and Student Wellbeing Team • Check if any outside help is needed e.g. study help, help at home, financial help 	<p>When: Ongoing</p> <p>Who: Young Carers ACT, Litmus, Cyclops</p> <p>Resources</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>		

Outcomes to be achieved	Strategies	When / Who / Resources
6.1 Chaplain is recognised as part of the wider college community	<ul style="list-style-type: none"> Work with SLC to strengthen R unit process Attend college events e.g. musical, art show, graduation, info evenings, board meeting, excursions, transition visits Help at events and fundraisers e.g. Trivia Night, Sausage Sizzles 	When: Ongoing, as per calendar Who: Student Leader C Resources: As provided by college
6.2 Chaplain is recognised as taking part in staff activities	<ul style="list-style-type: none"> Attend and help at morning teas, lunches, be part of social club 	When: Ongoing Who: With LTC staff Resources:

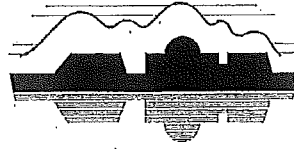
Key Focus Area 7 – Promotions and Fund Raising The financial, practical and prayer support of Chaplaincy comes from a range of sources. The Chaplain will be required to contribute to or produce promotional information on the activities of the service and to be involved in a range of promotional activities and events to encourage and develop the support of the service in these areas.		
Outcomes to be achieved	Strategies	When / Who / Resources
7.1 School chaplaincy is advertised through college	<ul style="list-style-type: none"> Contribute to annual newsletter, regular photos or news on college website and Instagram, AG notices, plasma screens, college radio 	When: January newsletter, ongoing updates via various college media Who: Various Resources: Articles and photos
7.2 School chaplaincy is advertised through community events	<ul style="list-style-type: none"> Host a table at Regeneration Dinner (fundraising dinner) on 19 March Visit churches in the region on Lake 	When: 19 March, ongoing Who: IMPACT Church, C3 Monash, Salvation Army Tuggeranong, Tuggeranong Presbyterian, Brindabella Baptist, Harvest Christian Fellowship,

	<p>Tuggeranong College at least annually</p> <ul style="list-style-type: none"> Promote school chaplaincy at my church Increase database of people interested in praying for school chaplaincy at LTC 	<p>Lanyon Valley Anglican Church, Calwell CMA, St Mary in the Valley (Calwell), Eternity</p> <p>Resources: various promotional material from SC ACT, chaplain's reports</p>
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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.



**Lake
Tuggeranong
College**
Committed to Quality



ACT
Government
Education and Training

Lake Tuggeranong College
School Board

Scripture Union
Queensland

2 December 2014

Letter of Support for Chaplaincy Program at Lake Tuggeranong College

It is with great pleasure that the Lake Tuggeranong College Board endorse the work and contribution of the School Chaplaincy Program. As the parent and community representative body, I believe the views expressed in this letter reflect broader college community views.

The college has undertaken extensive consultation processes in order to gauge opinion about the program. Staff formally provided feedback at a staff meeting on 22nd September 2014. A snapshot of comments follow:

- Provides an interdisciplinary connection for students;
- Takes on a commitment to answering the question, 'What can we do for students today?';
- Conducts a professional and respectful function.

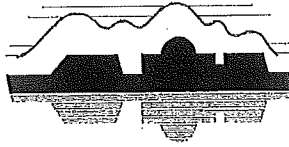
Students were canvassed via a Focus Group approach, wherein the college tested levels of awareness of the role as well as seeking any comment on the effectiveness of the program. There were very high levels of awareness of the role of the chaplain; as well as unanimous support for the function.

Like some comments from some staff, student responses reflected a dedication to the person in the role, as distinct from the title of the role. No student or staff member expressed any concern whatsoever regarding our chaplain stepping beyond the bounds of the Role Statement; and many made positive comment about the value of having a person of faith in our college pastoral care team.

Similarly, a sample group of parents were consulted (beyond the formal Board) regarding their views about school chaplaincy. Whilst some expressed a philosophical concern about the recent Commonwealth government decision regarding who might apply for such positions, our community were unanimously in favour of the role and the functions currently being delivered to our student population.

At a global level, Lake Tuggeranong College has benefitted from the extensive and professional manner in which the chaplain goes about her duties. Our chaplain actively works in our community for the betterment of our students and the name of the college. She canvases philanthropic opportunities to enhance programs of support for our students (for example, securing donations for our SRC to conduct the highly valued Breakfast Program and Trivia Night) and also engages with community providers to bring a range of services within easy reach of our students.

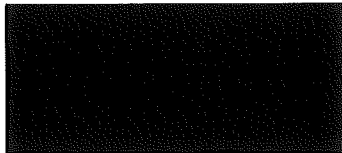
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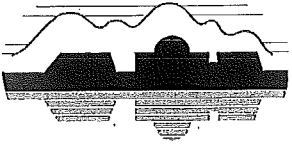
Our chaplain is integrated into the Student Wellbeing team at the college, and both gains from close contact with those teachers making crucial decisions about pastoral care provision to students, as well as adding value to those decision-making processes. As a result, chaplaincy services are fully integrated into the broader suite of college programs.

Based on the feedback from consultations this year, the Lake Tuggeranong College Board would like to state its support for the chaplaincy program and do so without reservation for the duration of time that our current chaplain holds the position. By saying so, we hope to be able to provide our chaplain with an assurance of tenure in recognition of the fine contribution she is making.

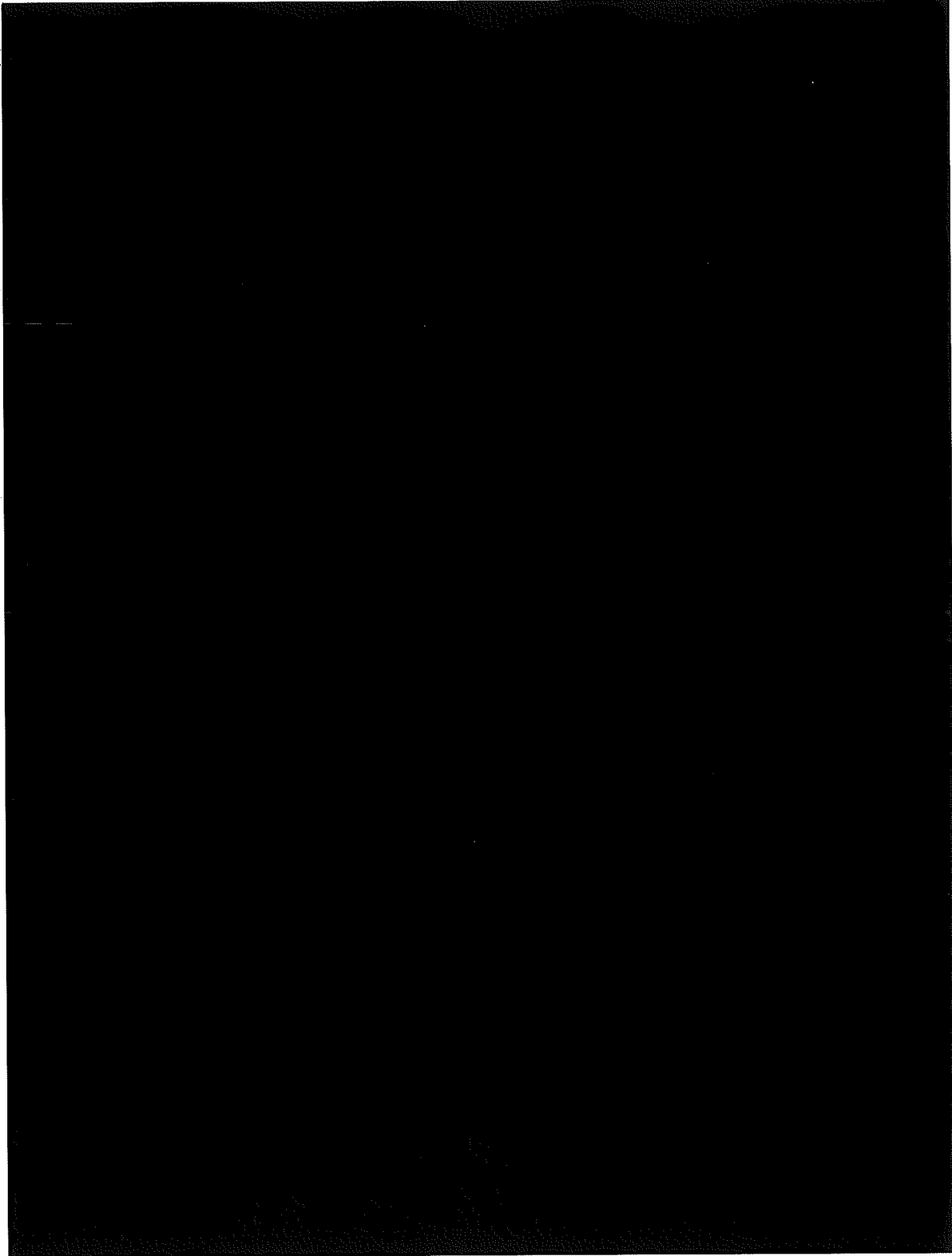


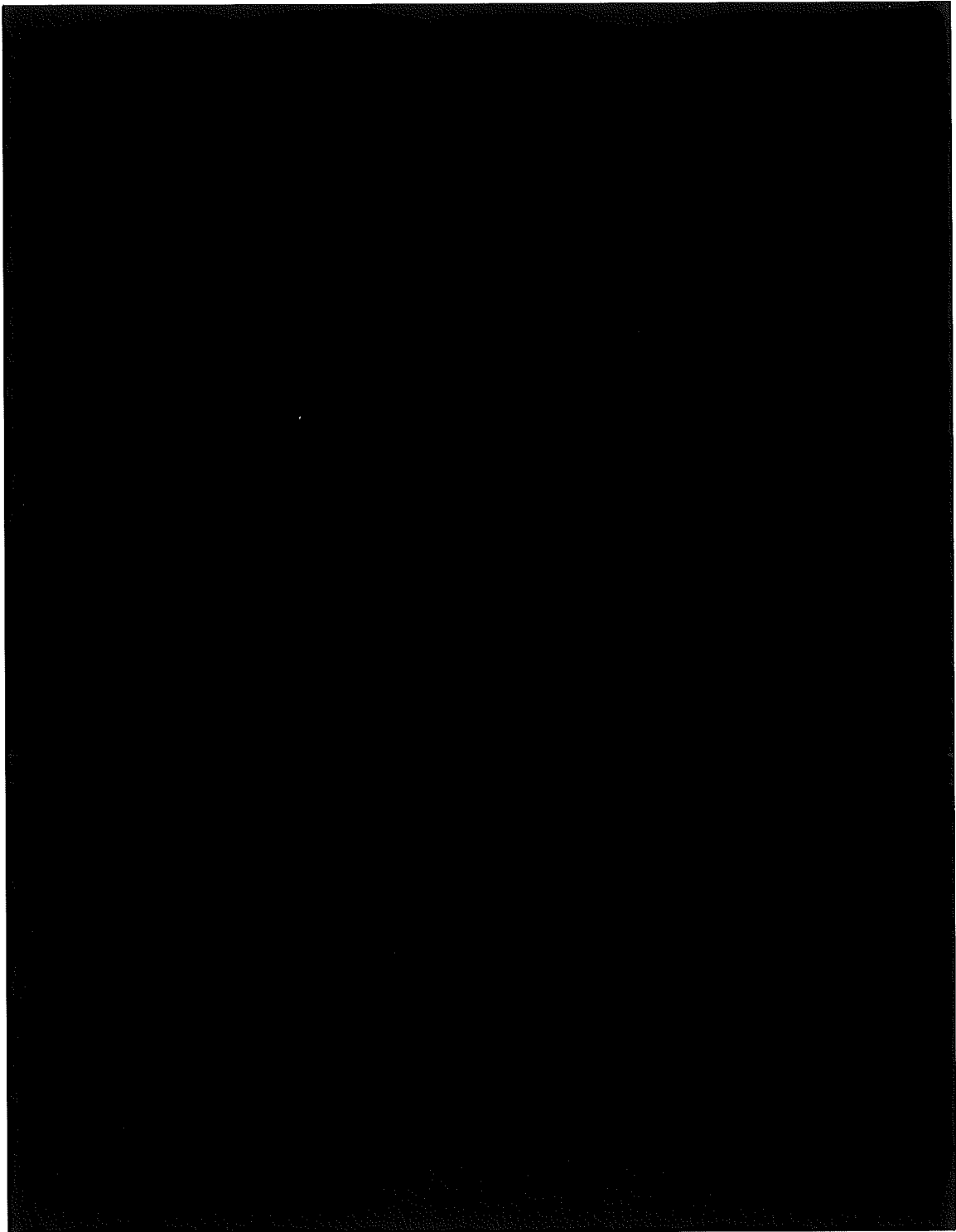
Veronica Craddock
Lake Tuggeranong College
Board Chair

02 December 2014



**MINUTES OF LAKE TUGGERANONG COLLEGE
BOARD MEETING
Wednesday 26 November 2014**



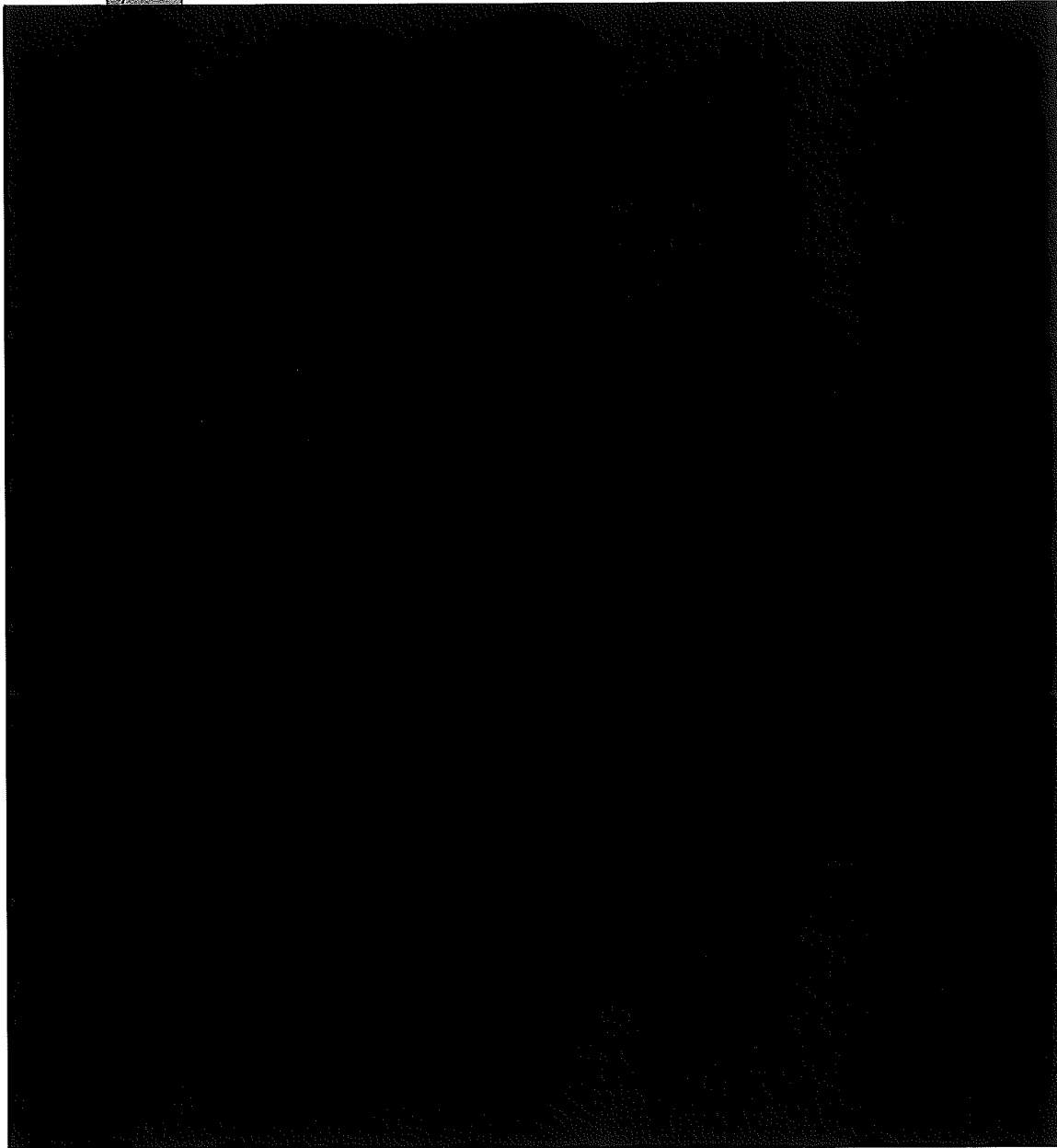


8. REPORTS

Principal

- Tabled. Chaplaincy – we have a chaplain and the service is successful. Each year the school has to reapply to continue in the program. Consultation has been done in a staff session – people would love it if the program was not called chaplaincy, the person in the role is part of the Student Well Being Team. Students, parents, staff all have positive feedback about this position and particularly the person in the

position. The Board decided to proceed while Lynda is in the position and evaluate when she no longer wishes to continue in the position. Julie to provide letter from last year, edit and send to members and then when approved will give the offer to Lynda.



Signed _____ Date ____/____/____
Board Chair

Actions Arising:

Action	Person responsible	By?
[Redacted]		

[Redacted]		
• Chaplaincy letter	Julie	Week 18



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LTC-Chaplaincy Program Review

Summary Design Survey Collect Responses Analyze Results

CURRENT VIEW ?

RESPONDENTS: 22 of 22

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Question Summaries Data Trends Individual Responses

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PAGE 1

Q1

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EXPORTS ?

SHARED DATA ?

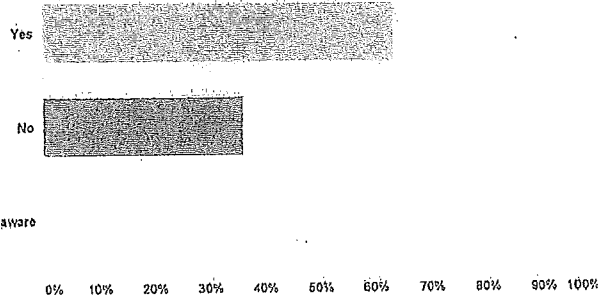
No shared data

Sharing allows you to share your survey results with others. You can share all data, a saved view, or a single question summary. [Learn more >](#)

Share All

Are you aware that the college has a chaplain?

Answered: 22 Skipped: 0



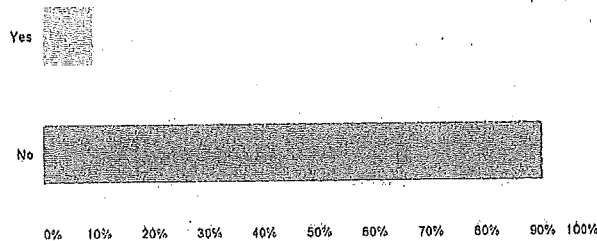
Answer Choices	Responses	Count
Yes	63.64%	14
No	36.36%	8
Vaguely aware	0.00%	0
Total		22

Q2

Customize Export

Do you know our chaplain?

Answered: 21 Skipped: 1



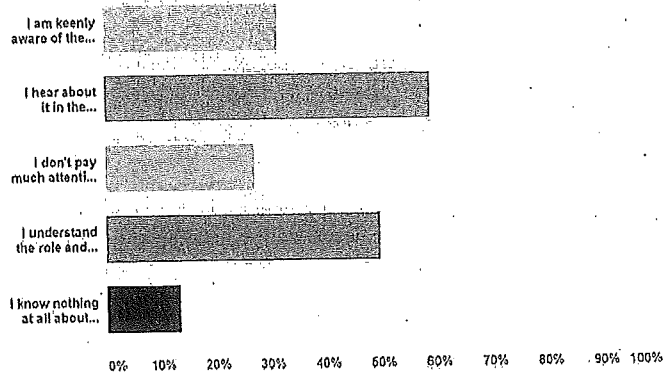
Answer Choices	Responses	Count
Yes	9.52%	2
No	90.48%	19
Total		21

Q3

Customize Export

What is your level of awareness of the school chaplaincy program?

Answered: 22 Skipped: 0



Answer Choices

Responses

I am keenly aware of the program.	31.82%	7
I hear about it in the media.	59.09%	13
I don't pay much attention to the media on this issue.	27.27%	6
I understand the role and services provided by the program.	50.00%	11
I know nothing at all about the program or how it works in schools.	13.64%	3

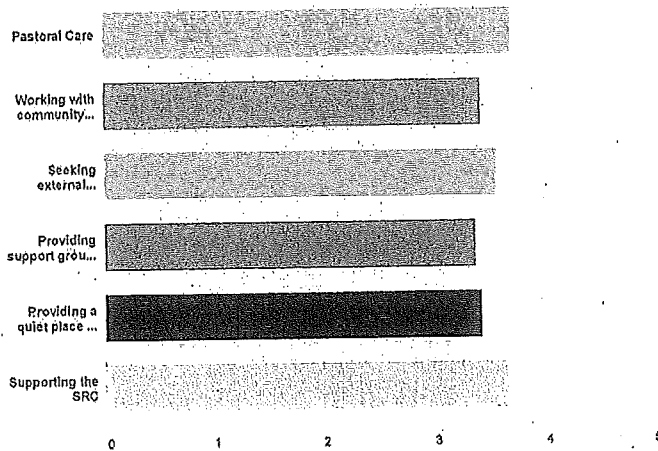
Total Respondents: 22

Q4

Customize Export

Below is a list of functions delivered by the School Chaplaincy Program at LTC. For each, please provide your view as to their importance.

Answered: 22 Skipped: 0



Very important service	Important to have	Useful but not essential	Not necessary in the college	Total	Average Rating
68.18%	31.82%	0.00%	0.00%		

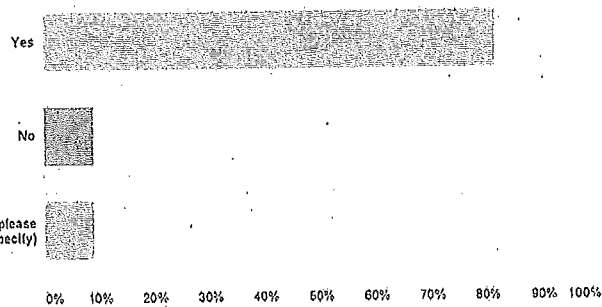
	Very Important service	Important to have	Useful but not essential	Not necessary in the college	Total	Average Rating
Pastoral Care Comments (2)	15	7	0	0	22	3.68
Working with community groups Comments (2)	40.91% 9	59.09% 13	0.00% 0	0.00% 0	22	3.41
Seeking external sponsorship for college programs Comments (3)	59.09% 13	36.36% 8	4.55% 1	0.00% 0	22	3.65
Providing support groups for subsets of the student population Comments (3)	50.00% 11	36.36% 8	13.64% 3	0.00% 0	22	3.36
Providing a quiet place for reflection Comments (1)	50.00% 11	40.91% 9	9.09% 2	0.00% 0	22	3.41
Supporting the SRC Comments (2)	63.64% 14	36.36% 8	0.00% 0	0.00% 0	22	3.64

Q5

Customize Export

Do you believe the college should continue being involved in the School Chaplaincy Program?

Answered: 22 Skipped: 0



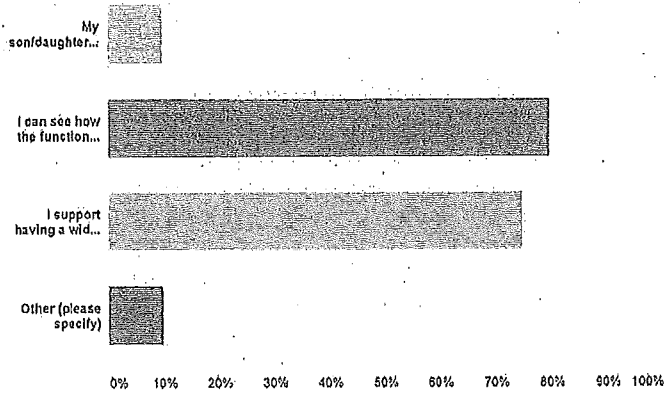
Answer Choices	Responses	Percentage
Yes	16	81.82%
No	2	9.09%
Other (please specify)	2	9.09%
Total	22	

Q6

Customize Export

If you support the continuation of the program, please indicate your reasons.

Answered: 20 Skipped: 2



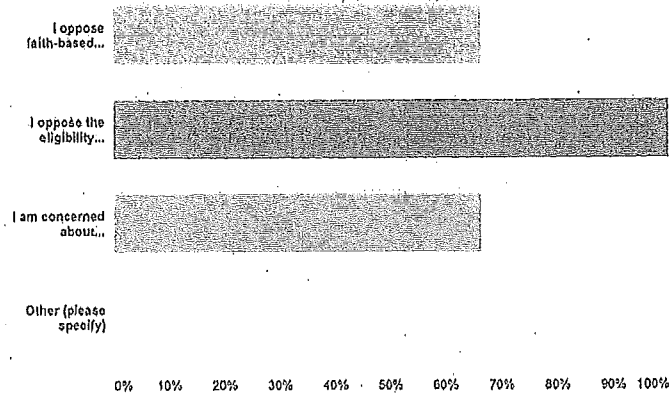
Answer Choices	Responses
My son/daughter has benefited directly from the program.	10.00% 2
I can see how the functions assist many students in the college.	80.00% 16
I support having a wide variety of people on board to provide for our student population.	75.00% 15
Other (please specify)	Responses 10.00% 2
Total Respondents: 20	

Q7

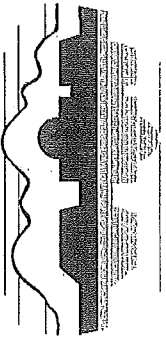
Customize Export

If you oppose the program in the college, please indicate your reasons.

Answered: 3 Skipped: 19



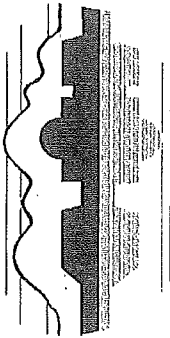
Answer Choices	Responses
I oppose faith-based positions in public schools.	66.67% 2
I oppose the eligibility restrictions placed on who can apply to be a chaplain.	100.00% 3
I am concerned about proselytizing in our school.	66.67% 2
Other (please specify)	Responses 0.00% 0
Total Respondents: 3	



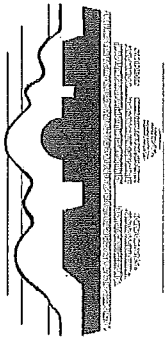
**School Chaplaincy Program – Lake Tuggeranong College
RISK ASSESSMENT**

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		Likelihood	Impact
Resignation of worker	L Possible	H	Resignation of the worker would result in a review of the function; and a review of how the functions might be built into other existing roles within the college.	L	L
Poor performance of worker	L Unlikely	L	The worker is part of a large team in Student Wellbeing: regular meetings occur to discuss and strategise. Feedback is provided regularly.	L	L
Prolonged absence of worker	L Possible	L	Functions conducted by the worker would be incorporated into existing roles for the duration of the absence.	L	L
Mismatch of worker to the school	L Unlikely	H	Discussion with auspicing body to share college culture and goals.	L	L
Alternative strategies/ activities for opt out	L Rare	L	The service is provided as part of Student Wellbeing and contact with the worker is completely optional for students. The program delivery has been designed so as to be completely offline – no alternatives are therefore applicable or required.	L	L



Complaints against worker	L Possible	M	M	M	The college has an official and formal complaints handling strategy.	L	L	L
Concerns with funding recipient relationship/ service delivery	L Unlikely	L	L	L	Regular contact is maintained with the auspicing body.	L	L	L
Diminished school community support	L Possible	M	M	M	Regular information provided to college community via website, newsletter and social media. Profile of the achievements of the program are celebrated along with those from other college programs.	L	L	L
Minority school community opposition to service	L Possible	M	M	M	Regular information and reports to college Board and college community.	L	M	M
Community /school funding requirements	L	L	L	L	The program is part of a larger program which has ongoing funding. Where the college can supplement the program, it will endeavour to do so.	L	L	L



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

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.