



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: Hawker College

Street Address: Murrnaji St	Suburb: Hawker	Postcode: 2614
Postal Address: As above	Suburb	Postcode
Telephone: 6205 7744	Facsimile: 6205 7745	Email: info@hawkerc.act.edu.au

A2. School Principal Details

Title: Mr		
First Name: Peter		
Last Name: Sollis		
Telephone: 02 6205 7744	Mobile (optional)	Email: peter.sollis@ed.act.edu.au

Preferred contact method: Email.

A3. Parent Body

Name of body (Not Active)

Contact person: N/A

A4. School Governing Body

Name of body: Board

Contact person: Claire Lombard

Title: Ms

First Name: Claire

Last Name: Lombard

Position: Chair

Telephone: N/A Mobile (Optional): [REDACTED]

Email: [REDACTED]

Preferred contact method: Email

Part B: Funding Recipient Details (Chaplain Provider)

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

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

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

Please circle.

Yes No

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

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

If Yes to B1, provide details of the Funding Recipient

B1.1 Type of organisation

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

dianne@scact.org.au

Preferred contact method: email

Part C: Service Details

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

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

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

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

Yes No

If yes, how is the existing chaplaincy service funded?

School funded

Community funded

Voluntary (unpaid)

Other (please specify): NSCSWP Funding Only

The current chaplaincy service has been funded through the NSCP and NSCSWP funding arrangements, along with supplementary funding from SC ACT. SC ACT partners 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 in order for the chaplain to increase their hours.

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

Please see the attached SC ACT Role Description that provides a guide to the school and chaplain as to the specific requirements of the role. 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

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

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

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

Yes No

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

An email poll was conducted with Board members and with students who have interacted with the chaplain during 2014. All board members who responded indicated support for the continuation of the program. Copies of the response emails have been retained for verification if required. We are currently awaiting responses from the student and parent surveys.

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 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, and Staff are given opportunity to comment, question and engage in discussion about the on-going effectiveness and relevance of the service to our school community.

Part E: Minimum Requirements (See Guidelines Section 5.5)

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

Please see attached risk management plan.

E6. If yes to E4, provide details of the school's complaints process and procedures.

Hawker College follows standard procedures for ACT public schools. A notice is on view at reception, outlining the following:

Many concerns are resolved quickly and easily by discussing the matter directly with the school.

First, speak directly to your child's teacher or talk to a member of the executive team. If you continue to be concerned, please make an appointment to see your principal.

If you are not satisfied, you may lodge a written complaint. The Complaints Policy and the Complaints Form are available from the policy section of the Directorate website:

www.det.act.gov.au.

You have the right to approach the ACT Human Rights Commission. Details are available from the Commission website: www.hrc.act.gov.au/humanrights.

If you need assistance, or you would like to compliment us, contact the ACT Education and Training Directorate's Liaison Unit on Tel: 6205 6429 or email det.communityliaison@act.gov.au.

Part F: Demonstrated Need

F1. Demographics of your school

FTE enrolments: 440

Indigenous FTE enrolments: 4

Education Level: Year 11 and Year 12

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

Yes No

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

Chaplain 0.4 FTE

Counsellor N/A

Career Counsellor 1.4 FTE

Psychiatrist N/A

Psychologist 0.4 FTE

Social worker N/A

Youth worker N/A

Other, please specify: Work Experience Coordinator 1.0 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).

Within the Hawker College community, there are a variety of ways in which the school chaplain supports the needs of all students at the school. As the school chaplaincy program is a completely voluntary and 'opt in' program, students approach the school chaplain in order to gain support, ask for help and find ways to work through any spiritual, emotional, or mental health concern that they may have.

Specifically there is a need for this type of service to complement the student services team at Hawker College, and specifically work those staff members who are at Hawker College on a part time basis. The Chaplain, in this way, provides short term pastoral care to provide immediate social and emotional support to students when other staff members are unable to provide support and assistance as they are not on campus.

Additionally, the Chaplain runs programs which support students who are at risk of drug use, binge drinking, and at risk of partaking in other 'risky and dangerous behaviour'. Within the college environment, this is vitally important as students are exposed to a variety of activities that can be deemed 'risky'. Providing support to students in this way helps to educate them about the risks and helps them to make positive decisions.

Furthermore, the School Chaplain has worked with students who are at risk of not completing a Year 12 Certificate due to lack of points. The School Chaplain has been responsible for organising internal community service events in the form of an 'R-Units' to help students make up the required number of points for the completion of a year 12 certificate. This has been a life-saving role for some Year 12 students and without the support of the School Chaplain some students may be repeating grade 12.

Lastly, the School Chaplain supports students who have been identified as having a mental health concern or are at risk of having a mental health concern. Within the college environment, students face significantly higher levels of stress resulting in higher rates of depression and anxiety. It is estimated that one in four students will experience depression and anxiety during their time at college. The School Chaplain has been tasked with supporting those students and setting up a 'Mental Health Action Group' to better advocate for and educate students about mental health. The School chaplain has already had great success with the completion of a successful mental health week campaign in active collaboration with a student initiated Mental Health Awareness Groups.

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: *DP - Students & Community*

Date: *8/12/2014*

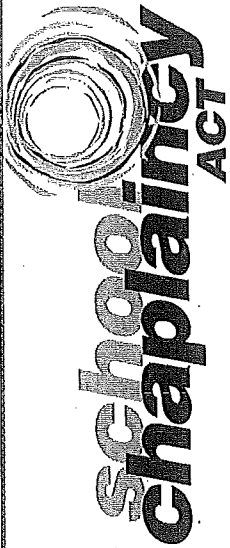
Privacy Statement

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

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

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

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



CHAPLAINCY SERVICE

Annual Operational Plan 2015

Name: **Michael Richards**

School / CST: **Hawker College**

Year: **2015**

School Supervisor Name: **Deputy Principal Frank Keighley**

Signature: _____
(SACT Director)

Signature: _____
(CST Chair)

Signature: _____
(School Supervisor)

Signature: _____
(Chaplain)

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 Offering a safe space for students to enjoy a relaxed environment and opportunity to hang out with friends and meet new people.	<ul style="list-style-type: none"> Continue Breakfast club and Hawks Nest Wellbeing center. Being available during break times and in the playgroup. Coffee on Chappy. 	When: Who: Resources:
1.2 Support the mental health of students at Hawker College	<ul style="list-style-type: none"> Continued development of the mental health awareness support group and further utilize the group to better support students experiencing mental health related concerns. Available to meet with students one on one, if required. Arrange outside speakers to speak to students about mental health and other social support needs. 	When: Who Resources
Key Focus Area 2 – Spiritual Support Chaplains provide an additional dimension to the school's care by supporting the spiritual needs of students, regardless of their faith or beliefs. For students who seek it, Chaplains can help them explore their worldview in relation to spirituality, values and ethics in a safe and respectful environment.		
Outcomes to be achieved	Strategies	When / Who / Resources
2.1 Students to become educated on the variety of	<ul style="list-style-type: none"> QandA Panel on religious groups – allowing 	When

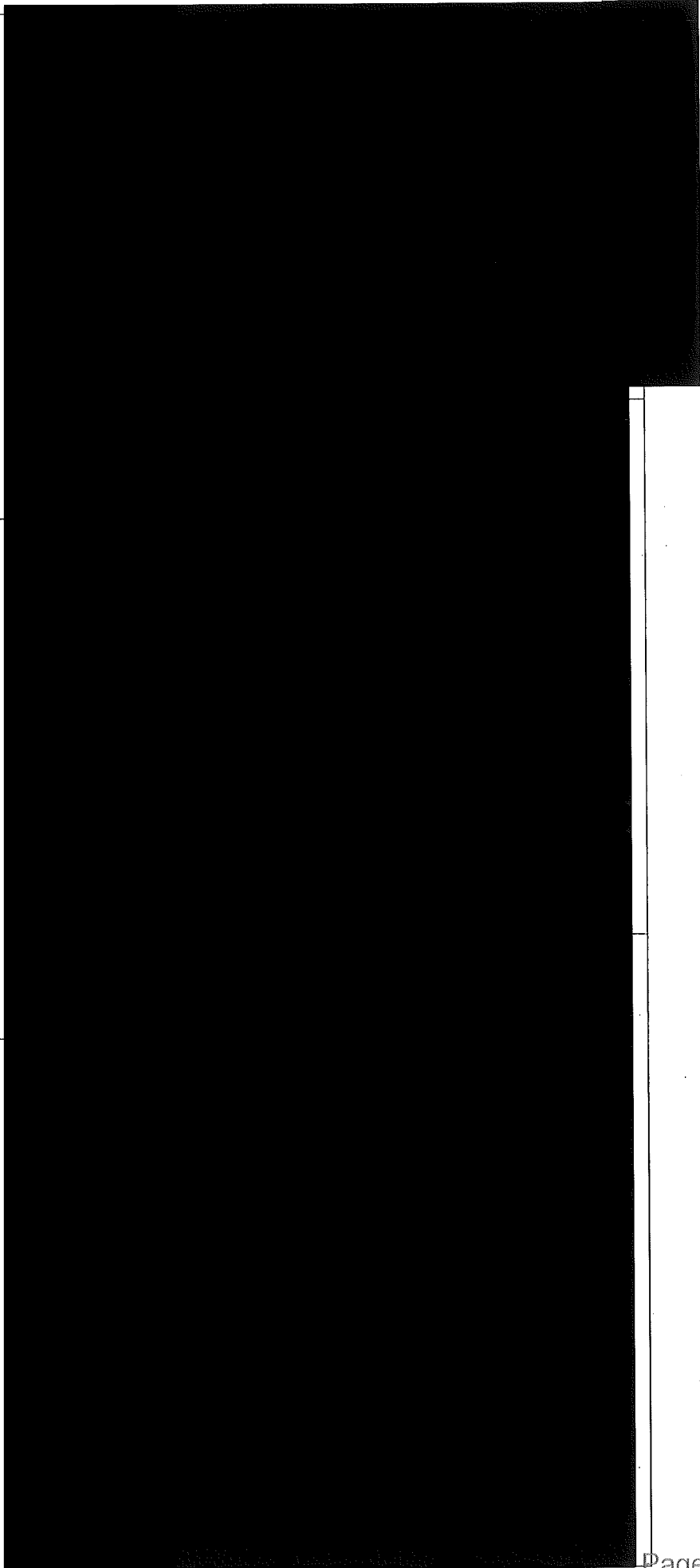
<p>religious groups that make up the community of Belconnen and Hawker (Christian, Islamic, Hindu etc.)</p>	<p>students to ask questions and explore spirituality.</p> <ul style="list-style-type: none"> Have information about other religious groups readily accessible for students, which can be handed to students if necessary (as requested). 	<p>Who</p>	<p>Resources</p>
<p>2.2 Opportunities to explore faith</p>	<ul style="list-style-type: none"> Support the student run 'Energize' Christian group. Students who are interested in other faith area's need assistance – put them in contact with the leaders of other religious groups. 	<p>When</p>	<p>Who</p> <p>Resources</p>
<p>Key Focus Area 3 – Mentoring and Role Modelling Chaplain's 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>When / Who / Resources</p>	
<p>3.1 Facilitate mentoring programs – with and for students – to build positive support relationships.</p>	<ul style="list-style-type: none"> Continue to run the TED Noffs At Risk group. In 2015, make the group more accessible to all students who might need help and assistance. 	<p>When</p>	<p>Who</p> <p>Resources</p>
<p>3.2 Support the leadership development of students</p>	<ul style="list-style-type: none"> Enhance the relationship with the SLG and offer further assistance to their leadership development programs. Use programs run by the chaplaincy service, and the school to allow students the opportunity to develop leadership skills. 	<p>When</p>	<p>Who</p> <p>Resources</p>
<p>Key Focus Area 4 – Community Development</p>			

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.	
Outcomes to be achieved	When / Who / Resources
<p>4.1 Promote chaplaincy service within Hawker College Community (Parents and local area).</p>	<p>Strategies</p> <ul style="list-style-type: none"> • Develop relationships with the P&C and attend meetings (where invited). • Write regularly in the school community newsletter. • Submit report every term to the P&C and school board. <p>When / Who / Resources</p> <p>When</p> <p>Who</p> <p>Resources</p>
<p>4.2 Develop support team meetings.</p>	<p>When / Who / Resources</p> <p>When:</p> <p>Who:</p> <p>Resources:</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>	
Outcomes to be achieved	When / Who / Resources
<p>5.1 Facilitate and contribute to the 'life skills' and personal development programs of the college</p>	<p>Strategies</p> <ul style="list-style-type: none"> • Work with the student services exec teacher to develop the 'mi-group' curriculum and to better integrate the 'teaching component' of the mi-group time with the needs of the students. • Be available to students who need any academic assistance, particularly those whom <p>When / Who / Resources</p> <p>When</p> <p>Who</p> <p>Resources</p>
<p>5.2 Provide assistance within the classroom to contribute to learning outcomes.</p>	<p>When / Who / Resources</p> <p>When</p> <p>Who</p>

	I work closely with.	Resources
5.3 Continue to support Year 12 students in completing their Year 12 Certificate – particularly at the end of Term 4.	<ul style="list-style-type: none"> Organize internal community service 'R Units' to help students achieve the required 17 points for a Year 12 certificate. 	When Who Resources
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.		
Outcomes to be achieved	Strategies	When / Who / Resources
6.1 Attend at least 2 'camps' or school excursions during the year to further develop relationships.	<ul style="list-style-type: none"> Ensure there is personal time put aside at the publication of the school calendar to attend camps. Organize to do so. 	When Who Resources
6.2 To give students a voice and opportunity to express themselves, and their issues. This supports youth participation.	<ul style="list-style-type: none"> Poetry Slam: Run a poetry slam each term to give an opportunity to students who are keen to explore their poetry writing and speaking skills. 	When Who Resources

Key Focus Area 7 – Promotions and Fund Raising The financial, practical and prayer support of Chaplaincy comes from a range of sources. The Chaplain will be required to contribute to or produce promotional information on the activities of the service and to be involved in a range of promotional activities and events to encourage and develop the support of the service in these areas.		
Outcomes to be achieved	Strategies	When / Who / Resources
7.1 Develop community support group to arrange fund-raising and promote chaplaincy within the community.	Confidence. Promotion of the vision and the idea that inspires	When Who

<p>This includes hosting a table at the re-gen dinner.</p>	<p>chaplaincy. Organize table with time to spare.</p>	<p>Resources</p>
<p>7.2 Attend community events in support of chaplaincy – including St John’s Parish Fair and other local school fates.</p>	<p>Look up dates of proposed event outings. Book these events in to my personal diary so I can make time to attend.</p>	<p>When Who Resources</p>





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

Key Accountabilities & Expected Outcomes

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

Key Responsibilities

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

<p>1. Social and emotional support</p> <ul style="list-style-type: none"> • Provide pastoral care and personal support for students, staff and parents of the school community within a Christian framework in cooperation with the school's support staff. • Provide pastoral care and support following critical incidents. • Assist in the development and outworking of the school's care programs • Provide activities and programs that build a positive school environment and help foster self esteem and build resilience among students.
<p>2. Spiritual support</p> <ul style="list-style-type: none"> • Provide spiritual guidance to students, staff and families who seek it. • Facilitate voluntary groups and activities for students seeking to explore and/or develop their spirituality. • Encourage students to engage in meaningful dialogue regarding spirituality, religion, values and ethics, with an attitude of respectful inquiry.
<p>3. Mentoring</p> <ul style="list-style-type: none"> • Facilitate mentoring programs with and for students (utilising peers and/or volunteers). • Assist students to build positive, supportive relationships with peers, family and adults. • Act as a role model for all students and the school community, demonstrating Christian values and upholding school community standards. • Support the leadership development of students.
<p>4. Community Development</p> <ul style="list-style-type: none"> • Build and maintain a network of support agencies, Churches and community groups who can provide a broad range of services to students and the wider school community. • Build partnerships and coordinate the involvement of volunteers, Churches and community groups (under the direction and discretion of the Principal) to facilitate and/or enhance Chaplaincy activities. • Assist the Chaplaincy Support Team and SC ACT to build the profile of the Chaplaincy Service in the community and among supporters through newsletters, P&C reports, and speaking at local Churches and other Chaplaincy events.
<p>5. Educational Support</p> <ul style="list-style-type: none"> • Implement programs and activities that support the needs of students at risk of disengaging from school. • Facilitate and/or contribute to 'life skills' and personal development programs • Provide assistance in the classroom and contribute to the learning outcomes of all students (in light of the overall purpose of the Chaplaincy Service)
<p>6. Extra-Curricular Activities</p> <ul style="list-style-type: none"> • Participate in general school activities (assemblies, camps, excursions, sports day etc) and contribute to building a positive school environment. • Develop voluntary activities for students that build a positive school culture and enhance

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

Qualifications

- Diploma in Youth Work* (or equivalent) or higher.
- 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
Christian framework and spiritual support	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.
Professional knowledge and proficiency	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. <ul style="list-style-type: none"> • Valid ACT Working with Vulnerable People Card (WWVP) is essential.
Motivational "fit"	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.
Teamwork (cooperation)	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.
Rapport Building	The ability to proactively develop relationships in the school community, with students, staff and parents across all age groups and cultural backgrounds.
Oral communication	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.
Written communication	Expressing ideas clearly in any written format (memo, email, and letter) with the appropriate organisation and structure.

Additional Requirements

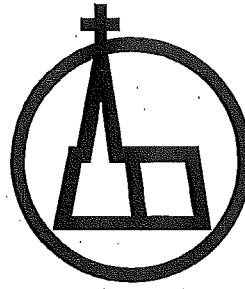
Additional Requirements
<p>SC ACT requires that the Chaplain:</p> <ul style="list-style-type: none"> • subscribe to one or both of the creeds of the Christian church (Apostles' Creed and/or Nicene Creed) • demonstrate a living and personal relationship with Jesus Christ • demonstrate strong Christian 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

Anglican Church of Australia – Diocese of Canberra and Goulburn

Parish of Christ Church Hawker

*Serving the Belconnen suburbs of
Florey South, Hawker, Page, Scullin and Weetangera*



PO Box 4046
HAWKER ACT 2614
(02) 6254-1529

Corner of Belconnen Way and Beetaloo St

30 November 2014

Mr Peter Sollis
Principal
Hawker College
Murrnaji Street
HAWKER ACT 2614

Dear Peter

Chaplaincy arrangements at Hawker College

I am writing ahead of the due date for lodgement of funding applications for chaplaincies to convey the strong support of myself and the Anglican parish of Hawker for the continuation of chaplaincy arrangements at Hawker College for 2015 and beyond.

As a faith community in Hawker, Weetangera, Page, Scullin and Florey, we value the opportunity to provide support for the students, staff, and wider community of Hawker College. We would particularly commend the personal qualities, commitment and professional skills of the immediately previous and the current chaplain, Will Small and Michael Richards, whose work at the school was and is financially supported by a number of our members through their employing agency, Scripture Union's School Chaplaincies ACT.

By any objective standard, the faith-based chaplaincy program is making a worthwhile contribution to effective pastoral care of students at Hawker College and to a balanced pastoral care unit. We understand that Will's amazingly creative engagement and Michael's continuation in his footsteps have been deeply appreciated by the student body and nurtured very promising creativity. We are deeply conscious, as parents and community members, of the incredible pressures on teenagers in contemporary society and on their families, particularly where families are affected by trauma or social disadvantage. As a faith community, we are committed to standing alongside the educational professionals at Hawker College and exploring ways in which we can help meet some of those needs. We firmly believe that the presence of a chaplain adds significantly to the College's pastoral care capabilities, and to the attractiveness of the College to parents in a competitive environment for the provision of educational service. Conversely, the loss of a faith-based chaplaincy position would in our view significantly reduce the College's capability to provide pastoral care and to assist students to reach their potential.

Our commitment to a faith-based chaplaincy at Hawker College is one to which we have given financial substance, and one which provides an important channel for stronger community engagement with the College in meeting local needs. With best wishes as the College lodges its application for continuing chaplaincy funding, and with our prayerful support of you and the staff day by day as you serve us all so well

(Patrick Cole)
Rector

Chaplaincy Risk Management Plan

Hawker College, 2015

Purpose

This Risk Management Plan identifies potential risks and mitigating actions in program delivery as per section 3.3.1 of the NCSWP guidelines.

Risk Management Plan

Potential Risk	Likelihood	Consequence	Strategy
Chaplain Resigns	Moderate	Moderate	Contact Director Chaplaincy Services School Chaplaincy ACT (<i>Chaplaincy Director</i>) to initiate recruitment process for replacement Chaplain
Prolonged interruption to delivery of service due to prolonged unavoidable absence of Chaplain	Moderate	Moderate	Contact Chaplaincy Director to assist with recruitment process for interim/replacement Chaplain. Identify local volunteers to maintain programs in Chaplain's absence
Prolonged interruption to delivery of service due to natural events (eg. flood, bushfire)	Low – Moderate (depending on location)	Moderate	Chaplaincy Director to assist with alternative arrangements. Provide interim, alternate delivery of service until the situation is resolved (eg. using online or phone access). Identify local volunteers to maintain programs.
Allegation of misconduct or actual misconduct by Chaplain (ie breach of Code of Conduct)	Low	Serious	Chaplaincy Director to implement investigative process and possible disciplinary process. Document issues/allegation. Contact Office for Schools, ACT Education & Training, to implement investigative and management process.
Chaplain claims to have qualifications that she/he doesn't actually have	Low	Moderate	Contact Chaplaincy Director to implement investigation process
Chaplain provides counselling (in breach of SU Qld policies)	Low	Moderate	Contact Chaplaincy Director to implement investigative process and possible disciplinary process. Brief School Network Leader in Office for Schools
Complaints from parents about the Chaplain or Chaplaincy Service	Low	Moderate	Deputy Principal and/or Principal to investigate and respond to the complaint in the first instance Notify Chaplaincy Director
Apparent diminished support for Chaplaincy Service from school community	Low	Serious	Principal and Board consult with school community to ascertain level of support for Chaplaincy Service Ensure school community receives regular Chaplaincy Service updates and information
Diminished performance by Chaplain	Moderate	Moderate	Contact Chaplaincy Director to implement investigative process and possible diminished performance review process
Chaplain isn't a good "fit" for school	Moderate	Moderate	Contact Chaplaincy Director to implement investigative process and possible relocation process

References

NSCSWP Guidelines

http://www.deewr.gov.au/Schooling/NSCSWP/Documents/NSCSWP_Guidelines.pdf (this link does not work as of 11/11/2013)

Hawker College Chaplaincy Policy and Procedures

http://www.hawkerc.act.edu.au/our_college/policies

Last updated

Monday 1 December 2014

Frank Keighley

Deputy Principal – Students and Community

Hawker College