



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 **WANNIASSA HILLS PRIMARY SCHOOL**

Street Address **LANGDON AVENUE Suburb WANNIASSA Postcode 2903**

Postal Address **Langdon Avenue Suburb Wanniassa Postcode 2903**

Telephone **6205 7466 Facsimile 6205 7482 Email John.manders@ed.act.edu.au**

A2. School Principal Details

Title **MR**

First Name **JOHN**

Last Name **MANDERS**

Telephone [REDACTED] Mobile (optional) Email John.manders@ed.act.edu.au

Preferred contact method: **email**

A3. Parent Body

Name of body **WANNIASSA HILLS PRIMARY P&C**

Contact person: **P&C President**

Title **Mr**

First Name **Greg**

Last Name **Hall**

Position **P&C President**

Telephone [REDACTED] Mobile (Optional) Email

Preferred contact method: **telephone**

A4. School Governing Body

Name of body WANNIASSA HILLS PRIMARY SCHOOL BOARD

Contact person: JASON D'ARX

Title CHAIRMAN

First Name JASON

Last Name D'ARX

Position Board Chair

Telephone [REDACTED]

Mobile (Optional)

Email

Preferred contact method: telephone

Part B: Funding Recipient Details (Chaplain Provider) SCHOOL CHAPLAINCY ACT

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

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 No

If yes, how is the existing chaplaincy service funded?

School funded

Community funded

Voluntary (unpaid)

Other (please specify)

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.

Lifestream Christian Fellowship, Wanniassa; local to our school, has provided funding for an additional 3 hours per week. They have advised the school that this commitment is solid in to 2015 for the entire year, equating to an approximate \$5000. Additional hours are also weekly voluntarily provided by our Chaplain - in attendance at Staff meetings, School events and important community training and engagement opportunities, e.g. National Disability Insurance Scheme Pre-Planning Consultation, NDIS Providers Expo, WHPS Twilight Fair, Yr 6 Camp, Consulting with and referring to Tuggeranong Family and Community Services, Communities at Work, Multicultural Services and other local service and community interest groups.

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 [AOP]. 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.

On-going Community Consult Process

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.

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.

Please see Attached Letters from Board Chair & P&C president. We continue to communicate and consult through staff meetings and newsletters the ongoing role and efficacy of the chaplaincy role at Wanniasa Hills Primary.

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)

Please see attached Action plan for 2015

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

E6. If yes to E4, provide details of the schools complaints process and procedures.
[http://www.det.act.gov.au/publications and policies/policy a-z](http://www.det.act.gov.au/publications_and_policies/policy_a-z) see complaints policy

Part F: Demonstrated Need

F1. Demographics of your school

FTE enrolments - 418
Indigenous FTE enrolments - 16
Education Level: Preschool – yr. 6

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 1
Counsellor 1
Career Counsellor
Psychiatrist
Psychologist
Social worker
Youth worker
Other, please specify
Indigenous Support Worker 1

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).

The Chaplain has provided a range of pastoral services individually and in groups using various contact strategies. These include lunch-time drop-in activities, support for an ACT funded resilience program, and collaboration with the schools Indigenous Youth Worker. In addition, he has given considerable support to the roll-out of KidsMatter at Wannlassa Hills.

The status of Chaplaincy at Wanniasa Hills is very positive and enthusiastically supported by the school's governing body. The Chaplain has regularly provided the Parents & Citizens association with progress reports and has secured their engagement in shared tasks. This community support has been topped-up with funding from a local church which has recognised the value of Chaplaincy at Wanniasa Hills.

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: [REDACTED]

Position: PRINCIPAL

Date: 5/12/2014

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.

THE *school* chaplaincy **ACT** ADVANTAGE

SC ACT Chaplaincy is highly effective in meeting the social, emotional and spiritual needs of your students and your school community, and here is why... We call it the 'Chaplaincy Advantage':

1. Chaplaincy Works

Chaplains help build a strong school community by encouraging the holistic development and wellbeing of students. Those who have experience with a Chaplain know this first hand, and there is a growing body of quantitative evidence that also bears this out.

A 2012 study by the University of Western Australia's Research Centre for Vulnerable Children and Families found that some of the biggest advocates for School Chaplains were the school staff who worked with them. School staff evaluated that Chaplains were effective in their support to students in the following areas:

- Providing social and emotional support to students (82% gave the highest rating possible, 97% were positive)
- Students who are experiencing grief and loss or relationship difficulties find it helpful to talk to the chaplain (81% gave the highest rating, 96% were positive)
- Chaplains help to build up the confidence and resilience of students they meet with (83% gave the highest rating, 97% were positive)
- The Chaplain helps build school community (73% gave the highest rating, 95% were positive)

Quite simply, the evidence suggests that **Chaplaincy works!**

2. Qualified Staff

Our Chaplains come from a wide variety of professional backgrounds and qualifications in the Human Services field. Every Chaplain meets Federal Government qualification requirements, and most exceed them. The qualification standard for SC ACT Chaplains is a Diploma Youth Work *

3. Best Practice Training & Professional Development

SC ACT provides a comprehensive induction and ongoing In-Service Training to all our Chaplains. Additionally, SC ACT requires our Chaplains to have a personal Professional Development plan to ensure they are at the cutting edge of youth and children's work. That program includes training in the following areas:

- Chaplaincy policy
- Code of Conduct
- Chaplaincy foundations and operating principles
- Pastoral Care boundaries and practice

4. Educational Goals & Cultural Awareness

We understand the educational setting in which Chaplains work. SC ACT, and SU ACT before that, has a strong track record of delivering appropriate spiritual, social and emotional support in a state school setting. We've been delivering chaplaincy in a culturally appropriate and sensitive way for over a decade.

5. Rigorous Employment Processes

We are committed to finding the very best Chaplain for your school. SC ACT employs a multi-stage recruitment and screening process, and includes the Principal in the appointment process to ensure that your Chaplain is a good fit for your school.

6. Value for Money

SC ACT Chaplaincy Services provide more than the minimum hours required by DEEWR. We have a Chaplaincy Service model that allows schools and communities to build and shape the Chaplaincy Service based on the needs of the school. Community donations and fundraising are leveraged to maximise the grant and provide a greater level of service where it is needed or desired.

7. Tried & Tested

With the backing of SU QLD's 25 years of School Chaplaincy experience, SC ACT has built a strong reputation of trust in dozens of communities and with local and Federal governments.

8. Extensive Support

With a full time presence in the Territory and a professional back office support team accessible to you at any time, our people are on the ground and on the road to support you and our Chaplains every step of the way. Chaplains also have professional supervision for their personal support.

9. Hassle-Free Financial Management

SC ACT takes the hassle out of employing Chaplains. We take care of payroll, insurance, leave, Work Cover, superannuation etc, leaving you free to work with your Chaplain on the things that really matter — how best to support students and their families in your school.

10. The Chaplaincy Network

Working with children and young people can be incredibly demanding and our Chaplains appreciate being part of the largest not-for-profit youth and children's network in Australia. SC ACT has formed strong connections with a number of counselling, welfare, and support groups, and our Chaplains are trained in the best processes for referring struggling youth and children to appropriate care when necessary.

*Visit www.scact.org.au for more information about SC ACT minimum qualifications.



Telephone: (02) 6205 7466
 Fax: info (02) 6205 7482
 Email: admin@whps.act.edu.au

Langdon Avenue,
 Wanniassa, A.C.T. 2903
 ABN 98 690 020 290

28 November 2013

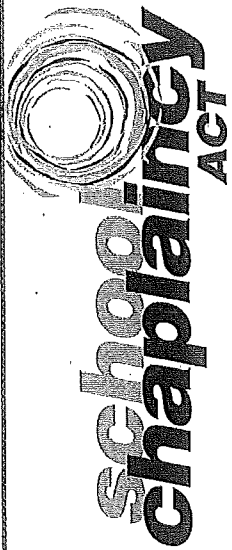
Letter of Endorsement: Regarding Chaplaincy at Wanniassa Hills Primary School

I write to you in my role as Board Chair to endorse the continued use of the Chaplain Programme within the Wanniassa Hills Primary and Pre Schools. I continue to be particularly impressed with the level of acceptance the Chaplain (Ted Leask) has attracted over the past twelve months. The addition of three hours per week, funded by a local church, bears testament to the value our community attributes to the role of chaplaincy.

Chaplain involvement in such activities including the "bungee" resilience program, lunchtime connections, KidsMatter and Operation Christmas Child have ensured a genuine level of engagement from students, carers and staff. Moreover, the inclusion of the Chaplaincy Pastoral Care Service within the school community has strengthened our capacity to address faith-based issues as required.

In summary, the Board acknowledges that the Chaplaincy is well and truly established and remains supportive of the initiative for 2014 and beyond.

Yours faithfully
 Jason D'Arx
 School Board Chair
 Wanniassa Hills Primary School



CHAPLAINCY SERVICE

Annual Operational Plan 2015

Name: **TED LEASK**

School / CST: **WANNIASSA HILLS PRIMARY SCHOOL & CST**

Year: **2015**

School Supervisor Name: **JOHN MANDERS - PRINCIPAL**

Signature: _____

Signature: _____

Signature: _____

Signature: _____

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?

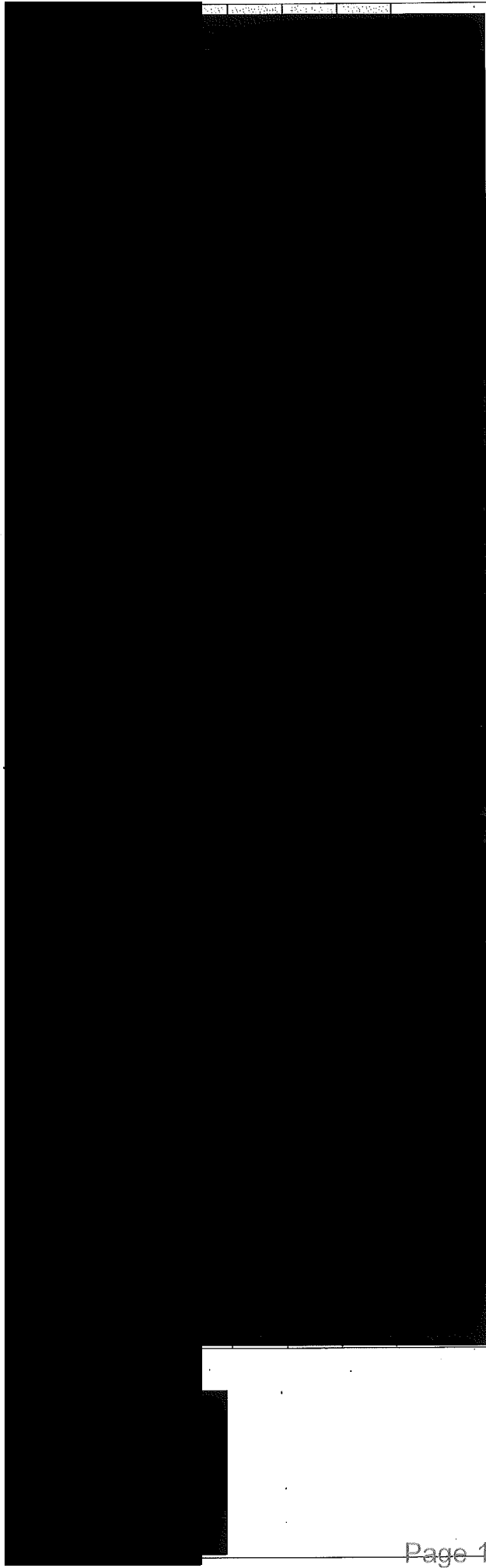
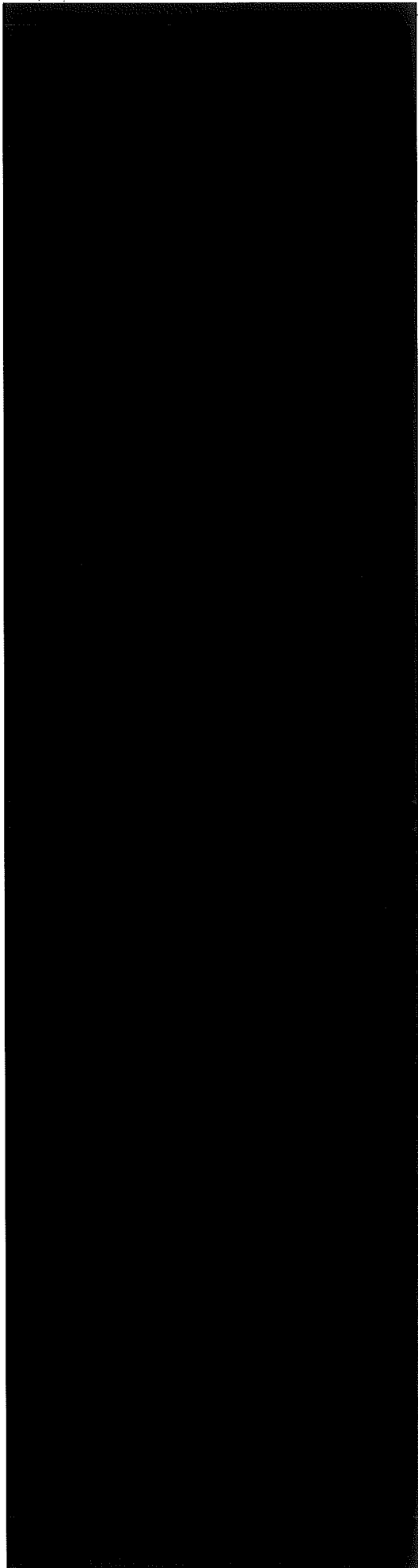
| <p>Key Focus Area 1 – Social and Emotional Support Chaplains provide proactive pastoral care for students, staff and parents, helping to create a positive and safe school environment and looking out for those in need. They support students and the school community through bereavement, difficult family and peer relationships and other life difficulties that confront children and young people.</p> | | |
|--|--|--|
| Outcomes to be achieved | Strategies | When / Who / Resources |
| <p>1.1 Engage in discussion and strategy formation based on theme of “every face has a place”</p> | <p>Revisit Module 1 of Kids Matter. Continue involvement on Kids Matter Action Team as “Critical Friend”.</p> | <p>When Term 1 - Term 4 – as diary entries secured</p> <p>Who Chaplain + Members of Kids Matter Action team</p> <p>Resources – Kids Matter wellbeing national team, website, local personnel</p> |
| <p>1.2 Increase visible representation of school chaplaincy in school.</p> | <p>Claim and create display boards at 2 locations, update with photos, activities and upcoming events etc of interest</p> | <p>When – NOW- term 4 2014, fortnightly during term weeks during 2015</p> |
| <p>1.2.1 Relocate to allocated Chaplaincy Office</p> | <p>Set up space for Professional Consultation and Wellbeing Space.</p> | <p>Who – Principal, Chaplain , Student Needs team, teachers, Exec Staff.</p> |
| <p>1.3 Creation and use of Internal WHPS Referral System</p> | <p>Staff team to refer needs of students via Student Needs Team, create a chain of trackable responses and accountability where Chaplain connects with students with specific needs.</p> | <p>Resources – promotional material from various sources, created visual material from students.</p> <p>Chaplain referral form, Ongoing Admin practices. Jeanette Cody – Deputy Principal</p> |

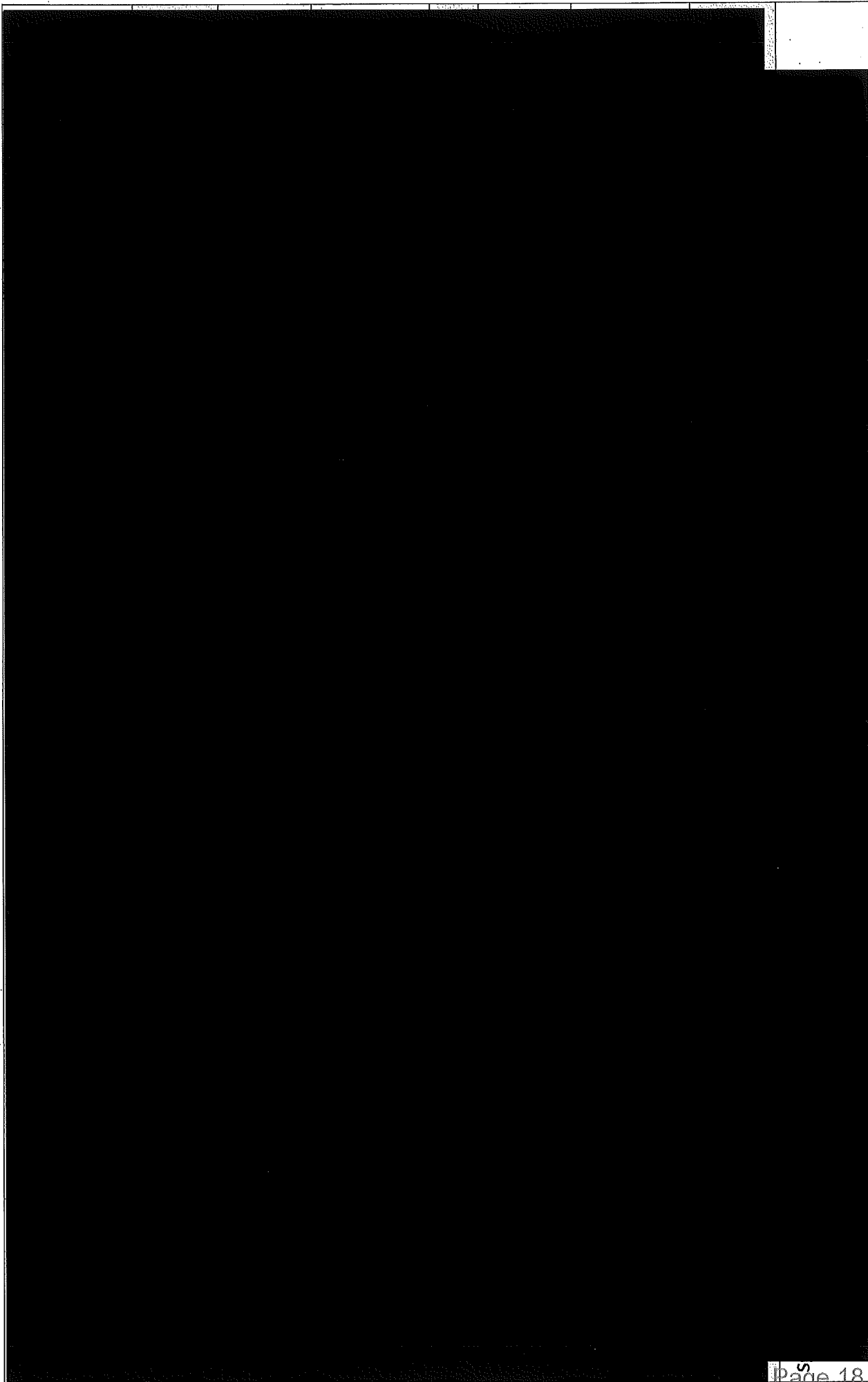
| Key Focus Area 2 – Spiritual Support | |
|---|--|
| Chaplains provide an additional dimension to the schools care by supporting the spiritual needs of students, regardless of their faith or beliefs. For students who seek it, Chaplains can help them explore their worldview in relation to spirituality, values and ethics in a safe and respectful environment. | |
| Outcomes to be achieved | When / Who / Resources |
| 2.1 Close-by proximity support for scripture presenters, at Easter and Christmas Scripture Week Lessons and Assembly | When - Easter and Christmas Who - Chaplain + Scripture presenters Resources – self presence |
| 2.2 Assist students and families to connect to faith and religious communities / groups of their interest and choosing | When - as requested Who – providers, community leaders Resources - as provided by agencies |
| Key Focus Area 3 – Mentoring and Role Modelling | |
| Chaplains act as role models for students, assisting them to develop positive and supportive relationships. Chaplains may also implement mentoring programs, utilising resources and volunteers from the local community. | |
| Outcomes to be achieved | When / Who / Resources |
| 3.1 Yrs 3 – 6 LUNCHTIME Carpentry Projects / other new activities as they are identified. RECESS -Playground presence 3.1.1 Act upon referrals from teachers / Deputy Principal. | When - Lunch time experiences terms 1 -4 Who - Staff, Students + Volunteers + Program Presenters Resources – Project material specific to project / experience at the time. DET / School related, provided, SCACT Documentation |
| Strategies | Strategies |
| Be present with groups across school at varying units when Scripture Presenters are actively presenting. No role in teaching or presenting Gather appropriate and useful information. Refer to requested organizations, faith and religious communities. | Lunch time 40 minute sessions Track with disengaged and or vulnerable students identified by teachers and exec staff Recess connections alternating playgrounds Connect purposefully, time limited, refer onwards as appropriate, provide professional feedback / recommendations |

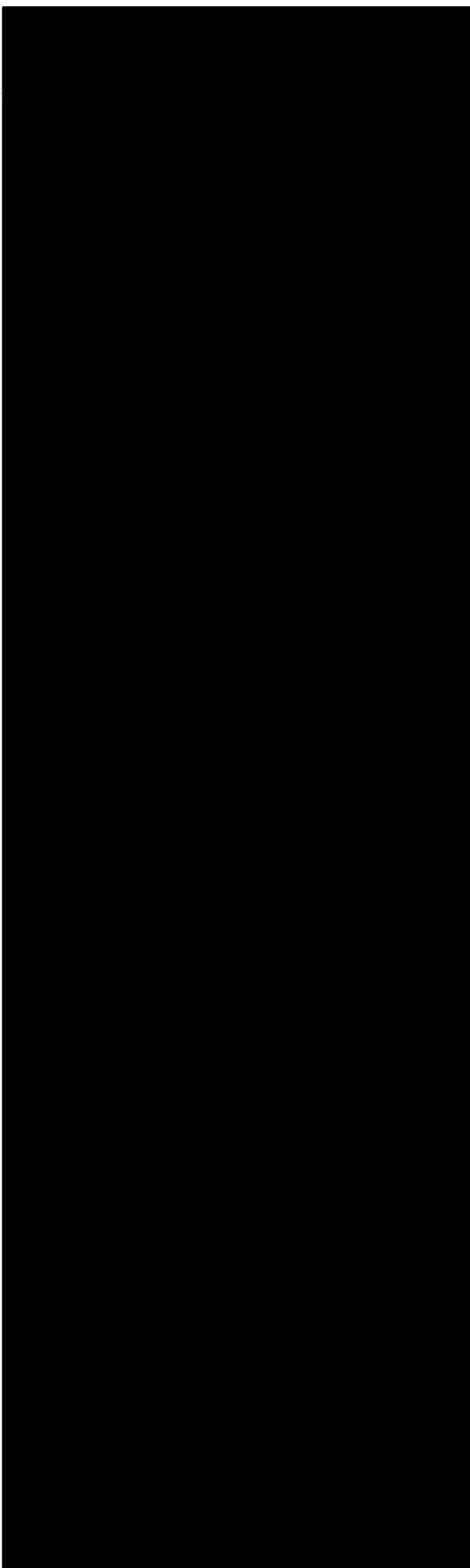
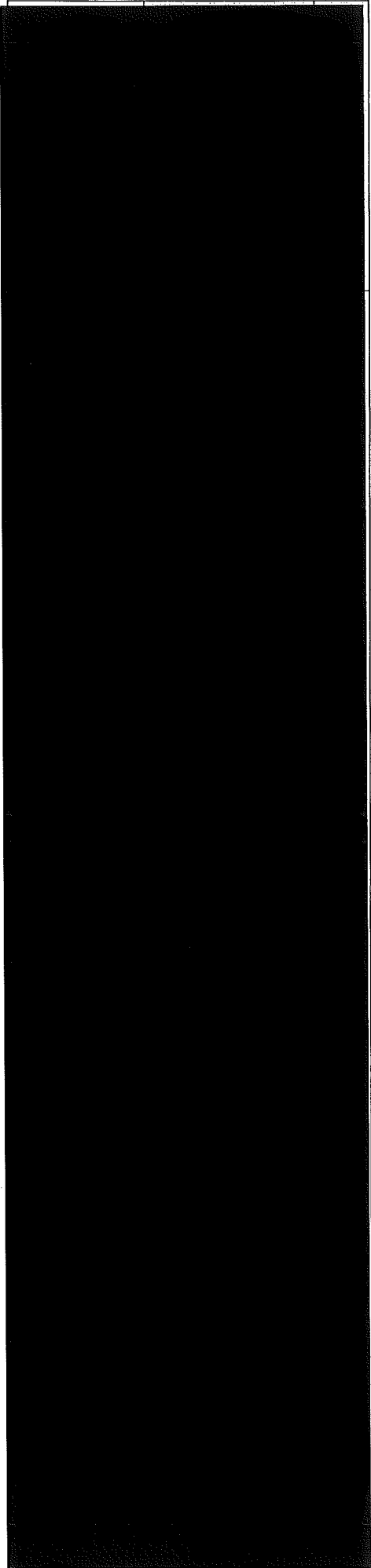
| | | |
|---|---|---|
| <p>3.2 Bungee Resilience Program -</p> | <p>Resilience through Music Experiences</p> | <p>When - term 2 onwards Who - Bungee program presenter Resources - as provided.</p> |
| <p>Key Focus Area 4 – Community Development Chaplains help to build strong links between the school and the wider community. By networking with school staff, local churches and community based youth organisations, Chaplains help to mobilise the resources of the community to support students' needs</p> | | |
| <p>Outcomes to be achieved</p> | <p>Strategies</p> | <p>When / Who / Resources</p> |
| <p>4.1 Local Chaplaincy Committee Planning and Strategy Meetings</p> | <p>Meet monthly upon initial commencement. Strategise development of Chaplaincy Service at WHPS</p> | <p>When – Term 4 2015 onwards, Term 1 2015 onwards Who – LCC Team Resources - as provided by SC ACT and SU QLD</p> |
| <p>4.2 Create and develop Significant Community Links</p> | <p>Fortnightly 1 afternoon active face to face connections by Chaplain</p> | <p>When – 1 afternoon per fortnight Who - Chaplain Resources , local Community Service Providers and Interest Groups, School, LCC</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 Advocate for Childrens Needs</p> | <p>1. Create NDIS active connections 2. Children and Family Services and interest group</p> | <p>When Term 4 2014 onwards Who Chaplain, NDIS Reps, School</p> |

| | | |
|--|---|---|
| | connections | Resources - as provided |
| 5.2 Progressive focus on needs of students from P -6 | Term by Term progression of focus - e.g. | When – term 1 P – 2, term 2 2-3, term 3 3-4, term 4 – 4,5,6. Who – Chaplain, teachers, exec Resources – Curriculum, SU QLD, external educational and social and emotional well being program providers. |
| 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 School Events - | Diary events in to Chaplains Diary – Country Fair, Sporting Events, Inter School Transitions. “Cook Sausages”, “attend do’s” | When - 2015 Who Chaplain Resources – as provided and resourced for each event. |
| 6.2 Connect Chaplaincies across regional schools | Liaise with Exec team re: cross-school connections and transition programs in linked regional schools | When - term 4 2014, commencement of Regional Chaplaincy Transitions Team term 1 2015 Who - Chaplains across local schools, Principals, LCCs Resources - SCC, each school, other as appropriate |

| 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 Continue Sponsorship with Lifestream Christian Fellowship , Wanniassa, connect with other local Churches | <p>Include Lifestream Representative on LCC</p> <p>Regularly 1 x term present stories, send news items monthly</p> |
| 7.2 Liaise with Sponsorship Opportunities with businesses | <p>Consider continuation of SOCS Program in to 2015 and beyond - new styled opportunities beyond coupon presentation.</p> <p>Consider alternate fundraising events during year, as per SU QLD type - e.g. Chappie Week, Other Community Events during year</p> |
| When / Who / Resources | |
| | When - term 4 2014 |
| | Who - LCC |
| | Resources – newsletters, emails, special event alerts |
| | When - term 4 2014, all of 2015 |
| | Who – Principal, Chaplain, Information Miner , other businesses |
| | Resources - term by term sponsorship opportunities |
| Key Focus Area 8 – Professional Development and Self-Care | |
| Chaplains are encouraged to look after themselves personally and professionally. This can be done through engagement with a range of professional development and professional support activities. | |
| Professional Supervision | Self-care Strategies: |
| | |









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 Principalo School Chaplaincy Support Teamo School staff, particularly the Pastoral Care Teamo Churches and community groupso Donors and supporterso 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

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)

6. Extra-Curricular Activities

- 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. Team contribution

- 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 |
|------------|------------|
|------------|------------|

| | |
|---|---|
| <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> | |

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

Wanniassa Hills Primary School Chaplaincy Risk Management Plan

| Risk Event | Likelihood | Possible consequences? | Controls or mitigation |
|---|------------|--------------------------|---|
| Resignation of chaplain | Moderate | Moderate | Inform Dianne Priest - Director Chaplaincy Services School Chaplaincy ACT |
| Extended illness of Chaplain (following illness or injury) | Moderate | Interruption to programs | Inform Dianne Priest - Director Chaplaincy Services School Chaplaincy ACT and find a relieving chaplain to maintain programs during the absence. |
| Allegation of misconduct by Chaplain | Low | Serious | Inform Dianne Priest - Director Chaplaincy Services School Chaplaincy ACT for advice and next actions in line with Code of Conduct process for misconduct (investigation etc). |
| False claims made by Chaplain | Low | Moderate | As above |
| Chaplain provides formal counselling services | Low | Low | As above |
| Complaints from parents about the Chaplain or the role of the Chaplaincy | | | Inform the Chaplain and respond to the complaint where possible. Students must "opt in" with parent permission notes Board and P & C provide approval annually. |
| Complaints from students about the Chaplain or the role of the Chaplaincy | Low | Low | Inform the Chaplain and respond to the complaint where possible. Students must "opt in" with parent permission notes Board and P & C provide approval annually. |
| Underperformance issues with the Chaplain | Moderate | Moderate | Inform Dianne Priest - Director Chaplaincy Services School Chaplaincy ACT for advice and next actions in line work performance process. |
| Conflict between staff and chaplain within the school staff community | Low | Low | Mediation and conflict resolution through the Staff Respect Equity and Diversity Officer. If situation persists contact Dianne Priest - Director Chaplaincy Services School Chaplaincy ACT, for further action. |