



## 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](mailto: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

48 Dryandra Street                      O'Connor                      2602  
 As above  
 Telephone: 6205 6377                      Facsimile 6205 6388                      Email

#### A2. School Principal Details

Title: Mr  
 First Name: Frank  
 Last Name: Fogliati  
 Telephone: 6205 6377                      Email: frank.fogliati@ed.act.edu.au  
 Preferred contact method: email

#### A3. Parent Body

Name of body  
 Contact person: Dawn Bowra  
 Title: Mrs  
 First Name: Dawn  
 Last Name: Bowra  
 Position: P&C President  
 Telephone: [REDACTED] Mobile: [REDACTED] Email: [REDACTED]  
 Preferred contact method: email

**A4. School Governing Body**

Name of body: Black Mountain School Board

Contact person: Gavin Richardson

Title: Mr

First Name: Gavin

Last Name: Richardson

Position: School Board chair

Telephone: [REDACTED] Mobile: [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**

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

Street Name:

Suburb/Town: Hawker

State: ACT

Postcode: 2614

Contact Details

Title: Mrs

First Name: Dianne

Last Name: Priest

Position: Director

Telephone

Mobile: 0407 118 387

Email: [diannep@scact.org.au](mailto: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?

The current chaplaincy service has been funded through the NSCP and NSCSWP funding along with supplementary funding from SC ACT who partner with local church communities and individuals to provide additional resources, PD and Supervision for our chaplain. Where possible funds have been made available through SC ACT the chaplain has been able to increase hours.

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

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

See attached (A) SC ACT Role Description.

It 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

See attached Annual Operating Plan (Aa). At the end of each semester there is a written review process with a report tabled at the Board mtg. In the operating plan 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. For example, the results of school surveys, letters of support, meetings of the parent body, community discussions may be provided.

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

BMS actively seeks out the views of staff, students, parents and wider community in a range of different ways. Earlier in the year a petition was put together with the attached "Letter to Minister Joy Burch". Over 100 BMS community members signed the petition (originals were sent in to the minister) in order to advocate for BMS continuing with the Chaplaincy program. As seen in the attached document from the school's bulletin, we were also seeking individual parent's comments (for or against). The school Board and P&C meet monthly and Chaplaincy is often discussed. Please see attachments for more details.

See attached (B) Letter to Minister Joy Burch

See attached (C) Bulletin article and parent responses (D) (E)

See attached (F) P&C and Board report

See attached (G) Satisfaction Survey responses

**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       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.**  
See attached Risk Management Plan (H)

**E6. If yes to E4, provide details of the schools complaints process and procedures.**  
See attached Complaints Policy (I)

**Part F: Demonstrated Need**

**F1. Demographics of your school**

FTE enrolments: 93

Indigenous FTE enrolments: 2

Education Level: 7-12

**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 1

Counsellor 1

Career Counsellor 0

Psychiatrist 0

Psychologist 0

Social worker 0

Youth worker 1

Other, please specify

**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).**  
Andrea works primarily in the High and Complex needs area of our school, delivering one-to-one sensory experiences. Andrea also has strong links with our family community, supporting our families experiencing grief and loss and illness. Andrea has attended

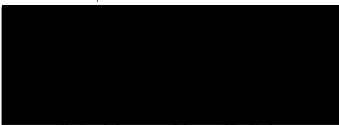
funerals, supporting families, routinely undertakes hospital visits and provides and very valued service to our school community.

**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:

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.

Attachment A



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





## Key Accountabilities &amp; Expected Outcomes

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



### Key Responsibilities

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

#### 1. Social and emotional support

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

#### 2. Spiritual support

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

#### 3. Mentoring

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

#### 4. Community Development

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

#### 5. Educational Support

- Implement programs and activities that support the needs of



<p>students at risk of disengaging from school.</p> <ul style="list-style-type: none"> <li>• Facilitate and/or contribute to 'life skills' and personal development programs</li> <li>• Provide assistance in the classroom and contribute to the learning outcomes of all students (in light of the overall purpose of the Chaplaincy Service)</li> </ul>
<p><b>6. Extra-Curricular Activities</b></p> <ul style="list-style-type: none"> <li>• Participate in general school activities (assemblies, camps, excursions, sports day etc) and contribute to building a positive school environment.</li> <li>• Develop voluntary activities for students that build a positive school culture and enhance personal wellbeing of students.</li> <li>• As a member of the school team; seek to contribute to school events (staff meetings, parent-teacher evenings, awards nights etc) as relevant.</li> <li>• Participate and/or initiate local holiday programs and/or camps</li> </ul>
<p><b>7. Team contribution</b></p> <ul style="list-style-type: none"> <li>• Attend compulsory training, development and SC ACT events (including occasional nights away).</li> <li>• Promote the Chaplaincy Service in the wider community and support SC ACT fundraising initiatives.</li> <li>• Provide regular reports to the Board/P&amp;C and Chaplaincy Support Team</li> <li>• Develop and follow a Professional Development plan (including further study where required)</li> <li>• Attend Professional Supervision (minimum quarterly)</li> <li>• Participate in wider organisation-based activities and learning opportunities.</li> <li>• Comply with WH&amp;S policy and procedures (both SC ACT and ETD ACT as relevant)</li> </ul>

**Qualifications**

- o Diploma in Youth Work\* (or equivalent) or higher.
- o Chaplains may begin their employment with a Certificate IV in Youth Work\* (or equivalent) or higher provided they attain the Diploma standard within three (3) years.

*\*Must include the two compulsory units: Work effectively in Mental Health (CHCMH301C) & Respond holistically to client issues and refer appropriately (CHCCS422B)*

**Competencies**

Competency	Definition
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<p><b>Christian framework and spiritual support</b></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><b>Professional knowledge and proficiency</b></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"> <li>• Valid ACT Working with Vulnerable People Card (WWVP) is essential.</li> </ul>
<p><b>Motivational "fit"</b></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><b>Teamwork (cooperation)</b></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><b>Rapport Building</b></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><b>Oral communication</b></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><b>Written communication</b></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"> <li>• subscribe to one or both of the creeds of the Christian church (Apostles' Creed and/or Nicene Creed).</li> <li>• demonstrate a living and personal relationship with Jesus Christ</li> <li>• demonstrate strong Christian character evidenced by servant leadership, valuing of people in general and marginalised people in particular</li> <li>• an active member or adherent of a local Christian church</li> <li>• hold a WWVP from the Commission of Children and Young People for the purposes of child related employment.</li> <li>• is willing to work under SC ACT's Staff Code of Conduct</li> </ul> <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



Attachment Aa

# CHAPLAINCY SERVICE

## Annual Operational Plan 2015

Name: **Andrea de VaalHorciu**

School / CST: **Black Mountain Special School**

Year: **2015**

School Supervisor Name: **Sarah Desmond**

Signature: \_\_\_\_\_ (Chaplain)      Signature: \_\_\_\_\_ (School Supervisor)      Signature: \_\_\_\_\_ (CST Chair)      Signature: \_\_\_\_\_ (SC.ACT Director)

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

- SC ACT 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?

<b>Key Focus Area 1 – Social and Emotional Support</b> 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. 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.	1. Home visits 2. One to one support in class rooms. 3. Available for staff as required 4. Prepare activities for high and complex needs.	The death of a child Parents, staff and children Seesaw resource pack for supporting children and their parents through grief.
1.2 Provide pastoral care and support following critical incidents.	1. Prepare memorial services. 2. Provide pastoral care for parent and staff 3. Make resources available to staff and parents grieving. 4. Supporting grieving families through home visits as required 5. Hospital 6. Provide a program for youth managing grief	When: The death of a parent Who: Parents and student Resources: Seesaw pack and school counselor



<b>Key Focus Area 2 – Spiritual Support</b>	
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.	
<b>Outcomes to be achieved</b>	<b>When / Who / Resources</b>
2. Provide spiritual guidance to students, staff and families who seek it.	<p><b>Strategies</b></p> <ol style="list-style-type: none"> <li>1. Memorial services.</li> <li>2. Hospital visits.</li> <li>3. Home visits</li> <li>4. One on one conversations at the request of families, staff.</li> <li>5. Support families with children who celebrate Ramadam and advise staff.</li> </ol>
	<p>When: Ramadam and as required</p> <p>Who: whole BMS community</p> <p>Resources: Muslim School, headspace, ETD programs etc</p>
2.2 Facilitate voluntary groups and activities for students seeking to explore and/or develop their spirituality.	<p><b>Strategies</b></p> <ol style="list-style-type: none"> <li>1. Provide schedule and groups for Religious education group.</li> <li>2. Assist and manage the training and supervision of volunteers.</li> </ol>
	<p>When: Throughout the year</p> <p>Who: As requested by parents</p> <p>Resources: Computer/email/timetable and phone for discussions. "Luke 14" (inclusion) organisation</p>
<b>Key Focus Area 3 – Mentoring and Role Modelling</b>	
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.	
<b>Outcomes to be achieved</b>	<b>When / Who / Resources</b>
3.1 Assist students to build positive, supportive relationships with peers, family and adults.	<p><b>Strategies</b></p> <ol style="list-style-type: none"> <li>1. One on one support of staff</li> <li>2. Provide positive play-based activities for children in high and complex needs.</li> <li>3. Provide one on one support for parents to assist in</li> </ol>
	<p>When: As required</p> <p>Who: As requested</p> <p>Resources: Seesaw, Headspace and other ETD</p>

	management of health and wellbeing when children are ill	associated programs
<p>3.2. 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>	<p>1. Provide a non-judgmental listening presence to staff and parents. 2. Demonstrate care and respect for all in the school community.</p>	<p>When: As required, liaising with P&amp;C president. Who: whole BMS community Resources: NA</p>
<p><b>Key Focus Area 4 – Community Development</b> Chaplain's help to build strong links between the school and the wider community. By networking with school staff, local churches and community based youth organisations Chaplain's help to mobilise the resources of the community to support students' needs</p>		
<p><b>Outcomes to be achieved</b></p>		
<p>4.1. 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.</p>	<p><b>Strategies</b></p> <ol style="list-style-type: none"> <li>1. Supervise volunteers and resources</li> <li>2. Liaise with community co-ordinator to assist in smooth running of groups.</li> <li>3. Arrange meetings and lunches for volunteers.</li> </ol>	<p><b>When / Who / Resources</b></p> <p>When: Big focus at the beginning and end of year, as well as continual communication throughout the year Who: local churches and community groups Resources: "Luke 14" (inclusion)</p>
<p>4.2. 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.</p>	<ol style="list-style-type: none"> <li>1. Through religious education program.</li> <li>2. Assist student mentors entering BMS</li> <li>3. Partner with local churches to provide resources for memorial trees.</li> </ol>	<p>When: As required Who: Radford, Merici, volunteers, wider BMS community Resources: NA</p>

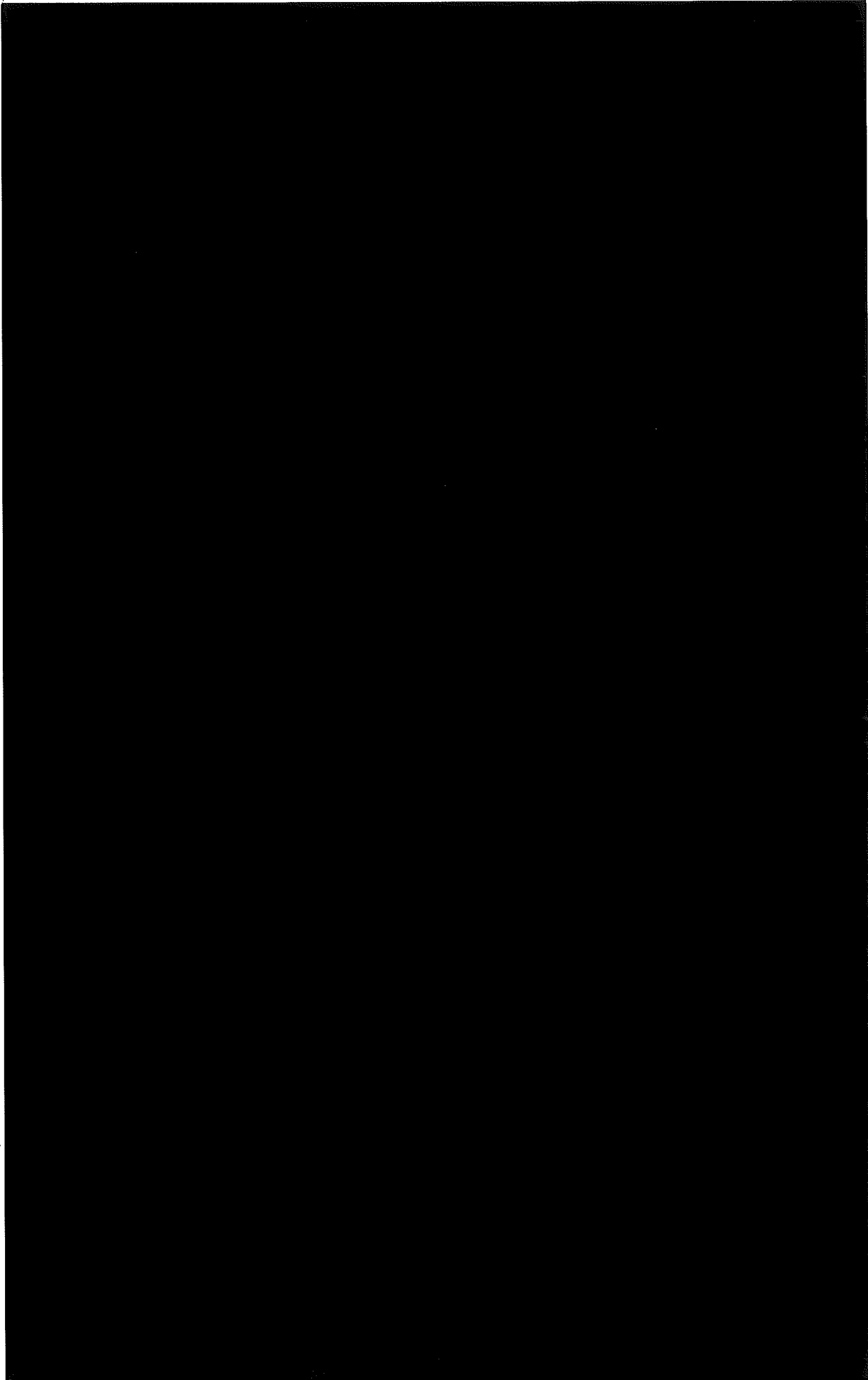
<p><b>Key Focus Area 5 – Educational Support</b> Assisting with classroom activities (under the direction of a teacher) where involvement by the chaplain provides further social, emotional or spiritual support for those students who may be at the risk of disengagement.</p>		
<p><b>Outcomes to be achieved</b></p>		
<p>5.1. Implement programs and activities that support the needs of students to engage in activities that support their ILP.</p>	<p><b>Strategies</b></p> <ol style="list-style-type: none"> <li>1. Sensory learning through play.</li> <li>2. Work alongside staff to engage children in positive learning through art and craft.</li> <li>3. Engage distracted students when disengaged with sensory walk or alternative activities.</li> </ol>	<p><b>When / Who / Resources</b></p> <p>When: As required and/or requested</p> <p>Who: Classroom staff, parents, students, pastoral care team etc</p> <p>Resources: As required for individual students</p>
<p>5.2. Facilitate and/or contribute to 'life skills' and personal development programs</p>	<ol style="list-style-type: none"> <li>1. Integrate life-skill activities into all experiences.</li> <li>2. Instill and model habits of hygiene and self-care.</li> </ol>	<p>When: As required and/or requested</p> <p>Who: Classroom staff, parents, students, pastoral care team etc</p> <p>Resources: As required for individual students</p>
<p><b>Key Focus Area 6 – Extra-Curricular Activities</b> Chaplains contribute to building a positive school environment by participating in general school activities, excursions, sports days, camps and other holiday activities.</p>		
<p><b>Outcomes to be achieved</b></p>		
<p>6. 1. Participate in general school activities (assemblies, camps, excursions, sports day etc) and contribute to building a positive school environment.</p>	<p><b>Strategies</b></p> <ol style="list-style-type: none"> <li>1. Assist in excursions as required.</li> <li>2. Attend assembly</li> </ol>	<p><b>When / Who / Resources</b></p> <p>When: As required and/or requested</p> <p>Who: Classroom staff, parents, students, pastoral care team etc</p> <p>Resources: As required and/or requested</p>

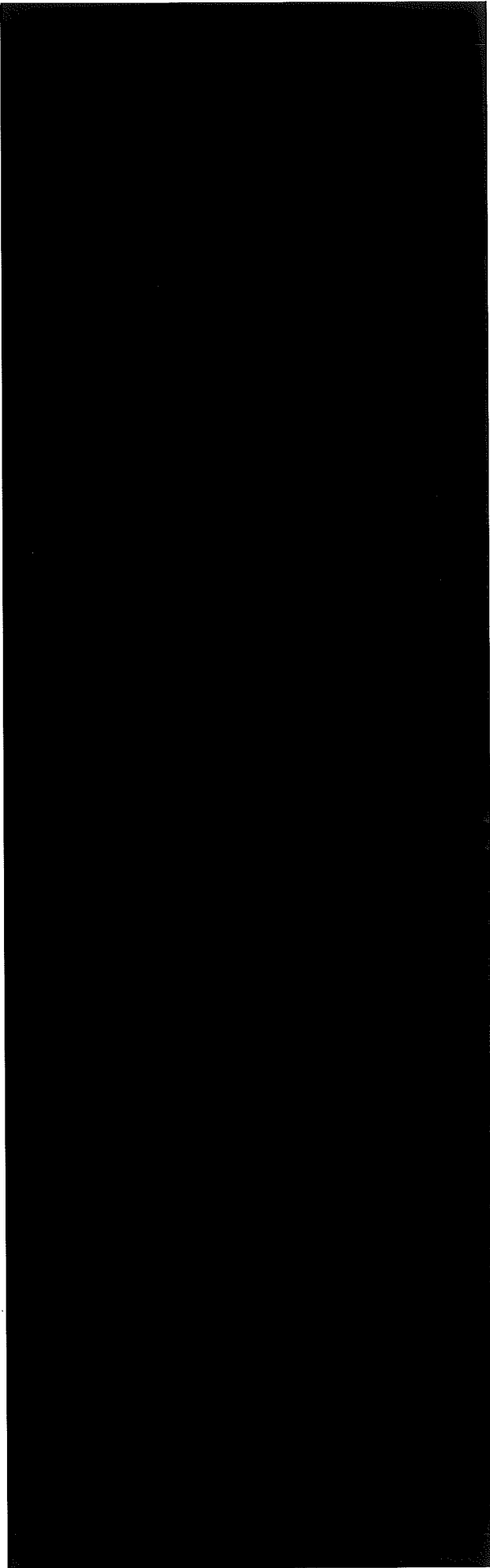
<p>6.2 As a member of the school team seek to contribute to school events (staff meetings, parent-teacher evenings, awards nights etc) as relevant.</p>	<ol style="list-style-type: none"> <li>Attend pastoral care meetings</li> <li>Will attend staff meeting as requested.</li> </ol>	<p>When: As required and/or requested</p> <p>Who: As required and/or requested</p> <p>Resources: As required and/or requested</p>
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<p><b>Key Focus Area 7 – Promotions and Partnership</b></p> <p>The financial, practical and prayer support of Chaplains 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.</p>		
<p><b>Outcomes to be achieved</b></p>	<p><b>Strategies</b></p>	<p><b>When / Who / Resources</b></p>
<p>7.1 Connect with local churches and service organisations to promote the work of chaplaincy at Black Mountain.</p>	<ol style="list-style-type: none"> <li>Send newsletters</li> <li>Contact pastors to arrange visits.</li> <li>Speak to church groups as required.</li> </ol>	<p>When: As required and/or requested</p> <p>Who: Local churches and volunteer organisations</p> <p>Resources: As required and/or requested</p>
<p>7.2 Participate in SCACT fund raising events</p>	<ol style="list-style-type: none"> <li>Attend regional dinner</li> <li>Participate in fund raising events as required.</li> </ol>	<p>When: Annually and as required/requested</p> <p>Who: School and local communities</p> <p>Resources: SCACT</p>
<p><b>Key Focus Area 8 – Professional Development and Self-Care</b></p> <p>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.</p>		

Professional Development Topic/Training Course	Action required	Expected dates	Expected PD Hours
[Redacted]			

[Redacted]			
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Black Mountain School  
Learning Growing Achieving

Centre of excellence  
Independence

Future focused  
Maximum potential

## Attachment B

Minister Joy Burch MLA

### Chaplaincy at Black Mountain School

Dear Ms Burch

I am writing to you to categorically demonstrate our school community's support and to plead for the continued funding of a school chaplain at Black Mountain School (BMS).

As the Pastoral Care Coordinator at BMS, I lead a strong team of professionals who support the complex needs of staff, students and families within our community. Andrea de Vaal Horciu has been the school chaplain in our team, working alongside our Youth Support Worker, School Psychologist, Transition Coordinator, and Community Engagement Trainee. Each team member has brought and developed very different knowledge and skills specific to their role and the needs of our community. These roles whilst complementary and team-focused are not overlapping. The chaplain has played, and continues to play, a vital unique role in providing social, emotional and spiritual support to our entire community.

In *Why Not the Best Schools?* (2008), Caldwell and Harris list *spiritual capital* as one of the four kinds of capital for the transformation of schools. Spiritual capital is about the strength of moral purpose and the degree of coherence among values, beliefs and attitudes about life and learning. Our school endeavours to provide students with knowledge, skills and experiences that be used in all facets of their lives, but our school chaplain works with the local community to forge strong relationships and align our values about learning and life. Therefore, without the chaplain in our school, we would be presented with a clear deficit in leadership of spiritual capital within our community.

Chaplains have been associated with the military (and police forces) for centuries, having a dual role – rendering spiritual support to the king and his court, and to the soldiers who went into battle. This is a compelling metaphor. As a specialist school for students with disabilities the need for, and demand upon, spiritual strength is immense, especially around issues of grief and loss, stress, and challenging behaviours. Our parents have countless concerns and decisions to make associated with their young person, particularly when transitioning into high school and then into their post-school lives. It can be an intense and potentially destructive process, as the lives of all family members are affected at this time. The school chaplain provides a neutral member of the school to comfort, support and direct families, as police chaplains would with their members.



Pastoral support in grief and loss to staff, students and families in times of illness, hospitalization and death, is core business within our setting and cannot be provided without the school chaplain. [REDACTED]

of which impacted drastically across our entire school community. The chaplain delivers significant support to everyone involved through making home and hospital visits, providing spiritual guidance, and ensuring crucial links with the school are maintained.

Stress levels and absences from staff can be high due to the nature of the work. The school has incredibly devoted, hardworking staff who need and deserve to be cared for by a chaplain.

There is overwhelming community support for the chaplaincy program as the benefits to our school community, students and families continue to be widely recognised. Please see attached the names and signatures of students, staff, parents and community members in support of the program. Our school community would benefit immensely and be extremely grateful for funding to continue this vital role in our school.

Yours sincerely

Sarah Desmond  
Pastoral Care Coordinator  
Black Mountain School

Frank Fogliati  
Principal  
Black Mountain School

Wednesday, 10<sup>th</sup> September 2014

(From School Bulletin) Attachment C

## School Chaplaincy Program at BMS

**Are YOU in support of Chaplaincy at BMS?**

**We would like to hear from YOU!**

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.

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.

As a specialist school for students with disabilities the need for, and demand upon, spiritual strength is immense, especially around issues of grief and loss, stress, and challenging behaviours. Our parents have countless concerns and decisions to make associated with their young person, particularly when transitioning into high school and then into their post-school lives. It can be an intense and potentially destructive process, as the lives of all family members are affected at this time. The school chaplain provides a neutral member of the school to comfort, support and direct families.

Furthermore, pastoral support in grief and loss to staff, students and families in times of illness, hospitalization and death, is core business within our setting and has been so heavily supported by the school chaplain.

As a school, if we would like to continue with the chaplaincy program from 2015-2018, we need to apply by Friday 5th December. I would like to include direct response from our community, so please send through your response ASAP.

**Please email all comments (in favour or not) to:  
sarah.desmond@ed.act.edu.au or call the school and let us know on 6205  
6377.**

Attachment D.

**Desmond, Sarah**

---

**From:** [REDACTED]  
**Sent:** Tuesday, 2 December 2014 3:40 PM  
**To:** Desmond, Sarah  
**Subject:** Chaplaincy at BMSt

Dear Sarah,

I am in favour of supporting the chaplaincy program over the next few years at BMS. I fully support Andrea's work which I feel is invaluable to everyone who is involved in disability including parents and carers.

Kind regards,

[REDACTED]

Attachment E.

**From:** [REDACTED]  
**Sent:** Wednesday, 3 December 2014 12:14 AM  
**To:** Desmond, Sarah  
**Subject:** RE: BMS Bulletin term 4 week 7

We think the school chaplaincy program is great and should be continued.

From [REDACTED]

Attachment F

## Chaplaincy at BMS

Black Mountain School  
P&C

It was tabled at our Meeting, Tuesday 25th November 2014, that we, as a parent representative group, endorse the ongoing support of the Chaplaincy Program at Black Mountain School through the current Chaplain employed with the previous programme.

The motion was accepted and seconded.

Please allow the comments to be noted to our Chaplain, Andrea, that the commitment that she has to our school shines through. I see the dedication and support to our families in all her actions and deeds.

If there is anything else that the P&C can support our chaplaincy programme with please do not hesitate to contact me.

Regards

Dawn Bowra  
P&C President



Attachment C.

Satisfaction Survey (included comments re chaplaincy).

1. Please describe your relationship with Black Mountain School

answered question	41
skipped question	0

	Response Percent	Response Count
I am a parent or career with a student at Black Mountain	51.2%	21
I am a staff member at Black Mountain	48.8%	20
I am a community member with ties to the school	0.0%	0

Download Create Chart 2. Are you supportive of the Chaplaincy program at Black Mountain School?

answered question	41
skipped question	0

	Response Percent	Response Count
Yes	100.0%	41
No	0.0%	0

Download Create Chart 3. I support Chaplaincy because it contributes to (please choose multiple answers if you like)

answered question	41
skipped question	0

	Response Percent	Response Count
Mental health and wellbeing	90.2%	37
Non-denominational support of students	82.9%	34
Non-denominational support of staff	51.2%	21
Providing additional support to students with High and Complex needs	92.7%	38
Providing additional outreach and support to families	92.7%	38
Providing and sourcing appropriate resources	56.1%	23

Download 4. I think the Chaplaincy program could improve by

answered question	15
-------------------	----

Download Create Chart 3. I support Chaplaincy because it contributes to (please choose multiple answers if you like)

skipped question	26
------------------	----

Response Count

Show Responses 15

Download Create Chart 5. My child or my family access Chaplaincy support at Black Mountain School

answered question	25
skipped question	16

	Response Percent	Response Count
Yes I believe so	68.0%	17
No I don't think so	16.0%	4
Unknown, but I don't think so	4.0%	1
Unknown but I think so	16.0%	4

Download Create Chart 6. I believe that Chaplaincy is an essential part of the Pastoral Care Team at Black Mountain School



Download Create Chart 5. My child or my family access Chaplaincy support at Black Mountain School

answered question	39
skipped question	2

	Response Percent	Response Count
Yes	92.3%	36
No	7.7%	3

Download Create Chart 7. I may like to access Chaplaincy at Black Mountain for my family/child in the future?

answered question	26
skipped question	15

	Response Percent	Response Count
Yes	69.2%	18
No	7.7%	2
Likely	19.2%	5
Unlikely	3.8%	1

Download8. I would like to add an additional comment:

answered question	11
skipped question	30

The lady is a gem and can teach the whole school community about compassion and meaningful non bureaucratic engagement with families. Management and several staff could take note and follow her example.

29/8/2013 5:08 PM View Responses

The Black Mountain School has young adults who have high and complex needs. This presents all sorts of challenges that the chaplain has been able to assist with. Our chaplain is remarkable. She engages easily with students, their families and staff and takes the time to draw out the best in people. One example that will remain with me long after [REDACTED] has finished school is the support our Chaplain provided to the family, friends, fellow students and teaching staff [REDACTED]

[REDACTED] She also provided tremendous support for a student, his colleagues and the teaching staff [REDACTED]

[REDACTED] Whilst providing extreme examples of her engagement, from a day to day perspective her interaction with students and staff is timely, relevant, well received and entirely appropriate.

21/8/2013 5:03 PM View Responses

I would like to see Chaplaincy extended to [REDACTED] if it has not already done so please. [REDACTED]

21/8/2013 4:15 PM View Responses

We have raised our children in a secular setting, however the program at Black Mountain has been delivered in a non-denominational way that has been very supportive. as parents of young person with a disability. We face many difficulties and it is comforting to know there is someone we can contact who outside of the school/disability environment.

21/8/2013 12:47 AM View Responses

A great initiative. An informal way of support for those that need it and a good way of including everyone in the various activities without singling anyone out. Well done, hope we can have it continue.

21/8/2013 12:18 AM View Responses

The chaplain greatly enhances the efficacy of the pastoral care team. It also appeals strongly to the majority of prospective families.

19/8/2013 4:38 PM View Responses

In what I see as a secular school environment, the role of the chaplain in providing support to vulnerable families and students is still hugely important and should be continued in the future. The support of the chaplain has been incredibly useful at

specific points in the term and her want and ability to socialise with students is a huge asset to our class and school.

19/8/2013 9:12 AM View Responses

Andrea is awesome, very pleasant and willing to help.

16/8/2013 4:02 PM View Responses

God team is part of the Chaplaincy program and students within my class access this.

16/8/2013 1:47 PM View Responses

My experiences with the chaplain have always been positive. She is a caring and very hard working compassionate person.

16/8/2013 1:46 PM View Responses

This is a wonderful program that I would like to see continued at Black Mountain School. Andrea provided excellent support to my family during a time of crisis. The support was greatly appreciated.

15/8/2013 11:04 PM View Responses

Allowing more time for the current Chaplain to be at involved with the school. A little more broascasting in a general manner about her great engagement with students and families

29/8/2013 5:08 PM View Responses

I like it the way it is

29/8/2013 8:00 AM View Responses

additional hours of the Chaplain's time spent in the school - she is a most valuable resource for classrooms and families.

26/8/2013 2:20 PM View Responses

being accessible on a full-time basis.

21/8/2013 7:46 PM View Responses

Make more hours available for chaplaincy services in the school

21/8/2013 5:03 PM View Responses

I cannot comment as [REDACTED] is unable to speak, therefore I don't see the program.

21/8/2013 4:15 PM View Responses

Publicity in the newsletter that the Chaplaincy program exists and that it is available to everyone in a secular setting.

21/8/2013 12:47 AM View Responses

increase of funded hours

19/8/2013 4:38 PM View Responses

having targeted in class support ie. where a class needs support for studetns to engage on one to one where that student has identified the desire to have a chaplain involved, the teacher could then work with the chaplain to gain greater engagement. during lesson time.

19/8/2013 12:11 AM View Responses

More funding for Chaplain

19/8/2013 11:53 AM View Responses

Having her at school for more days would benifit all of the students and the staff. She is supportive, caring and provides our school with an exceptional service.

18/8/2013 6:30 PM View Responses

Chaplain more time in each class getting to know all students. [REDACTED]  
were not necessarily in chaplain's classes.

16/8/2013 4:02 PMView Responses

Being staffed on site for additional days.

16/8/2013 2:40 PMView Responses

Having the Chaplain spread over all classes, not just high dependency classes

16/8/2013 1:46 PMView Responses

staff being better informed about the role and expectations of the chaplain

16/8/2013 1:07 PMView Responses

# Attachment H

## Black Mountain School – NSCSWP – Risk Management Assessment

This template is a general guide only and each school should tailor the template to the specific needs of the school and its community

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	l	Contact Di Priest to initiate recruitment	l	l
Poor performance of worker	m	m	Contact Di Priest, engage in co-planning and reporting	l	l
Prolonged absence of worker	m	m	Contact Di Priest, discuss flexible work arrangements and alternative options	l	l
Mismatch of worker to the school	l	l	Contact Di Priest to engage in co-planning and discussion of placement	l	l
Alternative strategies/ activities for opt out	l	l	Thorough co-planning annually	l	l
Complaints against worker	l	l	Mediation and discussion with Di Priest and PCC	l	l
Concerns with funding recipient relationship/ service delivery	l	l	Discussion with Di Priest	l	l
Diminished school community support	l	l	Very unlikely to occur due to nature of school environment and community based need	l	l
Minority school community opposition to service	l	l	Very unlikely to occur due to the higher needs of our school community	l	l
Community /school funding requirements	l	l	Unlikely as this is a contract between DWER and Scripture Union QLD.	l	l

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

You can assess your risk against the following risk management matrix

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

Explanation of risk categories -

Extreme	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.

## Attachment I



**Policy title: COMPLAINTS POLICY – EDUCATION AND TRAINING DIRECTORATE**  
**Published: 2013**  
**Identifier: CP201308**

**Legislation:**

- *Education Act 2004*
- *Human Rights Act 2004*
- *Human Rights Commission Act 2005*
- *Public Sector Management Act 1994*
- *Children and Young People Act 2008*
- *Privacy Act 1988*
- *Freedom of Information Act 1989*
- *Ombudsmans Act 1989*
- *Health Records (Privacy and Access) Act 1997*
- *Tertiary and Training Education Act 2003*

**Procedures:**

1. Guide to making a complaint about an ACT public school
2. Guide to making a complaint about a decision or process of the Education and Training Directorate
3. Complaints Form

**1. POLICY STATEMENT**

The Education and Training Directorate (the Directorate) will:

- 1.1 encourage complaints about schools and the Directorate to be initially handled at the local level
- 1.2 provide complainants with reasonable assistance to make their complaint
- 1.3 apply principles of procedural fairness so that:
  - 1.3.1 If the Directorate and the complainant are unable to reach agreement as to how the resolution of the complaint will be managed, the Directorate will develop a plan to fairly address the complaint and the complainant's interaction, and inform the complainant of the plan
  - 1.3.2 the person or section of the Directorate about whom the complaint is made will be advised of the identity of the complainant and the details of the complaint.

**Complaints Policy**

CPS201308 is the unique identifier of this document. It is the responsibility of the user to verify that this is the current and complete version of the document, located on the [policies page](#) of the Education and Training Directorate's website.

- 1.4 assist schools to provide information to members of their communities about their right to lodge a complaint under both the *Education Act 2004* (the Act) and the *Human Rights Commission Act 2005* (HRC Act)
- 1.5 determine on a case-by-case basis the extent to which an anonymous complaint shall be investigated
- 1.6 maintain a register of complaints received by the Directorate and will provide details of the number of written complaints investigated by the Directorate under this policy in the Directorate's Annual Report. Data will also assist the Directorate and schools to improve services or clarify policies and procedures. The register of complaints will record: date the complaint was received, details of the complainant, nature of the complaint and outcome.
- 1.7 The Directorate may not be able to provide information where it impacts on the privacy of others.

## 2. RATIONALE

This complaints policy and associated procedures have been developed to ensure the Directorate is compliant with:

- 2.1 Section (Sn) 22 of the Act which requires the Director-General of the Directorate to develop and implement a complaints policy for public schools to guide the Directorate's handling of complaints received from parents, students, and members of the community about ACT public schools and the Directorate that are not frivolous or vexatious in a manner that is courteous, efficient, fair and prompt
- 2.2 Sn 95 of the HRC Act which requires the Directorate to make available at all ACT public schools and offices of the Directorate information detailing the right to make complaints under the HRC Act.

## 3 DEFINITIONS

- 3.1 **Appeal** - A parent may lodge an appeal with the Office for Schools relating to out of area enrolment/placements, and suspensions and exclusions. Such appeals are not managed within the Directorate's complaints process.
- 3.2 **Community member** - may be an individual or organisation.
- 3.3 **Complainant** - A complainant is any community member making a complaint, including a child or young person.
- 3.4 **Complaint** - A complaint is a dispute, grievance or an expression of dissatisfaction about the administration, management or operation of a school or the Directorate.
- 3.5 **Complaints Form** - A written complaint may be lodged using the Directorate's Complaints Form, or by mail or email.
- 3.6 **Complaints Poster** - A poster displayed in relevant reception areas outlining the Directorate's complaint's processes and advising a complainant of their right to complain.



- 3.7 Liaison Unit** – is a business unit of the Education and Training Directorate responsible for assisting complainants to raise their concern initially with the local level and coordinating the response to written complaints.
- 3.8 Local Level** - The local level refers to the school or Directorate area about which the complaint is made.
- 3.9 Parent** – A parent is a person having parental responsibility for a child or young person under the *Children and Young People Act 2008 (ACT)*.
- 3.10 Query** - A query is an issue of interest or question relating to a school; the Directorate, or ACT public education which is raised with the Liaison Unit.
- 3.11 Reasonable Assistance** - Reasonable assistance includes access to large print documents and translation services
- 3.12 School** - In relation to this policy, a school means an ACT public school.
- 3.13 Unreasonable Complainant Conduct** - Unreasonable complainant conduct is behaviour that:
- is clearly and significantly outside the expectations of confidentiality, cooperation, courtesy and respect,
  - calls for staff resources and time unjustified by the nature or significance of the complaint, or
  - is vexatious (that is, an action or complaint that is brought without merit, often to cause annoyance to another person) or frivolous.
- 3.14 Written Complaint** – Under this policy a written complaint may be lodged with the Liaison Unit when a complainant is not satisfied with the local level's response.

#### 4 LEGISLATION

The following legislation is relevant to the management of complaints:

- 4.1** The *Education Act 2004* requires the Director-General to develop and implement a complaints policy for public schools, and to investigate complaints about the administration, management and operation of ACT public schools.
- 4.2** The *Human Rights Act 2004* and the *Human Rights Commission Act 2005* provide a basis for respecting, protecting and promoting the human rights of people living in the ACT and for the resolution of complaints about various services, including services for children and young people.
- 4.3** The *Public Sector Management Act 1994* sets out the general principles for public administration by ACT Government agencies and the general obligations expected of public employees in carrying out their work.

- 4.4 The *Children and Young People Act 2008* provides for, and promotes the wellbeing, care and protection of children and young people. It includes mandatory reporting requirements for identified individuals.
- 4.5 The *Privacy Act 1988* and the *Health Records (Privacy and Access) Act 1997* contain principles governing the collection, safeguarding, access to, use and disclosure of personal information, and personal health information and provide information about complaints.
- 4.6 The *Freedom of Information Act 1989* provides a right to seek access to government documents and sets out a number of exemption provisions.
- 4.7 The *Ombudsman Act 1989* empowers the ACT Ombudsman to investigate complaints made about administrative action taken by an ACT agency.
- 4.8 The *Training and Tertiary Education Act 2003* refers to the provision of training and tertiary education services in the ACT.

## 5 PROCEDURES

- 5.1 The following documents may be accessed on the Education and Training Directorate's Website:
- Guide to making a complaint about an ACT public school ([Attachment 1](#))
  - Guide to making a complaint about a decision or process of the Education and Training Directorate ([Attachment 2](#))
  - Complaints Form ([Attachment 3](#))

## 6 POLICY OWNER

- 6.1 Director, Information, Communications and Governance.
- 6.2 For support in relation to this policy please contact Information, Communications and Governance Branch on (02) 6205 7661.

## 7 RELATED POLICIES

NII



## Guide to making a complaint about an ACT public school

### Do you have a concern or complaint about your school?

Many concerns are resolved quickly and easily by first discussing the matter with the relevant teacher, school executive team member or school principal.

Contact details for ACT public schools are available in the [Directory of Schools](#) located on the School Education page of the Directorate's website.

### Complaint process

#### 1: Speak directly to the local level

Raise your concern with the relevant teacher or a member of the school's executive team. If you continue to be concerned you should make an appointment to speak with your school's principal.

If you require assistance please contact the Directorate's Liaison Unit by telephone: +61 2 6205 5429 or email: [DET.CommunityLiaison@act.gov.au](mailto:DET.CommunityLiaison@act.gov.au)

The Liaison Unit may liaise with the principal of the school to help resolve the concern.

#### 2: If you are not satisfied with the response, you may lodge a written complaint

You will receive an acknowledgment of your *Written Complaint* within five (5) business days and a written response within 25 business days. The relevant principal will be advised of the details of the complaint.

The Directorate's *Complaints Form* ([Attachment 3](#) to the policy) is available on the policy page of the Directorate's website.

*Written Complaints* should be sent to the Manager, Liaison Unit by email: [ETD.Complaints@act.gov.au](mailto:ETD.Complaints@act.gov.au) or mail: GPO Box 158 Canberra ACT 2601.

#### 3: If you would like the decision relating to your written complaint reviewed:

Please address written requests for review to the Director Information, Communications and Governance: email: [DET.Legal.Liaison@act.gov.au](mailto:DET.Legal.Liaison@act.gov.au) or mail: GPO Box 158 Canberra ACT 2601.

#### 4: At any time you may approach any of the following external agencies

For complaints relating to:

- Imminent danger of a child – contact: [ACT Police](#)
- A service for children and young people – contact: [ACT Human Rights Commission](#)
- Operation and administration of an ACT Government Directorate – contact: [ACT Ombudsman](#)
- Breaches of privacy – contact: [Office of the Australian Information Commissioner](#)
- Child protection – contact: [Community Services Directorate](#)

A pictorial version of the above guide is available by contacting the Liaison Unit by telephone: +61 2 6205 5429 or email: [DET.CommunityLiaison@act.gov.au](mailto:DET.CommunityLiaison@act.gov.au)



## Guide to making a complaint about a decision or process of the Education and Training Directorate

### Do you have a concern or complaint?

Many concerns are resolved quickly and easily by first discussing the matter with the relevant area of the Education and Training Directorate (the Directorate).

To contact an area in the Directorate please contact Canberra Connect by telephone: 13 22 81 or email: [ETD.ContactUs@act.gov.au](mailto:ETD.ContactUs@act.gov.au)

### Complaint process

#### 1: Speak directly to the local level

Raise your concern with the relevant area of the Directorate.

If you require assistance please contact the Directorate's Liaison Unit by telephone: +61 2 6205 5429 or email: [DET.CommunityLiaison@act.gov.au](mailto:DET.CommunityLiaison@act.gov.au)

The Liaison Unit may liaise with the relevant manager to help resolve your concern.

#### 2: If you are not satisfied with the response, you may lodge a written complaint

You will receive an acknowledgment of your *Written Complaint* within five (5) business days and a written response within 25 business days. The relevant manager will be advised of the details of the complaint.

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- Breaches of privacy – contact: [Office of the Australian Information Commissioner](#)
- Child protection – contact: [Community Services Directorate](#)



## Complaints Form<sup>1</sup> (Version 1/2013)

The ACT Education and Training Directorate's *Complaint Policy – Education and Training Directorate* outlines the following steps when making a complaint about an ACT Public School or the Directorate:

1: speak directly to the local level

2: if not satisfied with the response, a Written Complaint may be lodged.

This form relates to the second step in the complaint process.

Written complaint reference number:

Date written complaint received by the Liaison Unit:

*All fields marked with \* are required*

### Part A – About you<sup>2</sup> (the complainant)

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*A response to your complaint will be provided if you complete the following details:*

Name:

Address:

Post code:

Home phone:

Business phone:

Mobile:

Email:

What is your preferred method/s of communication?

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<sup>1</sup> This version of the complaints form is designed to be either completed by hand and posted or scanned and emailed.

<sup>2</sup> If you need help to complete this form please contact the ACT Education and Training Directorate's Liaison Unit on (02) 6205 5429.

**Part B – Your complaint**

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**\*My complaint involves:**

*Please circle the relevant category*

**ACT Public School**

*please write the school name here:*

**ACT Education and Training Directorate**

*please write the area of the Directorate here:*

*If your complaint involves your children please write their names, dates of birth and year levels below.*

**\*My complaint is related to the following category:**

*Please circle or tick the relevant category*

**Attendance or non-attendance**

**Bullying**

**Communication**

**Curriculum matters**

**Enrolment including priority placement**

**Policy/procedures**

**Privacy**

**Safety**

**School facilities**

**Staff behaviour**

**Student behaviour**

**Violence**

**Other:** *please write a description here:*

*If your complaint is about:*

- a public school outside of the ACT, please contact the relevant state or territory authority*
- an ACT Catholic systemic school, please contact the Canberra Goulburn Catholic Education Office on (02) 6234 5440*
- an ACT independent school, please contact the proprietor of the individual school*
- out of area enrolments or reviews of decisions relating to student suspensions or exclusions in ACT Public Schools, please contact the Office for Schools on (02) 6205 7374*
- ACT Education and Training Directorate or Public School employment related concerns or complaints, please contact Human Resources on (02) 6205 9202*

**\*What happened?**

*Describe the events that you want to complain about. We need to know what you say happened, where it happened and who did it. Please give us all the dates and other details that you can remember. If you enquire more space; please attach additional pages. Please provide details below.*

Are additional pages attached?

*Please circle: Yes or No*

**Part C – Further information**

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**\*Under the Directorate's *Complaints Policy – Education and Training Directorate* complainants are asked to raise the complaint initially at the local level.**

For complaints about ACT public schools, the local level would include your child's teacher and/or the executive team at your child's school and then the principal of the school.

For complaints about a decision or process of the Education and Training Directorate, the local level would be the manager of the Directorate responsible for this matter.

*Please provide details of your contact with the local level below.*

**\*What is the outcome you are seeking?**

*Please provide details below.*

*Signature:*

*\*Date:*

*Please print this form, complete it, and email or mail it to:*

Manager, Liaison Unit

[ETD.Complaints@act.gov.au](mailto:ETD.Complaints@act.gov.au)

ACT Education and Training Directorate

GPO Box 158

CANBERRA ACT 2601

*Where contact details are provided your written complaint will be acknowledged within 5 business days of its receipt by the Liaison Unit.*