



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: Calwell High School

Street Address: Casey Crescent Suburb: Calwell Postcode: 2905
Postal Address: Casey Crescent Suburb: Calwell Postcode: 2905
Telephone: 6205 6833 Facsimile: 6205 6827
Email: Info@calwellhs.ed.act.edu.au

A2. School Principal Details

Title: Mr
First Name: Bruce
Last Name: McCourt
Telephone: [REDACTED] Mobile: [REDACTED]
Email: Bruce.Mccourt@ed.act.edu.au
Preferred contact method: email

A3. Parent Body

Name of body: Calwell High School P&C Association
Contact person: Ms Tracy Barker
Title: Ms
F Name: Tracy
Last Name: Barker
Position: President
Telephone: [REDACTED] Mobile: [REDACTED]
Email: [REDACTED]
Preferred contact method: email

A4. School Governing Body

Name of body: Calwell High School Board
Contact person: Tracey Swann
Title: Ms
First Name: Tracey

Last Name: Swann

Position: 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

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

Title: Mrs

First Name: Dianne

Last Name: Priest

Position: Director

Mobile: 0407 118 387

Email: dianne@scact.org.au

Preferred contact method: email

Part C: Service Details

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

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

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

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

No

If yes, how is the existing chaplaincy service funded?

School funded

Community funded

Voluntary (unpaid)

Other (please specify)

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 SC ACT Role Description that provides a guide to the school and chaplain as to how the role works out in a school. We will be working closely with SC ACT to ensure the formation of an Annual Operating Plan (AOP) with goals and strategies that provide support to our existing wellbeing goals for students and families.

Part D: Consultation and School Community Support

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

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




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

Yes

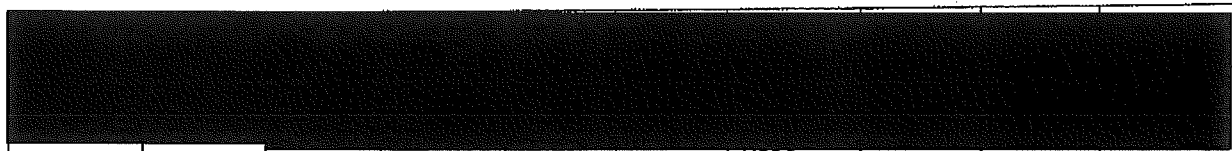
D1.1 If Yes, please provide details of how the school determined the support of their community for a chaplaincy service in their school and the support from the different elements of their community, namely the students, staff, parents, and the school board.

For example, the results of school surveys, letters of support, meetings of the parent body, community discussions may be provided.

The School Board has endorsed the school's participation in the Chaplaincy program as per this section of the Board minutes:

| | | | |
|--|---|--|--|
|  |  | <p align="center">Calwell High School BOARD MEETING Wednesday 3rd December 2014</p> |  |
|--|---|--|--|

MEETING MINUTES



| Item No | Presenter | Outcome/Issue | Action |
|---------------|-----------|--|--------|
| | | | |
| 5. Chaplaincy | Di Priest | Di Priest came to give an outline of the Chaplaincy program. The Board have approved to have a Chaplaincy program giving in principle support. Moved: [REDACTED] Seconded: [REDACTED] | |

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

The P&C have also endorsed our application as indicated in the following email reply:

Good evening Bruce,

After our discussion around the National Schools Chaplaincy Program (NSCP). Please accept our unanimous vote (6 votes) to apply for this program. The P&C are totally in favour of this program and feel it would support the wellbeing of the whole school.

Many thanks

Tracy
P&C President for Calwell High School

The school community has been advised of the proposal in our school newsletter which can be accessed via the school website: www.calwellhs.act.edu.au

The newsletter article is attached below:

CHAPLAINCY OPPORTUNITY AT CALWELL

Dear parents and carers,

Following the High Court decision earlier this year, the Commonwealth Government has approved funding for the next round of the National Schools Chaplaincy Program. Under the current four year funding round which finishes this year, schools have been able to apply for either a secular youth worker or a chaplain. However, the model is changing and funding will only be available for chaplains in the next four year round.

We have an opportunity to apply for chaplaincy funding which is why I am writing to seek your feedback.

Attached is an information sheet put together by the lead chaplaincy agency in the ACT - School Chaplaincy ACT, which outlines the work that chaplains do and the benefits chaplaincy programs have delivered in ACT Government schools over the last 9 years.

One of the key issues raised by communities is the misconception that chaplains introduce and promote religion in government schools. I must emphasise this is NOT the case. The Commonwealth sets very clear guidelines about the role of chaplains and any chaplain that tries to impose religious views or ideas upon students or staff can be dismissed. Over the last 9 years, there have never been any incidents of this nature occurring in any ACT Government schools.

Please take time to read the attached information. I believe establishing a chaplaincy program at Calwell High School will deliver great benefits for our students. My experience of these programs in other ACT Government schools has been overwhelmingly positive. At my last school the chaplaincy program has operated for seven years and the chaplain is one of the most highly regarded members of staff by the students, staff and families. I welcome your feedback on the proposal. Please contact me if you have any questions or wish to make comment on the proposal on:

Ph: 6205 6833

Email: principal@Calwellhs.ed.act.edu.au

Best wishes

Bruce McCourt

Principal

THE ADVANTAGE

Document 23

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, 98% 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.



A division of **scripture union**

QUEENSLAND

OFFICE BBC Community Centre, 32 Dallachy St,
Page POSTAL PO Box 4178, Hawker ACT 2614
T 02 6171 2022 F 02 6171 2023 E
info@scact.org.au ABN 74 009 669 569
CHARITABLE COLLECTION LICENCE NO: 19000568

scact.org.au

Feedback has been welcomed from the community. To date there have been no negative 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 will provide 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 newsletter as appropriate, with opportunity given to the community to make comment.

Upon completion of the Chaplaincy Annual Review process in October each year, the Board, P&C and staff will be given the opportunity to comment, question and engage in discussion about the ongoing effectiveness and relevance of the service to our school community.

Part E: Minimum Requirements (See Guidelines Section 5.5)

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

Yes

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

Yes

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

Yes

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

Yes

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

See attached plan

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

Calwell manages complaints in line with the Education and Training Directorate's policy for responding to complaints. The school receives and responds to parents and the community through verbal, written and electronic communications. The school acts impartially to

complaints and addresses them within its line management protocols: Principal/Deputy Principal > Executive Teachers > Class room teachers.

Complaints, depending on their complexity are usually resolved with 24 – 48 hours. Where additional time is required, families/community members are contacted within 24 hours and advised that additional time may be required in order to address the matter.

If the matter is not resolved then parents/community members can make an appointment with the principal. If the matter still cannot be resolved, then a written complaint can be lodged with the Directorate. Advice on how to do this is publicly displayed in the school's reception and can be provided by reception staff or senior school executive.

The principal then works collaboratively with the Directorate to achieve a resolution to the matter.

Part F: Demonstrated Need

F1. Demographics of your school

FTE enrolments: 364

Indigenous FTE enrolments: 27

Education Level: High school years 7-10

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

Yes

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

Chaplain x 0

Counsellor / psychologist x1

Career Counsellor x1

Psychiatrist x 0

Psychologist – see counsellor

Social worker 0

Youth worker x 2

Pastoral Care Coordinator (Executive) x 1

Student Services Executive teacher x 1

School Youth Health Nurse x 1

Indigenous Education Officer x 1

Year group coordinators x 4

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).

Calwell High School is located in the southern district of the ACT in the Tuggeranong Valley. The ICSEA value for the school is 971 against the average ICSEA rating of 1000. The Calwell cluster is defined as a lower socio-economic zone, and draws from families where there is significant need. The enrolments at the school have been dropping steadily over the last four years with the majority of students in the enrolment area choosing to attend other government and non-government schools in Tuggeranong and other areas of Canberra.

In 2013 a new senior school leadership team (Principal and Deputy Principal) was appointed. The new leadership team identified a change in culture was required to move the school forward; turn around dropping enrolment numbers and reduce the indicators of disengagement in learning as evidenced through suspension rates, student absenteeism and academic underperformance.

An increased focus on student voice – listening to and allowing students to have an authentic say in the direction of the school was initiated in 2014. This has significantly increased students' sense of belonging and identification with the school and is building a strong sense of school community. This is a critical element of the cultural change needed as a significant number of students come from unsupported and for some, highly dysfunctional family environments. The school is reworking its values to better reflect the aspirations and goals of this cultural change and will be implemented through a positive behaviours framework. At Calwell we want every student to know they are valued and can succeed and thrive.

However, while we have a broad base of support for students in our wellbeing team, there is a gap which needs to be filled. Early adolescence is a time of formation – the journey to adulthood begins and questions about identity; what place and purpose a young person has in the world are central to this formation. These are part of the landscape of development for any young person but when we look at our demographic, the support needed by our students in this age group is critical. The National Schools Chaplaincy Program fills that gap.

The cultural change within the school has begun to have positive effects on student engagement in learning, academic results, reduced suspension rates and reduced absenteeism. Students are beginning to have hope in themselves and their relationships with each other and their teachers. The addition of a chaplain to our wellbeing team will significantly enhance our capacity to build a culture that is more caring and pastorally focused than we have at present. With chaplaincy support Calwell will truly become the place where every student matters.

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 December 2014

Privacy Statement

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

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

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

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



ROLE STATEMENT

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

School Chaplaincy ACT and Its Vision

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

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

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

Our Vision

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

Purpose of Role

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

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

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



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



Key Accountabilities & Expected Outcomes

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



Key Responsibilities

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

1. Social and emotional support

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

2. Spiritual support

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

3. Mentoring

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

4. Community Development

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

5. Educational Support

- Implement programs and activities that support the needs of



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

Qualifications

- 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> | |

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

Calwell High NSCSWP 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. |

Calwell High School Risk Management Plan for the Chaplaincy Program 8/12/14