



**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. Malkara Specialist School**

Wisdom Street                      Garran                      2605

Postal Address as above

Telephone 62055911                      Facs. 62055097                      Email [info@malkara.act.edu.au](mailto:info@malkara.act.edu.au)

**A2. School Principal Details**

Title Ms

First Name Kylie

Last Name Croke

Telephone [REDACTED]                      Mobile [REDACTED]                      Email [Kylie.Croke@ed.act.edu.au](mailto:Kylie.Croke@ed.act.edu.au)

Preferred contact method - **email**

**A3. Parent Body**

Name of body: Malkara Parents and Citizens Association

Contact person: Wendy Alder

Title Ms

F Name Wendy

Last Name Alder

Position President

Telephone [REDACTED]                      Email

Preferred contact method: **mobile**

**A4. School Governing Body**

Name of body: Malkara School Board

Contact person: Nicole Mackey

Title Ms

First Name Nicole

Last Name Mackey

Position Board Chair

Telephone [REDACTED]

Email

Preferred contact method: mobile

**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**

Legal Name: Scripture Union Queensland

Trading Name: School Chaplaincy ACT

ABN: 74009669569

**Address Details**

PO Box 4178

Hawker ACT 2614

**Contact Details**

Mrs Dianne Priest

Director

0407118387

Email diannep@sact.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

The chaplaincy service will be funded through the NSCP along with potential supplementary funding from SC ACT who will partner with local church communities and individuals to provide additional resources, PD and Supervision for our chaplain.

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

Please see the attached SC ACT Role Description that provides a guide to the school and chaplain as to how the role works out in a school. We will be working closely with SC ACT to ensure the formation of an effective Annual Operating Plan with goals and strategies that provide support to our existing well-being goals for students and families.

We expect the chaplain to provide pastoral care and personal support for staff and parents if the school.

For example,

- o providing families with support and / or appropriate referrals in difficult situations
- o developing supportive relationships and referring to specialist services as appropriate, under the direction of the School Principal
- o developing peer support programs
- o facilitating activities which will benefit the social and emotional wellbeing of students
- o facilitating activities connecting students with other members of the community
- o providing support and/or appropriate referral in times of grief and other critical events
- o facilitating community partnership programs between the school and the wider community.

**Part D: Consultation and School Community Support**

Given the short time frame consultation has commenced and evidence will be provided as soon as it is available.

We will withdraw the application if it is not supported by the school community.

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

Yes                      Not yet - This will be forthcoming by the end of the year – see above

**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.**

- Discussion with Malkara School Board – letter of support has been written and will be submitted
- The President of the P&C has been emailed. The response will be submitted
- All staff have been surveyed by email and responses being compiled for submission
- Parents are receiving a letter about the Chaplaincy proposal and are being encouraged to respond on behalf of their child

A collation of the above responses will be submitted before the end of term.

**D1.2 Provide details of how the school plans to demonstrate the ongoing support of the school community of the chaplaincy service.**

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 newsletters 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 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

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

See attached

**Part F: Demonstrated Need**

**F1. Demographics of your school**

FTE enrolments 88 in 2015

Indigenous FTE enrolments - 8 - in 2015

Education Level - Preschool to Year 6

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

Yes                      No

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

ETD Psychologist 1 - one day a week

**F3. Provide details outlining the need for a chaplaincy service in your school and community, including details about the special needs of your students.**

All students at Malkara have high levels of need with regard to their medical, psychological and physical wellbeing.

Each student has an Individual Learning Plan. Many have additional plans such as Behaviour Management, Eating, Toileting, Sensory and all require specific communication support.

Students often have significant medical conditions requiring medication, hospitalisation and emergency management. Parents, staff and students will all benefit from the pastoral care a chaplain could provide.

We anticipate the role of a school chaplain could incorporate the provision of support in difficult situations such as during times of change and grief and when personal and emotional challenges are presented.

To this point our school nurses have, beyond their job description, filled this role by communicating with families who have ill or hospitalised children and talking with staff about individual needs. The removal in 2015 of nurses from the schools will leave a considerable gap in our pastoral care.

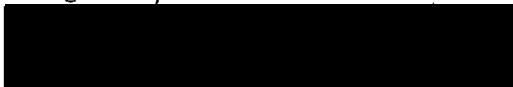
**Part G: Declaration**

I declare that:

- o I have read, understood and am prepared to comply with the ACT NSCP Guidelines on behalf of our school
- o Appropriate steps will be taken to ensure all stakeholders are aware that participation in this program is voluntary
- o I will comply with all relevant Commonwealth, state and territory laws and policies'
- o 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 (Evidence of this is pending. This application will be withdrawn if the proposal is not supported by the school community)
- 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 centralised 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: Kylie Croke

  
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.



Parents and Citizens Association

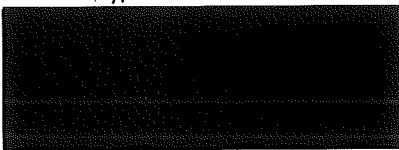
To Whom It May Concern

The P&C of Malkara Specialist School would like to acknowledge its support for the application of a school chaplain under the NSCP program 2015-2018.

School Chaplaincy will provide a complementary and supportive addition to the well-being provisions in the school.

We support the Principal in the on-going consultation of the community to ensure this program is of continuing benefit to the school and will require regular updates from the Principal throughout the year.

Sincerely,



Wendy Alder  
President Parents & Citizens Association  
Malkara Specialist School  
5 December 2014



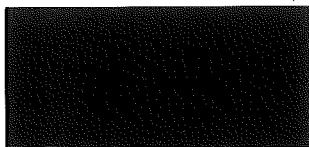
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The Board of Malkara Specialist School would like to acknowledge its support for the application of a school chaplain under the NSCP program 2015-2018.

School Chaplaincy will provide a complementary and supportive addition to the well-being provisions in the school.

We support the Principal in the on-going consultation of the community to ensure this program is of continuing benefit to the school and will require regular updates from the Principal throughout the year.

Sincerely,



Nicole Mackey

Chair of Board

Malkara Specialist School

7 December 2014





## Malkara Specialist School Complaints Procedure – Chaplaincy Program

### SCHOOL SPECIFIC PROCEDURES

Malkara Specialist School complaints processes are communicated to staff and parents by:

- discussion in regular staff meetings
- the school's website and annually in the school newsletter
- displaying the *Complaints Poster*: Do you have a concern or complaint about your school? in the reception area.

These processes

- emphasise that complaints should initially be raised at the local level i.e. with the school leaders
- provide a pathway whereby complaints can be referred to a supervising staff member / executive team member and then to the principal and Director of School Chaplaincy if the concern has not been resolved
- specifically cater for the cultural needs of Aboriginal and Torres Strait Islander families
- specifically cater for the concerns of parents of students with a disability and the needs of parents with a disability
- ensure that staff are provided with appropriate training and support in the handling of concerns and complaints, including access to the guide which outlines the Directorate's complaints handling processes
- assist staff to keep accurate records about the concerns and complaints raised at the local level and how and when the matter was resolved

Where a complainant is not satisfied with the local level's response, the principal should refer the complainant to the Directorate's *Complaints Form* which is attached to the *Complaints Policy – Education and Training Directorate* and available on the policy section of the Directorate's website.

### PROCEDURES FOR MANAGING WRITTEN COMPLAINTS

If a complainant is not satisfied with a response to the complaint, the complainant may lodge a *Written Complaint* with the Manager, Liaison Unit at: [ETD.Complaints@act.gov.au](mailto:ETD.Complaints@act.gov.au) or GPO Box 158

CANBERRA ACT 2601 by using the *Complaints Form* (Attachment 3) or by letter or email. The *Complaints Form* is available on the Directorate's website at [www.det.act.gov.au/publications\\_and\\_policies/policy\\_a-z](http://www.det.act.gov.au/publications_and_policies/policy_a-z)

The Liaison Unit will:

- acknowledge receipt of the complaint within 5 business days of receipt by the Liaison Unit
- provide the complainant with the reference number for the *Written Complaint* and the area of the Directorate that the complaint has been referred for further action
- provide the complainant with a copy of *Complaints Policy – Education and Training Directorate* and complainant guide *Attachment 1* which details the relevant time frames
- develop an investigation plan
- when necessary schedule a meeting with the Director, Information, Communications and Governance and the Office for Schools and/or relevant Director where the complaint is referred for action and response
- register the *Written Complaint* and record all actions and the outcome
- coordinate the written response to the complainant signed by the appropriated Director within 25 business days of complaint being lodged with Liaison Unit
- on case by case basis an interim response will be provided to the complainant with the final written response provided within a further 25 business days.

**Malikara Specialist School – NSCSWP – Risk Management Assessment**

As per Section 3.3.1 of the NSCSWP Guidelines - Risk Management Requirements for School Principals

Risk	Assessed Risk (before doing anything)		Strategy to Deal with the Risk
	Likelihood	Impact	
Resignation of chaplain	possible	H	Inform Dianne Priest - Director Chaplaincy Services School Chaplaincy ACT to arrange replacement
Poor performance of chaplain	possible	H	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).
Prolonged absence of chaplain	possible	H	Inform Dianne Priest - Director Chaplaincy Services School Chaplaincy ACT
Mismatch of chaplain to the school	possible	H	Inform Dianne Priest - Director Chaplaincy Services School Chaplaincy ACT to arrange replacement
Complaints against chaplain by staff or parents	possible	H	Inform the Chaplain and follow the complaints procedure
Concerns with funding recipient relationship/ service delivery	possible	H	Inform ETD Student Wellbeing
Diminished school community support	possible	H	Inform Dianne Priest - Director Chaplaincy Services School Chaplaincy ACT and follow up with School Board.
Minority school community opposition to service	possible	M	Inform Dianne Priest - Director Chaplaincy Services School Chaplaincy ACT and arrange meeting with significant parties.

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

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



## Malkara Specialist School Proposal – National School Chaplaincy Program 2015 - 2018

**About the Proposal** The School Principal has a lead role in coordinating and managing all aspects of the chaplaincy service within the school. This includes the development of an Annual Operating Plan (AOP) with goals and strategies that provide support to our existing well-being goals for the Malkara school community.

We expect the chaplain to provide pastoral care and personal support for staff and parents if the school. For example,

- providing families with support and / or appropriate referrals in difficult situations
- developing supportive relationships and referring to specialist services as appropriate, under the direction of the School Principal
- facilitating activities which will benefit the social and emotional wellbeing of students, staff and families
- providing support and/or appropriate referral in times of grief and times of personal or emotional challenges
- facilitating community partnership programs between the school and the wider community.

**Accountability** 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 newsletters 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 opportunity to comment, question and engage in discussion about the on-going effectiveness and relevance of the service to our school community.

**Rationale** All students at Malkara have high levels of need with regard to their medical, psychological and physical wellbeing. We anticipate the role of a school chaplain will:

- provide support in difficult situations such as during times of change and grief and when personal and emotional challenges are presented and
- work towards developing a supportive and resilient school community.

In 2015, when school nurses are no longer on site, we will lose an important communication pathway. Generally, the nurse communicates with families who have ill or hospitalised children and talks with staff about individual needs. The chaplaincy role will compliment this process.

**Feedback** Malkara is committed to consultation with the wider school community regarding the chaplaincy proposal. For more information please contact [Kylie.Croke@ed.act.edu.au](mailto:Kylie.Croke@ed.act.edu.au) or on

Written feedback is also welcome. Please submit all comments by Thursday 11 December, 2014.

# malkara matters

the newsletter for Malkara families



KYLIE CROKE  
SCHOOL PRINCIPAL

NICOLE MACKEY  
BOARD CHAIR

WENDY ALDER  
P&C PRESIDENT

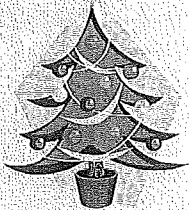
HER EXCELLENCY LADY COSGROVE  
PATRON

WISDOM STREET, GARRAN, ACT 2605  
PHONE (02) 6205 5911  
FAX (02) 6205 5907  
EMAIL: INFO@MALKARA.ACT.EDU.AU

**15 December 2014**

**Diary Dates:**

- **Last day of Term**  
Wednesday 17  
December
- **3 February 2015**  
First day back to school



**Inside this issue:**

- A letter from the Board Chair **1**
- Christmas Concert & Reports from within our **2-3**
- General **4-7**
- 8-9**

Dear Malkara Families and Friends

2014 is nearly at an end! The year has certainly flown along and we find ourselves once again reading the last newsletter of the year while planning to embrace Christmas and the summer holidays!

After dropping my son off at his room this morning, I walked back out along the passage ways. It was all quiet and students were working hard in their classrooms. (A beautiful sight!) Then out a door came a class, all dressed up in Christmas attire, going off to practice their piece for the Christmas concert. They were so excited and so cute, making chatter amongst themselves which broke the silence, but in such a happy way that it made me think of the poem "Twas the night before Christmas, when all through the house, no creature was stirring, not even a mouse" by Clement Clarke Moore. It was so lovely to see the students and staff so happy about Christmas and the excitement in their faces about performing at the Christmas Concert.

I would like to thank all the students, staff and volunteers for all the effort required to make the Christmas Concert such a wonderful event. Every year the staff make the performances of the students seem so effortless, when we know this is far from reality.

The end of a year is also a sad time as we say goodbye to some students and families. I hope that you are leaving with happy memories of your time here at Malkara School.

Some staff also will be leaving us and I wish to publicly thank each of them for their work this year. I truly admire the dedication and professionalism that the staff have to the school and all the students.

I also wish to thank Kylie for her work as Principal this year! She has been passionate and steadfast in her endeavours to keep Malkara a great school for our students.

As the summer break is nearly upon us may I take this opportunity to wish you a memorable moment or two over Christmas and may you all have a relaxed and enjoyable break. I am not sure about your house, but mine is never quiet on Christmas Eve and the children never "nestled snug in their beds"!

Merry Christmas and I hope 2015 is a fantastic year for all of you.

*The final Malkara Matters for the year carries short reports from many different elements of our school life from week to week. We wanted to share some of our highlights and joys with you!*

*To all our precious students and their families, on behalf of the whole staff of Malkara, I thank you for entrusting your childrens' education and care to us. Thank you also for allowing us the privilege of consulting with you to design quality teaching programs that make sure each and every one has the best chance to shine. We've had a wonderful year and we feel so proud of all the students have learned and achieved.*

*I would like to take this opportunity to thank the School Board, P&C, and Leadership Team, staff, students and families for the support they have given me throughout the year. I have enjoyed every minute of being the Principal at Malkara and the roles and responsibilities the position involved.*

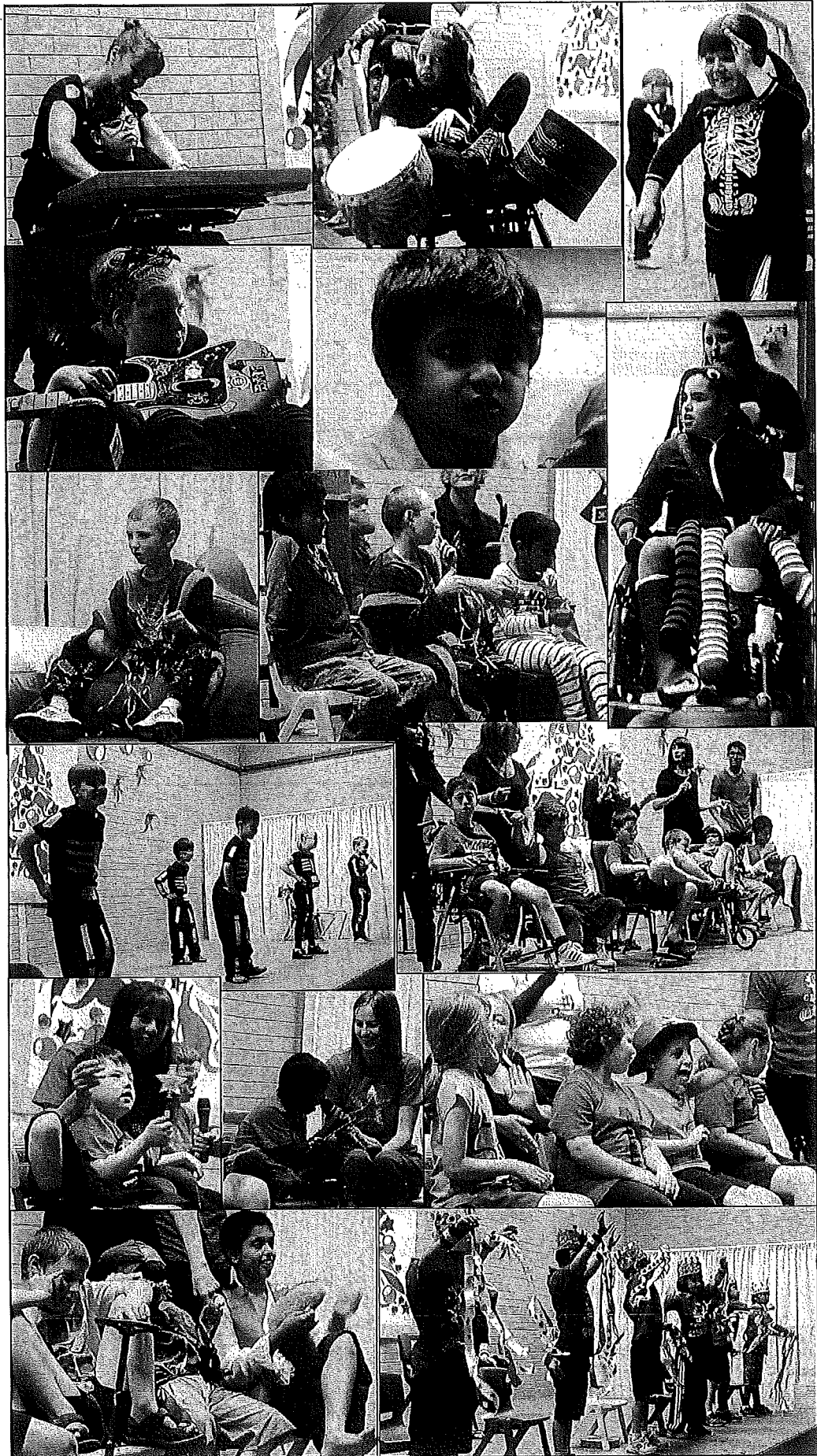
A very merry Christmas to all

From

Kylie and the staff



CHRISTMAS CONCERT 2014







### **Communication Professional Learning Team**

The main focus for the year of the Communication PLT was to introduce, implement and support the use initially of the three page Pragmatic Organisational Dynamic Display (PODD) across the school and later in the year, the full PODD.

Following the success of three page PODD in Term 1 staff realised there was so much more to be communicated that this style could offer so plans were quickly made to introduce the full PODD.

With support and advice from Jane Farrall some cells and pages were adapted to make the PODD more 'Malkara friendly'. Staff were provided with training to make particular types of PODDs and then decisions were made about which would best meet the communication needs of each class.

The Communication PLT supported staff by developing a series of 'communication pathways' to use with a PODD and presenting these in teacher meetings. The PLT recommended an information session for parents about PODDs, the outcome being a very well attended and informative session presented by Jane Farrall. Further outcomes have been the development of the Malkara School's *Communication Framework* and updated the Communication page on the Malkara School Website.

We have experienced a very productive year and thrilled that communication opportunities have been expanded across Malkara.

Amanda, Jill, Margie, Bel and Lachie

### **The Australian Professional Teaching Standards in Malkara Specialist School**

The Australian Professional Standards for Teachers provides a clear framework for how the profession will: Express its capacity to self-reflect, Engage in ongoing professional learning, Provide high-quality teaching and learning experiences and Build a positive public profile.

The focus for the Malkara Professional Learning Team – Teaching Standards has been to: *Understand how the Standards are embedded in teaching practice at Malkara* which provides examples of links between teaching practices at Malkara and the Standards, and *Develop a resource for access by each Malkara teacher*

2014 Professional Learning Team - Standards members : Ayko, Charmayne, Fiona, Samantha, Katrina, Maciline, Tom and Pam (Team Leader).

### **The Curriculum Professional learning Team (PLT)**

Our PLT set out on an adventure to explore the Australian Curriculum and all it had to offer Malkara Specialist School. We were unsure where our journey would take us but wanted it to culminate in a fun experience for our students and with a resource for the staff and students at Malkara to use and enjoy.

Our team developed some Science and Maths links to Guided Reading Books, provided links to great curriculum sites and resources and explained how to access them. We motivated teachers to plan terrific science activities and organised the Science Day which saw students and teachers interacting together and enjoying the activities planned using the Australian Science Curriculum. Congratulations all staff, students and volunteers for making our first Australian Curriculum adventure a success.

Sandra, Rachel, Caroline, Sharon, Deirdre (Curriculum PLT)

### ASBA Students

Malkara has been fortunate to have a number of Australian School Based Apprenticeship Students this year. These students attend our school two days per week to complete the 'on-the-job' component of their training course. In addition they complete a flexible learning package to gain their nationally recognised Certificate 3 in Disability Studies. To qualify for this apprenticeship, students must attend a school or college for the remainder of the week.

We would like to congratulate Olivia Colquhoun (Silver Room) and Will Clark (Red Room) for recently completing their course and achieving their certificate.

Next year we will continue working with Chel Bridges (Canberra College), Caitlin Herringe (St Clares College) and newly appointed Ruby Sykes (St Clares College).

### Hydrotherapy in 2014

Once again we were fortunate to work with Michelle Elmitt, our hydrotherapy consultant, to develop individual and class programs. As well as working with the students for four weeks at the beginning of the year, Michelle returned at the end of Term 2 for two weeks to review all programs. Hydrotherapy PD was offered to all staff prior to the beginning of the school year and two trained LSAs provide additional support to all classes on a daily basis. When reviewing the data this year, 83% of students with hydrotherapy goals attained an A (achieved) or a C (consolidate). We would like to acknowledge the assistance of a number of volunteers who have worked with us throughout the year to support our students.

Many thanks to Fionna, Shirley, Sophia, Steven, Sherilee, Miwa, Caren and Andarini for their assistance this year.

Dagmar

### Business Manager's Message:

Wow—hasn't the year flown by! 2014 has seen the new library and staff workroom come on line, along with two lovely new classrooms and courtyards in the old library space. We have been working hard on plans to upgrade our playground. Exciting news just in is that the Education and Training Directorate is partnering with the school and P&C to fund this project. We are hoping to see the works begin in the near future. We've grown our relationships with some of our community partners—Capital Chemists, the Tall Foundation, Sts Peter and Paul School and the Garran and Hughes Community shops to name a few. And all while we've been enjoying and celebrating with you the way your young people are developing. It has been a pleasure and privilege to work with and for these Malkara students. I wish you and your family a really joyous Christmas, and hope you have a lovely break with your family. See you next year.

Michelle Fitzgibbon



### A Note from the Nurses

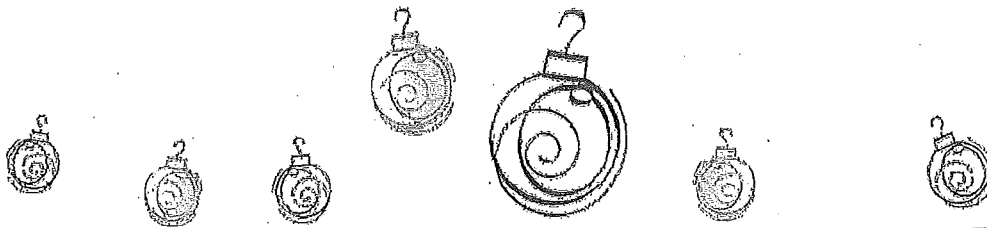
It has been another wonderful year at Malkara. It is so good to see the children learn and develop a stronger sense of self.

Rita will be here next term to help facilitate the change over to the HAAS program. Once the LSAs have been credentialed in their new roles the nurse will no longer be on site but always available for phone consultation.

It is with much sadness that I leave Malkara. I have loved working with the children, their families and the amazing staff. I feel blessed to have been part of such a wonderful community. Thank you all.

We wish you all a very Happy Christmas and a safe and enjoyable holiday.  
Best wishes,

Di



### From the P&C

What a wonderful year we have had this year in the P & C. We had our final meeting for the year last week and were able to finish on a tremendous high. The P&C, through their fundraising efforts of the last few years have been able to pledge \$90,000.00 towards the development of the new playground for our children at Malkara. This has been the main focus of our fundraising efforts and to see it to this stage is truly exciting. Together with a generous donation from the School Board and the Directorate, not to mention some very hard work by the staff of Malkara, we are crossing our fingers and toes in the hope the bulk of the playground will be completed by the start of the 2015 school year. There are some pictures and plans of the new playground around. – Please have a look to see more about this exciting development!

The 43<sup>rd</sup> annual Model Railway Exhibition was a big success again and we thank the ACT Model Railway Society for their time and generosity in continuing with this event. Thank you also to the P&C and all the volunteers who helped make this event another success. And last but not least, the P&C wish to express an enormous thank you to Kylie and all the wonderful staff of Malkara School. Your dedication and hard work you invest in our children's education is greatly appreciated. Thank you also to Kylie for acting in the role of Principal this year. It has been a pleasure to work alongside you throughout the year. You have been a wonderful guiding light for the P & C and the school, advancing the school interests internally and in the community in Jennie's absence.

To all the children and families of Malkara School, we wish you a wonderful, safe & happy Christmas and look forward to seeing you in the New Year.

Wendy Alder  
President Malkara P&C

### From the Learning Support Assistant's Perspective...

As my first year as an LSA it was an absolute pleasure to be part of the Malkara School family. I am proud to work along side such professionals, providing care and support, not only to the students but to each other. The service we provide is not always easy, but humbling. I have grown as a person and formed some wonderful friendships. I will always have fond memories of my first year and look forward to many more.

Rebecca King

### Garran shops Community Christmas party

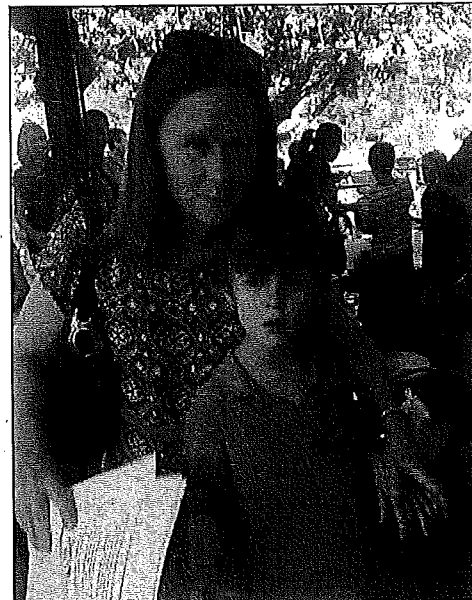
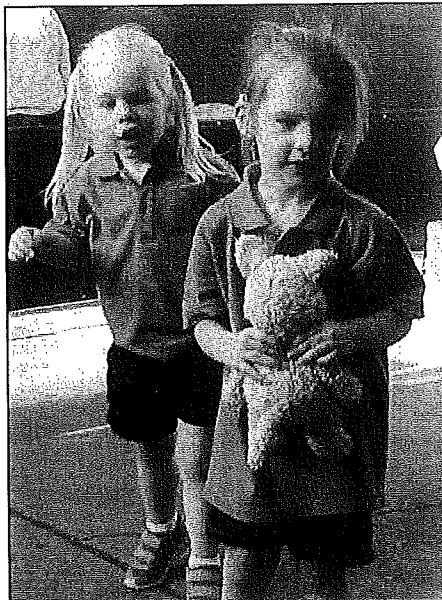
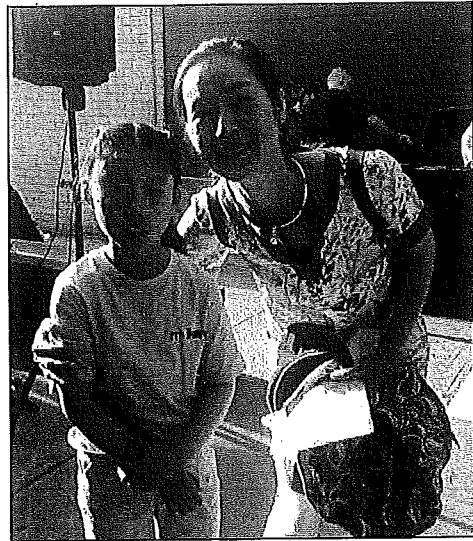
The Garran Shops Community Christmas party was a wonderful event and attended by many. Malkara was represented by several members of our Leadership Team and most importantly by our students Opal, Sophie, Sam, Lily and Gracie.

Thank you so much to the families who brought the students to the event and helped them distribute the Song Sheets so well. It was wonderful to see them and others in the community enjoying the music so much.

The total money raised for Malkara School was \$1880.00, made up of donations, raffle money and the auctioning of two fabulous paintings by our students. Thanks to excellent auctioneering, one painting sold for \$375.00 while the other sold for \$400.00. What a fabulous result.

On behalf of our whole school community I would like to extend our very sincere appreciation to the organisers of this event and to the Garran community for providing such support.

Kylie



### NOMINATE FOR MALKARA SCHOOL BOARD IN 2015

Two Parents and Citizens positions on the Malkara School Board are available from 1 April 2015 for a two year term. All members of the Malkara school community are eligible to nominate (or re-nominate) for these positions.

Please consider nominating! Being on the Board is an excellent way to contribute to Malkara's strategic direction and participate in decision making.

Nomination forms will be sent home in the first week of next term or can be collected from the Front Office. Nominations open 11.00am on Monday 2<sup>nd</sup> February 2015 and close 11.00am on Monday 16<sup>th</sup> February 2015. If more than two nominations are received then an election will be held.

Please contact Kylie Croke on 6205 5911 for more information.

<p><b>School Holiday Program</b> <b>5 - 23 January 2015</b></p> <h1>MALKARA</h1>	<p><i>It's about you. Always!</i></p> <p><b>Communities@Work</b></p> <hr/> <p><b>CHILDREN'S SERVICES</b> SCHOOL AGE CARE</p>
<p>Email <a href="mailto:enrolments@commisatwork.org">enrolments@commisatwork.org</a> or call 1300 212 273 for more information</p>	

### Grant Funding Offer for Schools in ACT

The ACT Government has made available \$20,000 to up to 47 schools for the next four years through the National School Chaplaincy Program. Our school is considering applying for a school chaplain and as part of the process of applying is seeking your input in this process.

Chaplaincy is a two day per week service available to the school providing social, emotional and spiritual support to the students, families and staff as required.

Our school would select a qualified chaplain who will provide a listening ear and a caring presence for students, staff and families. Chaplains play a complementary role as part of the staff pastoral care team and will be supervised by staff and responsible to the Principal.

Chaplaincy has proven to be very beneficial to a number of schools in the ACT over the past 8 years, including Black Mountain Special School who speak highly of the support the chaplain provides to students, staff and families particularly in times of difficulty.

Your feedback is welcome and if you have any questions or comments please contact me.

Please see the attached document regarding the organisation that we would be partnering with the provide this professional service to our school.

With thanks,

Kylie



# THE school chaplaincy ACT ADVANTAGE

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

## 1. Chaplaincy Works

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

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

- Providing social and emotional support to students (82% gave the highest rating possible, 97% were positive)
- Students who are experiencing grief and loss or relationship difficulties find it helpful to talk to the chaplain (81% gave the highest rating, 96% were positive)
- Chaplains help to build up the confidence and resilience of students they meet with (83% gave the highest rating, 87% 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 26 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](http://www.scact.org.au) for more information about SC ACT minimum qualifications.



BECAUSE EVERYONE MATTERS.  
WISDOM STREET, GARRAN, ACT 2606  
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FAX (02) 6205 5907  
EMAIL: INFO@MALKARA.ACT.EDU.AU

**Summary of Staff and Community Feedback to Chaplaincy Application for Malkara Specialist School**

Letters to Parents distributed Week 9 via student Communication Books – 90 current Malkara families

Letters and information distributed to 50 Staff via the Daily Notices and by email

Information in the Malkara Matters Newsletter – distributed in Week 10 to 140 staff, families and community members

Response to requests for Feedback as at 16 December 2014:

1	Reservations expressed
1	No
2	In favour