



Australian Government

National School Chaplaincy and Student Welfare Program Guidelines

June 2013



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The document must be attributed as the National School Chaplaincy and Student Welfare Program Guidelines.

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Document Revision History

Date	Revision	Description
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April 2012	1	<p>Document revision history added</p> <p>5.5.2 & 5.5.3: updated mental health unit codes</p> <p>7.1.1 'Alleged breach of the Code of Conduct': amended reference to Items in Code of Conduct</p> <p>Glossary: inclusion of definition of Pastoral Care</p> <p>Attachment A: Remove line identifying school where services are being delivered & remove principal as witness.</p> <p>Attachment D: under 'General Requirements' - inclusion of new sentence to clarify general requirements section of the Service Agreement</p>
May 2012	2	<p>Document Revision history updated</p> <p>5.5.2 & 5.5.3: updated mental health codes</p> <p>'Work Effectively in Mental Health' code is now CHCMH301C effective 7 May 2012. Change reflects removal of references to old OHS legislation and replaces with references to new WHS legislation. There is no change to the competency outcome.</p> <p>'Respond Holistically to Client Issues and Refer Appropriately' is now CHCCS422B effective 7 May 2012. Change reflects upgrades which remove references to old OHS legislation and replaces them with reference to new WHS legislation, plus update terminology 'challenging behaviour' to 'behaviours of concern'. There is no change to the competency outcome.</p>
July 2012	3	<p>Document revision history updated</p> <p>5.5.3: updated to include reference to 'disadvantaged' communities</p>

Date	Revision	Description
December 2012	4	<p>Document revision history updated</p> <p>3.3.1: removed 'visits' from existing wording</p> <p>5.6.5: & 7.1.2: added additional wording regarding the Privacy Act and allowing for the sharing of information about complaints with other relevant parties.</p> <p>8.4.3: removed 'or ongoing' from the existing wording.</p>
June 2013	5	<p>Document revision history updated</p> <p>5.5.2: removed maintain a list of qualification, replaced with information on qualifications is available through the Frequently Asked Questions.</p>

1. Overview

1.1 Introduction

The 2008 Melbourne Declaration on Educational Goals for Young Australians states:

Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians, and in ensuring the nation's ongoing economic prosperity and social cohesion. Schools share this responsibility with students, parents, carers, families, the community, business and other education and training providers.

Introduced in 2007, the National School Chaplaincy Program has made valuable contributions to the wellbeing of school communities across Australia.

It is a voluntary program that assists school communities to support the spiritual, social, and emotional wellbeing of their students. This can include support and guidance about ethics, values, relationships and spirituality; the provision of pastoral care; and enhancing engagement with the broader community.

In August 2010, the Australian Government announced that a further \$222 million would be provided so that existing schools funded under the National School Chaplaincy Program could have their funding extended to the end of 2014. In addition these funds will support up to 1,000 additional schools, including those in rural, remote and disadvantaged locations to access support under the Program.

A national consultation process was undertaken during 2010 to consider options for the future of the Program beyond 2011. Stakeholder views were sought and the key issues raised were presented in recommendations for changes to the Program to the Hon Peter Garrett MP, Minister for School Education, Early Childhood and Youth. The Minister determined the changes to be made and they have been incorporated into these Guidelines.

The new National School Chaplaincy and Student Welfare Program (the Program) was announced in September 2011. Commencing in January 2012, the Program builds upon the success of the National School Chaplaincy Program and supports school communities to establish school chaplaincy and student welfare services or to enhance existing services. The major changes to the Program include: a new title for the Program; choice of support worker; minimum qualification requirements for funded school chaplains/student welfare workers; improved complaints handling mechanisms; an increase in the maximum grant for schools in remote locations; and minimum standards for Funding Recipients.

From 1 January 2012, schools funded under the Program are able to choose the services of a school chaplain to provide pastoral care services and/or select the services of a non faith-based, or secular, student welfare worker.

Program funding is appropriated annually by Parliament and administered by the Department of Education, Employment and Workplace Relations (the Department), through the National School Chaplaincy and Student Welfare Program. Contact details for the Program are available on [the Department's website](http://www.deewr.gov.au/national-school-chaplaincy-and-student-welfare-program) (www.deewr.gov.au/national-school-chaplaincy-and-student-welfare-program)

The nature of the chaplaincy/student welfare services to be provided, including whether they are provided by a school chaplain or secular student welfare worker, is a matter which must be decided by the school, following consultation with the school community. Students will not be obliged to participate in the Program, and parents and students will be regularly informed by the school about the availability and the voluntary nature of the chaplaincy/student welfare services.

Access to advice, support and guidance about ethics, values and relationships may already be available at schools through existing services, such as counsellors, youth workers, social workers and psychologists. National School Chaplaincy and Student Welfare Program funded services are designed to form part of

the already existing wellbeing services provided within the school community.

It is not the Australian Government's intention that this initiative will in any way diminish or replace existing careers advice, counselling services or any other wellbeing service funded by state and territory governments, schools or sectors. The Program is designed to provide a tailored option, based on the requirements of the school community and their decisions regarding the service to be delivered.

Funding will be continued up to 31 December 2014, with payments subject to Funding Recipients meeting the conditions of the Funding Agreement. Payments are made in advance, but only after proper execution of a Funding Agreement and subject to meeting the payment conditions of the Funding Agreement. To receive the maximum payment of \$20,000 (excluding GST and remote loading), services must be for a minimum of 400 hours annually, as per Section 4.3.

For the purposes of this Program, the terms "student welfare worker" and "student welfare service" refer to secular student welfare worker/s and secular student welfare service/s.

1.2 Purpose of these guidelines

These National School Chaplaincy and Student Welfare Program Guidelines (Program Guidelines) have been updated to reflect the revised requirements for the administration and delivery of the Program from 1 January 2012.

The Program Guidelines will form part of the Funding Agreement and must be adhered to by all parties involved in school chaplaincy/student welfare projects. If there is any discrepancy between the information contained in these Program Guidelines and the Funding Agreement, the Funding Agreement shall take precedence.

Funding is only available for eligible schools that were funded under the National School Chaplaincy Program and confirm their commitment to the Program as per Section 4.6 of these guidelines, and for additional schools who are successful in securing funding under

the Program. Details of how eligible schools funded under the National School Chaplaincy Program can transition to the National School Chaplaincy and Student Welfare Program and how new schools apply for funding will be available on the Department's website. (<http://deewr.gov.au/national-school-chaplaincy-and-student-welfare-program>). There are no plans at this time for further application processes to be available after these processes have closed.

The Australian Government reserves the right to amend these Program Guidelines as necessary. Information concerning changes to the Program Guidelines will be posted on the Department's website and participating schools and Funding Recipients will be advised accordingly.

1.3 Objectives

The objectives of the Program are to assist school communities to provide pastoral care and general spiritual, social and emotional comfort to all students, irrespective of their faith or beliefs. This can include support and guidance about ethics, values, relationships and spiritual issues; the provision of student welfare; and enhancing engagement with the broader community.

1.4 General Principles

The following general principles apply to the Program:

- Participation in the Program by school communities is voluntary.
- It is not compulsory for students to participate.

Schools must inform students and parents of the voluntary nature of the Program and of the choice of whether or not to utilise the services of a school chaplain/student welfare worker. Schools must ensure that

- adequate permission arrangements are in place to confirm prior parental/guardian consent (see Section 5.2)
- all students, parents and school community members are fully advised of the appropriate consent

procedures as per Section 5, and that these measures are consistent with state/ territory government or non-government education system or individual school policy or guidelines where applicable.

- The choice of using student welfare services or chaplaincy services, including the religious affiliation if applicable, is a decision for the school following consultation with the school community as per Section 5.3.
- There must be consultation with, and ongoing support from, the broader school community about the demand for, and role of, a school chaplain or student welfare worker.
- To receive and maintain funding, school communities must engage the services of a school chaplain/student welfare worker and demonstrate how the services provided by the school chaplain/ student welfare worker will achieve the outcomes required by the Program.
- School communities are expected to maintain any existing complementary chaplaincy/student welfare services i.e. those not funded under the Program. Program funding should not diminish or replace existing funding and/or student wellbeing services.
- Funding under this Program can only be used for expenditure that directly relates to the provision of chaplaincy/student welfare services under the Program.
- Operating within a strong ethical framework which supports and upholds the Values for Australian Schooling. The National Framework can be accessed at [Values Education website](http://www.valueseducation.edu.au/values) (www.valueseducation.edu.au/values).
- Assisting school counsellors and wellbeing staff in the delivery of student welfare services.
- Providing students, their families and staff with support and or appropriate referrals, in difficult situations such as during times of grief or when students are facing personal or emotional challenges.
- Supporting students to explore their spirituality and providing guidance about spirituality, values and ethical matters or referring students to, or sourcing appropriate services, to meet these needs; and facilitating access to support agencies in the community, where applicable.
- Supporting students and staff to create an environment which promotes the physical, emotional, social and intellectual development and wellbeing of all students.
- Supporting students and staff to create an environment of cooperation and mutual respect, promoting an understanding of diversity and the range of cultures and their related traditions.
- Being approachable to all students, staff and members of the school community.
- Supporting students, their families and staff of all beliefs and not seeking to impose any beliefs or persuade an individual toward a particular set of beliefs.

1.5 Chaplaincy/student welfare service

Chaplaincy/student welfare is a service that complements the care offered by other helping disciplines and aims to assist school communities through the provision of help and care to support the personal and social wellbeing of students and the school community. Services and actions could include:

2. DEFINITIONS

The following describes and defines the various key stakeholders and partners in the delivery of this Program.

2.1 School Chaplains

For the purposes of this Program, a school chaplain is a person who:

- is recognised by the school community and the appropriate governing authority for the school as having the skills and experience to deliver school chaplaincy (as outlined at Section 1.5) to the school community
- is recognised through formal ordination, commissioning, recognised religious qualifications or endorsement by a recognised or accepted religious institution or a state/territory government approved chaplaincy service and
- meets the minimum qualification requirements, as outlined in Section 5.5.

Details of the role and responsibilities of the school chaplain are in Section 3.1 of these Program Guidelines.

2.2 Student welfare workers

For the purposes of this Program, a student welfare worker is a person who:

- is recognised by the local school community and the appropriate governing authority for the school as having the skills and experience to deliver student welfare services (as outlined at Section 1.5) to the school community; and
- meets the minimum qualification requirements, as outlined in Section 5.5.

Details of the role and responsibilities of the student welfare worker are in Section 3.1 of these Program Guidelines.

2.3 School communities/governing bodies

School communities are expected to work through the School Principal or project leader

(as outlined at Section 2.4 below), who will work closely with and assist the Funding Recipient to monitor and report on the activities funded under the Program, according to the terms of the Funding Agreement. School communities are also required to explore and confirm ongoing school community support for the Program through school community consultation.

Details of the role and responsibilities of the school communities/governing bodies are in Section 3.2 of these Program Guidelines.

2.4 School Principal/project leader

The School Principal, in consultation with the parent body and the school's governing body, is responsible for working with the Funding Recipient to lead, coordinate and manage all aspects of the chaplaincy/ student welfare services within the school, including complaints management as outlined at Section 7. The School Principal may appoint another member of the school's staff as project leader to undertake these tasks on his/her behalf. Details of this appointment must be communicated to the Department in writing within five working days of the signing of the Service Agreement. Further information about the Service Agreement is available at Attachment D.

Details of the role and responsibilities of the School Principal are in Section 3.3 of these Program Guidelines.

2.5 Education authorities

State/territory government and non-government education authorities have a direct role in the administration of schools and in supporting the wellbeing and positive development of all Australian school children. Education authorities are also responsible for regulating activities within schools, including setting policies and guidelines for the activities of volunteers within schools in the public and private sectors.

2.6 Funding Recipient

For the purposes of this Program, a Funding Recipient is a legal entity (an organisation incorporated under Commonwealth or state

legislation) that may enter into a Funding Agreement and manage funding under the Program on behalf of a school community.

In order to act as a Funding Recipient and enter into a Funding Agreement with the Commonwealth under the Program, potential Funding Recipients must undergo and pass eligibility checks prior to entering into a funding agreement. These checks will include:

- whether the organisation is incorporated
- whether they have a history of correctly accounting for and reporting on the payments and expenditure of past grants administered by the Department
- a verification of the religious denomination of the organisation, if applicable, as per the Australian Standard Classification Of Religious Groups to ensure it is a recognised religion
- the organisation's ability to meet the minimum standards for Funding Recipients as per Section 5.6 of these Program guidelines
- the ability of the Funding Recipient to employ workers with the minimum qualifications requirements as per Section 5.5.
- the current holding of mandatory insurances or the ability to acquire them prior to entering into a funding agreement.

If the above eligibility requirements are met and the Department has provided approval, the types of organisations listed in Sections 2.6.1, 2.6.2, and 2.6.3 may be eligible to apply to act as Funding Recipients.

2.6.1. Non-Government school or school community organisation

There are a number of non-government schools or school community organisations that may choose to act as a Funding Recipient on behalf of their school. They include:

- non-government schools that are incorporated under relevant Commonwealth, state or territory legislation
- school community organisations – for example a school governing body, Parents

and Citizens' Association or equivalent body, which has been incorporated and has the power to enter into contracts.

2.6.2. Non-government or Government Education Authority

There are a number of incorporated non-government education authorities in Australia at local, state, and national levels that may choose to act as a Funding Recipient on behalf of their schools. They include:

- Religious Education Authorities that are incorporated under the relevant Commonwealth, state or territory legislation. This includes authorities that represent their faiths such as Catholic, Anglican, Protestant, Jewish, Islamic, Buddhist etc.

Government Education Authorities may also choose to act as a Funding Recipient.

2.6.3. Other legal entity as a Funding Recipient

For example:

- a chaplaincy/student welfare service provider
- any other legally incorporated organisation chosen by the school. Examples could include, but are not limited to: organisations who are involved in spiritual and wellbeing services, education, community, youth work, and mental health services.

Details of the role and responsibilities of the Funding Recipient are in Section 3.4 of these Program Guidelines.

2.7 The Department of Education, Employment and Workplace Relations

The Department has overall responsibility for the administration of the Program.

Details of the role and responsibilities of the Department are in Section 3.5 of these Program Guidelines.

3. ROLES AND RESPONSIBILITIES

3.1 School Chaplains/student welfare workers

School chaplains and student welfare workers are responsible for supporting the spiritual, social, and emotional wellbeing of their students. School chaplains in particular, have a key role in supporting the spiritual wellbeing of students, regardless of faith or beliefs. School chaplains/student welfare workers must be able to provide support for a range of day to day matters affecting the school community and communicate effectively with a diverse group of people. They can become involved in a wide variety of issues including health, social and values education and emotional support.

It is expected that school chaplains/student welfare workers support and work with the School Principal, the school's student wellbeing staff or equivalent to refer students to appropriate services where required. To assist in facilitating this, school chaplains/student welfare workers should have or develop an appropriate and suitable external network of professional groups working with the community. Chaplains/student welfare workers should also be aware of current student wellbeing, anti bullying and cyber safety strategies such as the National Safe Schools Framework.

The School Principal is ultimately responsible for the welfare of students within their school. In interactions with students, school chaplains/student welfare workers must adhere to existing school operational requirements and report to the School Principal or his/her nominated project leader (as per Section 2.4) where required.

School chaplains and student welfare workers must ensure that all services that are delivered are:

- approved by the School Principal
- have the appropriate prior parental/guardian consent, where

relevant, as per existing school policy or as per Section 5.2

- have the voluntary consent of students who participate.
- Where parents/guardians have demonstrated that they accept the school is faith based and they agree to the values of the school by enrolling their child in a religious school, additional consent for general chaplaincy services is not required, beyond current education authority or school arrangements.

School chaplains/student welfare workers must also:

- abide by the Program Guidelines
- observe communication protocols as required in the Service Agreement at Attachment D, including complaints reporting requirements as per Section 7
- assist the School Principal in notifying students/ parents about all aspects of the chaplaincy/student welfare service, including the voluntary nature of the Program and the need for consent forms to be signed prior to participation in services, as appropriate
- report on services relating to the Program and participate in any monitoring and/or evaluation strategies as determined by the Department and outlined in the Funding Agreement
- avoid theological terminology and language that assumes that those with whom they speak share their beliefs. School chaplains and student welfare workers should ensure that any faith based statements are presented as personal beliefs rather than as factual assertions
- ensure that they take responsibility for, and obtain prior approval from the School Principal for, any external people the school chaplain/student welfare worker invites onto school premises to provide student activities such as musical shows or lectures or to assist in providing chaplaincy/student welfare services. School chaplains/student welfare workers must vet any content to ensure that these external people do not proselytise, distribute biased material or undertake any activities as detailed at Section 3.1.2

- deliver services in a way that respects the range of spiritual views and cultural traditions in the school community, and also respects the stated views of parents/guardians to ensure the spiritual and moral education of their children

3.1.1. What do school chaplains/student welfare workers do?

While the key tasks of a school chaplain/student welfare worker will vary depending on the needs of individual school communities, they could include:

- working closely with, and/or as part of the school wellbeing committee or team to plan for and deliver student resilience and wellbeing services
- providing students, their families and staff with support and or appropriate referrals, in difficult situations such as during times of grief or when students are facing personal or emotional challenges.
- supporting students who express a desire to explore their spirituality. This may include providing guidance about spirituality, values and ethical matters and/or appropriate referral of questions of faith/spirituality.
- providing services with a spiritual content (excluding religious education) including facilitating discussion groups and lunch time clubs if approval and consent for the activities as per Sections 3.1 and 5.2 have been obtained
- developing relationships with, and referring students/parents/carers to specialist services within the school as appropriate or externally under the direction of the School Principal if there are existing state/territory or school referral policies
- organising one-on-one or group sessions with students, parents, staff and other members of the school community as requested and required by the school community
- running breakfast clubs
- delivering peer leadership and support programs

- participating in school activities such as sport, camps, gardens etc
- contributing to school newsletters
- reporting to school community organisations on service provision within the school community
- attending Parents & Citizens' or equivalent parent body meetings to provide details of the Program and the services that are available
- facilitating activities connecting students with other members of the community
- mentoring/coaching
- providing support and/or appropriate referral in times of grief and other critical events
- facilitating community partnership programs between the school and the wider community.

3.1.2. What don't school chaplains/student welfare workers do?

When delivering services under the Program, school chaplains and student welfare workers must adhere to the Program Guidelines and the Code of Conduct (Attachment A).

As outlined in Section 3.1, religious schools are exempt from any additional consent requirements for the provision of religious services/rites and faith discussions.

Services provided during Program funded hours must not include:

- providing religious education in their schools. The decision on whether non Program funded religious education is delivered by the same person who is employed with Program funding is to be determined by schools and Funding Recipients. However, to avoid potential role confusion, best practice recommends that these roles be conducted by different persons. Where this is not a school preference/not possible, schools need to ensure they take all necessary steps to delineate the roles, including on the school website as per Section 6.5
- attempting to convert students to a religion or set of beliefs through proselytising/evangelising. School

chaplains/student welfare workers must not

- coerce students to attend activities that have religious content/focus
 - ask or encourage students to proselytise/evangelise within the school
 - deliver activities/services that promote a particular view or religious belief without prior approval and consent as per Sections 3.1 and 5.2
 - put students in a position of feeling manipulated or intruded upon by intense persuasive conversation.
- initiating faith discussions with a view to coercing or manipulating students to a particular view or spiritual belief. While recognising that an individual school chaplain/student welfare worker may respond to questions and in good faith express views and articulate values consistent with his or her own beliefs, a school chaplain/student welfare worker must not take advantage of his or her privileged position to proselytise, evangelise or advocate for a particular view or spiritual belief
 - attempting to undermine students' religious or other beliefs
 - using other methods such as social media - blogs and facebook, or newsletters and school websites, to proselytise/evangelise to students within their school, in their role as a Program funded school chaplain/student welfare worker
 - providing professional support services, for example counselling or legal or medical advice, unless:
 - appropriately qualified to do so
 - consistent with relevant state/territory policies and procedures.
 - providing support to students who have indicated that they do not wish to access the services of a school chaplain/student welfare worker, or where an appropriate consent process has not been followed
 - performing religious services/rites (such as worship or prayer during school assembly

etc), without the appropriate prior consent as per Sections 3.1 and 5.2

- expressing views that are discriminatory or biased on the grounds of religious ideology, beliefs or sexuality. Regardless of individual school chaplain/ student welfare workers' personal/spiritual views, they must treat all students with dignity and respect.

School chaplains and student welfare workers must adhere to the Program Guidelines and the Code of Conduct at all times and not participate in activity in a private capacity that might impact or be perceived to impact on their delivery of the services under the Program.

For example, a school chaplain or student welfare worker should not make public comments which could be perceived as compromising their capacity to fulfil their duties in accordance with the Code of Conduct. This could include, but is not limited to, using methods such as social media, including blogs and facebook, in a private capacity to proselytise/evangelise, targeting students from the funded school.

3.2 School communities/governing bodies

School communities are expected to demonstrate their support for chaplaincy/student welfare services by:

- affirming support for the chaplaincy/student welfare services, including the suitability of the role and/or religious affiliation of the school chaplain/student welfare worker (this can be done via a combination of methods including surveys, questionnaires, Parent and Citizens' body meeting minutes etc) which must be done annually at a minimum as per Section 5.3
- if required, providing and maintaining cash and/or in-kind assistance through activities such as fund raising to ensure that the chaplaincy/student welfare service remains viable

- assisting the School Principal in monitoring and reviewing the nature and role of the school chaplain/student welfare worker, including the service being provided.

3.3 School Principals/project leaders

The School Principal or nominated project leader has a lead role in coordinating and managing all aspects of the chaplaincy/student welfare services within the school.

In order to assist School Principals and Funding Recipients to work together collaboratively under the Program, a Service Agreement that outlines the roles and responsibilities of each party must be entered into prior to the commencement of the school chaplain/student welfare worker, and should be renewed on an annual basis. If any changes occur, a revised Service Agreement should be signed by the parties. Details of the minimum requirements for Service Agreements are at Attachment D.

A Service Agreement is not required if a non-government school as a legal entity, is accepted by the Department as a Funding Recipient and is a signatory to the Funding Agreement.

The school retains overall duty of care for all students attending the school during the school day. The School Principal, working within education authority/system rules, is ultimately responsible for students within the school setting and therefore is responsible for:

- undertaking and/or coordinating ongoing consultation with the school community at a minimum on an annual basis, to assess the demand, support for, and nature of chaplaincy/student welfare services as per Section 5.3
- checking that all school chaplains/student welfare workers/Funding Recipient personnel who may come into contact with students in their school comply with all legislative, policy and other requirements and permissions necessary to have access to and work on the school premises as per Attachment B. School Principals are not responsible for arranging child protection

checks and Australian Federal Police (AFP) criminal record checks for school chaplains/student welfare workers engaged by the Funding Recipient unless they are acting as the Funding Recipient making every effort to inform all parents and students of the voluntary nature of Program participation

- ensuring that sufficient procedures are in place for students and their families to consent to the voluntary service, as outlined at Section 5.2 of these Program Guidelines.
- completing, endorsing, and submitting the school's application for funding
- endorsing the choice of school chaplain/student welfare worker/s prior to employment, and ensuring formal ongoing endorsement of the service by the school community in accordance with the annual consultation requirements in Section 5.3
- in consultation with the Funding Recipient and school governing body, agree to and sign off on a school chaplain/student welfare worker work-plan as required by Attachment D
- if applicable, supporting the school chaplain/ student welfare worker and Funding Recipient in order to meet the minimum qualifications requirement as per Section 5.5
- overseeing the delivery of the chaplaincy/student welfare service within the school
- co-operating with the Funding Recipient to ensure compliance with all provisions of the Funding Agreement, including completing required annual progress reports by required timeframes (see Section 6.2)
- ensuring that effective complaints handling protocols, including the maintenance of a complaints log, are in place to notify Funding Recipients and/or the Department of all complaints or issues that may arise, and ensuring that the requirements at Section 7 of these Program Guidelines are met
- ensuring induction to the school is provided to the school chaplain/student welfare worker

- ensuring appropriate facilities and relevant resources are provided as required and as per risk management requirements or as per state/territory or school policy (eg. appropriate private rooms for one-on-one sessions; lockable filing cabinet; access to relevant IT etc)
- approving all chaplaincy/student welfare service activities and matters that vary students' school routine and participation or attendance
- advising the Funding Recipient of variations in routine such as; absences of the school chaplain/ student welfare worker and long-term gaps in service when there is no service provision and other day to day management issues
- ensuring that a school chaplain/student welfare worker does not deliver chaplaincy/student welfare services if a child protection check/police check expires and a renewal is not in place
- ensuring that details of the chaplaincy/student welfare Program are published and maintained on the school website as per Section 6.5.

3.3.1. Risk management requirements for School Principals

School Principals are also required to identify potential risks with program delivery; develop and maintain an ongoing Risk Management Plan which identifies mitigating actions; and report if required to the Department, during monitoring. Any risk management plan must include strategies to address the possibility of the following areas as a minimum:

- resignation of school chaplain/student welfare worker
- poor performance of school chaplain/student welfare worker
- prolonged absence of school chaplain/student welfare worker
- mismatch of school chaplain/student welfare worker to school community needs
- alternate strategies/activities for students if they do not opt-in, or specifically opt-out of activities
- complaints received against school chaplain/student welfare worker

- concerns with school chaplain/student welfare Funding Recipient relationship and/or service delivery
- diminished school community support for the school chaplain/student welfare worker (person and/or role)
- minority opposition for the continuation of the Program by members of the school community
- possible community/school funding requirements to ensure the viability of chaplaincy/ student welfare services.

3.4 Funding Recipients

Funding Recipients are the employing bodies of school chaplains/student welfare workers.

In order to ensure that Funding Recipients and School Principals work together collaboratively under this Program, a Service Agreement that outlines the roles and responsibilities of each party should be entered into and reaffirmed annually. If any changes occur, a revised Service Agreement should be signed by the parties. The minimum requirements for Service Agreements are at Attachment D.

A Service Agreement is not required if a non-government school as a legal entity is accepted by the Department as a Funding Recipient and is a signatory to the Funding Agreement.

Funding Recipients are responsible for:

- the financial management of the chaplaincy/ student welfare service in the school for which they have entered into a Funding Agreement
- recruitment and selection of the school chaplain/ student welfare worker in consultation with the School Principal (the Funding Recipient must seek the School Principal's endorsement of the school chaplain/student welfare worker)
- ensuring adequate induction is provided for school chaplains/student welfare workers prior to commencement within a school, including all role requirements and boundaries as per the Program Guidelines and the Code of Conduct (as outlined in Section 5.6.1)

- ensuring, where applicable, that school chaplains/ student welfare workers obtain minimum qualifications within agreed timeframes (as outlined at Section 5.5) and keeping evidence of these qualifications
- ensuring that school chaplains/student welfare workers and any Funding Recipient staff who may come into contact with children, have appropriate working with children/AFP criminal record checks in place as per Attachment B, and keeping evidence of these clearances
- ensuring compliance with Funding Recipient minimum standards within agreed timeframes (as outlined at Section 5.6)
- monitoring of the school chaplain/student welfare worker role in consultation with the School Principal, including that an agreed work-plan is in place and that the school chaplain is complying with the work-plan as detailed in Attachment D
- maintenance of required insurances as per Section 5.6.3
- ensuring that requested information and reports from schools are submitted to the Department. Schools are required to submit their reports to the Funding Recipient, who must note and endorse the report and forward it to the Department before payments can be made
- notifying the Department of complaints/allegations as per Section 7.

Government funding is properly accounted for

- evaluating service outcomes
- managing Program funds, policy and performance
- monitoring and reviewing progress of individual services
- promulgating best practice and facilitating continuous improvement in relation to the delivery and management of the Program through communication with schools and Funding Recipients.

3.5 The Department of Education, Employment and Workplace Relations

The Department has overall responsibility for the administration of the Program through:

- developing and updating Program Guidelines as required
- monitoring adherence with Funding Agreements
- managing, handling and reporting against complaints as outlined in Section 7
- making payments in accordance with Funding Agreements
- ensuring funding for each service is properly acquitted and Australian

4. Funding

4.1 Introduction

The Program is a calendar year support program. Reporting required under the Funding Agreement is based on the 52 week period, commencing 1 January each year. Funding is available for nominated Funding Recipients of government and non-government schools to employ a school chaplain and/or student welfare worker.

Chaplaincy/student welfare services funded under this Program may commence from 1 January 2012, but only following the signing of a Funding Agreement by both the Funding Recipient and the Commonwealth. Funding Recipients will not receive any funding prior to the proper execution of the Funding Agreement by both parties and Funding Agreements cannot be backdated. The Funding Recipient cannot use funds provided under the Program for chaplaincy/student welfare services that have been provided prior to the signing of an agreement.

Funding will be provided, in accordance with the provisions in the Funding Agreement and are subject to continued school community support as outlined in Section 5.3.

No funding has been committed by the Australian Government beyond December 2014.

4.2 Funding Arrangements

Funding under the Program is only available from 1 January 2012. Payments under the Program cannot be made prior to this date or before the execution of a Funding Agreement.

Funding Recipients will be required to nominate a single bank account for all funding under the Program. Changes to these details can be made throughout the funding period, however only one account can be nominated at a time.

Funding Recipients must not subcontract the performance of any obligation within these Program Guidelines or Funding Agreement to any other party.

4.2.1. Delay in Funding Agreement execution

If the proper execution of a Funding Agreement is delayed:

- Up to and including 30 June 2012, the Funding Recipient, in consultation with the school, can determine whether it still believes it can deliver the full service allocation, e.g. 400 hours, over the remainder of the year, and must provide details to the Department of how they intend to provide the service allocation in the shortened time frame. Alternatively, the Funding Recipient, in consultation with the school, may wish to prorate the payment based on the date of proper execution of the Funding Agreement and based on its assessment of the likely number of hours to be delivered in the remainder of the year.
- Beyond 30 June 2012, the payment must be prorated based on the date of proper execution of the Funding Agreement. This will be based on the proportion of the remainder of the year and the level of service allocation. For example, if the agreement is executed on 1 October 2012, a 400 hour service allocation will be reduced to 100 hours and a payment of \$5,000 as per Section 4.7.

4.2.2. Funding Agreement categories

Where an organisation is acting as a Funding Recipient for a number of schools, the Department may enter into a single Funding Agreement with that organisation which covers all schools for which the organisation is acting as Funding Recipient, with the maximum amount available per school being up to \$20,000 excluding GST per annum (or \$24,000, excluding GST, per annum for remote schools). Funding Recipients cannot pool funds to provide general services to all schools. Each payment is allocated to an individual school and must be expended accordingly.

The decision to enter into a bulk Funding Agreement for a number of schools will be at the discretion of the Department. A number of factors will be taken into account, including

but not limited to, risk management and the capacity of the Funding Recipient to administer the Program under a bulk Funding Agreement.

In all other cases, the funding for each school community will be covered by a separate Funding Agreement, with the maximum amount available under any one Funding Agreement being up to \$20,000 excluding GST per annum (or \$24,000, excluding GST, per annum for remote schools).

4.3 Funding allocation

Funding is allocated for each individual school and must be expended accordingly. Funding is provided as advance payments per school, subject to milestone requirements.

Funding for 2012 will be provided as advance payments, in instalments, and subject to milestone requirements as outlined in the Funding Agreement.

School chaplains/student welfare workers must provide services for a minimum of four hundred (400) hours per calendar year, to obtain maximum funding of \$20,000 (excluding GST). The school may determine the most appropriate apportioning of hours of this service.

Schools and Funding Recipients can negotiate a level of servicing above the minimum requirement, however funding levels are agreed at the establishment of the Program and additional funding will not be provided if additional hours of service are provided. For example, if a school has gained funding of \$15,000 for a minimum of 300 hours of service and the school chaplain/student welfare worker provides 400 hours of service over the calendar year, no additional funding is payable.

To ensure that schools in remote communities are able to participate in the Program, an additional 20 per cent loading will be allocated to remote schools to cover increased costs and difficulties in attracting appropriate school chaplains/student welfare workers. For the purposes of the Program, the Accessibility/Remoteness Index of Australia (ARIA) classification system is used to define remoteness. Schools within ARIA remoteness

categories 4 or 5 are considered remote for the purposes of the additional 20 per cent funding as outlined below.

Further information regarding the Accessibility/Remoteness Index of Australia (ARIA) is available at [The Department of Health and Ageing website](http://www.health.gov.au/internet/main/publishing.nsf/Content/health-historicpubs-hfsocc-ocpanew14a.htm) (www.health.gov.au/internet/main/publishing.nsf/Content/health-historicpubs-hfsocc-ocpanew14a.htm)

The following sets out minimum service delivery for the different levels of funding available under the Program:

- \$20,000 (plus 20% for remote schools), ex GST- a minimum of 400 hours
- \$15,000 (plus 20% for remote schools), ex GST- a minimum of 300 hours
- \$10,000 (plus 20% for remote schools), ex GST- a minimum of 200 hours
- \$5,000 (plus 20% for remote schools), ex GST- a minimum of 100 hours.

4.4 Cluster model arrangement

Schools in rural, regional and remote locations (schools with ARIA categories 2 to 5) have the option of entering into a cluster arrangement with neighbouring schools. A cluster arrangement allows the sharing of a resource through the employment of a single school chaplain/ student welfare worker within a region or amongst neighbouring schools. Pooling of funding however, is not allowable. Given that funding is allocated for each individual school, it must be expended accordingly for services at that individual school.

Cluster arrangements can allow for flexibility in servicing between schools. For example, if school A (with 400 hours of servicing), school B (with 400 hours of servicing) and school C (with 100 hours of servicing) faced challenging travel distances to their schools and required concentrated periods of service to meet school and student needs, they could enter into a cluster arrangement and negotiate for the school chaplain/ student welfare worker to, for example, spend the first full 3 months providing service to school A, then move to

providing a service at schools B and C consecutively.

Schools entering into a cluster arrangement may wish to enter into a service level agreement in order to ensure all schools are satisfied with the arrangement. Details of elements that may be included in the agreement are in Attachment G.

4.5 Goods and Services Tax (GST)

Where GST is payable on the transaction between the Commonwealth and the Funding Recipient, the Commonwealth will increase the amount of the grant to cover the GST that the recipient must pay to the Australian Taxation Office (ATO).

4.6 Transitioning from the National School Chaplaincy Program

Funding is available to school communities that have existing chaplaincy/pastoral care services under the National School Chaplaincy Program who are eligible for and have committed to the National School Chaplaincy and Student Welfare Program.

Eligible schools are those:

- which have complied with all of their obligations as set out in the National School Chaplaincy Program Guidelines and their obligations as set out in the existing Funding Agreement; and
- where the school is the Funding Recipient
 - The school has signed and returned all Contract Variations to the Department to have its National School Chaplaincy Program Funding Agreement extended to 31 December 2011, and
 - has not had its National School Chaplaincy Program Funding Agreement terminated by the Department, or
- where a chaplaincy services provider or other legal entity is the Funding Recipient

- the Funding Recipient has signed and returned all Contract Variations to the Department to have the National School Chaplaincy Program Funding Agreement extended to 31 December 2011 in respect of the relevant school, and
- the Funding Recipient has not had its National School Chaplaincy Program Funding Agreement terminated by the Department in respect of the relevant school.

In order to commit to the Program and maintain eligibility, schools must complete the online Continuation of Service Submission process which includes:

- confirmation of intention to receive funding under the Program
- confirmation and evidence of ongoing school community support for the Program, and
- a commitment to the Program and all new requirements as outlined in these Program Guidelines.

The online Continuation of Service Submission process will allow eligible schools funded under the Program to choose to continue their chaplaincy services and/or they can elect to use the services of a student welfare worker from 1 January 2012.

The Department will enter into new Funding Agreements with all eligible Funding Recipients.

Funding Recipients and schools must meet all requirements as outlined in the Funding Agreement and as outlined at Attachment F in order to receive their first payment under this Program.

4.7 Use of funds

Program funding is to be used to provide chaplaincy/ student welfare services within the school/s covered under a Funding Agreement. The Funding Recipient can employ a student welfare worker, or a school chaplain, or both, depending on the requirements of the school for which the funding is provided.

Funding can only be used for purposes that are directly related to the provision of chaplaincy/student welfare services in the school for which funds are provided.

School communities may engage the services of more than one school chaplain/student welfare worker. The amount of funding available to school communities will not increase if there is more than one school chaplain/student welfare worker engaged under this Program. For example if a school community engages the services of both a school chaplain and a student welfare worker, the allocated funding will not change. Funding Recipients will be responsible for paying the salary and other employment related costs for all school chaplains/student welfare workers providing services under the Program.

Funding can only be used in the calendar year for which the payment is made. Funding provided for a particular year cannot be 'rolled over' to subsequent years. Any unused entitlement will result in the subsequent funding years' payment being prorated based on the number of hours that have been provided. For example: a school chaplain/student welfare worker delivers 250 hours of service of a 400 hours service allocation then leaves the school. No replacement is found and as a result, no service is provided to the end of the calendar year. The following year's payment will be reduced by 150 hours (\$7,500) to offset the unused service. A minimum of 400 hours of services will then be required for the following year utilising the unexpended funds from the previous year in addition to the reduced payment (\$20,000 in total).

Conversely, if a school chaplain/student welfare worker delivers 400 hours, where a 300 hour service allocation has been granted, no additional funds will be provided, i.e. a further \$5,000 will not be payable.

4.7.1. Acceptable use of funds

Administration costs

Up to a maximum of 20 per cent of the total annual funding may be used for administrative costs including:

- workers compensation cover and relevant insurances (as outlined at Section 5.6.3)
- general administration fees
- audit and monitoring compliance fees
- administration/support staff costs
- training and personal development costs associated with the school chaplain/student welfare worker. Notwithstanding this, funding for existing school chaplains/student welfare workers to acquire the two required units of competency as per Section 5.5 is not included as an administration cost and will be met separately by the Department.
- reasonable travel costs (not including salary) for servicing remote schools, or travel between schools in a cluster arrangement including transport expenses such as fuel, fares, vehicle registrations and maintenance.

School chaplain/student welfare worker salary/wages

A minimum of 80 per cent of the total annual funding must be used for the purposes of paying school chaplain/student welfare worker salary or wages and superannuation. This may also include travelling time between schools in regional and remote cluster arrangements (see Section 4.4) or salary/wages whilst attending training or development but not regular/daily commute.

Gaps in service

If a school has had a gap in service within the calendar year due to the resignation of a school chaplain/ student welfare worker and there is a delay in sourcing a replacement, excess service hours/funds can only be utilised by:

- increasing the school chaplain/student welfare worker's service hours, for example providing full- time services for a designated period, to ensure no underspend for that calendar year and/or
- employing an additional school chaplain/student welfare worker to provide additional service hours during the calendar year and/or
- utilising the services of an existing school chaplain/ student welfare worker in the

school, who is not funded under the Program, to provide additional service hours that meets the requirements of the Program Guidelines, by increasing their operational hours in addition to work they are providing under their current role.

4.7.2. Unacceptable use of funds

Activities and the purchase of services and goods which are inconsistent with the purpose of this Program will not be funded. This includes:

- any costs incurred by the Funding Recipient or school prior to 1 January 2012 and the proper execution of a Funding Agreement
- the purchase of religious education or religious training packages and the purchase of goods related to these activities
- the purchase of capital items, assets or resources including, but not limited to; capital works, vehicles, computers and text books
- any existing programs or support mechanisms that are already funded by alternate funding sources
- provision of services to other unfunded schools
- reallocation of funds between schools, that is, transference of unspent funds from one school to another, including schools that have a deficit
- utilisation of unspent funds from allocations for previous years as per Section 4.7. Any unspent funds at the end of 2014 will be recovered by the Department

5. PROGRAM MANAGEMENT

5.1 Participation/Voluntary nature of the Program

It is not compulsory for any student to participate in activities or receive services from a Program school chaplain/student welfare worker.

Parents/caregivers must be provided with information about the availability of chaplaincy/ student welfare services in their school (see Section 6.5) which emphasises the voluntary nature of the Program and explains that members of the school community do not have to participate in this service.

5.2 Consent arrangements

Schools must follow existing state/territory or other education system or individual school guidelines or policies when arranging consent (including consent forms) for chaplaincy/student welfare services.

Where there are no existing state/territory or other education system or individual school guidelines or policies relating to consent arrangements for chaplaincy/ student welfare services, schools must ensure that adequate procedures are in place to enable parents/guardians to clearly establish their approval prior to the commencement of activities. The Department recommends that arrangements include:

- annual consent forms at enrolment, or as soon as possible following school year enrolment, that cover general information about the proposed school chaplain/student welfare worker service and allow parents/guardians to opt-out of the service
- consent forms for prearranged one on one appointments/sessions and ongoing assistance from the school chaplain/student welfare worker, particularly where there is religious or spiritual content or where the activities

require professional expertise such as counselling.

Better practice examples for consent arrangements are available at Attachment H.

Please note that no specific parental/guardian consent for school chaplains/student welfare workers to provide any faith based/religious services, in addition to current school arrangements, is required in religious schools as parental/guardian consent to the provision of religious services is understood to have occurred in the parent/ guardians' decision to enrol their child in a religious school. All other chaplaincy/student welfare services and activities would require prior consent as outlined above or as per existing state/territory or other education system or individual school guidelines or policies.

School Principals can also decide whether student consent and self-referral to services is appropriate and within state/territory or other education system or individual school guidelines or policies. School Principals must decide whether the student has the appropriate maturity and understanding to give informed consent and sign consent forms themselves.

Procedures must be in place to ensure parents and students are aware of these consent arrangements, including outlining processes and details of the chaplaincy/student welfare services on the school website as per Section 6.5.

Participation in the Program is voluntary and school communities will have supported successful applications. School communities will have also determined the role and the choice of school chaplain/student welfare worker. Therefore general school chaplain/student welfare worker interaction within the school does not require mandatory opt-in arrangements. General interaction includes school chaplain/student welfare worker attendance at school coordinated events such as school camps and assemblies, discussions with students who have approached the chaplain/student welfare worker directly during a moment of urgency or otherwise and general playground interaction.

In these cases school communities may determine if they wish to implement any additional consent practices.

5.3 Community consultation and support

Evidence and feedback of consultation with the school community is a mandatory requirement for Program funding. This must include clear evidence of choice of worker – school chaplain or student welfare worker – based on the results of the school community consultation

Evidence and feedback can take various forms including:

- the documented results of parent and school surveys, for example a summary of the results and comments
- meeting notes from meetings of the representative parent body or school equivalent which document all discussion and decisions
- letters of support from school parent bodies
- information on the processes used to record details of any consultation including duration and frequency
- evidence of public discussions and resources such as newsletters
- evidence of confirmation of school community discussions and the resultant evidence of support for the Program.

At a minimum, there must be consultation with the school's parent body or equivalent on an annual basis to review and confirm the support of the school community for the Program. Evidence and feedback from the school community consultation will form the basis of progress reports as per Section 6.1.1 and continued funding. School Principals will use the outcomes of school community consultation to determine the nature of the service required in the school community.

Given the changing nature of school communities, consultation may be required more regularly, for example, frequency may be guided by risks identified in school risk plans (see Section 3.3.1). Evidence of consultation and the subsequent results will be required in order to vary any elements of Program delivery

and initiate a variation to the Funding Agreement. For example, if the results of the initial consultation identified the employment of a student welfare worker, but the school advised that they would now like to employ a school chaplain, the Department will require evidence that the school parent body and school community is in agreement.

The Department recognises and values the diversity of Aboriginal and Torres Strait Islander languages, communication protocols and cultures. Due to these factors, some Aboriginal and Torres Strait Islander communities may not utilise formal petitions, surveys, newsletters etc. If so, verbal endorsement by parents and elders from the community and recorded in writing by the school will be sufficient evidence of school community consultation and support.

A plan for implementing and reviewing the support of the school community for the Program is required to be maintained by the school. The school community consultation plan, is in addition to the risk plan, and must be reviewed annually, at a minimum, to ensure that the objectives and measures of school community support that have been adopted continue to be relevant and effective. This plan must include strategies and activities for those who choose not to participate in services funded under the Program and for any minority opposition to the Program within the school community. Plans may be requested by the Department as per monitoring requirements in Section 6.6.

Suggested better practice examples for improving and/ or adopting school community consultation processes and developing required consultation plans are available at Attachment E.

5.4 Working outside of school hours/grounds

The majority of chaplaincy/student welfare services should be provided on school grounds and during normal school hours however it is recognised that services outside of the school may be required at times. If work outside of school grounds and/or school hours is required, school chaplains/student welfare

workers must obtain permission to undertake the off-site work from the School Principal and the employing Funding Recipient, prior to conducting any visit/providing any service.

If service of this nature occurs regularly, it should be included in the school chaplain/student welfare workers' agreed work plan.

It should be noted that the overall duty of care for students is the responsibility of the School Principal.

5.5 Minimum qualifications for employment as a school chaplain/student welfare worker

Given the range of possible tasks that a school chaplain/student welfare worker may be required to undertake in delivering chaplaincy/student welfare services, and that they are positions of trust, it is necessary to ensure they have a minimum level of skills to provide these support services.

School chaplains/student welfare workers also need to have a highly developed ability to identify relevant issues and conduct appropriate referrals in each circumstance where required. As they can often be the first port of call for individuals needing assistance, detailed knowledge of relevant and available services and when they should be used, as well as a keen awareness of their own professional limitations, is a fundamental part of the role.

Subject to sections 5.5.2 and 5.5.3, school chaplains and student welfare workers must have a minimum Certificate IV in Youth Work or Pastoral Care or equivalent qualification. The minimum qualification must include mental health related and making appropriate referrals unit/s of competency. Both qualifications are part of the nationally accredited Community Services Training Package under the Australian Qualifications Framework.

Funding Recipients will be required to keep evidence of school chaplains/student welfare workers qualifications and provide the details to the Department prior to the

commencement of the worker in the Program as part of the overall school chaplain/student welfare worker employment notification process. In addition to minimum qualification requirements, this process includes a signed Code of Conduct, verification of current working with children/AFP criminal record checks and identity details.

The Department may request to view evidence of qualifications and outcomes of assessments during monitoring visits and as part of desktop monitoring activities.

5.5.1. Newly appointed school chaplains/student welfare workers

Newly employed school chaplains/student welfare workers (i.e. those which are not currently funded under the National School Chaplaincy Program 2007-2011 and those appointed after 1 January 2012) are required to be appropriately qualified, as outlined in Section 5.5 above, on commencement of employment as a Program funded school chaplain/student welfare worker.

5.5.2. Existing school chaplains/student welfare workers

The Department recognises the skills, experience and abilities that may be held by school chaplains/student welfare workers employed through the National School Chaplaincy Program 2007-2011 and the potential impact of the new minimum qualification requirements of the Program. To that end, the Department will work closely with Funding Recipients to ensure that existing workers who do not meet the minimum formal qualification requirements are supported to achieve appropriate recognition of their skills to continue in the Program.

Where an existing school chaplain/student welfare worker, funded under the National School Chaplaincy Program 2007-2011, does not hold any relevant formal qualifications but holds relevant equivalent experience, they can apply for Recognition of Prior Learning (RPL) through a Registered Training Organisation qualified to undertake such assessments

against the Community Services National Training Package. The Department will meet the costs of the assessments that have received prior approval. As a minimum, the school chaplain/student welfare worker should be assessed against the following two units of competency: CHCCS422B - respond holistically to client issues and refer appropriately; and CHCMH301C - work effectively in mental health. All existing chaplains, who do not satisfy the minimum qualification requirements, will have 12 months to complete the required units, with the Department meeting the costs, subject to prior approval. This funding is in addition to the funding allocation and training costs that can be met under administration costs as per Section 4.7.1.

Should an existing school chaplain/student welfare worker funded under this Program not be considered by a Registered Training Organisation to meet the identified two units of competency through the Recognition of Prior Learning process, he or she will be required to undertake training to achieve these competencies within 12 months. The Department will work with Funding Recipients to source and fund the two required training competencies.

If, after 12 months, the school chaplain/student welfare worker has a reasonable excuse for not completing the units, an extension may be sought from the Department provided the school chaplain/student welfare worker is supported by the School Principal and President of the school's Parents and Citizens Association or equivalent. The Department, in its sole discretion, will determine what constitutes a 'reasonable excuse'.

5.5.3. School chaplains/student welfare workers holding other qualifications

Where a school chaplain/student welfare worker funded under this Program holds an equivalent or higher qualification to the Certificate IV in Youth Work or Pastoral Care, in a different but related field (e.g. education, psychology etc), the Funding Recipient must consider the school chaplain/student welfare

worker's qualifications in the light of the competencies contained in the two identified qualifications, particularly CHCCS422B and CHCMH301C. The Department will publish information on qualifications that are deemed to be equivalent or higher in this context, this information can be accessed via the [Minimum Qualification Frequently Asked Questions](http://foi.deewr.gov.au/node/20394) (<http://foi.deewr.gov.au/node/20394>)

Where the Funding Recipient is satisfied that the school chaplain/student welfare worker is qualified against these competencies they must document this in writing and provide the details to the Department prior to the commencement of the worker in the Program as part of the overall school chaplain/student welfare worker employment notification process indicated in Section 5.5.

Funding Recipients can also assess and document against the competencies where a school chaplain/student welfare worker is already enrolled and working towards a higher qualification in a different but related field. Funding Recipients must retain evidence that the progress made towards the completion of the qualification meets the minimum qualification requirements and provide this to the Department if requested.

The Department retains discretion in regional, remote and disadvantaged communities to recognise through either RPL processes and/or appropriate School Principal or community leader advice, the relevant skills, abilities and experience of the chaplain or student welfare worker.

The Department reserves the right to not accept the Funding Recipient's assessment of the worker's skills and require that remedial action be taken in the form of a Recognition of Prior Learning assessment and/or additional training.

Where the Funding Recipient is not satisfied that the school chaplain/student welfare worker holds the required qualifications, and they are:

- an existing worker under the National School Chaplaincy Program 2007-2011, the school chaplain/ student welfare worker

must, at a minimum, achieve competency in the two units of competency CHCCS422B and CHCMH301C within 12 months

- a new worker under the Program, the school chaplain/student welfare worker must meet the minimum qualification requirements set out in Section 5.5 prior to commencement of employment as a Program funded school chaplain/student welfare worker.
- *Note:* National Training Package qualifications and units of competency are subject to change as National Training Packages are regularly reviewed and modified. The Department will update this section of the guidelines in accordance with any relevant future changes to the Community Services National Training Package.

5.6 Minimum standards for Funding Recipients

The Department recognises that most major providers of chaplaincy/student welfare services already have arrangements in place to ensure appropriate development and quality assurance of their workers.

To ensure consistency and quality assurance of chaplaincy/student welfare services funded under this Program, the following minimum standards must be met by all Funding Recipients.

5.6.1. Provision of ongoing professional development and support

Section 5.5 outlines all Funding Recipient requirements in regard to minimum qualifications for school chaplains/student welfare workers.

Additionally, Funding Recipients must provide ongoing professional development and support through:

- school chaplain/student welfare worker state and territory specific training
 - states and territories have mandatory reporting requirements in relation to child protection (as outlined at

Attachment B). Funding Recipients are responsible for school chaplain/student welfare worker training around mandatory reporting requirements and processes. This training must be conducted within three months of the school chaplain/student welfare worker commencing services at a school

- links with other professional services
 - school chaplains/student welfare workers under the Program cannot perform professional or other services for which they are not qualified. Workers cannot counsel students unless they
 - are appropriately qualified, are allowed to do so under state/territory legislation and have appropriate consent as per Section 5.2. They are to refer students to appropriate student support services where required. As such, Funding Recipients must implement appropriate support mechanisms such as referral registers and appropriate training to assist school chaplains/student welfare workers to refer to and/or work with local professional support services such as counselling and crisis management groups.

5.6.2. Monitoring of school chaplain/student welfare worker programs and services

Compliance with all elements of the minimum standards outlined in Section 5.6 is mandatory for all Funding Recipients funded under this Program. Funding Recipients will be required to report on their achievement of the minimum standards by 31 March 2013 (See Section 6.2 for further details). Subsequently, evidence of the maintenance of minimum standards may be examined during monitoring visits by the Department.

In addition to the above requirements, all Funding Recipients must ensure that complaints and grievance resolution processes that comply with the requirements outlined in

Section 7 are in place within 30 days of commencement under this Program.

As per Section 6.6, the Department will conduct monitoring visits to schools and Funding Recipients to ensure that delivery of the program meets the requirements of the Code of Conduct and Funding Agreement.

5.6.3. Governance structures

Governance arrangements must include accountability structures to support the delivery of the Program, ensure compliance with the Funding Agreement, and outline clear responsibilities for:

- overseeing the performance of school chaplain/student welfare workers
- recruiting and training strategies for school chaplains/student welfare workers
- risk management
- dispute resolution processes
- financial management, including annual operational and financial planning and auditing processes
- communication management with the school and the Department
- fraud prevention strategies
- insurance.

A Funding Recipient (whether an organisation, consortium or partnership) is required to have and maintain all of the following types and levels of insurance at a minimum:

- public liability insurance for an amount not less than \$10 million per claim
- professional indemnity insurance
- workers compensation insurance to the level required by state or territory law.

These insurances must be in place for as long as the Funding Recipient has any contractual obligations in connection with the delivery of chaplaincy/student welfare services under the Program. Funding Recipients will be required to provide information annually regarding and/or evidencing the required insurances.

Funding Recipients should contact the Department if they cannot meet this requirement for any reason.

5.6.4. Risk management and compliance requirements

Each Funding Recipient is also required to have a Risk Management Plan in place that identifies potential risks, the likelihood of a risk occurring, the consequence/effect of a risk occurring and the mitigation strategy in place to deal with the risk.

All risks have a likelihood and consequence from low to moderate to serious. The Funding Recipient must weigh these up, whilst considering the following factors: potential harm and distress to students

- disruption to programs
- public perception
- lack of continuity in supporting students and the school community and delivering programs
- fraud risks and internal financial management risks.

The Department may request access to Risk Management Plans during monitoring activities to assess the quality of mitigation strategies to ensure service delivery against the Funding Agreement. Funding Recipients are obliged to comply with the Program Guidelines, Funding Agreement and Service Agreement when engaged with the Program. All services under the Program must adhere to the Program Guidelines. Funding Recipients must ensure that they understand and take the necessary steps to comply with all obligations imposed on them by all legislation relating to their operations notwithstanding whether such obligations are mentioned in these Program Guidelines.

In addition, all Funding Recipient personnel coming into contact with children must also comply with the applicable state/territory government working with children and/or child protection policies and/or AFP criminal record check that provides full disclosure of any charges or convictions as per Attachment B.

The currency of the checks must be maintained during the period of employment. Funding Recipients will be required to certify the currency of checks for all relevant personnel, including school chaplains/student welfare

workers as part of their reporting requirements.

5.6.5. Complaints and grievance resolution processes

Funding Recipients must ensure they have complaints handling processes in place that comply with the requirements outlined in Section 7. These must be well publicised to schools and potential schools and well understood by staff. Funding Recipients must also make schools aware of the Department's complaints management procedures.

Funding Recipients are required to maintain a complaints register and at a minimum, log all complaints that are made and include details of the source of the complaint; the nature of the complaint; the dates/duration of the complaint; action officer; resolution process; and outcomes and escalation processes. You can access a [complaints register template](http://foi.deewr.gov.au/documents/national-school-chaplaincy-and-student-welfare-program-nscswp-complaints-log-template) through our website (<http://foi.deewr.gov.au/documents/national-school-chaplaincy-and-student-welfare-program-nscswp-complaints-log-template>www.deewr.gov.au/national-school-chaplaincy-and-student-welfare-program).

Funding Recipients are required to notify the Department of all significant complaints/allegations and any alleged breaches of the Code of Conduct, as outlined in Section 7. This includes matters covered under mandatory reporting and allegations made against school chaplains/ student welfare workers in a private capacity that may raise questions about their appropriateness to occupy a position of trust.

This requirement extends to all Funding Recipient personnel who may come into contact with children. Information regarding a complaint may be disclosed to a School that is or will be receiving services from the complainee, a Funding Recipient who has or will be engaging the complainee, any relevant education authority and the Department.

6. MONITORING AND REPORTING REQUIREMENTS

The Funding Agreement includes a payment and reporting schedule; describes the purpose for which the Program funding must be used; provides a description of how, when and where the services must be delivered; how Program funding will be applied; when payments will be made; and what requirements need to be met to receive payments.

The Department will monitor progress against the Funding Agreement through progress reports, financial acquittals, desktop monitoring and monitoring visits.

Failure to meet the reporting requirements outlined in the Funding Agreement may result in withdrawal and/or recovery of funds and/or termination of the Funding Agreement.

6.1 Progress reports and financial acquittals

6.1.1. Progress reports

Funding Recipients must provide progress reports in accordance with the Funding Agreement. Progress reports must provide details of the services provided by the school chaplain/student welfare worker and evidence of annual school community consultation. Progress reports must be completed by schools, forwarded to Funding Recipients, and then lodged with the Department.

Progress reports must cover all calendar year service from 1 January to 31 December (or part thereof) during the 2012 to 2014 funding period.

Progress report templates will be available on-line through the School Entry Point IT system and are due as per the Funding Agreement.

6.1.2. Financial acquittals

Funding Recipients must provide the Department with financial acquittals as specified in the Funding Agreement. An acquittal is a formal statement by the Funding Recipient of income and expenditure in accordance with the Funding Agreement. Funding Recipients should familiarise themselves with the Funding Agreement to ensure they comply with the acquittal requirements.

Financial acquittals must cover all calendar year service and from 1 January to 31 December (or part thereof) during the 2012 to 2014 funding period.

Financial acquittal template forms will be available on-line through the School Entry Point IT system and are due annually as per the Funding Agreement.

6.2 Reporting Schedule

Funding Recipients and schools must provide all reports as specified in the Funding Agreement in order to receive payments under the Program.

All progress reports and financial acquittal reports as per Sections 6.1.1 and 6.1.2 must cover a full 12 month period during the 2012-2014 funding period. The details are as follows:

Progress Report and Financial Acquittal Due	Reporting Period
1 January 2012 to 31 December 2012	31 March 2013
1 January 2013 to 31 December 2013	31 March 2014
1 January 2014 to 31 December 2014	31 January 2015

Funding Recipients can choose to lodge reports earlier than the above due dates. Early lodgement of reports is permitted if:

- as at 31 December of the relevant calendar year, the Funding Recipient and school have compiled all required information and can immediately report fully on the services and expenditure during the calendar year, or

- a chaplaincy/student welfare service is fully expended prior to 31 December, as the service allocation has been utilised early (e.g. the full 400 hours was provided in the first half of the year), or
- the school year is concluded prior to 31 December and no further services will be provided, i.e. the school chaplain/student welfare worker is paid for the school period only; over a 40 week school term period, rather than a 52 week period.

The submission of reports is a prerequisite for the Funding Recipient to receive subsequent payments for the Program. If the Funding Recipient fails to lodge the required annual progress reports and financial acquittals by the due date, the Funding Recipient is not eligible for subsequent payments for the Program unless the Funding Recipient can:

- demonstrate to the Department to the Department's satisfaction that there were exceptional circumstances that prevented the Funding Recipient from submitting the reports by 31 March and
- provide supporting documentation that verifies the exceptional circumstances.

The Department, in its sole discretion, will determine what constitutes 'exceptional circumstances'. However, exceptional circumstances may include, but are not limited to, where a key staff member is unavailable due short-term incapacity and serious illness, and IT faults which impact on the online lodgement of reports.

6.3 Milestone requirements

Funding Recipients and schools must provide all mandatory reports as specified in the Funding Agreement in order to receive payments under the Program. Program milestones will vary based on each payment requirement and whether schools are transitioning from the National School Chaplaincy Program (see Attachment F for full details of the transition requirements) or are new schools entering the Program in 2012.

6.3.1. Prerequisites for first payments

In order to receive their first payment under the Program in 2012, all Funding Recipients must provide:

- a completed school chaplain/student welfare worker details form which will be available on-line through the School Entry Point IT system, including
 - confirmation of a current and valid working with children check/AFP criminal record check
 - details of the qualifications held
 - identity details
- a signed and witnessed Code of Conduct form
- confirmation of a signed Service Agreement between the school and Funding Recipient which satisfies the requirements set out in Attachment D.

Evidence of the above must be retained by the Funding Recipient and provided to the Department when requested for monitoring purposes.

In addition to the above, Funding Recipients and schools transitioning to the Program must also meet all outstanding National School Chaplaincy Program 2007-2011 requirements as set out in their National School Chaplaincy Program Funding Agreement with the Department, and summarised in Attachment F.

6.3.2. Prerequisites for further payments

Funding Recipients must comply with the prerequisites for payments as set out in the Funding Agreement in order to receive instalments of funding.

6.4 Minimum standards reporting

As outlined at Section 5.6, Funding Recipients under the Program must meet minimum standards requirements.

Funding Recipients must ensure that appropriate complaints and grievance

resolution processes as outlined in Section 7 are in place within one month of commencement of the Funding Agreement.

Funding Recipients are required to complete a declaration form as required by the Funding Agreement indicating their full compliance with the outlined minimum standards. Failure to comply with the minimum standards may result in termination of the Funding Agreement and withdrawal of Program funding.

Declaration form templates will be available on-line through the School Entry Point IT system.

6.5 School website reporting

Schools will be required to publish details of any Program funded service on their website within 3 months of commencement in this Program. At a minimum the information should include:

- a general statement of the aims of the service within the school
- an overview of the role of the chaplain/student welfare worker within the school
- the voluntary nature of the service
- how the service links into other school support services and networks
- a clear distinction between which school chaplains/ student welfare workers and activities operating in the school are funded under the Program and which are not, particularly where Religious Education and other chaplaincy/student welfare services are also delivered at the school
- how to opt-out of services as outlined at Section 5.2
- how to access activities such as arranging for one-on-one sessions
- complaints handling avenues
- details of school community consultation
- recognition and acknowledgement of the Program as outlined at Attachment C.

If a school does not have a website, they must include all details in communication products such as enrolment information or school newsletters.

6.6 Monitoring

Progress monitoring of this Program is undertaken by the Department's staff within a risk management framework. The Department may conduct a range of monitoring activities to verify that chaplaincy/student welfare services are delivered in accordance with the conditions of the Funding Agreement, these include:

- responding to approaches from members of the school community or seeking feedback from them to verify participation and outcomes
- conducting site visits to review compliance with the conditions of the Funding Agreement
- examining documentation associated with claims for payment.

Funding Recipients must keep adequate records to verify the provision of services. This includes keeping records that demonstrate ongoing school community support for the Program. Records must be sufficient to justify all claims for payment. Further information about complaints record keeping is at Section 7 of these Program Guidelines.

6.6.1. Monitoring visits

The Department may conduct monitoring visits to Funding Recipients and schools during the period of the Funding Agreement. Monitoring visits provide an opportunity for the Department to ensure that the delivery of chaplaincy/student welfare services in schools meets the requirements of the Funding Agreement and Code of Conduct. Visits are also an opportunity for School Principals to convey their satisfaction and/or concerns in relation to the implementation of the Program and/or service delivery.

Monitoring visits may be made to the following:

- a random sample of visits to participating schools
- annual visits to organisations acting as Funding Recipients for 10 or more schools
- targeted visits to schools experiencing difficulties/complaints

- a random sample of all other Funding Recipients.
- verification of details that have been provided in progress and acquittal reports.

In some cases it may be appropriate for a Funding Recipient representative to accompany the Department on school monitoring visits. This would be determined in consultation with the School Principal. Funding Recipients are required to provide access to employees, premises and material relevant to the Program services if required by the Department, subject to reasonable notice.

Fraud control strategies are an integral part of the Department's culture, processes and practices and are based on the Financial Management and Accountability Regulations 1997 objectives to protect public money, information and property. If required, investigations officers of the Department's Investigations Branch, when investigating any alleged or actual breaches of the law, will require full access to premises and records in relation to the Program. Such access may be without notice.

6.6.2. Desktop monitoring

The Department will also conduct desktop monitoring to oversee Program delivery. Funding Recipients and schools may be requested to provide additional information throughout the funding period. This may include, but is not limited to:

- evidence of school chaplain/student welfare workers qualifications
- evidence of progress towards minimum standards
- evidence of Working With Children and/or AFP checks
- evidence of parental consent processes
- copies of complaints registers
- follow up on resolution of complaints on a regular basis
- evidence of continued school community support, including meeting notes and/or other information as required
- copies of school community consultation plans
- progress towards provision of service and annual hours
- satisfaction with service provision

7. FEEDBACK AND COMPLAINT PROCEDURES

7.1 Complaints

The Department understands that effective complaints procedures can be an important mechanism for identifying where policy and administration can be strengthened. Complaints procedures are also essential to identify situations where individuals are experiencing concerns and/or problems in receiving services or engaging with the Program. To this end, the Department provides a number of transparent and accessible avenues through which complaints can be lodged.

As the School Principal has an overall duty of care and is ultimately responsible for all students and staff within the school setting, all complaints about the school chaplain/student welfare worker or chaplaincy/student welfare service within the school should be directed to the School Principal, or a complaints officer designated by the School Principal, in the first instance (except where specified otherwise in these Program Guidelines). Complaints may be escalated to the Funding Recipient and/or the Department in accordance with the process set out below.

7.1.1. Definitions

Complaint – For the purposes of this Program, a complaint is defined as an expression of concern or dissatisfaction following an incident or pattern of behaviour by a particular Program funded school chaplain/student welfare worker, or in relation to a particular chaplaincy/student welfare service or Funding Recipient. Complaints can also relate to any aspect of the Department’s administration of the Program. There are five categories of complaint referred to in this section:

- Code of Conduct – alleged serious breach

- Code of Conduct – alleged other breach
- Non-Code of Conduct – significant complaint
- Non-Code of Conduct – other complaint
- Program administrative complaint.

All complaints should first be considered to determine whether they relate to the Code of Conduct. If they do not relate to the Code of Conduct, they should then be categorised as a “significant complaint”, an “other complaint” or a “program administrative complaint” (see the descriptions below).

Alleged serious breach of the Code of Conduct – An alleged serious breach of the Code of Conduct is defined as any issue relating to matters covered in the Code of Conduct where the School Principal, Funding Recipient and/or the Department feel that the service must be immediately suspended to maintain the integrity of the program. This particularly includes allegations relating to Items 1, 10 and 11 of the Code of Conduct. Any Code of Conduct allegation, where the School Principal/Funding Recipient believes there to be, on initial inspection, sufficient evidence to support the allegation, meets this definition.

Alleged other breach of the Code of Conduct – An alleged other breach of the Code of Conduct is defined as any issue relating to matters covered in the Code of Conduct which does not meet the definition of an alleged serious breach of the Code of Conduct.

Significant complaint – A significant complaint is defined as any complaint, which does not relate to the Code of Conduct that relates to the following issues:

- any matter that is likely to bring the Program into disrepute
- any complaint that cannot be easily resolved at the local/school level.

Other complaint – Any complaint which does not relate to the Code of Conduct, that does not meet the definition of a significant complaint.

Program administrative complaint – Any complaint relating to the Department’s administration of the program. Any complaints

meeting this definition should be referred to the Department for investigation.

7.1.2. Roles and responsibilities

School chaplain/Student welfare worker

In relation to complaints management, the school chaplain/student welfare worker must:

- immediately report any complaints relating to the delivery of the Program to the School Principal and Funding Recipient
- cooperate fully with any investigation into a complaint/alleged breach of the Code of Conduct
- comply with all other requirements as outlined in Section 3.

School Principal

Where, as per Section 2.4 of these Program Guidelines, a School Principal appoints a project leader to undertake management of the Program, the project leader must meet all of the requirements of the School Principal in this section. The management of complaints relating to the Program should complement schools' existing complaints and grievance resolution processes.

In relation to complaints management, the School Principal must:

- work with the Funding Recipient and/or the Department to manage and resolve complaints received about the operation of the Program in that school
- ensure there is a designated Complaints Officer (the School Principal may choose to take on this role) to manage and resolve complaints received about the operation of the Program in that school. In appointing a complaints officer the School Principal retains overall responsibility for the management of the Program in the school
- promote complaints management processes within the school and on the school's website
- maintain a Risk Management Plan which includes strategies to address complaints made against the school chaplain/student welfare worker
- ensure that effective complaints handling protocols, including the maintenance of a

complaints log, are in place to notify Funding Recipients of all complaints or issues that may arise

- refer all Code of Conduct matters and significant complaints to the Funding Recipient
- record all complaints and Code of Conduct matters, including other complaints, in the annual Progress Report. You can access a [complaints register template](http://foi.deewr.gov.au/documents/national-school-chaplaincy-and-student-welfare-program-nscswp-complaints-log-template) through our website (<http://foi.deewr.gov.au/documents/national-school-chaplaincy-and-student-welfare-program-nscswp-complaints-log-template> www.deewr.gov.au/national-school-chaplaincy-and-student-welfare-program).

Complaints Officer

The Complaints Officer is designated by the School Principal. The School Principal may choose to take on this role. In relation to complaints management the Complaints Officer must:

- manage and resolve complaints received about the operation of the Program in that school
- assist the School Principal with all other aspects of managing complaints about the operation of the Program in the school, as instructed by the School Principal.

Funding Recipient

Where the school is also the Funding Recipient for the Program, the School Principal will be responsible for both roles. In relation to complaints management, the Funding Recipient must:

- notify the Department of all significant complaints immediately upon becoming aware of the complaint. In the event of an alleged serious breach of the Code of Conduct, the Funding Recipient is required to notify the Department immediately, upon becoming aware of the allegation, and cease any services under the Program
- in the event of an alleged other breach of the Code of Conduct, investigate in an unbiased manner, and notify the Department within two business days of

becoming aware of the allegation. This includes matters covered under mandatory reporting and/ or allegations made against school chaplains/ student welfare workers in a private capacity that may raise questions about their appropriateness to occupy a position of trust. This requirement extends to all Funding Recipient personnel who may come into contact with children. Investigation timeframe requirements for Code of Conduct complaints are at Section 7.1.6.

- ensure that complaints and grievance resolution processes are in place within 30 days of the execution of the Funding Agreement
- promote complaints and grievance resolution processes to schools and potential schools and ensure that the School Principal is aware of how to report complaints. Funding Recipients must also make schools aware of the Department's complaints management procedures
- maintain a complaints register and, at a minimum, log all complaints that are made and include details of the source of the complaint; the nature of the complaint; the dates/duration of the complaint; action officer; resolution process; outcomes and escalation processes; and appropriate measures to address these complaints and ensure they do not recur. You can access a [complaints register template](http://foi.deewr.gov.au/documents/national-school-chaplaincy-and-student-welfare-program-nscswp-complaints-log-template) through our website (<http://foi.deewr.gov.au/documents/national-school-chaplaincy-and-student-welfare-program-nscswp-complaints-log-template>).

The Department of Education, Employment and Workplace Relations

The Department is responsible for investigating complaints that are within the scope of these Program Guidelines. It will investigate complaints received either directly to the Department or escalated through the Funding Recipient. In investigating a complaint or alleged breach of the Code of Conduct, the Department will take into account the outcomes of the investigation undertaken by

the School Principal, Complaints Officer and/or Funding Recipient. Information regarding a complaint may be disclosed to a School that is or will be receiving services from the complainee, a Funding Recipient who has or will be engaging the complainee, any relevant Education Authority, and the Department.

The Department may decline to deal with a complaint at any time where:

- the complaint is deemed by the Department to be:
 - frivolous
 - vexatious
 - not made in good faith
 - misconceived
 - lacking in substance.
- the subject matter of the complaint may be more appropriately dealt with by another organisation (e.g. state/territory education authorities, police). The Department has already dealt with the substance of the specific complaint previously and forms the view that no additional or new relevant information or evidence has been provided.

Where the Department declines to deal with a complaint, the complainant will be informed of this decision and the reasons for this determination.

The Department is committed to the principle that all parties to a complaint are entitled to be treated with respect and courtesy throughout the complaint handling process. The Department will refer complainants promptly to the relevant organisation (e.g. state/territory education authority, police) if the complaint falls outside the scope of the Program Guidelines and will advise the complainant accordingly.

7.1.3. Making a complaint

All attempts should be made to resolve complaints at the local level. However, if a complaint cannot be resolved at the school level, or if a complainant does not wish to address their complaint to the School Principal, Complaints Officer or Funding Recipient, they may be made directly to the Department by:

- completing the [complaint reporting form](#) available at the Program website: (<http://submissions.deewr.gov.au/sites/submissions/chaplaincy/complaintform>)

or

- [emailing NSCSWP](#) (schoolchaplaincyandwelfarecomplaints@deewr.gov.au)

or

- posting to:
NSCSWP - Program Manager
GPO Box 9880
ADELAIDE SA 5001

or

- telephoning the National School Chaplaincy and Student Welfare Program Hotline on 1300 363 079.

The Department will endeavour to maintain a complainant's anonymity where requested. However, information collected in the course of complaints reporting may be disclosed to other parties without consent in accordance with the Privacy Act 1988. Refer to Sections 8.9 and 8.10 for additional information regarding Freedom of Information and Privacy.

Preserving anonymity may also impact upon the level of investigation.

For complaints about breaches of privacy, refer to Section 7.2 of these Program Guidelines.

7.1.4. Dissatisfaction with management of complaints

Where a complainant is dissatisfied with the management of a complaint or Code of Conduct matter by a School Principal and/or Funding Recipient they should refer this to the Department for further investigation. The Department will undertake an investigation, taking into account the investigation by the School Principal/Funding Recipient as well as the nature and content of the complainant's dissatisfaction with the original investigation.

Where there is dissatisfaction with the administration of the Program, including the outcome of a complaint investigated by the Department, concerns may be raised with the Commonwealth Ombudsman (as outlined in Section 7.3 of these Program Guidelines). However, the Commonwealth Ombudsman will usually require that the matter be raised with the Department first and that the Department be given a reasonable opportunity to respond before the Commonwealth Ombudsman is approached.

7.1.5. Mandatory reporting

Mandatory reporting laws specify those conditions under which an individual is legally required to make a report to the statutory child protection service in their jurisdiction. Further details and information about mandatory reporting can be obtained from the relevant statutory child protection authority as listed below.

ACT	Office of Children, Youth and Family Support – Department of Disability, Housing and Community Services
NSW	Community Services Department of Human Services NSW
NT	Department of Children and Families
QLD	Department of Communities (Child Safety Services)
SA	Families SA – Department of Families and Communities
TAS	Child Protection – Department of Health and Human Services
VIC	Child Protection and Family Services – Department of Human Services
WA	Department of Child Protection

7.1.6. Complaints alleging breaches of the Code of Conduct

The Code of Conduct and Funding Agreement set out the requirements if a breach of the Code of Conduct arises during the term of the agreement. A copy of the Code of Conduct is at Attachment A.

In the event of an alleged serious breach of the Code of Conduct:

- the school chaplain/student welfare worker must immediately cease providing chaplaincy/student welfare services
- the Funding Recipient must immediately notify the Department when they become aware of the alleged breach
- the Funding Recipient must investigate the matter within three business days
- the Funding Recipient must report the outcomes of their investigation to the Department within five business days. If investigations require more time, the Funding Recipient is to provide updates within timelines as agreed with the Department.

In such circumstances, the school chaplains/student welfare workers concerned must not continue to provide any services under the Program unless the Department gives its written agreement for the chaplaincy/student welfare services to continue. National School Chaplaincy and Student Welfare Program funding must not be used for the purposes of paying school chaplain/student welfare worker salary until the Department gives written approval.

In the event of an alleged other breach of the Code of Conduct:

- the School Principal and/or Funding Recipient must investigate in an unbiased manner and inform the Department within two business days of becoming aware of the alleged breach
- the Funding Recipient must investigate the alleged breach within five business days and report the outcomes of their investigation to the Department within five business days
- if the School Principal or Funding Recipient believes there is a reasonable likelihood of danger to the welfare of any person, the school chaplain/student welfare worker must immediately cease providing chaplaincy/student welfare services whilst the matter is being investigated.

Further guidance to School Principals on managing potential breaches of the Code of Conduct

As school chaplains/student welfare workers hold special positions of trust, they must be accountable for their actions. In addition, the Funding Recipient and the School Principal must take all reasonable steps to ensure that school chaplains/student welfare workers comply with the Code of Conduct. On appointment of the school chaplains/student welfare workers the School Principal must outline to them the measures in place to ensure compliance with the code and how breaches of the Code of Conduct will be investigated.

When the School Principal and/or Funding Recipient becomes aware of an alleged breach of the Code of Conduct they should reiterate to the school chaplain/student welfare worker the process involved to investigate the matter.

Particularly in relation to Item 2 of the Code of Conduct, the School Principal/Funding Recipient should consider whether the matter is sufficiently serious to constitute a potential breach of the Code of Conduct.

The Department would not consider standard staff performance management practices aimed at ensuring the best fit of the school chaplain/student welfare worker to the school as a matter for the Code of Conduct

In the event of a substantiated breach of the Code of Conduct by the school chaplain/student welfare worker, the Department may require some or all of the funding provided for the chaplaincy/student welfare services to be repaid to the Commonwealth, as set out in the Funding Agreement.

7.1.7. Managing Complaints

All Funding Recipients must maintain a log of complaints/Code of Conduct matters ensuring the following details are recorded:

- the date of the complaint
- the nature of the complaint
- the details of the complainant
- the details of the action officer

- the actions undertaken to investigate the complaint, including any escalation
- the outcomes of the investigation (including remedial action).

In addition to the above requirements, Funding Recipients must ensure that complaints/Code of Conduct matters are reported to the Department within the timeframes specified at Sections 7.1.2 and 7.1.6.

7.2 Privacy complaints

Complaints about breaches of privacy should be referred to the Privacy Contact Officer in the Department's Legal and Investigations Group:

Privacy Contact Officer – Loc C148CW2

Department of Education, Employment and Workplace Relations

GPO Box 9880

Canberra ACT 2601

Privacy complaints can be made directly to the Office of the Australian Information Commissioner; however, the Information Commissioner will generally prefer that the Department be given an opportunity to deal with the complaint in the first instance.

7.2.1. Commonwealth Ombudsman

Issues of dissatisfaction with the administration of the Program may be raised with the Commonwealth Ombudsman. The Ombudsman will generally prefer that the Department be given an opportunity to deal with the complaint in the first instance.

The Commonwealth Ombudsman may be contacted by telephone on 1300 362 072, email at ombudsman@ombudsman.gov.au, or by post at GPO Box 442, CANBERRA ACT 2601.

8. ADDITIONAL INFORMATION

8.1 School mergers and splits

Schools subject to a merger or separation into multiple individual school entities are subject to the below conditions:

- No increase in funding is available or applicable.
- School chaplains/student welfare workers cannot provide services to a school that is currently not approved for assistance under the Program. Payments and service, for both mergers and separations of school entities, can only re-commence if official written approval is provided by the Department.
- If a school is dividing into separate school entities or campuses, the school must present the Department with a proposal outlining how they wish the existing services be applied amongst each entity/campus. Schools must detail which campus/entity is to receive the existing funding or apply for permission to divide the service between the schools. For example, if the school currently receives 400 hours of servicing, they may request that two of the new schools receive 200 hours of servicing each.
- If a school, after a merger, has a student population of 1,000 students or more, spread over more than one campus, individual campuses may maintain their individual funding if each campus has separate school community governance arrangements and state or territory registration as a separate campus. Schools may need to demonstrate that the maintenance of funding provides value for money and achieves Program outcomes. All situations which do not meet these conditions will be treated as individual schools which attract a maximum funding of 400 hours per annum per school.

In all above cases, Funding Recipients and schools must notify the Department immediately.

8.2 School closures

If a school or campus entity closes and ceases to operate, then Program funding also ceases. Funding cannot be transferred to existing neighbouring schools that did not apply for, or were unsuccessful in obtaining funding. Funding Recipients must notify the Department immediately of any school closures.

If the school closure is part of a broader merger and all displaced students move to a new school entity, the Department may consider arrangements to allow some/all servicing to transfer to the new school. In all cases the school will need to provide:

- a business case for consideration by the Department
- evidence of school community support
- a detailed plan for implementing and reviewing the ongoing support of the school community throughout the life of the Program
- a signed Service Agreement (as per Attachment D) between the Funding Recipient and the school
- commitment by the School Principal for ensuring that the school chaplain/student welfare worker is appropriately qualified and evidence of quality management strategies, including complaints handling practices and processes.

The level of service that may be allocated will also be subject to the merger policy as outlined in Section 8.1. The Department will review and determine the eligibility of each situation on a case by case basis.

8.3 Changing a school chaplain/student welfare worker

Schools and Funding Recipients may change their school chaplain/student welfare worker at any time during the Funding Agreement period. Any proposed change of school chaplain and/or student welfare worker must be negotiated with the existing Funding Recipient as per the agreed Service Agreement timeframes (see Attachment D) and must be in

line with the outcomes of school community consultation.

For example, if the school is proposing to change from the employment of a student welfare worker to a school chaplain, there must be evidence that the school community is in agreement.

Changes to the choice of a school chaplain/student welfare worker by a school may impact a Funding Recipients' ability to continue to employ and supply the services of a school chaplain/student welfare worker. Schools should be aware that a Funding Recipient who employs:

- school chaplains may not be prepared to supply or employ a student welfare worker
- student welfare workers may not be prepared to supply or employ a school chaplain
- school chaplains of a specific religious denomination may not be prepared to supply or employ a school chaplain of an alternate religious denomination.
- If the current Funding Recipient is unable to supply or employ the school's chaplain/student welfare worker of choice, the school could consider changing their Funding Recipient as outlined in Section 8.4.

8.3.1. Responsibilities of the School Principal

If a school community decides it would like to change its school chaplain/student welfare worker and the change can be accommodated by the current Funding Recipient, the School Principal must:

- notify the Funding Recipient immediately and discuss any potential change to the service prior to any variation of the school chaplain/student welfare worker
- ensure that any change has been endorsed by the school community. Changes must be in line with the outcomes of their school community consultation, particularly if the alteration of school chaplain/ student welfare worker is due to a change in school chaplain religious denomination, or appointment of a student welfare worker

where services were previously provided by a school chaplain and vice versa, as per Section 5.3

- update the Service Agreement with the Funding Recipient (see Attachment D)
- update service details on the school website as per Section 6.5
- update consent arrangements and gain appropriate prior consent for the new school chaplain/student welfare worker and/or activities (see Section 5.2)
- update the school risk management plan (see Section 3.3.1).

8.3.2. Responsibilities of the Funding Recipient

If there is a change in school chaplain/student welfare worker which the Funding Recipient can accommodate, the Funding Recipient must:

- notify the Department immediately of the date of effect that any Program funded school chaplain/ student welfare worker has ceased employment. Notifications should include details of the school and the school chaplain/student welfare worker
- notify the Department immediately of the details of the new school chaplain/student welfare worker, prior to any variation to the service and the appointment of the alternate school chaplain/ student welfare worker. School chaplain details templates will be available on-line through the School Entry Point IT system. Further details about Program IT is available at www.deewr.gov.au/schoolchaplaincyandwelfare
- ensure that the applicable working with children/ AFP criminal record checks, as per Attachment B have been undertaken prior to the school chaplain/ student welfare worker commencing work
- ensure that the new school chaplain/student welfare worker signs the Code of Conduct form located at Attachment A, and that this form is provided to the Department prior to commencement
- provide Program induction to the new chaplain/student welfare worker as per Section 3.4

- update the Service Agreement with the school (see Attachment D).

8.4 Changing of Funding Recipient

Schools can alter their service arrangements and request a change of Funding Recipient during the Funding Agreement period after negotiating with their existing Funding Recipient and abiding by the agreed Service Agreement timeframes (see Attachment D). Any alternate Funding Recipients must meet eligibility requirements and be approved by the Department. Funding Recipient must enter into a Deed of Novation with the Department and the existing Funding Recipient to deliver the services on the school's behalf or enter into a new Funding Agreement.

8.4.1. Responsibilities of School Principal

If a school community decides it wishes to change its Funding Recipient, the School Principal must:

- ensure they have consulted with their existing Funding Recipient, endeavouring to accommodate any new requirements and resolve any issues
- ensure that any change has been endorsed by the school community. Modifications must be in line with the outcomes of their school community consultation, particularly if the alteration of Funding Recipient is due to a change in the school chaplains' religious denomination or secular choice as per Section 5.3
- notify the Department immediately and obtain the Department's approval, prior to any variation to the service
- notify the exiting Funding Recipient of the upcoming change and take steps to terminate their Service Agreement as per Attachment D, and have reach agreement with the alternate Funding Recipient
- provide all relevant Funding Agreement details to the Department so that eligibility checks as per Section 2.6 can be conducted and the new Funding Recipient approved by the Department
- suspend the service of the school chaplain/student welfare worker within

their school for any period that a correctly executed agreement is not in place, i.e. if there is a delay in the execution of the Deed of Novation or the execution of a new Funding Agreement. This is particularly relevant if a new school chaplain/student welfare worker is immediately sourced, as Program funding must not be used during this transition period

- report to the Department on the number of hours of service that have been provided to the school prior to the change.

8.4.2. Responsibilities of exiting Funding Recipient

A Funding Recipient that ceases to act as Funding Recipient for a school for any reason must:

- provide a final financial acquittal report to the Department, outlining expenditure and service details up to the date of the Deed of Novation or termination of the Funding Agreement
- transfer a pro rata payment to the new Funding Recipient. For example, if the Funding Recipient has provided 200 hours of service of a minimum 400 hours allocation, then the exiting Funding Recipient must transfer 50 per cent of the funding to the new provider, i.e. \$10,000
- Enter into a Deed of Novation with the Department and the new Funding Recipient.

8.4.3. Responsibilities of new Funding Recipient

An organisation that meets the requirements outlined at Section 2.6, and wishes to act as a Funding Recipient under this Program must:

- provide all requested information to the Department in order to undergo eligibility checks
- meet all Funding Recipient requirements e.g. minimum requirements and mandatory insurances
- enter into a Deed of Novation with the Department and the exiting Funding Recipient or a new Funding Agreement

- ensure that service under this new arrangement does not begin until a correctly executed agreement (by both parties) is in place
- ensure that any new school chaplains/student welfare workers sign a Code of Conduct and have the relevant working with children checks/ AFP criminal record checks in place prior to the commencement of the new service
- ensure that a Service Agreement as per Attachment D has been agreed and signed with the school.

8.5 Exiting Schools

If a school community determines that they no longer wish to participate in the Program and receive funding, they can exit at any time. The Department will work with the school and Funding Recipient to ensure that all required exit documentation is completed.

8.5.1 Responsibilities of School Principal

Schools no longer wishing to participate in the Program must:

- provide the Department with a final report, including the reason for exiting the Program
- provide details of consultation that was conducted with the school governing body and school community and provide evidence of support for the decision to exit from the Program and cease funding
- provide confirmation that consultation has occurred and that the Funding Recipient has been notified of the decision to exit the Program.

8.6 Responsibilities of Funding Recipient

If a school identifies that it no longer wishes to participate in the Program, the Funding Recipient must:

- provide the Department with a final financial acquittal report for the exiting school
- return any unused surplus funds as per the Funding Agreement and based on the level

of service provided to the school prior to the decision to exit the Program (see Section 8.4.2)

- provide the Department with final audit paperwork for the exiting school, as per the Funding Agreement. Final audit documents are required one month after the termination of a Funding Agreement
- execute a mutual Funding Agreement termination or variation (for Funding Recipients with bulk Funding Agreements).

8.7 Mutual terminations

Mutual terminations may also be instigated by the school and Funding Recipient if they no longer wish to participate in the Program. Funding Recipients must contact the Department immediately and the Department will seek the views of the school prior to If a mutual termination is appropriate, the process is as follows:

- The Department will issue a Deed of Mutual termination.
- All unspent funds will be recovered, based on the number of service hours not yet provided to the school (see Section 8.4.2).

Once a Funding Agreement has been terminated it cannot be re-instated. Schools that instigate a mutual termination are considered 'non-funded' schools and cannot re-enter the Program at a later date.

Alternatively, if a school and/or Funding Recipient is experiencing temporary issues, such as difficulties in sourcing a replacement school chaplain/student welfare worker, they may consider communicating with the Department and arranging a suspension of service (as outlined below at Section 8.7).

Schools should note that if a Funding Recipient seeks a mutual termination or is terminated through no fault of the school, they will need to source a new Funding Recipient in order to continue to receive services. Until a replacement Funding Recipient is in place, servicing at the school will be suspended and Program funds must not be utilised. Suspension of service is also applicable if the school wishes to maintain the existing school chaplain/student welfare worker as a new

'employer' must be sourced and a new Funding Agreement must be executed prior to the utilisation of Program funds.

8.8 Suspension of service/gaps in service

Schools and Funding Recipients may notify the Department and arrange a suspension of service at any time during the funding period. If schools are experiencing servicing complications such as difficulties in engaging an appropriate replacement school chaplain/student welfare worker, they may seek a suspension of services until the issues are resolved.

If there is a gap in service due to the resignation of a school chaplain/student welfare worker, a suspension of the service is required until a suitable replacement resolved any issues it can contact the Department and re-commence services. Given that minimum annual service hours have been awarded, schools can continue to draw on unused service hours during the calendar year. Schools could renegotiate service details with their Funding Recipient to increase school chaplain/student welfare worker contact hours and utilise the full calendar year allocation. For example, schools may wish to negotiate full-time service for a specified period in order to utilise additional hours. Please note that any unused service hours will not roll over to subsequent calendar years; the subsequent year will generate a new service allocation (e.g. 400 hours).

Schools and Funding Recipients who have experienced a gap in service are still required to provide annual reports as per Section 6.1. Reports will need to provide details of those funds that have been expended and what service has been provided before and after the gap in service. If the gap in service is over a full 12 month calendar year, then a report is still required and needs to include details of continued school community support.

8.9 Outcomes for Aboriginal and Torres Strait Islander people

The Australian Government, in partnership with state and territory governments, is working to develop fundamental reforms to address education disadvantages experienced by Aboriginal and Torres Strait Islander people. As a result of these initiatives, all funding arrangements for education, including this Program, will work towards Closing the Gap in educational disadvantage experienced by Aboriginal and Torres Strait Islander people.

Where applicable, schools will be asked to volunteer information on any Aboriginal and/or Torres Strait Islander specific activities or strategies they have in place as part of their reporting template.

Funding Recipients are encouraged to ensure that all school chaplains or student welfare workers who may come into regular contact with Aboriginal and/or Torres Strait Islander students and communities under the Program be appropriately qualified by undertaking training in Aboriginal and Torres Strait Islander cultural competencies. Funding Recipients are directed to the Department's website for more information: www.deewr.gov.au/indigenous

Further information on these issues, including case studies and developing programs for Aboriginal and/or Torres Strait Islander students, may be found at the Department's ['What Works' website](http://www.whatworks.edu.au): (www.whatworks.edu.au)

8.10 Freedom of Information

All documents in the possession of the Department, including those in relation to the Program, are subject to the Freedom of Information Act 1982 (FOI Act). Decisions regarding requests for access will be made by an authorised FOI decision-maker in accordance with the requirements of the FOI Act.

The FOI Act creates a general right of access to documents in the possession of the Department, limited only by the exceptions and exemptions necessary for the protection

of the essential public interests and the private and business affairs of those of whom the information is collected.

To the extent required by the FOI Act, where documents captured by a request contain personal information or relate to the business, commercial or financial affairs of third parties, the decision-maker will consult with individuals affected prior to making any decision on access to such documents.

All FOI requests are to be immediately referred to the FOI Coordinator, Legal and Investigations Group, in the Department's National Office.

By post:

The FOI Coordinator

Litigation and External Review Legal Branch

Legal and Investigations Group

Department of Education, Employment and Workplace

Relations, C148CW2

GPO Box 9880

CANBERRA ACT 2601

[By email](mailto:foi@deewr.gov.au) (foi@deewr.gov.au)

Further information in relation to making a FOI request to the Department is available at the [Departments website](http://www.deewr.gov.au/freedom-information) (www.deewr.gov.au/freedom-information)

8.11 Privacy

The Department is bound, in administering the Program, by the provisions of the Privacy Act 1988 (Privacy Act). Section 14 of the Privacy Act contains the Information Privacy Principles (IPPs) which prescribe the rules for the handling of personal information by Commonwealth agencies.

Legal entities involved in the delivery of the Program will be contractually required by the Funding Agreement to abide by the IPPs and the Privacy Act when handling personal information collected for the purposes of that Program.

The IPPs set out how the Department and contracted legal entities must collect, store, handle, use and disclose personal information, as well as providing individuals with certain rights to access their personal information and correct errors.

The Privacy Act defines 'personal information' as *"information or an opinion (including information or an opinion forming part of a database), whether true or not, and whether recorded in a material form or not, about an individual whose identity is apparent, or can reasonably be ascertained, from the information or opinion"*.

More information about the Privacy Act, including a copy of the full text of the IPPs, can be obtained from the [Office of the Australian Information Commissioner website](http://www.oaic.gov.au) (www.oaic.gov.au).

8.12 Recognition and acknowledgment

To receive funding under this Program, there is a requirement to support recognition and acknowledgement of the National School Chaplaincy and Student Welfare Program. Further information is included at Attachment C.

8.13 Access to premises

Schools must obtain permission from the relevant education authority for school chaplains/student welfare workers to have access to school premises or to authorised school localities to deliver chaplaincy/ student welfare services.

9. GLOSSARY

Australian Business Number (ABN): The ABN is the single business identifier that allows businesses to meet their regulatory obligations and access information and assistance through a single entry point to government. It is also for use when dealing with other businesses.

Australian Company Number (ACN): The ACN is a unique nine-digit number issued to every company registered under the Corporations Act 2001. The ABN includes the nine digit ACN.

Australian Standard Classification of Religious Groups (ASCRG): The ASCRG is produced by the Australian Bureau of Statistics and classifies the recognised religious affiliation of the Australian population.

Chaplaincy/Student welfare services: Services which aim to assist schools and their communities through providing help and care to support the personal and social wellbeing of students and the school community, covering aspects such as health, spirituality, social and values education and emotional support. Participation in chaplaincy/student welfare services is defined as involvement in programs promoted and directly delivered by the school chaplain/student welfare worker that are covered by minimum consent arrangements.

Cluster: A group of schools that have formally agreed to share school chaplains and/or student welfare workers across their schools and coordinate their programming of these services to ensure that the minimum approved services are delivered in each school in a way that meets their needs.

Consultation: Multilateral, open communications designed to obtain ongoing agreement and continued support for chaplaincy/student welfare services.

Counselling: Provision of psychological therapy. This includes psychological assessment, diagnosis and psychotherapy for individuals, couples, families and groups, in order to treat a wide range of psychological problems and mental health disorders.

Department of Education, Employment and Workplace Relations: The Australian Government Department of Education, Employment and Workplace Relations.

Evangelise: To preach or advocate a cause or religion with the object of making converts to Christianity.

Financial Acquittal: Formal statement by the Funding Recipient of income and expenditure in accordance with the Funding Agreement.

Funding Recipient: An organisation that receives National School Chaplaincy and Student Welfare Program funding. A legal entity (an organisation incorporated under Commonwealth or state legislation) that enters into a Funding Agreement and manages funding under the National School Chaplaincy and Student Welfare Program on behalf of a school.

Goods and Services Tax (GST): The GST is a broad-based tax of ten per cent on the supply of most goods and services consumed in Australia.

Guidelines: The National School Chaplaincy and Student Welfare Program administrative Guidelines.

In-kind contributions/in-kind support: In-kind support to a project consists of products or services provided to the project that have an intrinsic value, but are not provided as direct cash or financial support. An example includes the use of an office at no charge (the value of the rent not charged would be an in-kind contribution).

Mentoring/coaching: To instruct, direct or guide in a particular situation.

Minister: The Australian Government Minister for School Education, Early Childhood and Youth.

Novation: The act of replacing a party to an agreement with a new party.

Pastoral Care: The practice of looking after the personal needs of students, not just their schoolwork.

Program: Refers to the National School Chaplaincy and Student Welfare Program.

Proselytise: Attempt to convert someone to another opinion and/or belief, particularly a religion.

Religious affiliation: Religious affiliation is the set of religious beliefs and practices to which a person adheres or the religious group to which a person belongs.

Religious institution: A body which is instituted for religious purposes. For a body to be regarded as a religious institution:

- a) its objects and activities must reflect its character as a body instituted for the promotion of some religious object; and
- b) the beliefs and practices of the members of that body must constitute a religion. (Source: Taxation Ruling TR92/17, Australian Taxation Office).

Religious service or rite: An act of worship, prayer or ceremony, both public and private, following prescribed rules.

Remote Schools: For the purposes of this Program, the *Accessibility/Remoteness Index of Australia (ARIA)* classification system is used to define remoteness. Schools within ARIA remoteness categories 4 or 5 are considered remote for the purposes of the additional 20 per cent funding. Further information regarding the *Accessibility/Remoteness Index of Australia (ARIA)* is available at [Department of Health and Ageing](http://www.health.gov.au/internet/main/publishing.nsf/Content/health-historicpubs-hfsocc-ocpanew14a.htm) (www.health.gov.au/internet/main/publishing.nsf/Content/health-historicpubs-hfsocc-ocpanew14a.htm).

School chaplain: A person who meets all the following conditions:

- is recognised by the school community and the appropriate governing authority as having the skills and experience to deliver school chaplaincy services to the school community
- prior to commencing employment with the school, has satisfied a mandated state/territory Working With Children check and/or a comprehensive Australian

Federal Police criminal history check where no mandated state/territory check exists

- maintains the currency of their Working With Children and/or Australian Federal Police check for the duration of their employment under this Program and
- is recognised through formal ordination, commissioning, recognised religious qualifications or endorsement by a recognised religious institution meets the minimum qualification requirements

School community: For the purposes of this Program, a school community is defined as a school that is recognised by its state/territory government as being a school, having permanently enrolled students and that has its own school community comprising parents, teachers, friends, former students, counsellors/social workers and other people who are connected with the school.

School governing body: For the purposes of this Program, a school governing body is defined as a body which reviews, advises and/or decides school policy, planning, financial and other matters. Its role and composition may vary depending on the state, territory and educational sector.

School parent body: The school parent body is a formal, school endorsed, voluntary group of parents and others, drawn from the broader community, that works together to support the school and its students through non curriculum related activities. The parent body is not involved in the direct management of the school but may assist and advise the School Principal and the school governing body in fulfilling their responsibilities.

School Principal: the educator who has executive authority for a school.

Student welfare: Encompasses all that a school community does to meet the social, personal, spiritual or emotional well-being of students.

Student welfare worker: A person who meets all the following conditions:

- is recognised by the school community and the appropriate governing authority as having the skills and experience to deliver

student welfare services to the school community.

- prior to commencing employment with the school, has satisfied a mandated state/territory Working With Children check and/or a comprehensive Australian Federal Police criminal history check where no mandated state/territory check exists and
- maintains the currency of their Working With Children and/or Australian Federal

Police check for the duration of their employment under this Program meets the minimum qualification requirements

Wellbeing services: Support services provided within the school community that enhance the spiritual and/ or emotional wellbeing of its students. Such roles could include, but are not restricted to, psychologist, psychiatrist, youth worker, school counsellor or social worker.

Attachment A: Code of Conduct for school chaplains/student welfare workers under the National School Chaplaincy and Student Welfare Program

Following is a Code of Conduct for school chaplains/student welfare workers engaged under the Program. This document must be signed by the school chaplain/student welfare worker before the school chaplain/student welfare worker commences any chaplaincy/student welfare services under the Program. School chaplains/student welfare workers who refuse to sign the code will not be permitted to be part of the Program.

Code of Conduct

School chaplains and student welfare workers are responsible for supporting the spiritual, social, and emotional wellbeing of their students regardless of faith or beliefs. School chaplains/student welfare workers must be able to provide support for a range of day to day matters affecting the school community and communicate effectively with a diverse group of people. They can become involved in a wide variety of issues including health, social and values education and emotional support.

It is expected that school chaplains/student welfare workers would support and work with the School Principal and the school's student wellbeing staff or equivalent, to refer students to appropriate services where required. To assist in facilitating this, school chaplains/student welfare workers should have or develop an appropriate and suitable external network of professional groups working within the community.

In providing these services, the school chaplain/student welfare worker must sign and observe this Code of Conduct at all times.

The school chaplain/student welfare worker must:

1. Adhere to all relevant Commonwealth, state or territory policy and legislation, including that concerning child safety, privacy, and confidentiality.
2. Not conduct themselves in a manner which impacts their delivery of the services under the Program. As such, school chaplains and student welfare workers must adhere to the Program Guidelines and the Code of Conduct at all times where conduct in a private capacity might impact their delivery of the services under the Program.
3. Recognise, respect and affirm the authority of the School Principal and/or school governing body, and work in consultation with them.
4. Contribute to a supportive, safe, inclusive and caring learning environment within the school.
5. Respect, accept and be sensitive to other people's views, values and beliefs that may be different from his or her own, including respecting the rights of parents/guardians to ensure the moral and spiritual education of their children is in line with the family's own convictions.
6. Actively discourage any form of harassment or discrimination on the grounds of religious ideology, beliefs or sexuality.
7. Not perform professional or other services for which they are not qualified and if not qualified, refer on to an appropriate service, in line with school protocols.
8. Refer a student to a service or organisation which is best placed to support the student's particular needs in accordance with the student's own beliefs and values.
9. Provide accurate and impartial information about the support and services available in the broader community, including community groups and religious groups.
10. Not put him or herself, or allow him or herself, to be placed in a compromising situation, recognising that there are circumstances where confidentiality may be sought by the student.

11. Avoid unnecessary physical contact with a student, recognising however that there may be some circumstances where physical contact may be appropriate such as where the student is injured or distraught.
12. While recognising that an individual school chaplain/student welfare worker may in good faith express views and articulate values consistent with his or her own beliefs, a school chaplain/student welfare worker must not take advantage of his or her privileged position to proselytise, evangelise or advocate for a particular view or belief.
13. Adhere to the Guidelines of the National School Chaplaincy and Student Welfare Program.

Use of Information on this form and privacy

Information on this form is collected for the purposes of the administration of the National School Chaplaincy and Student Welfare Program. Information on this form can be disclosed to other parties without your consent in accordance with the Privacy Act 1988.

Acknowledgement by school chaplain/student welfare worker

I understand and agree to the terms of this Code of Conduct.

Signature of school chaplain/student welfare worker

Name of school chaplain/student welfare worker

Signature of Witness

Name of Witness

Position of Witness

Date

Guidance to Funding Recipients and School Principals for breaches of the Code of Conduct

As school chaplains/student welfare workers hold special positions of trust, they must be accountable for their actions. In addition, the Funding Recipient and the School Principal must take all reasonable steps to ensure that school chaplains/student welfare workers comply with the Code of Conduct. On appointment of the school chaplains/student welfare workers the School Principal must outline to them the measures in place to ensure compliance with the code and how breaches of the Code of Conduct will be investigated. For guidance on the investigation of matters under the Code of Conduct, refer to **Section 7.1.6** of the Program Guidelines.

Attachment B: Child protection

Funding Recipients must comply with all relevant Commonwealth, state and territory laws and policies, including those relating to working with children.

Prior to participation in this Program, all school chaplains/student welfare workers and Funding Recipient personnel who may come into contact with children under this Program must have:

- a current relevant state/territory child protection or working with children check (or blue card or ochre card) as required under state/territory government or non-government education policy and/or legislation
- or if there are no mandated state/territory policies, a current Australian Federal Police (AFP) criminal record check that provides full disclosure of any charges or convictions.

All working with children checks and AFP criminal record checks must be renewed regularly. Renewal of working with children checks must follow state/territory requirements. The AFP checks must be renewed every two (2) years from the date of the initial check as a minimum. The AFP Criminal Records Client Services Team can be contacted on telephone: **(02) 6202 3333** for further information.

If current state/territory working with children renewal requirements do not require regular renewal i.e. at a minimum of every five (5) years, then a current AFP must be obtained in addition to the working with children check and renewed every two (2) years.

If a required state/territory child protection or working with children check expires, school chaplains/student welfare workers and other Funding Recipient personnel must not continue to work with children until the relevant check is current. This is applicable even if a current AFP criminal record check is in place.

Records of all criminal record checks must be retained by the Funding Recipient and all documentation must be made available and accessible for viewing by Departmental staff, upon request by the Department.

Unless there has been an adverse finding, the results of criminal record checks do not have to be provided to the Department. However, in accordance with **Section 5.6** of these Program Guidelines, Funding Recipients must provide a declaration that these checks have been undertaken, and clearances obtained.

Where the working with children or AFP criminal history check reveals any convictions or pending charges, the results of the criminal history check and/or child protection check must be provided to the Department for a decision about the suitability of a potential school chaplain/student welfare worker and the proposed school chaplain/student welfare worker cannot commence services under the Program without written authority from the Department.

Procedures following receipt of an adverse Australian Federal Police criminal history check for a person seeking to become a school chaplain/student welfare worker

Purpose

The purpose of the following procedures is to assist the Funding Recipient, the school community and the Department's officers in cases where the working with children/AFP criminal record check reveals that a school chaplain/student welfare worker applicant has been charged or convicted with an offence.

While the use of these procedures is an important tool for minimising the likelihood of abuse or ill-treatment of children by those working with them, it does not replace the need for fostering a workplace culture committed to child safety.

Responsibility of the Funding Recipient

The Funding Recipient must ensure that all school chaplain/student welfare worker applicants and Funding Recipient personnel who may come into contact with children under this Program undergo a criminal history record check in accordance with the Program Guidelines.

It is the responsibility of the Funding Recipient to ensure that information obtained from these checks is examined and where the check reveals any convictions or pending charges:

- provide the Department with a copy of the criminal history check and
- not allow the school chaplain/student welfare worker to participate in the Program without prior written authority from the Department.

Privacy and confidentiality

The Funding Recipient is responsible for keeping a record of all reports and considerations which are part of the screening process of the chaplaincy/student welfare service. All records and information pertaining to an applicant's criminal history check are highly sensitive information and must be treated in strict confidence.

It is an Australian Government requirement that files containing such information must be accessed by only those people who have the need to know and stored in a secure place to ensure that a reasonable level of security is maintained at all times.

The Funding Recipient must comply with the requirements of all Commonwealth, state and territory laws and policies. You must advise school chaplains/student welfare workers that their personal information on the results of any working with children/AFP criminal record check may be provided to the Department for the purposes of assessing their suitability to participate in the Program.

Other information concerning the suitability of the school chaplain/student welfare worker

Where the Funding Recipient becomes aware of any adverse information relating to a person's suitability to be a school chaplain/student welfare worker, the Funding Recipient must notify the Department within two business days of becoming aware of such a situation. The chaplaincy/student welfare services must not be continued in these circumstances unless the Department gives written authority for them to continue.

Attachment C: Recognition and acknowledgement requirements

Funding Recipients must provide recognition and acknowledgement of the National School Chaplaincy and Student Welfare Program. As a minimum, Funding Recipients must adhere to the following procedures and requirements:

The National School Chaplaincy and Student Welfare Program must be acknowledged in the format below under the heading “Acknowledgement”. In all acknowledgements, it must be noted that chaplaincy/student welfare services under the National School Chaplaincy and Student Welfare Program have been funded by the Australian Government Department of Education, Employment and Workplace Relations.

School communities and other key stakeholders must be advised, either verbally or through materials, that the Australian Government Department of Education, Employment and Workplace Relations has contributed funding to the chaplaincy/student welfare services through the National School Chaplaincy and Student Welfare Program.

All published materials including websites, must acknowledge the Australian Government as a contributor of financial support for the chaplaincy/student welfare services and must include acknowledgement and disclaimer statements as specified below:

Disclaimer

The views expressed herein do not necessarily represent the views of the Australian Government Department of Education, Employment and Workplace Relations.

Acknowledgement

This project was funded by the Australian Government Department of Education, Employment and Workplace Relations under the National School Chaplaincy and Student Welfare Program.

Any evaluation surveys conducted must ask participants if they are aware of the source of funding for the activity and, if so, how they became aware of the funding source.

The Funding Recipient must provide to the Australian Government or its agent, if requested, any National School Chaplaincy and Student Welfare Program materials for placement on the Department’s website, or for use in any other Australian Government or Departmental publication.

Attachment D: National School Chaplaincy and Student Welfare Program Service Agreement Requirements

It is a requirement for funding that the school approved for assistance enters into a Service Agreement with their chosen Funding Recipient. A Service Agreement is not required if a non-government school as a legal entity is accepted as a Funding Recipient and is a signatory to the Funding Agreement.

The Service Agreement must be agreed and signed by the school and their chosen Funding Recipient prior to the commencement of the services. The form of the Service Agreement is a matter for the school and the Funding Recipient. However, the Service Agreement must include the following substantive content:

General requirements

- name and address of the school and Funding Recipient
- name and contact details of a nominated contact for the school and Funding Recipient in relation to the Service Agreement
- details of the administration services to be provided by the Funding Recipient to support the administration of the service and the percentage of the Program funding which the school and Funding Recipient have agreed will be used for these administration services (which percentage must not exceed 20 per cent of the funding)
- details and agreement on who is responsible and liable for funding issues, such as costs incurred outside the Program funding allocation, deficits and wage/salary increases etc
- that variations of the Service Agreement must be agreed by the school and Funding Recipient and a modified Service Agreement reflecting the variation must be signed by the school and Funding Recipient
- a process for resolving disputes related to the Service Agreement
- a process and agreed notification/transition timeframe for requests to change Funding Recipient (see **Section 8.4**) or school chaplain/student welfare worker (see **Section 8.3**)
- a process for terminating the Service Agreement which must:
 - provide that either party can terminate the Service Agreement providing they give the other party one month's written notice of the terminationand
 - require the school to immediately advise the Department if the Service Agreement is terminated and of the proposed action to maintain the continuity of chaplaincy and/or student welfare services within the school.

Service description

- details of the type of service to be provided (school chaplaincy and/or student welfare services)
- details of religious affiliations of school chaplains and confirmation that these are in line with that being sought by the school community
- the minimum hours of service to be provided to the school across the school year (this must accord with the minimum hours allocated by the Department)
- the pattern of service delivery across the year agreed between the school and Funding Recipient (e.g. number of hours per day, what days/weeks, number of intended hours per term etc.) for the duration of the funding
- location(s) at which services will be delivered
- service outcomes agreed between the school and Funding Recipient

Determining demand for service

Obligations on school

Undertaking/coordinating consultation with the school community to assess the demand and support for, and the nature of, chaplaincy/ student welfare services (see **Section 5.3**).

This must be conducted annually at a minimum.

Pre-commencement of services

Obligations on School

Endorsing the choice of school chaplain/student welfare worker prior to employment.

Providing evidence to the Department and the Funding Recipient that there has been formal endorsement of the school chaplain/ student welfare worker selected by the Funding Recipient by the school's governing body or parent body.

Ensuring compliance with all legislative, policy and other requirements and permissions necessary for the school chaplain/student welfare worker to have access to and work on the school premises – this includes, for example, ensuring all personnel of the Funding Recipient who may come into contact with students have the relevant state and territory child protection checks and/or Australian Federal Police criminal history checks (see **Section 3.3**).

Ensuring that all parents and students understand that participation in the service is voluntary.

Ensuring that appropriate consent procedures which are consistent with existing state/territory or other education system policies and procedures, if applicable, are in place for students and their families (see **Section 5.2**)

Obligations on Funding Recipient

Recruitment and selection of the school chaplain/student welfare worker in consultation with the school, including seeking the endorsement by the school of the school chaplain/student welfare worker.

Arranging for the school chaplain/ student welfare worker and any other Funding Recipient staff who may come into contact with children to have the relevant state and territory child protection checks and/or Australian Federal Police criminal history checks (see **Section 3.3**).

Engagement of School Chaplain/student welfare worker

Obligations on School

In consultation with the Funding Recipient and school governing body, agree to and sign off on a school chaplain/student welfare worker work-plan with the school chaplain/student welfare worker.

Ensuring that a whole of school induction is provided to the school chaplain/student welfare worker.

If applicable, supporting the Funding Recipient in the professional development of the school chaplain/student welfare worker and in meeting the minimum qualification requirements.

Obligations on Funding Recipient

Employing the school chaplain/student welfare worker to provide the Program funded services within the school, fulfilling all of the responsibilities the Funding Recipient has as an employer under relevant state or federal industrial relations legislation and regulations.

Ensuring that suitable school chaplains/student welfare workers are available to deliver services to the school in line with the school's community consultation outcomes.

Ensuring that the school chaplain/student welfare worker is compliant with all of the requirements as outlined in the Program Guidelines and the associated Funding Agreement.

Ensuring that the school chaplain/student welfare worker is aware of all role requirements and boundaries as per the Program Guidelines and Code of Conduct.

Ensuring that a work plan is in place between the school chaplain/student welfare worker and the school.

Project Management

Obligations on School

In consultation with the parent body and the school's governing body, working with the Funding Recipient to lead, coordinate and manage all aspects of the chaplaincy/student welfare services within the school.

Overseeing the delivery of the chaplaincy/student welfare service within the school and being the first point of contact for the school chaplain/student welfare worker in terms of school related issues, complaints and day to day running of the Program.

Completing the required annual progress reports outlining all chaplaincy/student welfare services up to 31 December, each year, and forwarding the report to the Funding Recipient by the required timeframe.

Ensuring that details of the chaplaincy/student welfare services are published and maintained on the school website in accordance with **Section 6.5**.

Ensuring appropriate facilities and relevant resources are provided as required and as per school policy (e.g. appropriate private rooms for one-on-one discussions, lockable filing cabinet, access to relevant IT etc).

Ensuring formal endorsement of the service by the school community as per **Section 5.3**.

Approving all school chaplain/student welfare service and matters that vary school routine and participation or attendance.

Advising the Funding Recipient of variations in routine such as short term absences of the school chaplain/student welfare worker, long term gaps in service where there is no service provision and other line management issues.

Obligations on Funding Recipient

Working with the School Principal, the parent body or the school's governing body to coordinate and manage all aspects of the chaplaincy/student welfare services within the school.

The financial management of the chaplaincy/student welfare service.

Maintaining the currency of this Service Agreement by ensuring that whenever there is a change of School Principal, the Service Agreement is endorsed by the new or succeeding School Principal.

Coordination of cluster servicing arrangements for the school (if applicable).

Monitoring of the school chaplain/student welfare worker role in consultation with the school, including ensuring the school chaplain/student welfare worker is complying with the work plan.

Maintaining the currency of and renewal of relevant state and territory child protection checks and/or Australian Federal Police criminal history checks for school chaplains/student welfare workers and any other Funding Recipient staff who may come into contact with children.

Ensuring that school chaplains/student welfare workers do not deliver chaplaincy/student welfare services if a child protection/Australian Federal Police criminal history check is not current or renewed.

Risk Management, Compliance, Reporting and Complaints

Obligations on School

Developing, maintaining and making available to the Funding Recipient and Department a Risk Management Plan addressing the matters outlined in **Section 3.3.1**.

Cooperating with the Funding Recipient to ensure compliance with all provisions of the Funding Agreement, including reporting requirements and the achievement of the required number of hours of chaplaincy or student welfare service to your school.

Ensuring that effective complaints handling protocols, including the recording of complaints, are in place to notify Funding Recipients and/or the Department of all complaints or issues that may arise and ensuring the requirements in **Section 7** are met.

Working within the relevant jurisdiction's educational and financial legislation framework.

Obligations on Funding Recipient

Ensuring compliance with Funding Recipient minimum standards set out in **Section 5.6**.

Formal reporting to the Department on the delivery of the Program within the school and of the financial management of the project in accordance with the Funding Agreement.

Notifying the Department of all significant complaints/allegations and ensuring the requirements in **Section 7** are met.

Providing any information to the Department on the Program as required.

Where an organisation ceases to act as Funding Recipient for a school under the Program, a detailed statement of income and expenditure must be provided to the Department immediately – funding received to date will be prorated and the balance transferred to a new Funding Recipient via a Deed of Novation.

Attachment E: Community Consultation Better Practice Guidance

The following may be used as guidance in the development of school community consultation plans and processes:

- including details of any prospective/planned chaplaincy/student welfare services to be offered in the school with student enrolment forms
- if sending out surveys, newsletters etc to parents/school community members, these could be translated into languages other than English as appropriate to the demographics of the wider school community
- schools with a religious affiliation can provide documented evidence of parental agreement to the ethos of the school, including any religious values etc. These requirements are generally set out at student enrolment
- establishing a local support committee which is run by the School Principal. School and Funding Recipient representation could be selected by the School Principal in order to assist with Program administration
- and planning
- working with any existing community Chaplaincy Committees, if available and appropriate
- establishing a Chaplaincy Committee/Student Welfare Committee or similar, or utilising the existing school council/board, as an advisory body to assist the School Principal with monitoring the services provided under the Program and providing guidance and support to the school chaplain/student welfare worker. The purpose of this Committee could be to communicate and collaborate, plan, monitor and identify and resolve any issues.

This could include such things as

- ensuring that the direction of the school community is being followed; endorsing and reviewing the school chaplain/student welfare worker work plan etc
- having a particular focus on developing and implementing a consultation plan to review school community support and consultation
- dealing with the operational management of the service in the school such as: completion and endorsement of progress reports; overseeing fundraising opportunities etc

The committee may be run by the School Principal (or his/her delegate) and membership on the committee could include: the school chaplain/s and/or student welfare worker/s; a Funding Recipient representative; a parent body/ school community representative; local community representatives; and a student representative (if appropriate – as determined by the School Principal). Schools may also wish to consider inviting a Departmental representative and/or relevant education authority representative to attend meetings.

- school community consultation plans could include:
 - details of the relevant governance/roles and responsibilities of School Principals and Parent and Citizen's committees or equivalent to ensure/monitor support and delivery of services a schedule of resources/events for the coming year
 - strategies/activities for assimilation of the role within the school community and to ensure/monitor continuation of school community support for the Program.

Attachment F: Transition Requirements for Funding Recipients and schools who received funding under the National School Chaplaincy Program 2007-2011

Funding will be available to eligible school communities which have existing chaplaincy/student welfare services and have committed to the new Program as per **Section 4.6**. From 1 January 2012, schools funded under the Program are able to choose to continue their chaplaincy services and/or they can elect to use the services of a student welfare worker.

Schools who have been subject to mergers during the National School Chaplaincy Program and for whom the Department have approved temporary funding arrangement to 31 December 2011, will be subject to the current multiple campus rules. Details are outlined in the Continuation of Service Submission process at www.deewr.gov.au/schoolchaplaincyandwelfare.

Payments for the Program 2012 - 2014 will only be made after new Funding Agreements are correctly executed by both parties. Payments will only occur after 1 January 2012 and after the relevant documents outlined below are accepted by the Department.

Funding Recipient who have not signed a Contract Variation to extend the due date for audit reports must provide the following, due 31 December 2011

- **Final progress report** outlining servicing details, is to be provided by the school and forwarded to the Funding Recipient to provide to the Department.
- **Final statement of acquittal** detailing income and expenditure for the final year of the National School Chaplaincy Program, is to be provided by the Funding Recipient. The Department requires the original signed documents via post.
- **Certificate** that all funding received was expended for the Project and in accordance with the Agreement, is to be provided by the Funding Recipient.
- **Audited, detailed statement of income and expenditure** in respect of the funding is to be prepared by an independent auditor who complies with the Australian Auditing Standards.
- **Audit statement** that the funding was expended for the Project and in accordance with the Agreement, is to be prepared by an independent auditor who complies with the Australian Auditing Standards.

Funding Recipients with multiple school funding agreements who have not signed a Contract Variation to extend the due date for audit requirements, may wish to forward reports progressively to the Department given individual school payments, based on completed individual school reports (final progress and statement of acquittal), may be made in 2012 once the final audit statement, certificate and report are completed and accepted by the Department.

The Department will allow outstanding documents to be lodged up until 29 February 2012. Failure to provide the required documentation will constitute a breach of the funding agreement and may lead to termination of any future funding.

Funding Recipients who **have** signed a Contract Variation to extend the due date for audit reports to 31 March 2012, must provide the documents listed below by the due dates:

- 31 December 2011
 - **Final progress report** outlining servicing details, is to be provided by the school and forwarded to the Funding Recipient to provide to the Department.
 - **Final statement of acquittal** detailing income and expenditure for the final year of the National School Chaplaincy Program, is to be provided by the Funding Recipient. The Department requires the original signed documents via post.

- 31 March 2012
 - **Certificate** that all funding received was expended for the Project and in accordance with the Agreement, is to be provided by the Funding Recipient.
 - **Audited, detailed statement of income and expenditure** in respect of the funding is to be prepared by an independent auditor who complies with the Australian Auditing Standards.
 - **Audit statement** that the funding was expended for the Project and in accordance with the Agreement, is to be prepared by an independent auditor who complies with the Australian Auditing Standards.

All surplus funds identified through the financial acquittal processes must be repaid to the Department with 20 working days of a written request from the Department as per Clause 5 of the National School Chaplaincy Program Funding Agreement.

Funding Recipients are encouraged to lodge these forms as soon as service delivery has concluded in 2011 in order to receive first payments early in 2012.

Copies of the final progress and acquittal reports and audit certificate templates, including alternate versions for bulk and individual school reporting are available at www.deewr.gov.au/schoolchaplaincy

Attachment G: Cluster Service Agreement Better Practice Guidance

A Service Level Agreement may be entered into by all schools within a cluster situation in order to gain agreement on future processes and ensure all schools are satisfied with the arrangement. The agreement could include:

- what services and scheduling meets the needs of all schools
- how the service will operate between the schools, ensuring that each school gets their allocated service hours
- how any cross cluster group activities will be attributed to each schools' allocated service hours
- how the travel time will be allocated between each school, for example, three hours of travel can be claimed as one hour per school, or by agreement, the full three hours by one school
- how funding will be individually allocated to each school, given pooling of funding is not allowable

Agreements of this nature and any variation should be agreed upon by all participating schools and the Funding Recipient.

Attachment H: Consent Arrangements Better Practice Guidance

The following may be used as guidance in consent arrangements and processes:

- Developing a register of students whose parents/guardians have opted out of chaplaincy/student welfare services.
- Integrating consent arrangements for chaplaincy/student welfare services into the school's current welfare services governance system.
- Consent forms could include additional information such as:
 - a clear description of the approved/endorsed services or activities to be/being provided by the school chaplain/student welfare worker
 - a clear description of any spiritual/religious content in the proposed structured activities as approved by the School Principal
 - references to alternate strategies/activities for students if parents/guardians choose to opt-out of chaplaincy/student welfare services
 - details of the qualifications held by the school chaplain/student welfare worker where consent is needed for activities that require professional expertise such as one-on-one counselling services
 - information on how and where to lodge a complaint.

