PROCEDURES FOR SCHOOLS
QUEENSLAND STATE GOVERNMENT
CHAPLAINCY/PASTORAL CARE FUNDING PROGRAM

1. Background

The Chaplaincy/Pastoral Care Funding Program is an initiative of the Queensland Government through a 2006 election commitment of up to $3 million over three years to assist school communities to provide supportive school environments for vulnerable students in state primary and secondary schools. From July 2007, up to $1 million per year for three years has been allocated to state schools to provide chaplaincy/pastoral care services to support vulnerable students.

2. Purpose

The purpose of the program is to assist schools to develop and implement innovative local initiatives that improve the wellbeing, participation and achievement of vulnerable students through the provision of chaplaincy/pastoral care services. This document outlines the procedures to be followed by schools which have received funding under this program. Included with these procedures are:

☐ Attachment 1 – Evaluation of Services Form (Suggested template to be used in selecting the service or organisation which will deliver a *new* service – not needed where an *existing* service is being extended)

☐ Attachment 2 – Service Agreement (to be used to contract the service or organisation to deliver the support)

☐ Attachment 3 – State Government Chaplaincy/Pastoral Care Funding Program Grant Report (to be used to report to the Department annually).

3. Eligibility

State primary and secondary schools with the largest student populations in the Lowest Broad Socio-Economic Grouping have been targeted for funding. The funding amount provided to schools in this grouping includes:

- $10,000 per year for three years to schools with 410 or more students enrolled as at February 2007 (excluding Prep year) and

- $5,000 per year for three years to schools with 100 to 409 students enrolled as at February 2007 (excluding Prep year).

Funds are paid directly into school accounts. The first payment was made to schools in July 2007 for programs to be delivered from July 2007 – June 2008. Future payments will be made to schools in July each year until the end of the funding program on 30 June 2010.

All available funds under this program have been committed and further funding for additional schools is not available.

4. Use of funds

The funds are to be used only for chaplaincy/pastoral care activities through the engagement of a support person such as a chaplain, pastoral care coordinator, Youth Support Coordinator or youth worker <u>who is not directly employed by the school</u> to work with vulnerable students. Many schools

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already have the services of a chaplain and/or Youth Support Coordinator. Funds can be used to increase the hours of support and/or facilitate the engagement of an additional chaplain through an Accredited Employing Authority or Youth Support Coordinator through the local employing agency.

Principals should consult with the Parents and Citizens' Association regarding the type of support which is most appropriate for the school's students.

Schools are encouraged to consider innovative and creative ways to support vulnerable students through pastoral care. Schools may choose to develop a small project over the three years of funding or to work in collaboration with other schools on a cluster project. Schools can pool funding with other schools in their area to engage workers to provide chaplaincy/pastoral care services to vulnerable students. If total funds exceed $50,000 please discuss purchasing policy with your district/regional office.

Funds may be spent on the:	Examples include (but are not limited to):
Engagement of a chaplain	The engagement of a chaplain using Chaplaincy/Pastoral Care funding is eligible only if the chaplain is engaged to work with vulnerable and at risk students consistent with the purpose and aims of the program. School communities can provide chaplaincy services to students to cater for some of their spiritual, religious and/or ethical needs. For example, a chaplain may: • hold lunchtime Prayer Meetings • develop brochures and materials relating to youth issues • facilitate programs for at risk students/students facing suspension.
Engagement of a pastoral care coordinator	A pastoral care coordinator may work with the student welfare team to coordinate the provision of ethical, emotional and, where appropriate, moral support to vulnerable students. For example, a pastoral care coordinator may: • organise lunchtime student groups and club activities • organise student mentoring • develop strong school links with local welfare organisations or church groups that support vulnerable individuals • provide an additional adult role model in the school • undertake other activities to coordinate student wellbeing services or programs • refer students to specialist support and professionals.

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Funds may be spent on the:	Examples include (but are not limited to):
Engagement of a Youth Support Coordinator	In Queensland, the Youth Support Coordinator initiative has a focus on supporting young people at risk of disengaging from learning to successfully transition into and through the Senior Phase of Learning. For example, a Youth Support Coordinator may: • assist young people and their families to resolve issues affecting successful educational transitions • develop linkages between schools, TAFE Institutes, community organisations and the broader community to enhance access by young people and their families to support and assistance • assist young people to develop social and personal skills for independent and successful community living and • encourage and support community services to respond to the needs of students and their families.
Engagement of a youth or support worker	A youth or support worker may work with the student welfare team to promote the personal, educational and social development of children and young people by providing them with information and support by working with both individuals and groups. A youth or support worker aims to redress inequalities and empower individuals to take action that is developmentally appropriate for the age of the students on issues affecting their lives, including health, education, unemployment, friendship groups and social issues. They may achieve this by delivering programs that address social skilling, self esteem, drug and alcohol abuse and relationship building. The types of programs delivered will depend on whether the service is for primary or secondary students. The roles of youth and support workers are diverse and include advocacy, social and personal support. Within each of these components is a variety of tasks such as relationship building, role modelling, group work, program planning, report writing and court attendance. A youth/support worker could, for example: • facilitate life skills programs • develop brochures and materials relating to youth issues • facilitate programs for at risk students/students facing suspension • provide an additional adult role model in the school • refer students to specialist support and professionals.

5. Steps to be taken in engaging an appropriate support person

In order to decide which type of support person is appropriate for a particular school, it is important that the principal consult with the local school community, P & C Association and other relevant stakeholders and take into consideration the social, cultural and religious customs and needs of individuals and groups within the school, and the range of services and support currently available. The first step is to identify student needs and the particular activities or services that

might meet those needs. The type of worker chosen will depend on those activities and the list of services is to be included in the Service Agreement between the school and the organisation that will provide the services.

Once the type of worker has been decided, the Evaluation of Services Form (Attachment 1) **must** be completed and filed at the school to record the reasons for choosing the service or organisation that will employ the worker and deliver the service. Note that, if the school has decided to increase the hours of an existing chaplain or Youth Support Coordinator service, only one service provider need be listed on this form. A similar situation may apply if the school chooses to establish a new chaplaincy service.

The school will enter into a Service Agreement with the service provider before transferring the funds and the Agreement must be signed by both parties before the service can commence. Although schools will receive their funds annually for three years, you may choose initially to enter into an agreement for a shorter period of time and either renew annually or change the nature of the service provided. A new Service Agreement will need to be signed for each renewal or change.

Schools should note that it is legitimate that the organisation/service provider charge an administration fee or administrative/operational costs.

The following section outlines the steps to be taken when a school decides to engage a:

1) Chaplain
2) Pastoral care coordinator
3) Youth/support worker or
4) Youth Support Coordinator.

5.1   Chaplain

If a chaplain is chosen to be the most appropriate role, an existing service may be extended or a new chaplain may be engaged. It is important to note that the funding provided under the State Government Chaplaincy/Pastoral Care Funding Program must be used for additional support to students and must not replace the funding that is currently used to provide existing services.

Education Queensland's policy SCM-PR-012: *Chaplaincy Services in Queensland State Schools* must be followed for chaplaincy programs.

Chaplaincy can complement existing school support programs by addressing students' spiritual and emotional needs and by providing an avenue for young people to explore their issues in a safe and supportive way. Chaplaincy services should reflect local circumstance and respond to local needs.

A Local Chaplaincy Committee (LCC) is established to provide advice to the principal about the program and its implementation. Chaplains must not be directly employed by schools, but through an Accredited Employing Authority (AEA), such as Scripture Union Queensland. Parents and Citizens' Associations, local churches or other organisations may choose to be accredited with the department as employing authorities.   Application forms to become an Accredited Employing Authority are available on the DETA website at
http://education.qld.gov.au/strategic/eppr/schools/scmpr012/

If your school already has a chaplain:

1.   The principal approaches the LCC and informs them of the state government funding.

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2. The principal with the LCC renegotiates the role and work plan for the chaplain.

3. SUQ is informed of the funding and SUQ processes must be followed.

4. The P & C must support the extended hours of chaplaincy services.

5. The principal informs the school community of the extended chaplaincy services.

If your school <u>does not already have</u> a chaplain and it is decided that this is the best type of support for vulnerable students:

1. The principal establishes an LCC that is representative of the religious and cultural stances of belief represented in the school community.

2. The LCC with the principal develops an overview of the school's chaplaincy program, work plan for the chaplain and management procedures.

3. The P & C must support the school vision for the program and the work plan for the chaplain.

4. The LCC locates a suitable accredited employing authority (AEA). At present Scripture Union Queensland (SUQ) is the only statewide AEA. If SUQ is to be used, go straight to point 6.

5. If SUQ is not involved, an incorporated organisation or registered company must be found or created to apply to DETA for accreditation as an employing authority. Please refer to the website http://education.qld.gov.au/strategic/eppr/schools/scmpr012/ for further information on becoming an AEA.

6. The LCC selects/confirms selection of a chaplain via a selection process and checks the blue card status of the person selected. Please refer to the website http://education.qld.gov.au/strategic/eppr/hr/hrmpr010/ for further information on blue cards.

7. The school and the AEA enter into a funding agreement (using the Chaplaincy/Pastoral Care Funding Program Service Agreement).

8. Once the Service Agreement has been signed (Attachment 2), a copy of Schedule 5 must be sent to the Principal Advisor, Chaplaincy/ Pastoral Care Funding Program, Student Services, PO Box 15033, City East, 4002 or fax 07 3237 0432.

9. The principal follows the steps for introducing and implementing a chaplaincy program according to the policy *SCM-PR-012: Chaplaincy Service in Queensland State Schools.*

5.2   Youth Support Coordinator (YSC)

There are currently 44 community organisations in Queensland that employ 113 FTE Youth Support Coordinators (YSCs) to work in schools under the State Government's Youth Support Coordinator Initiative. For a current list of their locations see http://www.qyhc.org.au/ysc/contact-us.html

There is an existing Memorandum of Understanding which governs the operation of this program and associated Operational Guidelines which apply regardless of the source of funding. Schools should check these carefully before deciding that the services of a YSC will best meet the needs of the students. In some cases, it may be more appropriate to engage a youth or other support worker to provide the specific support the school has identified.

More information about the Youth Support Coordinator Initiative can be found at http://www.communities.qld.gov.au/youth/support-services/youth-support-coordinators.html

If your school <u>already has</u> a Youth Support Coordinator:

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1. The principal contacts the community organisation that is funded by the Department of Communities (DoC) to employ the YSC.

2. The principal advises the community organisation that the school has received funding under the State Government Chaplaincy/Pastoral Care Funding Program.

3. The community organisation is asked if there is any capacity to extend the hours of the current YSC.

4. If the YSC's hours can be extended, the principal negotiates the additional hours of support based on the level of funding the school has received and the appropriate industrial award of the employing organisation.

5. The school and the organisation enter into an agreement (using the Chaplaincy/Pastoral Care Funding Program Service Agreement)

6. Once the Service Agreement has been signed (Attachment 2), a copy of Schedule 5 must be sent to the Principal Advisor, Chaplaincy/ Pastoral Care Funding Program, Student Services, PO Box 15033, City East, 4002 or fax 07 3237 0432.

7. If the organisation indicates that the current YSC's hours cannot be extended, the organisation is asked if it is able to allocate an additional YSC to the school for the hours able to be funded.

8. If the organisation is still not able to assist with YSC support, you may consider engaging a generic youth worker through that organisation or another community organisation.

If your school does not already have a Youth Support Coordinator and your school decides that this is the best type of support for vulnerable students:

1. The principal contacts the nearest DoC regional office and requests a list of organisations that are currently funded by them to employ YSCs in the area (see http://www.communities.qld.gov.au/contacts/outlets/?type=regional for a list of regional offices).

2. One or more organisations on the list can be contacted to discuss the services that they provide and the needs of the school for a YSC.

3. The principal in consultation with the school community decides which organisation best meets the needs of the school.

4. The principal and the organisation negotiate what level of service the school can expect for the funding provided to the community organisation and the duration of service (ie one year, two years, or three years).

5. The school and the organisation enter into an agreement (using the Chaplaincy/Pastoral Care Funding Program Service Agreement).

6. Once the Service Agreement has been signed (Attachment 2), a copy of Schedule 5 must be sent to the Principal Advisor, Chaplaincy/ Pastoral Care Funding Program, Student Services, PO Box 15033, City East, 4002 or fax 07 3237 0432.

5.3   *Youth Worker/Pastoral Care Coordinator/other support worker*

If your school has identified a community organisation that can or already does employ a youth worker/pastoral care coordinator or other support worker, the principal negotiates directly with that organisation from point 4 below.

If your school decides to engage a youth worker/pastoral care coordinator or other support worker and you have not already identified a community organisation that can employ the youth worker on your behalf:

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1. The principal contacts the nearest Department of Communities (DoC) regional office and requests a list of organisations that employ relevant workers in the local area. (see http://www.communities.qld.gov.au/contacts/outlets/?type=regional for a list of regional offices).

2. One or more organisations on the list can be contacted to discuss the services that they provide and the needs of the school for a youth worker/pastoral care coordinator or other support worker.

3. The principal in consultation with the school community decides which organisation best meets the needs of the school.

4. The principal and the community organisation negotiate what level of service the school can expect for the funding provided to the community organisation and the duration of service (ie one year, two years, or three years).

5. The school and the organisation enter into an agreement (using the Chaplaincy/Pastoral Care Funding Program Service Agreement)

6. Once the Service Agreement has been signed (Attachment 2), a copy of Schedule 5 must be sent to the Principal Advisor, Chaplaincy/ Pastoral Care Funding Program, Student Services, PO Box 15033, City East, 4002 or fax 07 3237 0432.

7.   Funding restrictions

Funds cannot be used for:

a) direct employment of a chaplain or other worker by a school

b) payment of debts or the costs of chaplaincy services delivered at the school prior to the commencement of the funding period (1 July 2007)

c) purchase of resources

d) costs associated with conducting information sessions or discussion / support groups

e) transport and registration fees for students, including to community-based activities, workshops or camps that are held off-site

f) major capital works requirements or purchase of vehicles

g) payment for or subsidising existing school programs where alternative funding sources are specifically allocated for those programs

h) interstate or overseas travel costs

i) conduct of any forms of instruction, evangelisation or proselytisation in any religious or non-religious belief system

j) conduct of any existing educational or support programs which are already funded by Education Queensland e.g. human relationships education

k) the conduct of existing programs such as Guidance Officer support or to duplicate or subsidise existing funded programs for young people at risk.

8.   Service agreement

Schools are required to make **two copies** of the **last page of the Service Agreement** which is Attachment 2.

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Both copies are to be signed by both the school principal and the non-Government organisation authorised officer.

The **school** retains one copy and the **service provider** retains the other.

The school must **fax a copy of the signature page by the end of Term 3 2007 (21 September)** to the Principal Advisor, Chaplaincy/ Pastoral Care Funding Program Student Services 07 3237 0432.

Please note, if the nature of the service provided changes at all in the 3 year period, a new service agreement must be signed and a copy of the signature page sent to the Principal Advisor, as above.

9.   Reporting requirements

Schools are required to report on the activities and outcomes at the end of each school year with a final report due at the end of the funding program. A template for the first report, due at the end of Term 4 2007 (13 December), is attached (see Attachment 3).   Schools need only provide information on the type/s of support worker engaged and the funds expended.

Schools must be able to demonstrate the process for engaging a support person by filling in Attachment 1, Evaluation of Services Form.   The completed signed form must be kept by the Principal.

10.   Related Documents

Schools are reminded that, if the funds are used to engage or enhance the hours of a chaplain, the policy SCM-PR-012: *Chaplaincy Services in Queensland State Schools* must be followed. This policy outlines the principles and procedures to be followed by state schools when establishing and administering a chaplaincy program, regardless of the source of funds. The approval of the Local Chaplaincy Committee will be needed to expend the funds in this way.

Information about the Youth Support Coordinator program including the current Memorandum of Understanding and Operational Guidelines can be found at
http://education.qld.gov.au/studentservices/protection/community/youthsupportcoord.html

11.   Contact details

For further information, contact Sue Howard, Principal Policy Advisor, on email
sue.howard@deta.qld.gov.au or phone (07) 3237 0510 or Kirsty Smith, Senior Policy Officer on email kirsty.smith@deta.qld.gov.au or phone (07) 3237 1966.

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