



ACT
Government
Education

NATIONAL STUDENT WELLBEING PROGRAM 2024-27

ACT NATIONAL STUDENT
WELLBEING PROGRAM
GUIDELINES

MARCH 2026

CONTENTS

1. PROGRAM OVERVIEW	4
1.1. BACKGROUND.....	4
2. PROGRAM OBJECTIVES	4
2.1. OVERVIEW	4
2.2. PRINCIPLES	4
2.3. CHAPLAINCY AND WELLBING SERVICES	5
3. PROGRAM MANAGEMENT AND ADMINISTRATION	5
3.1. ALLOCATION OF FUNDS TO AUSTRALIAN CAPITAL TERRITORY.....	5
3.2. SCHOOL FUNDING ALLOCATION ARRANGEMENTS	5
3.3. PROGRAM SCOPE AND CAPACITY	5
3.4. CROSS SECTOR PANEL	6
3.5. TRANSPARENT ADMINISTRATION	6
3.6. PROGRAM DELIVERY MONITORING	6
3.7. FREEDOM OF INFORMATION	6
3.8. PRIVACY.....	7
4. PROGRAM DELIVERY	8
APPLICATION AND ALLOCATION	8
NSWP FUNDING AQUITTAL TO PARTICIPAING SCHOOLS	8
EXITING SCHOOLS.....	9
SUSPENSION OF SERVICE OR GAPS IN SERVICE.....	9
PROGRAM SCOPE	9

5.	CHAPLAINS AND WELLBEING OFFICERS.....	10
	QUALIFICATIONS AND REGISTRATION REQUIREMENTS	10
	CONDUCT	10
	EMPLOYMENT OF CHAPLAINS OR WELLBEING OFFICERS.....	11
6.	REPORTING REQUIREMENTS	12
	DIRECTORATE REPORTING	12
	SCHOOL REPORTING.....	12
7.	COMPLAINTS.....	13
	RESPONSIBILITIES.....	13
	COMPLAINT ESCALATIONS	14
	COMPLAINTS ALLEGING BREACHES OF THE CODE OF CONDUCT	14
8.	GLOSSARY	15
	ATTACHMENT A: CODE OF CONDUCT FOR SCHOOL CHAPLAINS AND WELLBEING OFFICERS IN THE NATIONAL STUDENT WELLBEING PROGRAM.....	18
	ATTACHMENT B: NATIONAL STUDENT WELLING PROGRAM SERVICE AGREEMENT REQUIREMENT.....	20
	ATTACHMENT C: CONSENT PRINCIPLES.....	23

1. PROGRAM OVERVIEW

1.1. BACKGROUND

The National Student Wellbeing Program (NSWP) replaces the National School Chaplaincy Program (NSCP).

In 2007 the NSCP was introduced and contributed to the wellbeing of school communities across Australia. This was a voluntary program that assisted school communities to support the spiritual, social, and emotional wellbeing of their students. This included support and guidance about ethics, values, relationships, and spirituality; the provision of pastoral care; and enhancing engagement with the broader community.

The NSWP shares similarities with the NSCP but broadens the opportunity for schools to employ wellbeing support workers, who may be of any or no faith.

The NSWP funding is allocated to the States and Territories. In the ACT, the NSWP is administered by the Education Directorate of the Territory (the Directorate).

PURPOSE OF THE GUIDELINES

These ACT National Student Wellbeing Program Guidelines (The Guidelines) describe the requirements and procedures for the administration and delivery of the NSWP for the 2024-2027 school years. The Guidelines and Deed must also be adhered to by all parties involved in delivering services as part of the Program. If there is any discrepancy between the information contained in these Guidelines and the Deed, the Deed shall take precedence.

The Territory, in consultation with the cross-sectoral panel, reserves the right to amend these Guidelines from time to time to facilitate compliant and efficient administration of the NSWP, including during the application period. Information concerning changes to the Guidelines will be posted on the Directorate's website and schools and education authorities will be advised accordingly.

2. PROGRAM OBJECTIVES

2.1. OVERVIEW

The aim of the NSWP is to assist school communities to support the wellbeing of Australian school students.

The NSWP is a complementary service to those provided by qualified specialists. The NSWP is not designed nor intended to provide specialist services to school students, such as professional counselling, mental health and psychological services or other allied health services.

The NSWP is not a religious program and does not provide religious instruction or religious counselling to students.

2.2. PRINCIPLES

The following general principles apply to the Program:

- > Participation in the Program by school communities is voluntary.
- > Chaplains and student wellbeing officers may be of any faith or no faith.
- > Chaplains and wellbeing officers must adhere to the rules of the program.

2.3. CHAPLAINCY AND WELLBEING SERVICES

The NSWP consists of the provision of chaplaincy and/or student wellbeing services in Australian schools to support the wellbeing of Australian students through:

- > Pastoral care services; and
- > Strategies developed in consultation with the school community, relevant school staff and school principal that support the wellbeing of the broader school community.

3. PROGRAM MANAGEMENT AND ADMINISTRATION

3.1. ALLOCATION OF FUNDS TO AUSTRALIAN CAPITAL TERRITORY

- 3.1.1. The Australian Capital Territory will receive \$4.88 million dollars over the program, the 2022-2027 school years.
- 3.1.2. This equates to \$0.98 million dollars for each of the 2024, 2025, 2026 and 2027 school years.
- 3.1.3. Up to 3% of funding may be used by the Directorate for the administration of the NSWP.

3.2. SCHOOL FUNDING ALLOCATION ARRANGEMENTS

The Program is a calendar year support program. Reporting required under a Deed is for the 52-week period, commencing 1 January each year or from the execution date in the case of the first year.

No funding will be received before the proper execution and lodgement of the Deed with the Territory.

Funding will be provided in accordance with the provisions in the Deed until 2027 or a school withdraws from the program.

Funds are to pay the salary or pay the contract for a Chaplain or Wellbeing Officer.

The National Student Wellbeing Program is an ongoing initiative of the Australian Government. The current Federal Funding Agreement with the ACT ends on 31 December 2027 and future funding for the program will be negotiated. School communities understand that additional funds will not be provided by the Territory to supplement the NSWP.

3.3. PROGRAM SCOPE AND CAPACITY

All schools with an AGEID may apply for funds through the NSWP. Multi-campus schools may only submit one application.

Recipient schools receive the payment of \$20,280 to provide hours of service annually.

In 2026 and 2027, up to 61 schools can receive funds to provide a Chaplain or Wellbeing Officer in the ACT.

3.4. CROSS SECTOR PANEL

A Cross Sector Panel, consisting of a representative of each of the public, Catholic and Independent school sectors will be established by the Directorate.

This panel will be established at the beginning of the program with membership confirmed by the Directorate from the other sectors on an annual basis.

The Panel, by reviewing applications and having regard to the assessment criteria and selection methodology developed by the Panel, will select and prioritise schools for funding.

Annually, as necessary, the panel will seek applications to select alternative schools should places be available resulting from unfilled places and/or schools withdrawing from the program.

3.5. TRANSPARENT ADMINISTRATION

The Directorate will publish on the public-facing website relevant documentation for delivering the NSWSP including:

- > Cross sector panel make-up and terms of reference
- > Application process and assessment criteria
- > Roles and responsibilities of Chaplains including code of conduct and training and the voluntary nature of service provided.
- > Information about the complaints process to do with the administration of the program.
- > List of schools receiving services as part of the program.

3.6. PROGRAM DELIVERY MONITORING

The Directorate may also conduct monitoring to meet their responsibilities in the administration of the program. Schools may be requested to provide additional information throughout the funding period. This may include, but is not limited to:

- > evidence of school chaplain or wellbeing officer qualifications
- > evidence of Working with Vulnerable People and/or AFP checks
- > evidence of parental consent processes
- > copies of complaints registers
- > follow up on resolution of complaints on a regular basis.
- > satisfaction with service provision
- > verification of details that have been provided in progress and acquittal reports.

3.7. FREEDOM OF INFORMATION

All documents in the possession of the Directorate, including those in relation to the Program, are subject to the [Freedom of Information Act 2016](#) (FOI Act).

The ACT FOI Act:

- > provides a right of access to government information unless access to the information would, on balance, be contrary to the public interest; and

- > recognises the importance of public access to government information for the proper working of representative democracy; and
- > enables the public to participate more effectively in government processes and to promote improved decision-making within government; and
- > makes the people and bodies that are responsible for governing the Territory more accountable to the public; and
- > ensures that, to the fullest extent possible, government information is freely and publicly available to everyone; and
- > facilitates and promotes, promptly and at the lowest reasonable cost, the disclosure of the maximum amount of government information; and
- > ensures that personal information held by the Territory is accurate, complete, up-to-date, and not misleading.

Further information including how to request access for documents can be found on the Directorate's website at the following link- https://www.education.act.gov.au/about_us/freedom_of_information

3.8. PRIVACY

The Directorate is bound, in administering the Program, by the provisions of the Information Privacy Act 2014 (Information Privacy Act) and the *Territory Records (Privacy and Access) Act 1997* in relation to health records. Schedule 1 of the Information Privacy Act contains the Territory Privacy Principles (TPPs) which prescribe the rules for the handling and management of personal information by ACT public sector agencies.

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

The TPPs set out how the Directorate and contracted legal entities (service providers) 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 follows:

- 1) For this Act, personal information—
 - a) means information or an opinion about an identified individual, or an individual who is reasonably identifiable—
 - i) whether the information or opinion is true or not; and
 - ii) whether the information or opinion is recorded in a material form or not; but
 - iii) does not include personal health information about the individual.

More information about the Information Privacy Act, including a copy of the full text of the TPPs, can be obtained from the Office of the Australian Information Commissioner website at: www.oaic.gov.au.

Further information on the Directorate's privacy policy can be found on the Directorate's website at the following link- https://www.education.act.gov.au/publications_and_policies/policies

4. PROGRAM DELIVERY

APPLICATION AND ALLOCATION

The Directorate will be responsible for inviting all schools in all sectors to apply to participate in the NSWSP.

This invitation will include:

- > a copy of the Guidelines,
- > an application form and information about the assessment criteria to assist schools in developing a comprehensive and competitive application.

The application must include:

- > the desired outcomes of the school's inclusion in the NSWSP and the related actions of the Chaplain or Wellbeing Officer
- > Where a Chaplain is to be employed that they are:
 - recognised by the school community and the appropriate governing authority for the school as having the skills and experience to deliver school chaplaincy services to the school community; and
 - recognised through endorsement by a recognised or accepted religious institution (as determined by the States)
- > Public Schools must endorse that only a Wellbeing Officer will be employed and must commit to the direct employment of a Wellbeing Officer.

The selection methodology considers school need, distribution between sectors and other school wellbeing support arrangements in the jurisdiction.

NSWP FUNDING AQUITTAL TO PARTICIPAING SCHOOLS

The Deed must be adhered to by all parties involved in delivering school wellbeing services as part of the Program. If there is any discrepancy between the information contained in these guidelines and the Deed, the Deed shall take precedence.

The Deed will set out the roles and responsibilities for the Directorate, participating schools, and education authorities during program participation.

PAYMENT AND AQUITTAL

Payment to schools is made on an annual basis for the balance of the years of the Deed. The last year of payment will be 2027 unless a school withdraws prior.

Schools may elect to review funding via the education sector authority, specifically the Association of Independent Schools (AIS) or the Catholic Education Diocese of Canberra and Goulburn (CEO). In these circumstances the sector will be known as a 'funding recipient'.

The initial payment will be made on receipt of both a signed Deed and an invoice.

Payment in second and subsequent years of the program will be made on receipt of both an invoice for the year and, when necessary, information requested to meet reporting requirements for the previous year has been received.

EXITING SCHOOLS

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

RESPONSIBILITIES OF SCHOOL PRINCIPAL

Schools no longer wishing to participate in the Program must:

- > provide the Directorate with a final report, including the reason for exiting the Program.
- > provide confirmation that any contract with a service provider has finished.

SUSPENSION OF SERVICE OR GAPS IN SERVICE

Schools and Funding Recipients may notify the Directorate 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 or wellbeing officer, they may seek a suspension of services until the issues are resolved.

Schools and Funding Recipients who have experienced a gap in service are still required to provide annual reports. Reports 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.

PROGRAM SCOPE

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

The key tasks of a school chaplain or wellbeing officer will be tailored to the needs of the school community but may include universally access, activities tailored to specific identified needs and individually focused interventions. Examples may include:

- > Co-ordinating and running groups and activities like breakfast clubs and lunchtime activities.
- > Organising and hosting in school activities and programs such as incursions and student leadership and support programs
- > working closely with, and/or as part of the school wellbeing team to plan for and deliver wellbeing initiatives.
- > providing students, their families and school staff with support and or appropriate referrals, including to specialist services within the school or externally under the direction of the School Principal.
- > participating in school activities such as sport, camps, gardens etc.
- > contributing to school newsletters.
- > facilitating activities connecting students with other members of the community in line with school policy.
- > facilitating community partnership programs between the school and the wider community.

The following activities are out of scope of the program and could be considered a breach of the Code of Conduct:

- > Providing religious education. To prevent role confusion, it is suggested that religious education, if provided in the school, is delivered by a different person.
- > providing professional support services, for example counselling or legal or medical advice.
- > providing support to students who have indicated that they do not wish to access the services as part of the program, or where an appropriate consent process has not been followed.
- > for chaplains to performing religious services/rites (for example such as worship or prayer during school assembly), without the appropriate prior consent.
- > expressing views that are discriminatory or biased on the grounds of religious ideology, beliefs, or sexuality.

5. CHAPLAINS AND WELLBEING OFFICERS

QUALIFICATIONS AND REGISTRATION REQUIREMENTS

Chaplains and Wellbeing officers must:

- > hold Working with Vulnerable People - General Registration
- > hold qualifications that meet the NSWP minimum qualification being a minimum qualification or qualifications equivalent to or higher than a Certificate IV and determined by Territory, and this qualification or qualifications must include competencies in mental health and making appropriate referrals and providing pastoral care, and/or working with youth.
- > meet the minimum professional development requirements being undertake a professional learning package in responding to and preventing cyberbullying delivered by the Office of the eSafety Commissioner within three months of commencing NSWP services and refresh this professional learning at least once every two and a half years.
- > Should a school seek clarity on the suitability of a qualification they should consult with the Directorate.

CONDUCT

As school chaplains and wellbeing officers hold special positions of trust, they must be accountable for their actions.

In addition, the School Principal must take all reasonable steps to ensure that school chaplains and wellbeing officers comply with the Code of Conduct.

On appointment of the school chaplains or wellbeing officers 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.

Chaplains and Wellbeing officers must:

- > Not proselytize.
- > Respect, accept and be sensitive to other people's views, values, and beliefs.

ACT NATIONAL STUDENT WELLBEING PROAM GUIDELINES

- > Promote a safe and inclusive school community where all people are respected.

Chaplains and wellbeing Officers should be aware of and

- > comply with State and Territory laws and policies in relation to child protection and child safety matters.
- > comply with, relevant legislation relating to requirements for working with children, and relevant legislation relating to mandatory reporting of child safety concerns.
- > have regard to the National Principles for Child Safe Organisations
- > have regard to the national policies and strategies by the National Office for Child Safety, including the Commonwealth Child Safe Framework.

Chaplains and Wellbeing Officers must ensure all services and activities are:

- > Approved by the school principal; and
- > Includes referral to appropriate services where required and/or requested.
- > Have proper parent/guardian consent, as relevant; and
- > Have the consent of student who participate, as appropriate; and
- > Service is stopped when consent is withdrawn.

The school chaplain and wellbeing officer must adhere to the relevant complaints policy and procedure including cooperating fully with any investigation into a complaint/alleged breach of the Code of Conduct.

ABORIGINAL AND TORRES STRAIT ISLANDER CULTURAL INTEGRITY

Cultural Integrity describes the environment a school creates to demonstrate both respect and high regard for Aboriginal and Torres Strait Islander histories; cultures, knowledge systems and languages; to welcome and engage Aboriginal and Torres Strait Islander families and local community members; and to meet the learning needs and aspirations of all Aboriginal and Torres Strait Islander students.

Cultural Integrity represents a break from the negative discourse that has dominated Aboriginal and Torres Strait Islander education for many years. Cultural Integrity is positive and constructive and benefits the whole school community through developing knowledge and understanding.

All Chaplains and Wellbeing Officers are encouraged to undertake training in Aboriginal and Torres Strait Islander cultural awareness.

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 the ACT.

Further details and information about mandatory reporting can be obtained from the ACT Community Services Directorate (www.communityservices.act.gov.au/ocyfs/keeping-children-and-young-people-safe) and relevant school and system policies.

EMPLOYMENT OF CHAPLAINS OR WELLBEING OFFICERS

ACT public schools must employ a Wellbeing Officer directly, as part of this program.

Non-government schools may engage a Chaplain or Wellbeing Officer in any lawful manner that they consider appropriate, including by contracting Chaplaincy or Wellbeing Services from a service provider.

In either case, the school will be the recipient of the funds as part of the program and the school must ensure that:

- > Chaplains or wellbeing officers have access to ongoing professional development and support. This should include, at minimum, information about all mandatory training as part of the program and to meet any registration requirements.
- > Monitoring of school chaplain or wellbeing programs and services to ensure compliance with the role and program scope.
- > The employer must have in place a complaints and grievance resolution processes to address concerns about the employees conduct.
- > The school must also have in place a complaints procedure to address concerns about the program. This may be the usual school process if this can cover the program scope requirements.

6. REPORTING REQUIREMENTS

Reporting templates will be provided by Commonwealth throughout the program delivery to the Directorate.

DIRECTORATE REPORTING

The Directorate will report on:

- > The schools selected for funding.
- > The final list of school that were funded in the current year and the amount of funding provided.
- > The sector of schools that applied for an were provided NSWP chaplaincy or wellbeing services.
- > Information about the provision of services, including if these were chaplaincy or wellbeing officer delivered.
- > Confirmation on the composition and activity of the cross-sector panel
- > Any other information required by Commonwealth during the program.

SCHOOL REPORTING

Annual Reporting requirements and timeframes will be communicated to participating schools by the Directorate but will include at least one example of how the NSWP has supported the wellbeing of the school community.

Participating schools will provide information requested to

- > meet the Directorate's reporting requirements to the Commonwealth.
- > any additional reporting requirements, including to the responsible Territory Minister, Legislative Assembly of Legislative Assembly committees about the program including, but not limited to, the names of the participating schools, funding amounts and other details about service providers and their agreements, will be met by the Directorate.

Where additional information to meet these requirements is necessary participating schools must provide the additional information.

7. COMPLAINTS

Complaints about the program delivery, including the conduct of the Chaplain or Wellbeing Officer, in an individual school should be directed to the School Principal. All attempts should be made to resolve complaints at the local level.

Complaints about the administration of the NSWSP should be directed to the Education Directorate. Complaints about the administration of the program can be made by emailing EDUClinicalPractice@act.gov.au

The school must also have in place a complaints procedure to address concerns about the program. This may be the usual school process if this can cover the program scope requirements.

School sectors and service providers will be required to provide an indemnity to the Territory in respect to any complaints about the conduct of chaplains or wellbeing officers and the delivery of the program in individual schools.

A record of complaints must be kept and include:

- > 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 provided to the Directorate on request.

RESPONSIBILITIES

PARTICIPATING SCHOOLS

In relation to complaints management, the School Principal must:

- > 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 or wellbeing officer.
- > record all complaints and Code of Conduct matters, including other complaints, in the annual Progress Report. A complaint record template is available on request via: EDUClinicalPractice@act.gov.au .
- > provide information about Code of Conduct complaints.

Breach of Code of Conduct

In the event of an alleged other breach of the Code of Conduct, investigate in an unbiased manner, and notify the Directorate within two business days of becoming aware of the allegation. This includes matters covered under mandatory reporting and/ or allegations made against school chaplains or wellbeing officers 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 encounter children.

THE EDUCATION DIRECTORATE

The Education Directorate will:

- > Keep a register of complaints made to the Directorate about the program administration.
- > Request information about complaints made to participating schools to meet the obligations and program administrators.

COMPLAINT ESCALATIONS

If a complaint about the chaplain or wellbeing officer cannot be resolved at the school level, or if a complainant does not wish to address their complaint to the School Principal they may follow the escalation process relevant to the school or education sector:

The Directorate or a school may decline to deal with a complaint at any time where:

- > the subject matter of the complaint may be more appropriately dealt with by another organisation such as the police, ACT or Federal Authorities.
- > the substance of the specific complaint previously and forms the view that no additional or new relevant information or evidence has been provided.

COMPLAINTS ALLEGING BREACHES OF THE CODE OF CONDUCT

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

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

- > In such circumstances, the school chaplains or wellbeing officer concerned must not continue to provide any services under the Program unless the Directorate gives its written agreement for the chaplain or wellbeing officer to continue. National Student Wellbeing Program funding must not be used for the purposes of paying a school chaplain or wellbeing officer until the Directorate gives written approval.
- > the Employer must investigate in an unbiased manner and inform the Directorate within two business days of becoming aware of the alleged breach.
- > the Employer must investigate the alleged breach within five business days and report the outcomes of their investigation to the Directorate within five business days.

8. 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: 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 services is defined as involvement in programs promoted and directly delivered by school chaplains that are covered by minimum consent arrangements.

Cluster: A group of schools that have formally agreed to share school chaplains or wellbeing 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 NSWSP services.

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

Deed: The form of contract to be entered into between the Territory and Funding Recipient, as proposed by the Territory.

Directorate: the ACT Education Directorate

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 Deed.

Funding Recipient: An organisation that receives National Student Wellbeing Program funding. A legal entity (for example, an organisation incorporated under ACT, Commonwealth or State legislation) that enters a Deed and manages funding under the National Student Wellbeing 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 Student Wellbeing Program administrative guidelines.

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

Minister: The ACT Minister for Education and Early Childhood Development

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

ACT NATIONAL STUDENT WELLBEING PROAM GUIDELINES

Program: Refers to the National Student Wellbeing 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:

its objects and activities must reflect its character as a body instituted for the promotion of some religious object; and 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.

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 ACT Working with Vulnerable People check and a comprehensive Australian Federal Police criminal history check.
- > maintains the currency of their Working with Vulnerable People check and 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 and 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 the Territory 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 connect 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 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.

Services Agreement: The form of contract to be entered into between the Funding Recipient and the School Chaplain or Wellbeing Officer or the entity providing the School Chaplain or Wellbeing Officer.

Service Provider: A third party organisation that agrees to provide contracted service by placing a Chaplain or Wellbeing officer in a school to deliver services under the NSWP.

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

ACT NATIONAL STUDENT WELLBEING PROAM GUIDELINES

Wellbeing officer: 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 wellbeing services to the school community.
- > prior to commencing employment with the school, has satisfied a mandated ACT Working with Vulnerable People check and a comprehensive Australian Federal Police criminal history check.
- > maintains the currency of their Working with Vulnerable People check and Australian Federal Police check for the duration of their employment under this Program and 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 AND WELLBEING OFFICERS IN THE NATIONAL STUDENT WELLBEING PROGRAM

This document must be signed by the school chaplain or Wellbeing Officer before commencing services under the Program. School Chaplains or Wellbeing Officers who refuse to sign the code will not be permitted to be part of the Program.

CODE OF CONDUCT

School chaplains and Wellbeing Officers are responsible for supporting the wellbeing of students regardless of faith or beliefs. School chaplains and Wellbeing Officers 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 and Wellbeing Officers will 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 and Wellbeing Officers should have or develop an appropriate and suitable external network of professional groups working within the community.

School Chaplains and Wellbeing Officers must always observe the Code of Conduct.

SCHOOL CHAPLAINS AND WELLBEING OFFICERS MUST:

- > Adhere to the ACT National Student Wellbeing Program Guidelines, including attending all required and relevant Professional Learning within the specified timeframes.
- > Adhere to all relevant ACT and Commonwealth policy and legislation, including that concerning child safety, privacy, and confidentiality.
- > Not conduct themselves in a manner which impacts their delivery of the services under the Program. School Chaplains and Wellbeing Officers must always adhere to the Program Guidelines and the Code of Conduct including where conduct in a private capacity might impact their delivery of the services under the Program.
- > Recognise, respect, and affirm the authority of the School Principal and/or school governing body, and work in consultation with them.
- > Contribute to a supportive, safe, inclusive, and caring learning environment within the school.
- > 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.
- > Actively discourage any form of harassment or discrimination on the grounds of religious ideology, beliefs, or sexuality.
- > Not perform professional or other services and refer on to an appropriate service, in line with school protocols.
- > 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.

ACT NATIONAL STUDENT WELLBEING PROAM GUIDELINES

- > Provide accurate and impartial information about the support and services available in the broader community, including community groups and religious groups.
- > 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.
- > 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.
- > While recognising that an individual school chaplain may in good faith express views and articulate values consistent with his or her own beliefs, a school chaplain must not take advantage of his or her privileged position to proselytise, evangelise or advocate for a particular view or belief.

USE OF INFORMATION ON THIS FORM AND PRIVACY

Information on this form is collected for the purposes of the administration of the National Student Wellbeing Program. Information on this form can be disclosed to other parties without your consent in accordance with the *Information Privacy Act 2014*.

ACKNOWLEDGEMENT BY SCHOOL CHAPLAIN OR WELLBEING OFFICER

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

.....
Signature of school chaplain or wellbeing officer

.....
Signature of Witness

.....
Print Name of school chaplain

.....
Name of Witness

.....
Position of Witness

GUIDANCE TO FUNDING RECIPIENTS AND SCHOOL PRINCIPALS FOR BREACHES OF THE CODE OF CONDUCT

As School chaplains and Wellbeing Officers 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 comply with the Code of Conduct. On appointment of the school chaplains and Wellbeing Officers, 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 of the Program Guidelines.

ATTACHMENT B: NATIONAL STUDENT WELLBEING PROGRAM SERVICE AGREEMENT REQUIREMENT

It is a requirement for funding that the school enters into a Service Agreement with their chosen service provider. A Service Agreement is not required if a school is accepted as a Service Provider.

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

GENERAL REQUIREMENTS

1. name and address of the school and Service Provider
2. name and contact details of a nominated contact for the school and Service Provider in relation to the Service Agreement
3. details of the administration services to be provided by the Service Provider to support the administration of the service and the percentage of the Program funding which the school and Service Provider have agreed will be used for these administration services (which percentage must not exceed 20 per cent of the funding)
4. 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.
5. that variations of the Service Agreement must be agreed by the school and Service Provider and a modified Service Agreement reflecting the variation must be signed by the school and Service Provider
6. a process for resolving disputes related to the Service Agreement
7. a process and agreed notification/transition timeframe for requests to change the placed Chaplain or Wellbeing Officer
8. a process for terminating the Service Agreement which must:
9. provide that either party can terminate the Service Agreement providing they give the other party one month's written notice of the termination, and
10. require the school to immediately advise the Directorate if the Service Agreement is terminated and of the proposed action to maintain the continuity of chaplaincy or wellbeing services within the school.

SERVICE DESCRIPTION

1. details of the type of chaplaincy or wellbeing service to be provided.
2. details of religious affiliations of school chaplains and confirmation that these are in line with that being sought by the school community.
3. 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
4. location(s) at which services will be delivered.
5. service outcomes agreed between the school and service provider.
6. the requirement for chaplains and wellbeing officers to undertake professional learning as detailed in the Guidelines and any additional mandatory training identified during the program.

PRE-COMMENCEMENT OF SERVICES

Obligations on the school

1. Endorsing the choice of school chaplain or wellbeing officer prior to employment
2. Providing evidence to the Directorate and Service Provider that there has been formal endorsement of the school chaplain or wellbeing officer selected by the Funding Recipient by the school's governing body or parent body.
3. Ensuring compliance with all legislative, policy and other requirements and permissions necessary for the school chaplain or Wellbeing Officer to have access to and work on the school premises. This includes, for example, ensuring all personnel of the Service Provider who may encounter students have all relevant Act child protection checks and AFP criminal history checks.
4. Ensuring that all parents and students understand that participation in the service is voluntary.
5. Ensuring that appropriate consent procedures are in place for students and their families.
6. Obligations on Funding Recipient
7. Recruitment and selection of the school chaplain or Wellbeing Officer in consultation with the school including seeking the endorsement by the school of the school chaplain or Wellbeing Officer
8. Arranging for the school chaplain and any other Funding Recipient staff who may encounter children to have the relevant ACT child protection check and the AFP criminal history check.

ENGAGEMENT OF SCHOOL CHAPLAIN

Obligations on the school

1. In consultation with the Service Provider and school governing body and with the chaplain or wellbeing officer, agree to and sign off on the school chaplain or wellbeing officer work plan.
2. Ensuring that a whole of school induction is provided to the school chaplain or Wellbeing Officer
3. If applicable, support in the Funding Recipient in the professional development of the school chaplain or Wellbeing Officer and in meeting the minimum qualification requirements.

Obligations on Service Provider

1. Employing the school chaplain or wellbeing officer to provide the Program funded services within the school, fulfilling all the responsibilities the Service Provider has as an employer under relevant Territory or federal industrial relations legislation and regulations.
2. Ensuring that suitable school chaplains or wellbeing officers are available to deliver services to the school in line with the school's community consultation outcomes.
3. Ensuring that the school chaplain or wellbeing officer is compliant with all the requirements as outlined in the Program Guidelines and where relevant the associated Deed.
4. Ensuring that the school chaplain or wellbeing officer is aware of all role requirements and boundaries as per the Program Guidelines and Code of Conduct
5. Ensuring that a work plan is in place between the school chaplain or wellbeing officer and the school.

PROJECT MANAGEMENT

Obligations on the school

1. In consultation with the parent body and the school's governing body, working with the Service Provider to lead, coordinate and manage all aspects of the services within the school.
2. Overseeing the delivery of the service within the school and being the first point of contact for the school chaplain or wellbeing officer in terms of school related issues, complaints and day to day running of the Program

ACT NATIONAL STUDENT WELLBEING PROAM GUIDELINES

3. Completing the required annual progress reports outlining all services up to 31 December each year and forwarding the report by the required timeframe
4. Ensuring that details of the services are published and maintained on the school website.
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)
6. Approving all school chaplain or wellbeing service and matters that vary school routine and participation or attendance.

Obligations on Service Provider

1. Working with the School Principal, the parent body or the school's governing body to coordinate and manage all aspects of the chaplaincy or wellbeing services within the school.
2. 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
3. Monitoring of the school chaplain or wellbeing officer in consultation with the school, including ensuring the school chaplain or wellbeing officer is complying with the work plan.
4. Maintaining the currency of and renewal of ACT Working with Vulnerable Peoples checks for school chaplains or Wellbeing Officer and any other Service Provider staff who may encounter children.
5. Ensuring that school chaplains or wellbeing officer do not deliver services if an ACT Working with Vulnerable Peoples check is not current.

RISK MANAGEMENT, COMPLIANCE, REPORTING AND COMPLAINTS

Obligations on the school

1. Develop, maintain, and make available to the Service Provider and Directorate a Risk Management Plan
2. Cooperating with the Service Provider to ensure compliance with all provisions of the Deed, including reporting requirements.
3. Ensuring that effective complaints handling protocols, including the recording of complaints, are in place to notify Service Provider and/or the Directorate of all complaints or issues that may arise, ensuring the requirements are met.
4. Working within the ACT Education Directorate educational and financial legislation framework

Obligations on Service Provider

1. Ensuring compliance with Service Provider minimum standards
2. Formal reporting to the Directorate on the delivery of the Program within the school and of the financial management of the project in accordance with the Deed
3. Notifying the Directorate of all significant complaints or allegations and ensuring the requirements
4. Providing any information to the Directorate on the Program as required
5. Where an organisation ceases to act as Service Provider for a school under the Program, a detailed statement of income and expenditure must be provided to the Directorate immediately.

ATTACHMENT C: CONSENT PRINCIPLES

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

- > Integrate consent arrangements for chaplaincy and wellbeing services into the school's current welfare services governance systems.
- > Consent forms could include additional information such as:
 - a clear description of the scope of chaplaincy services or wellbeing service and activities to be provided in the school, as agreed to with the chaplain or wellbeing officer and approved by the School Principal.
 - References to alternate strategies or activities for students if parents/guardians choose to opt-out of chaplaincy or wellbeing services delivered under the NSWP.
 - Details of the qualifications held by the school chaplain or wellbeing officer.
 - Procedures that will be followed by the school that are in line with other school guidelines on informed consent, confidentiality, managing risk or danger to the student or other students, and any legal obligations to report or testify on the issues of concern.
 - Information on how and where to lodge a complaint.



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