

<http://www.toowoombshs.eq.edu.au/>

*To find this page on the school website, go to the box, top right hand side, 'A-Z Web Index'... go to 'R' section, under 'Religious Instruction'.*

## Chaplaincy Services & Religious Instruction in School hours at Toowoomba State High School

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### Community Notice

Religious Instruction classes are available at the school. Parents are advised by newsletter when these classes are to be conducted.

The faith groups who provide approved instructors to deliver religious instruction are:

Title of Program Delivered at School Authorised by Relevant Faith Group/s.	Single or Cooperative Arrangement for Delivering Program	Name and Contact Details of Program's Coordinator
	Single : Catholic Church	Rosemary Goodwin 46390444
	Cooperative: Anglican Church, AOG, Lutheran Church , Uniting Church, Church of the Nazarene, Community Baptist, West Presbyterian, Toowoomba City Church, Seveth Day Adventist, Christian Brethren, Gregory St Church, Worldwide Church of God.	Rosemary Goodwin 46390444
	Cooperative: Lutheran Church, Toowoomba City Church, Uniting Church, Humeridge Church of Christ, Anglican Church, Beyond Walls Christian Church, West Toowoomba Presbyterian Church, Garden City Baptist Church, Spring Street Christian Church, Rangeville Community Church	Howard Savage  46371371

Students not allocated to these classes in accordance with the information provided on the completed . This information remains operational unless the parent informs the school otherwise in writing.

Students who are not participating in religious instruction will undertake the following activities: alternative learning including revision of classwork, wider reading, research, human relationships education and private study.

Parents/carers of child/ren participating in these programs will be advised if a faith group requires funds to cover the expense of materials used by their children.

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## Mt Lofty Religious Instruction information and Update:

**TERM 1 – YEAR 10 – Weeks 7 to 10**

- LESSON 1 – Thursday 13 th March – 8:45 – 9:25 am

- LESSON 2 – Thursday 20 th March – 8:45 – 9:25 am
- LESSON 3 – Thursday 27 th March – 8:45 – 9:25 am
- LESSON 4 – Thursday 3 rd April – 8:45 – 9:25 am

**TERM 2 – YEAR 9 – Weeks 1 to 4 (All lessons 8:45 – 9:25 am )**

LESSON 1 – Thursday 17 th April – **ANGER – What's God's take on loosing & keeping your cool**  
 LESSON 2 – Thursday 8 th May – **SELF-ESTEEM – Feeling good about me no matter the circumstances**  
 LESSON 3 – Thursday 22 nd May – **FORGIVENESS – Power to be set free from past hurts.**  
 LESSON 4 – Thursday 29 th May – **PEER PRESSURE – Courage to stand out from the crowd**

**YEAR 8 / GROUP B – Weeks 8 to 11**

- LESSON 1 – Thursday 5 th June – 8:45 – 9:25 am - Stereotypes: What Christians stand for.
- LESSON 2 – Thursday 12 th June – 8:45 – 9:25 am - Created: People in God's image
- LESSON 3 – Thursday 19 th June – 8:45 – 9:25 am - Jesus: Lord, lunatic or liar?
- LESSON 4 – Thursday 26 th June – 8:45 – 9:25 am - Christian: Winning the good/bad battle

**TERM 3 – YEAR 8 / GROUP A – Weeks 7 to 10**

- LESSON 1 – Thursday 28 th August – 8:45 – 9:25 am
- LESSON 2 – Thursday 4 th September – 8:45 – 9:25 am
- LESSON 3 – Thursday 11 th September – 8:45 – 9:25 am
- LESSON 4 – Thursday 18 th September – 8:45 – 9:25 am

**TERM 4 - YEAR 8 / GROUP C – Weeks 7 to 10**

- LESSON 1 – Thursday 20 th November – 8:45 – 9:25 am
- LESSON 2 – Thursday 27 th November – 8:45 – 9:25 am
- LESSON 3 – Thursday 4 th December – 8:45 – 9:25 am
- LESSON 4 – Thursday 11 th December – 8:45 – 9:25 am

## OVERVIEW LOFTY Yr 10 RI

**TERM 1 – YEAR 10 – Weeks 7 to 10 (All lessons 8:45 – 9:25 am)**  
 LESSON 1 – Thursday 13 th March – **Eternity – Beyond the grave.**  
 LESSON 2 – Thursday 20 th March – **Pain & suffering – Where is God when life hurts?**  
 LESSON 3 – Thursday 27 th March – **Relationships – God's take on boy meets girl.**  
 LESSON 4 – Thursday 3 rd April – **Relationships – Real love or passing crush.**

## OVERVIEW LOFTY Yr 9 RI

**WEEK 1 –Thrus 17/4– Extended form – 8:45 to 9:25am**  
**ANGER – What's God's take on loosing & keeping your cool**  
**WEEK 2 – Thrus 24/4 – Extended form – 8:45 to 9:25am**  
**SELF-ESTEEM – Feeling good about me, no matter the circumstances!**  
**WEEK 3 – Thrus 1/5 – Extended form – 8:45 to 9:25am**  
**FORGIVENESS – Power to be set free from past hurts.**  
**WEEK 4 – Thrus 8/5 – Extended form – 8:45 to 9:25am**  
**PEER-PRESSURE – Courage to stand out from the crowd.**

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## Eternity

Eternity is a Christian group that meets to study the Bible, enjoy some games, spend some time praying and learn about God. It is also a time where we can encourage and support each other in our school lives.

Eternity takes place on Monday Lunch from 1:00pm to 1:50pm most weeks in E11 for those who are able to come. Staff running the activity include Mr Clewett & Mr Savage along with the occasional guest.

#### Term 1 Outline

##### Monday 11 Feb 2008 - Introduction

The introduction will include getting to know you activities and bible games. Surveys on topics students would be interested in learning more about. It will also be a chance to identify the Chaplain in the school and discuss what Eternity is about. This will be followed by an early afternoon tea.

##### Monday 18 Feb 2008 – Discussion

- Introductory Activities focusing on getting to know you activities followed by some games.
- Discussion of Program for the Year
- Bible Study
  - Discussion on Paul went from someone who persecuted to someone who served others
  - Acts 7:54-8:3; 9:1-30; Galatians 1-13
- Discussion and Early Afternoon Tea

##### Monday 25 Feb 2008 – Commissioned for Service

- Introductory Activities focusing on getting to know you activities followed by some games.
- Bible Study
  - Understand how Paul and Barnabas were commission for service
  - Acts 13:1-12
- Discussion

##### Monday 3 March 2008 – The Gospel of Paul

- Introductory Activities
- Bible Study
  - Paul's understanding of the gospel
  - Acts 13:13-52
- Discussion

##### Monday 10 March 2008 – Reaction to the Gospel

- Introductory Activities
- Bible Study
  - The Gospel brings different reactions in others
  - Acts 14:1-28
- Discussion

##### Monday 17 March 2008 – Sufficiency of the Gospel

- Introductory Activities – Hot Cross Buns
- Bible Study
  - Distinguishing between God's laws for all time made for all time and those that were given for a particular period.
  - Acts 15:1-35
- Discussion

##### Monday 31 March 2008 – Servant of the Gospel

- Introductory Games and Activities.
- Bible Study
  - Learn what qualities should be demonstrated in the life of the Christian
  - Acts 15:36-16:15
- Discussion and Early Afternoon Tea

##### Monday 21 April 2008 – Suffering

- Introductory Games and Activities.

- Bible Study
  - Learn how we should react when life is unfair.
  - Acts 16:16-40
- Discussion and Early Afternoon Tea

## Wilson Campus Religious Instruction information and Update:

Dates for RI Years 8-10 are:

Term 1: Feb 22nd, 29th, Mar 7th, Mar 14th  
 Term 2: May 16th, 23rd, May 30th, June 6th  
 Term 3: Aug 15th, 22nd, 29th, Sept 5th  
 Term 4: Oct 19th, 26th, Nov 2nd, 9th

### Catholic Program

Term 1

Introduction: Why be a Catholic?  
 Papal Authority: What it means.  
 Catholic Priests, celibate and consecrated  
 Christ died for us; the meaning of Easter

Term 2

Baptism makes us members of Christ's Church  
 Reconciliation - a turning back to God  
 Holy Communion: The real presence of God  
 Marriage: For better or for worse.

Term 3

Miracles: Real or imagined  
 How miracles are tested  
 Stigmata  
 Saints: Mother Teresa

Term 4

Year 8: The spread of the Church: through Rome, Europe, South America & Pacific Islands  
 Year 9: Religious Problems: euthanasia, abortion, homosexuality, pornography  
 Year 10: Relationships: Love, infatuation, friendship & exploitation

### Cooperative Program (boys)

The focus for RI this year is building good character. We define character as "who we really are, even when no one is watching". The objective is to explore with the students why developing good character is foundational to living a productive and meaningful life, and practical strategies for developing good character. The bible informs what we believe to be good character.

Term 1.

#### Lesson 1. (Intro to Character, Humility)

- What is character, and why does it count?
- What is humility?
- The benefits of humility.
- How to grow in humility.

#### Lesson 2. (Justice)

- Review – what is character, and why does it count?
- What is Justice?
- Being a person of justice means action not talk.

#### Lesson 3. (Justice)

- Review – what is character, and why does it count?
- How do we become people of justice?

#### **Lesson 4. (Truthfulness)**

- Review – what is character, and why does it count?
- What is truthfulness?
- How to develop as a truthful person.
- The benefits of being truthful.

#### **Term 2.**

##### **Lesson 1. (Compassion)**

- What is character, and why does it count?
- What is compassion?
- Inspiration – compassionate people

##### **Lesson 2. (Compassion)**

- What is character, and why does it count?
- How to become more compassionate?
- Compassion is not just for girls.

##### **Lesson 3. (Diligence)**

- What is character, and why does it count?
- What is diligence?
- What are the benefits of being a diligent person?

##### **Lesson 4. (Diligence)**

- What is character, and why does it count?
- Helpful hints to becoming more diligent.

#### **Term 3.**

##### **Lesson 1. (Generosity)**

- What is character, and why does it count?
- What is generosity?
- Is generosity good for us?

##### **Lesson 2. (Generosity)**

- What is character, and why does it count?
- How do we become more generous?
- It's not just about money.

##### **Lesson 3. (Loyalty)**

- What is character, and why does it count?
- What is loyalty?
- Why does loyalty matter?

##### **Lesson 4. (Loyalty)**

- What is character, and why does it count?

- How do develop loyalty?
- Inspiration from loyal people.

**Term 4.**

**Lesson 1. (Tolerance)**

- What is character, and why does it count?
- What is tolerance?
- How do we develop tolerance?

**Lesson 2. (Tolerance)**

- What is character, and why does it count?
- Real life tolerance, what does it look like?

**Lesson 3. (Gratefulness)**

- What is character, and why does it count?
- What is gratefulness?
- Grateful people who inspire us.

**Lesson 4. (Gratefulness)**

- What is character, and why does it count?
- How do we become more grateful?
- The benefits of being grateful.

## Cooperative Program (girls)

Term 1 Gratefulness Orderliness Patience Generosity	Term 2: Self-Control Flexibility Obedience Gentleness	Term 3: Punctuality Dependability Loyalty Sincerity	Term 4 Tolerance Initiative Sincerity Responsibility
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**Term 1**

**Gratefulness**

- What is it?
- Why do we need to be grateful?
- How do we become more grateful?

**Patience**

- What is it?
- What causes us to be impatient?
- How do we become patient?

**Orderliness**

- What is it?
- What the Bible says about it?
- Why is being orderly important?
- How do we become orderly?

**Generosity**

- What is it?
- What does a generous person look like?
- How does being generous affect us as a person?
- How does being a generous person help others?

## Term 2

### Self Control

- What is it?
- What does the Bible say about Self Control?
- How a lack of self control can damage us.
- How do you develop self control in our life.

### Flexibility

- What is flexibility?
- Why is it important to be flexible?
- What happens if we are not flexible?
- How do we develop flexibility in our life?

### Obedience

- What is obedience?
- What does the Bible say about obedience?
- Does disobedience get us into trouble?
- Tips on developing obedience.

### Gentleness

- Is gentleness an important character quality to have?
- What does it mean to be gentle?
- How do we treat our self and others with gentleness?

## Term 3

### Punctuality

- Is punctuality important to God?
- What happens when we are not punctual?
- How do we become more punctual?

### Dependability

- What does it mean to be dependable?
- Is God dependable?
- Do I hurt others when I am not dependable?
- Tips on becoming a dependable person?

### Loyalty

- Why is loyalty so important?
- What is it?
- Why do I need to be loyal?
- How does loyalty help my life?

### Sincerity

- What is sincerity?
- What does it look like to be an insincere person?
- Why do I need to be sincere?
- How do I become sincere?

#### Term 4

#### Tolerance

- What is it?
- What happens if I'm not tolerant?
- How to I develop tolerance?

#### Initiative

- What is initiative?
- How does it help me?
- How does it help those around me”?
- How can I show initiative?

#### Resourcefulness

- What does it mean?
- How do I live a resourceful life?

#### Responsibility

- What is it?
- What does the Bible say about it?
- What happens when I'm not responsible?
- How can I become more responsible?

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## Chaplaincy services are:

- Compatible with delivery of any service in multi-faith and multicultural state school community;
- Inclusive of and show respect for all religions and non-religious beliefs and other stances;
- Non-discriminatory and equitably available activities;

- **Pastoral Care model is the most used model** in the school and provides additional dimension to Pastoral Care in the school, guidance and support for students with spiritual, religious and/or ethical needs;
- **Mentoring model is occasionally in effect:** The Chaplain is a role model for students.

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## Chaplains:

- Contribute to addressing religious, spiritual and ethical needs of all students;
- Model own faith positions but avoid implications that one has more advantage over others.
- implement a program of chaplaincy services as outlined in approved school overview
- undertake activities outlined in approved work plan
- provide social and emotional support to students through meeting their religious, spiritual and/or ethical needs or refer students to other professionals as needed
- provide regular reports to principal, or his/her delegate, on proposed events and on progress, issues and successes of chaplaincy services in such format as may be determined by principal from time to time

- confirm with the principal that parental or guardian consent has been given before engaging in regular one-to-one meetings with a student
- inform a parent or guardian in writing, through principal, prior to commencing regular one-to-one meetings with a student
- cease provision of any chaplaincy services with religious, spiritual and/or ethical content to a student immediately upon notification from parents or guardians or principal that parents or guardians have requested the withdrawal of chaplaincy services for their child
- confirm that parental or guardian consent has been provided for all students who participate voluntarily in interrelated activities with religious, spiritual and/or ethical content that are part of approved school overview
- comply with relevant legislation, policies and practices of Education Queensland
- comply with directions of principal and employing authority not to evangelise or proselytize in the delivery of chaplaincy services.

The Chaplain positions at both campuses of Toowoomba State High School are paid positions. These positions are financed by the generosity of local churches and each Chaplain is an employee of Scripture Union.

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## Religious Instruction

Legislation provides that within a specific time period each week approved instructors, who are religious leaders or accredited representatives of a faith group, are able to gain right-of-entry into a State school to provide religious instruction to students to develop and support particular beliefs, values and attitudes.

- Religious instruction only occurs in accordance with legislation and departmental policy;
- Conduct of any specific school events, which have religious, spiritual and/or ethical content are inclusive and only occur in accordance with departmental policies.

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## General information

- Student participation in activities within program of Religious Instruction in School hours and Chaplaincy services is voluntary.

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## Consultation

The school has participated in community consultations in 2001 and 2007. Most recently, staff and a sample of students and parents were surveyed. The Parents and Citizen's Association held a community consultation in May 2007.

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## Local Chaplaincy Committee

There is a Local Chaplaincy Committee (LCC) at each campus of Toowoomba State High School : Mt Lofty and Wilsonton. Their aim is to meet the needs of the school community at that site.

The LCC meets once per term.

It has developed a School Overview, Aims and a Plan. Both the school overview, aims and plan are endorsed by P&C and approved by Principal.

LCC members:

- understand cultural and religious customs and needs of individuals and groups within school and range of services and support currently available and/or required;
- represent overall school community;
- perform an advisory role to principal for all chaplains and programs of chaplaincy services and activities related to religion, spirituality and/or ethics;

- undertake activities such as fundraising and supporting and mentoring chaplain;

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## School Overview and Aims of the Religious Instruction in School Hours Program (endorsed by the P&C and approved by the Principal)

Awaiting P&C approval

Aims	<p>To support and further develop the faith of those students whose families have approved their participation in a program of religious instruction. Elements of the program include concepts such as unconditional love, tolerance, kindness, compassion, mercy, grace, forgiveness &amp; salvation.</p> <p>To provide the opportunity for students to discuss a range of social and emotional issues that impact on adolescents, exploring how faith can strengthen their resilience in coping with issues</p>
Models of service provided in the school	<p><b>A Pastoral Care model is the most used model</b> in the school and provides additional dimension to Pastoral Care in the school, guidance and support for students with spiritual, religious and/or ethical needs;</p> <p><b>A Mentoring model is occasionally in effect:</b> The Chaplain is a role model for students.</p>
An agreed understanding of services	<p>The School Chaplain arranges Religious Instruction lessons in conjunction with the year Coordinator for a particular year level. These lessons are programmed for a series of weeks and take place in lesson time.</p> <p>The Chaplain organises other activities as detailed in the <b>Voluntary Student Participation in Program of Chaplaincy Services at Toowoomba State High School</b> form.</p> <p>The School policy is available in full on the school website.</p>
Interrelationship of service with other activities	<p>The Chaplaincy forms part of the school's student support team. The Chaplain works with Year Coordinators, the Administration, Guidance Officer and School Based Youth Health Nurse.</p>
Information to parents about which activities include religious, spiritual or ethical content.	<p>The <b>Voluntary Student Participation in Program of Chaplaincy Services at Toowoomba State High School</b> form contains the range of programs available at the school and which do and which do not include religious, spiritual or ethical content. This form is available on the school website and from the school office.</p>
information about non-participating students	<p>Non-participating students are provided with an alternative program arranged by the School.</p> <p>It will involve teacher supervised activities that support the learning program of the students. It may include revision or enhancement activities.</p>
Information about withdrawing students	<p>Parents/carers may withdraw their child from Religious Instruction at any time in writing. Please address your letter to the Principal, include the name and class of your child and ensure that it is received two clear days before the Religious Instruction is planned to occur.</p>
Process students access activities within chaplain services	<p>Details of the Chaplaincy services available to students on a voluntary basis are included in the <b>Voluntary Student Participation in Program of Chaplaincy Services at Toowoomba State High School</b> form available on the School internet site and from the school office. All enrolling students are asked to complete the form when completing the enrolment form. Current students (already enrolled in 2007) have been provided with the form to complete in a school mail out.</p> <p>Special programs will be accessed by students only after consent is obtained from parents/carers in writing. The Chaplain or staff member organising the event will inform parents/carers in a letter and in the newsletter.</p> <p>Regular meetings with the Chaplain require the consent of parents.</p>
Processes of attending arranged meeting to receive religious, spiritual and ethical support from the chaplain.	<p>Parents often make direct requests that their child should see the Chaplain. In these cases, a letter is required from the parent/carer.</p> <p>If the school administration, or year coordinator provides the option to parents/carers that chaplain support in an ongoing manner may be of benefit, then this option will be accompanied by a <b>consent letter</b> and the meeting can commence after consent is provided by the parent/carer.</p> <p>If the chaplain is approached by a student regarding ongoing support, then the chaplain will use the same consent form as administration to obtain your support and consent.</p>
Grievance procedures	<p>Should a parent or student wish to make a complaint regarding Chaplain services, the Chaplain or Religious Instructor, the school complaint processes can be used. Complaints can be lodged in writing, by telephone or using the school website complaint page which enables parents to electronically lodge their complaint directly with the principal.</p>

## Chaplaincy Plan (endorsed by the P&C and approved by the Principal)

Awaiting P&C approval

Communication	The Chaplain is supported by the Local Chaplaincy Committee. The Chaplain works with the LCC to develop programs for the School community. When developed, the Chaplain informs the Principal fully of all programs and activities being provided at school prior to programs and activities commencing.
Responsibilities	<p>Chaplains:</p> <ul style="list-style-type: none"> <li>• Contribute to addressing religious, spiritual and ethical needs of all students;</li> <li>• Model own faith positions but avoid implications that one has more advantage over others.</li> <li>• (volunteer and/or paid) are not to evangelise and/or proselytise as part of program of chaplaincy services</li> <li>• must keep records of their appointments with students and these are to be noted on the school system.</li> </ul>
Programs and activities required of chaplain to achieve the aims of model	<p><b>The Chaplain provides support for programs that are Voluntary Student Activities Free of Religious, Spiritual and/or Ethical Content:</b></p> <ul style="list-style-type: none"> <li>• Excursion/camp support : Chaplain assists other staff when students have excursions &amp; camps off school campus, eg. Year 8 adventure day program, year 8 camp, year 11 camp.</li> <li>• Lunch time sport &amp; activities: Work with other school staff &amp; volunteers in providing organised sports &amp; activities at lunchtime on the school oval.</li> <li>• Coaching school sporting teams.</li> <li>• Social / life skills program – assisting Special Education Unit (SEU) staff in delivering this to students they have identified needing such support during school hours</li> <li>• Wilsonton Campus Mentoring program</li> </ul> <p><b>The Chaplain provides support for programs that are Voluntary Student Activities with Religious, Spiritual and/or Ethical Content:</b></p> <ul style="list-style-type: none"> <li>• In class Religious Instruction: Cooperative RI program delivered by youth workers/volunteers from the mainstream Christian denominations, exploring the Christian faith &amp; applications to everyday life. The RI program usually consists of a four-week block of single lessons each week for the Years 8, 9 &amp; 10 and occasional seminars for Years 11 &amp; 12. At Wilsonton Campus, a single faith (Catholic) program is also offered.</li> <li>• Take a stand: Religious Instruction follow up (after 4 week RI block) program available at school during lunch hour to those students who want to further explore the Christian faith, conducted by a youth worker.</li> <li>• ANZAC Day/Naval commendation: participation in school parades (when a prayer is requested).</li> <li>• Eternity (Mt Lofty) &amp; BIG (Believe in God) (Wilsonton): Lunchtime Christian student group run in conjunction with volunteer school staff for games, activities, pastoral care, bible studies &amp; prayer.</li> <li>• Wilsonton Campus: Prayers at the Flagpole: Prayers for the school.</li> <li>• Shine program: Grooming, self-esteem &amp; self-confidence program for girls as a Wednesday sport option.</li> <li>• Strength: Self-esteem &amp; self-confidence program available to boys as a Wednesday afternoon sport option.</li> <li>• Gideon's New Testament distribution (Year 8 students)</li> <li>• 'Girls Getaway': camp for girls</li> <li>• Scripture Union camping program – promotion of SU camps, which are lead by school chaplains &amp; trained volunteers during school holidays.</li> </ul> <p>POTENTIAL FUTURE PROGRAMS</p> <ul style="list-style-type: none"> <li>• Connect camps: Adventure based camping program for at risk youth</li> <li>• Vital program: Adventure based character program offered as Wednesday sport option.</li> </ul>
Chaplain's accountabilities to and relationships with local religious denominations and societies, parents and accredited employing authority	<p>The Chaplain has accountability to Scripture Union through the Local Chaplaincy Committee (LCC), which is the employing authority. As the employed chaplain, they have no specific affinity with any local religious denominations or societies or parents.</p> <p>The Chaplain works with recognised religious organisations who have students in the school to provide a cooperative program.</p> <p>The Chaplain welcomes contact from parents.</p> <p>Written reports, once a term, on the RI program and Chaplaincy service are provided to the LCC, Principal, Scripture Union and representative churches.</p> <p>The Chaplain's performance reviewed on annual basis by the Scripture Union in partnership with the</p>

	Principal.
Procedure to be followed when students have religious, spirit, ethical social and emotional needs and require support beyond chaplaincy program.	Students are referred to the Administration team member responsible for the Chaplain or Guidance Officer should they require additional support.
Procedures to be followed when an incident of concern occurs involving a student attending chaplaincy services.	Should a parent or student wish to make a complaint regarding Chaplain services, the Chaplain or Religious Instructor, the school complaint processes can be used. Complaints can be lodged in writing, by telephone or using the school website complaint page which enables parents to electronically lodge their complaint directly with the principal.
Procedures when the chaplain suspects abuse or risk.	The Chaplain is required to report suspicion of harm or risk to the Principal who is required by legislation to report the disclosure to the Department of Communities, the Queensland Police and Education Queensland as appropriate.
Guidelines for chaplain for reporting and accountability.	The Chaplain is required to provide a report to the Local Chaplaincy Committee (LCC) when they meet. The LCC is required to meet at least once per term.  The LCC provides the principal with minutes of their meeting and information on agreed, new programs that form the Chaplaincy.  The Principal's responsibilities encompass the ability to inspect separate and transparent accounting records of all income and expenditure related to provision of chaplaincy services including proof of purchase and payments such as invoices and receipts.

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## Accommodation

The Chaplaincy services are located in offices within precinct of student services on both campuses of the school. At Wilsonton Campus, the chaplain is located in the Administration Office and at Mt Lofty Campus, the office is located in A-Block.

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## Consent for Chaplaincy Services

All parents or guardians at enrolment, and on request, are able to access a consent form for which outlines the program at Toowoomba State High School . This form enables them to:

- know range of activities (with and without religious, spiritual and/or ethical content) within program of chaplaincy services provided at school
- make an informed decision regarding their child's participation or non-participation in program of chaplaincy services
- make an informed decision regarding giving or not giving their consent for their child's participation in programs interrelated to chaplaincy services
- withdraw their agreement to or consent for their child's participation in chaplaincy services or interrelated programs by advising school in writing.

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Parents or carers are informed through the school's newsletter and website (and letter when appropriate) when new Chaplaincy activities are introduced into the school. Information about the School's Religious Instruction program is also on the School's website. The Provision of

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## Religious Instruction in School hours

- Parent/s who provide/s notice of a religion on enrolment will be informed that their child will be placed into program of that faith group (if available). In situations when such program is delivered in a cooperative arrangement inform parent/s of all other participating faith groups.
  - They will be informed on enrolment also of the option to:
    - give written notice of consent to have child/ren participate in another program of religious instruction when they are not a member.
    - withdraw their child from participating in religious instruction
- Parent/s who omit/s notice of a religion on enrolment, or notified religion is unavailable, will be informed of all programs of religious instruction provided at school.
  - They will also be advised of the option to:
    - give written notice of consent to have their child participate in a religious instruction program they nominate when they are not a member
    - have their child not participate.
- Parents who have identified their child as a member of a faith group providing religious instruction at the school, or consented to placement of their child into a program of religious instruction, are advised that their consent will remain operational unless they issue a written notice of withdrawal for their child.
- Parent/s will be requested to provide consent to pass identifying information about student to religious instructor.
- **Alternative activities** will be provided for students who do not participate in religious instruction.
- Parents will be informed through the newsletter of all changes relating to a faith group ceasing or commencing participation in either single or cooperative arrangements for religious instruction.
- Selected Bible Lessons are not delivered in State High Schools as part of the curriculum.

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**Contact details** of relevant local coordinator for a program of religious instruction :

Mt Lofty Campus: Howard Savage, 4637 1371

Wilsonton Campus: Rosemary Goodwin, 4639 0444

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## Relevant legislation and policy

Legislation and/or regulations

- Chapter 5 Section 76  
<http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducGenPrA06.pdf>
- Part 5 <http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducGenPrR06.pdf>
- Part 6 Section 186 <http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/ChildProtectA99.pdf>
- Chapter 2, Part 2 Section 7, Part 4 Division 3 Subdivision 1 Section 39, Chapter 4, Part 4, Section 124A, Schedule Dictionary <http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/A/AntiDiscrimA91.pdf>
- Part 6 <http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/C/CommisChildA00.pdf>

Substantive policy

- <http://education.qld.gov.au/corporate/qse2010/pdf/strategy.pdf>
- <http://education.qld.gov.au/publication/production/reports/pdfs/code-school-behaviour.pdf>

Related procedures

- [/strategic/eppr/students/smspr012/](#)
- [/strategic/eppr/curriculum/crppr009/](#)
- [/strategic/eppr/community/cmrrp001/](#)
- [/strategic/eppr/schools/scmpr021/](#)
- [strategic/eppr/schools/scmpr012/](#)

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## Definitions

- Accredited representative refers to person accepted and nominated by religious leader/authority to represent faith group.
- Approved instructor is a religious leader who has right of entry and/or accredited representative of faith group who is approved by principal to provide religious instruction at particular school.

- Authorised program is program of religious instruction which faith group/s approve for delivery to students in a single or cooperative arrangement.
- Blue Card is suitability card to work with children issued under Working with Children Check required for all approved instructors.
- Single arrangement is when religious leader of a single faith group with members in attendance at school elects to deliver religious instruction separate from other faith groups.
- Cooperative arrangement is when religious leaders of two or more faith groups with members in attendance at school agree to combine to provide religious instruction to joint faith groups.
- Coordinator is person nominated by religious leader/authority to manage faith group/s' single or cooperative arrangement for religious instruction.
- Faith group refers to a religion, a religious denomination or religious society.
- Parent notice refers to information given by a parent which informs principal as to placement of a student into a program of religious instruction.
- Religious leader refers to a minister of a religious denomination or society (as contained in section 76 of the Education (General Provisions) Act 2006) or person recognised by faith group as having authority to discharge duties of a minister of religion or spiritual leader.

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## Models of Chaplaincy Services

Models of chaplaincy services provide a description of the types of programs and how they operate as part of chaplaincy services delivered at a school. These models are to be sensitive to and considerate of total range of cultural, spiritual and religious backgrounds and other belief systems represented in school community.

The Models of Chaplaincy Services that can be adopted by state schools may be one or a combination of:

- The Pastoral Care Model - providing an additional dimension to school's care, guidance and support of students with spiritual, religious and/or ethical needs.
- The Mentoring Model - acting as a role model for students and assisting in development of supportive relationships for, with and among students.

The Education Support Model - upon invitation participating as a guest presenter (along with presenters from a diversity of belief groups) when school's syllabus has content relating to study of religion or topics with religious themes.

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