

National Student Wellbeing Program 2024 - 2027

Northern Territory Handbook 2024-2027

Document title	National Student Wellbeing Program 2024 - 2027
Contact details	Student Wellbeing and Inclusion Programs and Services
Approved by	Senior Director, Student Wellbeing and Inclusion Programs and Services
Date approved	12/10/2023
Document review	April 2027
TRM number	50:D23:98741

Version	Date	Author	Changes made
1.2	12/10/2023	Business Strategy and Operations	Assessment Criteria refined

Acronyms	Full form
ARIA	Accessibility/Remoteness Index of Australia
GST	Goods and Services Tax
ICSEA	Index of Community Socio-Educational Advantage
NSWP	National Schools Wellbeing Program
NT	Northern Territory

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1. Introduction

The NSWP is funded by the Australian Government to support student and school community wellbeing. The new NSWP expands on the former National School Chaplaincy Program, giving schools the option to choose a qualified student wellbeing officer or chaplain.

The NSWP is administered by the Northern Territory Government Department of Education.

NSWP student wellbeing officers and chaplains work in collaboration with school communities to support the wellbeing of school students through:

- providing pastoral care
- organising volunteer activities within the school community
- running programs such as breakfast clubs and lunchtime activities
- coordinating excursions, school incursions and parent workshops.

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

Their role working with school communities, NSWP student wellbeing officers and chaplains:

- do not provide religious instruction or religious counselling
- may be of any faith, or of no faith
- must not proselytise
- must respect, accept and be sensitive to other views, values and beliefs
- must promote a safe and inclusive school community
- must comply with state and territory policies in relation to child protection matters
- must have relevant and valid state and territory working with children or vulnerable people checks
- meet the qualifications of the NSWP
- must undertake the cyberbullying professional learning package delivered by the eSafety Commission.

Schools that volunteer to participate in the program are selected by each state and territory's cross sector panel comprised of representatives from the Government, Catholic, Christian, Independent and Lutheran school sectors.

Participating schools can receive up to:

- \$20 280.00 in metropolitan areas
- \$24 336.00 in remote or very remote areas.

Grant funding provided to participating schools is GST exclusive.

It is strongly recommended that schools who apply for, and receive NSWP funding, engage a service provider. Engagement of a service provider may attract GST.

2. Application for funding

2.1. Expression of interest

The NSWSP operates on a five-year funding cycle. Schools interested in participating in the program must complete an expression of interest form and submit the completed form with all other required supporting documentation to the department through GrantsNT during the call for expressions of interest open period.

Schools are required to demonstrate they have consulted with, and received support from, the school representative body and the broader school community and that no other similar type of service already operates in the school.

2.2. Assessment process

The cross sector panel will assess expressions of interest after the open period has closed.

Successful schools will be notified in writing. School will be required to sign the letter of intent and code of conduct for student wellbeing officers and school chaplains. These documents are to be completed and returned to the department to trigger payment of grant funding.

Unsuccessful schools will be notified in writing.

2.3. Assessment criteria

The cross sector panel will consider applications that meet the following assessment criteria:

1. School must demonstrate community consultation and support for the school to engage a student wellbeing officer or school chaplain. Supporting documentation includes:
 - a. evidence of school community consultation such as school surveys, meetings of the school representative body, newsletter or school community discussions. At a minimum, there must be consultation with the school representative body
 - b. feedback from school community consultation such as results of school surveys, minutes or letter of support from school representative body meetings, or minutes from school community meetings
 - c. plan of ongoing school community consultation. Schools must include in their applications the ways in which the school community support for the program will be reviewed on a regular basis throughout the life of the program.
2. Schools must agree to establish and implement processes to ensure that:
 - a. participation of children and young people in services provided by the student wellbeing officer or school chaplain is of a voluntary, opt-in nature
 - b. consent is obtained by parents or young people prior to participation in services.
3. Schools must demonstrate a need for the student wellbeing officer or school chaplain (weighted criterion). This is determined through:
 - a. location of the schools (weighting of 15%) based on the ARIA+ score against the school postcode
 - b. disadvantage score for the school (weighting of 40%) based on ICSEA

- c. number of full-time enrolments in the schools where schools with lower enrolments will receive a higher score (weighting of 15%)
 - d. proportion of full-time enrolments in the schools of Aboriginal students (weighting of 10%)
 - e. number of existing student wellbeing services in the school as indicated by the school, where schools with existing services will receive a lower score (weighting 10%)
4. Schools must outline the proposed activities and demonstrate how they will integrate into the school community and address student wellbeing needs in the school through the following:
- a. Describe the proposed student wellbeing activities a School Chaplain or Student Wellbeing Officer would undertake in your school.
 - b. Explain how the School Chaplain or Student Wellbeing Officer will integrate with other support services and personnel within your school.
 - c. Describe what strategies you will put in place to ensure that the proposed activities support:
 - Whole school student population
 - Aboriginal student population
 - Students with social and emotional disability
 - Reducing school suspension numbers
 - Increasing student attendance

3. Student wellbeing officer and school chaplain qualifications and requirements

3.1. Minimum qualifications

The cross sector panel has a responsibility for approving all NSW expressions of interest and NSW student wellbeing officers and school chaplains.

As required by the Australian Government NSW schedule, a student wellbeing officer or school chaplain are required to hold a minimum qualification or qualifications equivalent to or higher than a Certificate IV as determined by the Territory, and this qualification or qualifications must include competencies:

1. mental health and making appropriate referrals
2. providing pastoral care
3. working with youth

An equivalent qualification must be in a related field and align with the Australian Qualifications Framework Level 4 or above. Recognised related fields include counselling, psychology, social services, community services, mental health, education, youth work, theology or ministry.

3.2. Recognition of prior learning

The cross sector panel may grant provisional approval for student wellbeing officers and school chaplains who do not meet the minimum qualification requirements but have significant experience in providing wellbeing services to children and young people on the condition that recognition of prior learning is obtained within 12 months. Where recognition of prior learning is not obtained within the 12-month

period, the panel may revoke the provisional approval and the school will be required to engage a suitably qualified student wellbeing officer or chaplain

3.3. Requirements

In addition to the qualification requirements, student wellbeing officers and chaplains must also:

- be recognised by the school community and school representative body as having relevant skills and experience to deliver wellbeing services or chaplaincy services to the school community
- have a current NT Working with Children Clearance (Ochre Card)
- complete CHCMHS001 Working with people with mental health issues and CHCCCS016 Responding to client needs competencies as part of their qualification or is willing to do so
- complete the NSW eSafety Commission preventing and responding to cyberbullying webinar-based professional learning for NSW registered student wellbeing officers and school chaplains to within 3 months of commencing services and provide a certificate of completion to the department
- complete the eSafety Commission preventing and responding to cyberbullying professional learning refresher at least once every two and a half years and provide a certificate of completion to the department

School chaplains must also be recognised through formal ordination, commissioning, recognised religious qualifications or endorsement by a recognised religious institution.

4. Service management

4.1. Opt-in participation

Parents and children must be informed, in writing, of the availability and voluntary nature of the student wellbeing or chaplaincy services in their school. Parents should be informed in writing about:

- the availability and nature of the opt-in student wellbeing or chaplaincy services and activities
- the process for accessing the opt-in services
- their written permission for their children's participation in student wellbeing or chaplaincy services
- their opportunity to review their written permission:
 - annually
 - when there has been a change in student wellbeing officer or chaplain
 - when there has been a change in the student wellbeing or chaplaincy program/services.

4.2. School community consultation and support

School community consultation and support is not only a mandatory requirement for the expression of interest for funding, but it also forms the basis of continued funding.

4.3. Consent arrangements

Schools must establish communication processes to provide parents at enrolment or on request with written information that outlines the student wellbeing or chaplaincy services being delivered within the school and the roles and responsibilities of the student wellbeing officer or the school chaplain.

Parents are required to provide their written informed consent to their children's participation in student wellbeing or school chaplaincy services.

Schools must have procedures in place to ensure that student wellbeing officers or school chaplains do not have access to the information of non-participating children. Also, schools must ensure that non-participating children are not involved in any services provided by student wellbeing officers or school chaplains, and they are not disadvantaged because of non-participation.

General student wellbeing officer or school chaplain interaction within the school does not require written consent. Examples of general interaction are:

- student wellbeing officer or school chaplain attendance at school events
- discussions with children who have approached the student wellbeing officer or chaplain directly
- general communication and interaction in the playground.

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

4.4. Mandatory reporting of harm and exploitation of children

Every person in the NT is required to make a report if they reasonably believe that a child may have been, or is at risk of being, harmed or exploited. School staff, including student wellbeing officers, chaplains and volunteers, who work directly with children, are required to undertake mandatory reporting training within one week of commencing of services and again at the start of each semester.

For further information, refer to the department's mandatory reporting of harm and exploitation of children guidelines.

4.5. National principles for child safe organisations

The child safe principles respond to the recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse and aim to provide a nationally consistent approach to creating organisations that foster child safety and wellbeing. The national principles are based on children's rights, a strengths-based approach and align with existing child safe approaches at the state and territory level.

For further information, refer to the department's child safety policy.

4.6. Service and activities

Services and activities provided by student wellbeing officers and school chaplains should seek to promote wellbeing, prevent factors negatively affecting student and community wellbeing and ensure children and young people are referred appropriately to others where it is considered that therapeutic intervention is needed.

Student wellbeing and chaplaincy services and activities should be within the scope of the NSWP and, at the same time, be tailored to meet the needs of individual school communities. Services and activities may include:

- social and emotional learning – helping children and young people to develop a positive sense of self and build capacity to effectively manage their emotions, behaviours and relationships with others
- spiritual support – supporting all children and young people, regardless of whether they have a personal or cultural faith, to explore purpose and meaning in life
- mentoring and role modelling – supporting the growth and development of a child or young person through being a source of knowledge and support. Assist children and young people with goal development and how to achieve them. Being a positive role model for children and young people and the broader school community by expressing positive personal qualities, behaviours, and achievements to inspire and influence
- education support – supporting the learning environment through classroom activities (under the direction of the teacher) and other structured programs to provide further social, emotional, or spiritual support particularly with children and young people at risk of disengagement
- extracurricular activities – contributing to building a positive school environment through the coordination of and/or participation in extra-curricular activities such as coordinating volunteer activities and support, breakfast clubs, lunch time activities, parent workshops, sports days, school camps, excursions, and other holiday activities
- community development – facilitating community activities that connect the school to the wider community; working with school-based support staff and community-based youth organisations and networks to support children and young people

The services provided by student wellbeing officer and school chaplains can take various forms:

- school-wide – some extra-curricular activities and community activities may be school-wide, targeting broader school communities
- group – services in social relationships and academic engagement can be delivered through group activities, such as workshops, breakfast clubs and lunchtime activities
- one-to-one – services involving positive emotions and spirituality may best be delivered through individual appointments to ensure that tailored support is provided, and privacy is protected.

4.7. Desktop monitoring

Schools and/or service providers may be requested by the department to provide information throughout the funding period, including:

- information relating to school chaplains
 - evidence of student wellbeing or school chaplain qualifications
 - evidence of NT Working with Children Clearance (Ochre Card)
- information relating to community consultation and support
 - evidence of school community consultation, such as consultation plans
 - evidence of ongoing school community support, such as meeting notes
- information relating to consent arrangements

- evidence of parental opt-in consent
- evidence of student opt-in consent (if applicable)
- information relating to complaint procedures
 - copies of complaints registers
 - evidence of follow-up actions on resolution of complaints on a regular basis
- information relating to reporting requirements
 - progress towards provision of services and annual hours
 - verification of details in progress and acquittal reports.

4.8. Monitoring visits

The department may conduct visits to schools during the funding period. Such visits present an opportunity for schools to convey their satisfaction and/or concerns in relation to the NSWSP implementation and/or service delivery. Monitoring may be conducted through:

- a random sample of visits to participating schools
- visits to schools experiencing difficulties or complaints.

4.9. Privacy and confidentiality

Schools are responsible for maintaining a record of all documentation relating to the program in accordance with their policies and procedures.

The department is bound by the provisions of the Privacy Act 1988.

Personal information contained in the funding applications will be used by the department for the purpose of administering the NSWSP.

The department may disclose the information contained in the funding applications to promote the NSWSP.

5. Complaints

Complaints in NT government schools must be managed and resolved in accordance with the complaints management in schools' policy and guidelines.

Complaints may involve:

5.1. Alleged serious breach of the code of conduct for student wellbeing officer or school chaplains in NT schools

The student wellbeing officer or school chaplain holds a special position of trust and must be accountable for their actions. The school principal must take all reasonable steps to ensure the student wellbeing officer school or school chaplain complies with the code of conduct for student wellbeing officers and school chaplains in NT schools.

This type of complaint would involve any issue relating to the student wellbeing officer or school chaplain where the school principal, service provider and/or the department believe that the service delivery must be immediately suspended to maintain the integrity of the NSWSP. Complaints in this category include

allegations regarding items three, five and six of the code of conduct for student wellbeing officers and school chaplains in NT schools:

- Item 3 – adhere to all relevant Commonwealth, state or territory policy and legislation, including those concerning privacy and confidentiality
- Item 5 – avoid physical contact with a child, recognising however that there may be some circumstances where physical contact might be appropriate, such as where the child or young person is injured or distraught
- Item 6 – not put themselves, or allow themselves, to be placed in a compromising situation, recognising that there are circumstances where confidentiality may be sought by the child or young person.

6. Alleged other breach of the code of conduct for student wellbeing officers and school chaplains in NT schools

Any issue relating to the code of conduct that does not meet the definition of an alleged serious breach.

6.1.1. significant complaint

A significant complaint is defined as a complaint that:

- is not related to the code of conduct
- is likely to bring the service delivery into disrepute
- cannot easily be resolved at the local or school level.

6.1.2. other complaint irrelevant to the code of conduct

Any complaint that does not meet the definition of a significant complaint.

7. Funding

The NSW in the NT operates by school year, providing funding for government and non-government schools to engage a student wellbeing officer or school chaplain through a service provider or to employ a student wellbeing officer or school chaplain directly.

At the commencement of the NSW program period, each participating school will be provided with the following:

- letter of intent – to be completed and signed by the principal and the chair of the school representative body and returned to the department
- code of conduct for student wellbeing officers and school chaplains in NT schools – to be completed and signed by both principal and student wellbeing officer or school chaplain and a copy submitted to the department
- financial acquittal and progress report – to be completed during the school year and submitted to the department at the conclusion of Term 4 each school year.

Grant funding will be released once the school has completed, signed and returned the letter of intent and code of conduct for student wellbeing officers and chaplains in NT schools to the department.

In the following years, schools are required to:

- submit the financial acquittal and progress report
- sign and submit the letter of intent for that year.

All participating schools are required to submit their financial acquittal and progress report to the department at the conclusion of Term 4 each school year.

Any delay in the submission of a financial acquittal and progress report will delay the department's submission of the annual milestone report to the Australian Government. Such delays affect the release of Australian Government NSWSP funding for all NT schools.

7.1. Acceptable use of funds

Funding can only be used for purposes that are directly related to the provision of student wellbeing or school chaplaincy services in schools.

A school may engage the services of more than one student wellbeing officer or school chaplain. The amount of funding provided to the school will not increase because multiple student wellbeing officers or school chaplains are employed by one school.

A school may negotiate with another school to engage the same student wellbeing officer or school chaplain.

7.2. Unacceptable use of funds

Activities and the purchase of services and goods that are inconsistent with the purpose of the NSWSP are considered unacceptable use of funds. These include:

- employment costs for a student wellbeing officer or school chaplain who does not meet the NSWSP's minimum qualifications
- provision of services to other unfunded schools
- reallocation of funds between participating schools
- any costs incurred by the school outside of the period stipulated in the letter of intent
- the purchase of religious education or religious training packages and related goods
- the purchase of capital items, assets or resources including, but not limited to, capital works, vehicles, computers and text books
- any existing programs or support mechanisms that are funded by other sources.

7.3. Funding underspend

At the time of financial acquittal each year, schools demonstrating any underspent amounts can request to roll-over the funds if they have a legitimate reason and can demonstrate that they will spend the funds in the following calendar year. Otherwise, they will be invoiced by the department and required to return the underspent funds by the invoice date.

8. Progress report and financial acquittal

The progress report and financial acquittal are due at the conclusion of Term 4 of each school year.

Where applicable, reports need to be endorsed by service providers before submission.

Schools are required to provide the following information in the financial acquittal and progress report:

- the NSWP grant amount received by the school, expenditure of the grant and any underspend
- financial statement relating to the grant
- information regarding:
 - program requirements
 - the effect the student wellbeing officer or school chaplain has had on wellbeing and the school community
 - key services delivered by the chaplain and hours of work.

9. Changes that affect delivery of student wellbeing or school chaplaincy services

9.1. School mergers

When multiple schools are to be merged into one, individual campuses may maintain their individual funding provided that each campus has separate governance arrangements and NT registration as a separate campus.

9.2. School splits

When a school is to be divided into separate school entities or campuses, the school must present the department with a proposal outlining how the existing school chaplaincy services will be delivered. The school must detail which entity/campus will receive the existing funding and services, or whether the school will apply for permission to divide the funding and services between entities/campuses. Payments and services can only re-commence after official written approval is provided by the department.

9.3. School closures

When a school closes, the funding also ceases. Funding cannot be transferred to any other school. Unspent NSWP funding must be returned to the department.

9.4. School exiting the program

If a school determines that it no longer wishes to participate in the NSWP, it can exit at any time. To exit the program, the school is required to:

- notify the department in writing of its intention to exit the program and include the reason for exiting and the intended date of exit
- provide the department with evidence that the school community has been consulted and supports the decision to exit the program

- provide the department with evidence that the service provider has been notified of the decision to exit the program
- submit a final progress report and financial acquittal to the department and return unused funds to the department within 30 days.

9.5. Change in service provider

A school can change its service provider during the letter of intent period and must suspend student wellbeing or school chaplaincy services until such time as a new arrangement is in place. The school is required to:

- notify the department of any proposed change of the service provider
- terminate the service provider in accordance with the service agreement
- obtain cross sector panel approval for a new student wellbeing officer or school chaplain where applicable.

9.6. Exit of service provider

If a service provider no longer wishes to participate in the NSWP, it can exit at any time. The service provider must provide four weeks' notice to the school(s) it serves. The school must then notify the department immediately of the decision of the service provider. Termination should follow the steps outlined in the service agreement between the service provider and the school.

The school can either source a new service provider or choose to employ a student wellbeing officer or school chaplain directly. In both cases, the school is required to:

- suspend the services of the student wellbeing officer or school chaplain within the school as soon as the current service agreement terminates.

If the school chooses to source a new service provider, the services can only re-commence after the following are in place:

- a new service agreement between the school and the new service provider
- a new contract of employment between the new service provider and the new student wellbeing officer or school chaplain.

If the school chooses to employ a student wellbeing officer or chaplain directly, the services can only re-commence after the following is in place:

- contract of employment between the school and the new student wellbeing officer or school chaplain.

Program funding must not be used during this suspension period.

- provide the department with all relevant details of the new service provider and/or those of the new school chaplain for eligibility checks and approval
- report to the department on the number of hours of services that have been provided to the school prior to change.

9.7. Changing a student wellbeing officer or school chaplain

A request for changing the student wellbeing officer or school chaplain may be initiated by the school, or by the service provider, or jointly by the school and the service provider. In all situations, the school is required to:

- notify the department of any proposed change of student wellbeing officer chaplain and obtain approval of the cross sector panel before any change takes place
- provide the department with evidence that the proposed new student wellbeing officer or school chaplain meets the minimum qualification requirements.
- suspend the services as soon as the contract of employment terminates. The services can only recommence after a new contract of employment between the school and the new student wellbeing officer or school chaplain or between the service provider and the new student wellbeing officer or chaplain is in place. Program funding must not be used during this suspension period
- report to the department on the number of hours of services that have been provided to the school prior to change.

9.8. Resignation of chaplain

If a student wellbeing officer or school chaplain wishes to terminate the contract of employment, the student wellbeing officer or school chaplain must provide a two weeks' notice to the school and the service provider. The school must then notify the department immediately of the student wellbeing officer or school chaplain's decision. Termination should follow the steps outlined in the contract of employment between the school and the student wellbeing officer or school chaplain or between the service provider and the student wellbeing officer or school chaplain.

The school is required to:

- provide the department with all relevant details of the new student wellbeing officer or school chaplain for eligibility checks and approval
- suspend the services as soon as the contract of employment terminates. The services can only recommence after a new contract of employment between the school and the new student wellbeing officer or school chaplain or between the service provider and the new student wellbeing officer or school chaplain is in place. Program funding must not be used during this suspension period
- report to the department on the number of hours of services that have been provided to the school prior to change.

9.9. Gaps in services

In the situations outlined in sections 5.5 and 5.6, schools are likely to experience gaps in providing student wellbeing officer or school chaplaincy services. Excess service hours/funds because of gaps in services can only be used by:

- increasing the student wellbeing officer or school chaplain's service hours, for example, providing full-time services for a designated period to ensure that there is no underspend for that calendar year
- employing an additional approved student wellbeing officer or school chaplain to provide additional service hours for that calendar year

- using the services of an existing student wellbeing officer or school chaplain in the school, who is not funded by the NSWSP, to provide additional service hours for that calendar year. The student wellbeing officer or school chaplain must meet the minimum qualifications and requirements of the NSWSP.

10. Roles and responsibilities

The Cross Sector Panel is responsible for:

- establishing appropriate expression of interest, selection, implementation and reporting processes as outline in the NSWSP schedule
- facilitating the implementation of the NSWSP in NT schools
- assessing applications in accordance with the program selection criteria
- selecting and prioritising schools for funding, having regard to proportionate distribution between sectors and current support arrangements in each sector
- selecting alternative schools should a school or schools withdraw from the NSWSP before the expiry of the NSWSP schedule
- ensuring student wellbeing officers and school chaplains meet NSWSP minimum qualifications and requirements
- making decisions and providing feedback on prospective chaplains
- participating in program evaluation

The employing agency is responsible for:

- identifying and employing a student wellbeing officer or school chaplain in consultation with the school principal or, where the school is the employing agency, the school representative body
- ensuring a service agreement between the service provider and the school, or an employment agreement between the school and the student wellbeing officer or school chaplain, is entered into and signed by all parties
- ensuring the school receives, at a minimum, 400 hours of student wellbeing or chaplaincy services each year
- documenting and reporting to the school or school representative body, the student wellbeing officer or chaplain's hours per week, usual days of work, work hours as well as total costs for the school year
- ensuring clauses regarding conflict resolution and termination are included in the service or employment agreement
- vetting potential student wellbeing officers or school chaplains to ensure they meet the NSWSP minimum qualification and requirements
- ensuring the potential student wellbeing officer or school chaplain holds a current Ochre Card
- providing detailed evidence to the Department of Education confirming that the student wellbeing officer or school chaplain meets the minimum qualifications and requirements
- ensuring the student wellbeing officer or school chaplain participates in a comprehensive school induction prior to the commencement of the services and participates in mandatory reporting of harm and exploitation of children training with the school

- maintaining required insurances and public liability
- keeping the school or school representative informed of the student wellbeing officer or school chaplain hours utilised and hours remaining
- monitoring the role of the student wellbeing officer or school chaplain in consultation with the school principal or school representative body.

The school principal is responsible for:

- entering into a service agreement with the service provider, or an employment agreement with the student wellbeing officer or school chaplain, before commencement of services
- ensuring the student wellbeing officer or school chaplain's number of hours per week, usual days of work, work hours as well as total costs, conflict resolution and termination clauses are identified in the service/employment agreement
- informing parents and children and young people of the student wellbeing or chaplaincy service and the opt-in voluntary nature of the service
- ensuring consent for participation in the services has been obtained and a record of consent is kept in student files
- providing the student wellbeing officer or school chaplain with a comprehensive induction to the school
- providing the student wellbeing officer or school chaplain with access to the mandatory reporting of harm and exploitation of children online training and ensuring this is completed within one week of commencement
- ensuring the student wellbeing officer or school chaplain has signed the code of conduct for student wellbeing officers and school chaplain before commencement of services and abides by the code
- informing of and ensuring that the student wellbeing officer or school chaplain adheres to, any other expectations that all persons attending the school premises are required to uphold
- developing and maintain a risk management plan for the student wellbeing officer or school chaplain program in the school
- reporting identified risks associated with service delivery and mitigation actions to the school representative body and to the department as appropriate
- providing information as requested by the department for monitoring purposes throughout the funding period
- ensuring that complaints are managed in line with the complaints management in schools' policy and guidelines
- completing and submitting a progress report and financial acquittal to the department at the conclusion of Term 4 of each school year.

The student wellbeing officer and school chaplain is responsible for:

- ensuring they do not proselytise
- respecting the principal's leadership and the decisions they make
- adhering to the code of conduct and any other expectations that all persons attending schools are required to uphold

- delivering student wellbeing or chaplaincy services that align with the objectives of the NSWP and are focused on the personal needs and wellbeing of children and young people
- complying with all other relevant legal and policy requirements when operating in NT schools including child protection and reporting obligations, privacy, complaints and information management
- undertaking the eSafety Commission cyberbullying professional learning within three months of commencing the role and refreshing this personal learning at least once every two and a half years
- maintain current Ochre card working with children clearance
- acquiring knowledge and understanding of the National Principles for Child Safe Organisations and the national policies and strategies led by the National Office for Child Safety
- respecting, accepting and being sensitive to other people's views, values, and beliefs
- promoting a safe and inclusive school community where all people are respected
- identifying a child or young persons need for help and referring them to other services that provide professional support
- refraining from the provision of any services to those children who have indicated that they do not wish to access the services, or where an appropriate consent process has not been followed.

11. Definitions

Term	Definition
Chaplain	Provider of pastoral care, often a minister of a religious tradition, attached to an institution.
Parent	Any adult with a significant caring responsibility of a child or young person, including a parent, carer, grandparent or other relative, or other adult.
Pastoral care	The practice of supporting the general wellbeing of students and the whole community.
Student wellbeing officer	An individual who has the skills and experience to deliver student wellbeing services to the school community, complementing other support services in the school.