At Greenwith Primary School we have a Christian Pastoral Support (CPS) Worker funded by the Australian Government Department of Education (formerly DEEWR) through the National School Chaplaincy and Student Welfare Program (NSCSWP).

The aim of this service is to offer pastoral support to students, staff and the school community. At our school the CPS Worker predominantly works with students and classes. Students are able to access the CPS Worker at school during break times, or through their teacher.

Louise Finch, The Christian Pastoral Support Worker at Greenwith Primary School has three main roles:

1) **A Pastoral Role**
   As the CPS Worker, Louise:
   - participates in a wide range of school community activities, and supports staff, to contribute to creating a caring and inclusive learning environment within the school.
   - on request, she provides initial support or information to students, staff and other school community members.
   - with written, informed parental consent, Louise can provide on-going personal assistance to individual students, subject to duty of care, consent, confidentiality and disclosure requirements and the Code of Conduct.
   - offers support or information with regard to critical situations, grief, family breakdown.
   - may be available to provide ongoing support to individuals and/or families.
   - may provide additional opportunities for families to feel supported.

2) **A Referral Role**
   As the CPS Worker, Louise:
   - provides factual and impartial information about, network with, and be a link to, the support and services provided through community groups, including church groups, local council and government agencies.
   - consults and liaises with leadership and other staff about student safety, wellbeing or learning while maintaining appropriate confidentiality, and referring students to leadership as required.
   - is a mandated notifier, and thus be required to report any suspected abuse or neglect to Families S.A.

3) **A Resource Role**
   As the CPS Worker, Louise:
   - provides a reference point for addressing social, religious or spiritual issues, working with the required boundaries.
   - provides access to resources from the broader community which are relevant to school programs.
   - may be available to give input into health and social education courses (e.g. in the areas of grief, self-esteem, values or relationships).
   - gives assistance with camps and excursions, and, where appropriate, initiates activities such as voluntary clubs or groups in the school.
   - support groups such as the Student Voice and the Play at Lunchtime (PALS) program.