

EVANGELISATION PLAN 2015 - 2017

**St. Columba's Catholic Primary
School**

South Perth

St. Columba's Catholic Primary School is committed to the total development of the whole child in a nurturing family community revealing Jesus Christ.

ST. COLUMBA'S CATHOLIC PRIMARY SCHOOL

EVANGELISATION PLAN 2015 – 2017

PRINCIPAL: MR ALLEN MCMAHON

ASSISTANT PRINCIPAL MRS ONDINE KOMNICK

ASSISTANT PRINCIPAL STEPHEN POPADYNEC

EVANGELISATION PLAN 2015-2017

VISION STATEMENT

St. Columba's Catholic Primary School is committed to the total development of the whole child in a nurturing family community revealing Jesus Christ.

We hope to achieve this through the following School Goals:

- To lead children to know and love Jesus so that they may follow his example in their own lives.
- To provide a loving and caring environment in which children can develop to their full potential spiritually, academically, physically, socially and emotionally.
- To affirm, respect and develop the individuality and God-given gifts of each child, staff member and school community member.
- To provide a sense of security and hope through encouragement of self-esteem and sound relationships with others and with God.
- To develop an informed awareness of Church teachings and prepare students for their life in a rapidly changing society.
- To develop the parents' role in their child's education.
- To develop a staff community in which each member is encouraged to grow and develop in Faith for the benefit of themselves, the whole staff, the children and the wider school community.

The Church continues today to spread the Good News to the world. In carrying out this task it looks to the ways in which Jesus spread the Good News. He did so both through **Witness** and through **Word**.

‘Catholic schools are an important means through which the Church proclaims the Gospel of Jesus Christ or evangelises, in the world today. They are privileged places of evangelisation’ (Mandate p.7).

What is Evangelisation?

To evangelise is to be willing to share the good news about God with others. The Holy Father explained that Evangelism is “to serve men and women by revealing to them the love of God made manifest in Jesus Christ” (Mission of the Redeemer 42). Evangelisation is about taking the risk to care for all people, inviting them to share in a Christian community in which they come to know God more fully, and in which they form a deeper relationship with God so God becomes central in their lives.

Evangelisation is an activity of faith, built upon the power of the Message. It achieves its purpose gradually for people need to accept the Message for it to have its full effect.

Evangelisation takes place through:

- **Witness**-being a Christ-like presence giving Christ like love in actions and words (Mandate Letter, p.10)
- **Ministry of the Word**-which uses words to proclaim the Good News in the same way as Jesus did (Mandate Letter, p.10)

The General Directory for Catechesis provides an understanding of different ways or processes that should be used in the evangelisation process, according to the different faith stages of those to be evangelised. Given that our mandate is evangelising within Catholic schools it is appropriate that we consider the faith context that our children occupy, that is if we are called to evangelise the students at St. Columba’s we need to be aware of their needs in order to determine the appropriate responses to those needs.

What are the religious realities of the world in which our students live in relation to:

- The community
- The parish and school
- The family

The realities are that students:

Live in an increasingly secular society

Come from family backgrounds which may have little or no interest in religion

Have little or no contact with the parish outside school

May have little or no contact with the sacraments outside school

The General Directory for Catechesis outlines three particular situations and how the Church may respond to these situations:

1. **Those who are believers** (those who have been baptised and have made a commitment to the person of Jesus)
2. **Those who are searchers and doubters** (those who have been baptised but who have lost a sense of active faith, those whose faith is developing, those who no longer consider themselves part of the Church, those who live lives far removed from Christ and the Gospel)
3. **Non believers** (those who have not been baptised)

Students in our classrooms will come from families that reflect the above three categories. In a situation where the majority are searchers and doubters, the General Directory of Catechesis (#58) points out that the appropriate pastoral response to those in this situation is New Evangelisation.

New Evangelisation aims to help 'searchers and doubters' to become open to the Holy Spirit, dwelling within since Baptism. It involves two processes:

1. **Primary Proclamation-** to develop their faith in the person of Jesus Christ
2. **Initiatory Catechesis** – deepens faith from the person of Jesus Christ to belief in his teachings; these teachings are summarised in the **Creed, the Sacraments, the Christian Life** (or Christian morality), and **Christian Prayer** and to enter into basic Christian experiences to which they relate.

These are called the Four Pillars of Faith (they are the four parts of the *Catechism of the Catholic Church*)

Current Situation - Profile of our School Community

St. Columba's Catholic Primary School is reflective of social trends:

- Predominantly Catholic
- High proportion of parent population are not regular Mass attendees
- For many students in our school, their experience of Liturgy and Prayer occurs only in the context of what the school provides
- For many, priorities in life have changed, thus devaluing their faith dimension
- Values and attitudes of society are in contrast with those of the Gospel
- Significant parental lack of interest in R.E. programmes in comparison to other learning areas
- Many families within the school are not seen as active members of the Parish
- Growing percentage of families where both are working outside the home
- Growing number of families are single parent families
- In many instances there is conflict between school, home and societal values
- Constant challenges to discern the 'signs of the times'
- Media presents counter Christian values
- Young community (young families)
- Pressure to produce measurable results

The current school culture pervasive of St. Columba's Catholic Primary School:

- School community members (staff, parents, students) reflect attributes of God by showing generosity, compassion, openness, respect, understanding, inclusivity and support towards each other
 - Relationships between Parish and school are very positive
 - Clear vision statement and ethos

- The Staff has a sense of vocation and professionalism
- Staff provided with opportunities for faith related and accredited programmes
- Regular attendance at weekly staff prayer. Minutes put on to the T-share. A copy of the minutes sent to all staff members
- Strong positive relationships between staff, parents and students
- Strong witness to pastoral care in our school community
- Commitment to the 'Poor' – academic, spiritual, emotional and financial.
- Members of the staff are at varying levels of their faith journey
- Regular opportunity for community members to enter into the liturgical and sacramental life of the Church.

CHRIST IS THE FOUNDATION

- Integrating faith and life -

Staff Formation				
Induction Process Induction and Staff Handbook	Staff meetings	Commencement of year	All	
Leadership Formation Focus on the Sacred Space within the school. Information sheets on the parts of the Mass. Development of child reflection resources. Facilitate Altar serving workshops. Booking relevant and effective teacher PD's.	Staff meetings, assemblies throughout the year Class prayer opportunities. PLC with RE focus PLC with RE focus	Commencement of the year and continually throughout	Leadership team All APRE APRE & CEO team	
	Liaise with PP and Acolytes Directed by BLREA results for the previous year Significant events – Centenary of Josephites	Commencement of the year Set at the end of each year	APRE & PP Leadership team	

THE PRIMARY PROCLAMATION (2)

Theme	When Proclaimed (Feast, event, opportunity etc)	How (Method - address, written paragraph etc)	Where (Assembly, newsletter, etc)	Effectiveness Indicators (Signs of student understanding)
	Ways to Enhance Student Faith Formation <ul style="list-style-type: none"> Focus on the ways that our school can promote a sharing of culture and experiences Continuation of the focus of integrating Aboriginal Education within the curriculum 	<i>We seek to raise students' awareness of God's call through creation by providing opportunities for children to experience and reflect on God as Creator:</i> <ul style="list-style-type: none"> RE units 	In order to make the Evangelisation Plan permeate all aspects of school it must be highlighted at every opportunity. There must be reference to it – <ul style="list-style-type: none"> In the newsletter 	Well kept grounds -Sense of pride in our school

	<ul style="list-style-type: none"> • Class workshops on Social Justice - Caritas • Year 6 Leadership Group • Harmony Day – Equality - inclusivity of cultures and needs • NAIDOC Week • National Sorry Day • Reconciliation Week • Indigenous Dance groups and incursions • Blessing of the classrooms, staff and students, to take place at the beginning of the school year • Commitment Mass to take place week 3, Term 1 • Whole School Thanksgiving Mass last week of the year. • Ash Wednesday Years 1-6 Whole School Mass, Monsignor to visit Kindy and Pre Primary • St. Columba's Feast Day- Whole School Focus • Whole School Class Liturgies- each class is to plan and conduct a Liturgy for the whole school once throughout the year • Term class Liturgy-each class will be involved in planning a liturgy or Mass with another class for the term • Whole School Mass-at least one Mass will be held per term • Benediction (twice a year) • Reconciliation -Years 4-6 during Lenten and Advent periods • Sacramental programs Years 3, 	<ul style="list-style-type: none"> • Society and Environment/Science/ Health and Physical Education/Excursions/ Incursions • Student Faith Development Days – Sacramental Years • Prayer, Liturgy and Meditation • 'Wonder Moments' – response to student initiated responses – RE units • Nature Walks • Literature • Media • The Arts • Respect for our school environment • Respect for the human person - ethos • Special Focus celebrations • Assemblies • Class themes • Journaling • Personal experiences • Guest speakers 	<ul style="list-style-type: none"> • at assemblies • at staff meetings • at P&F meetings • at Board meetings • at the induction of new staff members • at enrolment interviews • at the beginning of the year class meetings <p>At the beginning of each school year staff is to decide on the timeline for the implementation of the yearly focus for students, staff and parents</p>	<p>Children playing cooperatively</p> <p>Participation in Stations of Cross and Holy Week Activities</p> <p>Adjusting the curriculum (IEPs, CAPs)</p> <p>School Behaviour Management Plan</p> <p>NAIDOC Celebrations and Harmony Week</p> <p>The protocols to understand and respect our rituals to show reverence in Church before, during and after Masses and Liturgies</p> <p>Students seeking clarification & support from teachers</p>
--	---	---	---	--

	<p>4 & 6</p> <ul style="list-style-type: none"> • Retreat Days for Sacramental Classes • Role of the Liturgy Officer to be continually highlighted in the school community • Liturgy group to lead School Prayer with a reflection opportunity • Transition Plans • Provide opportunities for community outreach by - <ul style="list-style-type: none"> ○ Participation in Project Compassion, Lifelink, Mission Week activities ○ Class Christmas Hampers for St. Vincent de Paul ○ Involvement in Parish worship and projects ○ Support of Hayag Orphanage Philippines • St Patrick's Day • St Joseph's Day • Annunciation of the Lord • Palm Sunday • Holy Week • Mary Help of Christians (Patron Saint of Australia) • Ascension of the Lord • Pentecost Sunday • St. Columba Day • Trinity Sunday • Body & Blood of Christ • The Sacred Heart of Jesus • St Mary of the Cross MacKillop 			<p>Students level of participation in the Religious life of the school, the curriculum and social interactions</p>
--	--	--	--	--

	<ul style="list-style-type: none"> • The Assumption of the Virgin Mary (Holy Day of Obligation) • Birth of the Virgin Mary • All Saints' Day • All Souls' Day • Christ the King • The Immaculate Conception 			
STAFF FORMATION	How	When	Who	Effectiveness Indicators
	<ul style="list-style-type: none"> • Briefing new staff at staff induction on our primary responsibility of evangelisation. • Supporting staff in their knowledge and faith formation through the fulfillment of Accreditation requirement. • Facilitate school based Faith Story and Witness to new staff employed as a means of promoting our unique identity. • Support formation of teachers through the fulfillment of systemic based Accreditation requirements and professional development. • Staff retreat days 	<p>Yearly Weekly, per Term</p> <p>As available Ongoing</p> <p>Ongoing</p> <p>As required Ongoing</p> <p>As appropriate</p> <p>As required</p> <p>Yearly 20 April 2015 2016 2017</p>	<p>Leadership Team</p> <p>Buddy partners</p> <p>Mentors</p> <p>All staff</p>	

	<ul style="list-style-type: none"> • Staff prayer, Liturgies and Eucharist • C.E.O. initiated P.D. • Involvement with home parish • Giving witness to Gospel values • Accreditation • Opportunities to use gifts and talents • Opportunities to relate to staff and parents at a social level • Staff 'buddy' / mentor assigned to each new staff member • Joining with class/school/parish community in Liturgy, prayer and Sacraments. • Staff pastoral care • Support in study • Opportunities for leadership and collaboration • Provision for resources, subscriptions for professional reading • Staff review and development process • Opportunities for collaboration with other staff members • Providing staff with support in times of crisis • Availability of Parish Priest • Informing staff of Catholic Education issues and fostering discussion • Student/class handover at the conclusion of the school year 	
--	---	--

Ongoing
Ongoing
Ongoing
Ongoing
Yearly
As required
Ongoing
As required
Ongoing
Ongoing
Ongoing
Ongoing
Yearly
Ongoing
As required
Ongoing
Ongoing

LEADERSHIP FORMATION	<ul style="list-style-type: none"> • Providing classroom support to maximise learning opportunities for students <p>Effective staff P.D. where necessary Determined by Staff needs</p>	
-----------------------------	---	--

BELIEVING COMMUNITY

BELIEFS TO BE PROCLAIMED	FEAST/EVENT	WAY/BELIEF PROCLAIMED	EFFECTIVENESS INDICATOR
<p><i>We seek to provide opportunities for Initiatory catechesis through: Creed, Sacraments, Life in Christ and Prayer</i></p> <p>I believe in God, the Father almighty, creator of heaven and earth.</p> <ul style="list-style-type: none"> • <i>The experience of being drawn into relationship with God through creation as we respond to God's power and love.</i> <p>I believe in the Holy Spirit.</p> <ul style="list-style-type: none"> • <i>Experiences through inner movements of the life of God within us.</i> <p>The forgiveness of sins.</p>	<p><i>We seek to provide opportunities for Initiatory catechesis through: Creed, Sacraments, Life in Christ and Prayer.</i></p> <ul style="list-style-type: none"> • The School Prayer • The Sacraments • Class Liturgies • Benediction • Prayer focus • Daily Prayers • Years 3-6 rostered for Parish weekend Masses • Participation with Parish Altar Serving • Children's Liturgy Sunday Mass 9.30am • Celebrating special days, feast days, and special 	<p>In order to make the Evangelisation Plan permeate all aspects of school it must be highlighted at every opportunity. There must be reference to it –</p> <ul style="list-style-type: none"> • In the weekly newsletter • at assembly • at the weekly staff meeting • at the monthly P&F meeting • at the monthly Board meeting • at the induction of new staff members • at enrolment interviews • at the beginning of the year 	<p>Participation in the Sacraments and celebrations</p> <p>Parental attendance at School Masses and Liturgies</p> <p>Penance and Reconciliation</p> <p>Forgiveness - through observation.</p> <p>Relationships within the school</p> <p>Responsiveness to</p>

<ul style="list-style-type: none"> 11. The experiences of being moved by the spirit 	<p>Liturgies</p> <ul style="list-style-type: none"> RE experiences Bible and prayer study – Lenten Programme Pastoral Care within the class, school community, and wider community Excursions and incursions for Faith Development Days Feedback to school community on Fundraising activities Maintaining awareness of Crisis Management Plan Rituals, signs and symbols Special intentions Performing Arts Awareness of Social Justice issues within own community and the wider community Harmony Day NAIDOC Week celebrations St Columba’s Day Project Compassion - Caritas St Vincent de Paul Christmas Appeal Lifelink Mission Week 	<p>class meetings</p>	<p>almsgiving</p> <p>Caring for environment by staff, students & community</p>
--	--	-----------------------	--

STAFF FORMATION	HOW	WHEN	WHO	EFFECTIVENESS INDICATOR
Staff Retreat	Staff Professional Development	Yearly 20 April 2015 2016 2017	All Staff	
Staff Prayer		Weekly		
LEADERSHIP FORMATION	Organise Prayer P.D. opportunities Model during staff prayer opportunities			

CELEBRATING COMMUNITY: EUCHARIST

<p>Children need an understanding of internal participation and external participation (elements of the mass)</p> <p>How will our school promote the Sense of the Sacred in its liturgies?</p> <ul style="list-style-type: none"> • <i>Period of reflection before the Liturgy and post Eucharist – children to use “reflection cards” with guiding questions before the Mass</i> • <i>Students enter Liturgical space only after planning and preparation is completed</i> • <i>Promote Harmony – emotional integration that empowers a person to love always in ways that reflect selfless love and commitment to the good of others</i> 	<p>EFFECTIVENESS INDICATOR</p> <p>Are children developing in their basic attitudes, emotions and conduct?</p> <p>Child Self reflection – did I</p>
---	---

<ul style="list-style-type: none"> • <i>Lead students to an understanding of Catholic traditions (ie: parts of the mass, rites)</i> • <i>Make the Sacraments meaningful via class based programmes, parent/child workshop and a special parish event</i> <p>How regularly do we need to offer students the Eucharist and Reconciliation? <i>Continue to offer students regular opportunities to celebrate and participate in whole school and class Liturgy.</i> <i>Continue to offer students Lenten Reconciliation, Advent Reconciliation and Reconciliation as a part of Sacramental preparation</i> How will our school help students to participate actively</p> <ul style="list-style-type: none"> • <i>Reflect on personal needs to which the Liturgy relates?</i> <p><i>Promote Socialisation – the capacity to develop as a whole person by living and contributing in societies, especially the family and groups</i> <i>What experiences is Christ offering through the living Liturgy?</i> <i>Own personal needs, family needs, community needs, their world – class brainstorms before each Liturgy to ask themselves:</i> <i>Am I at harmony with God, with myself, with others and with creation?</i></p> <ul style="list-style-type: none"> • <i>Reflect on what to offer God from their personal lives as this relates to the Liturgy?</i> <p><i>Promote Humanness – the capacity to follow the movements of formed conscience to reflect God through selfless love and goodness.</i> <i>Reflect on times when the children can be more forgiving.</i> <i>Reflect on the attitudes needed to bring out God from within – The Beatitudes. The more we have these attitudes, the more our heart allows God to enter.</i> <i>Reflective religious and prayer journal writing– Dear God</i></p> <ul style="list-style-type: none"> • <i>How will our school help students to respond actively to the ritual?</i> <p><i>Prepare Church Guidelines for staff to prepare students for the Eucharistic ritual.</i> <i>Prepare reflection cards for before Liturgies and after Eucharist.</i> <i>Actively promote and use the classroom prayer area as a sacred space.</i></p>	<p>take time to communicate with God through prayer?</p>												
<table border="0"> <thead> <tr> <th data-bbox="73 877 537 933">STAFF FORMATION</th> <th data-bbox="537 877 1232 933">HOW</th> <th data-bbox="1232 877 1545 933">WHEN</th> <th data-bbox="1545 877 1803 933">WHO</th> </tr> </thead> <tbody> <tr> <td data-bbox="73 981 537 1181"> Professional Development – Accreditation Renewal – Prayer, The Mass Staff Prayer Time Whole staff to be provided with opportunity to discuss relevant issues of Faith Whole staff to comment on and refine Behaviour Guidelines developed by the Leadership Team </td> <td data-bbox="537 981 1232 1181"></td> <td data-bbox="1232 981 1545 1181"></td> <td data-bbox="1545 981 1803 1181"></td> </tr> <tr> <td data-bbox="73 1268 537 1308">LEADERSHIP FORMATION</td> <td data-bbox="537 1308 1232 1418"> Provide opportunity for staff to discuss issues Provide relevant P.D. - Charism of St Mary MacKillop Behaviour expectations for the Church </td> <td data-bbox="1232 1308 1545 1418"> PLCs 20 April 2015 Beginning of the year </td> <td data-bbox="1545 1308 1803 1418"> Leadership Team Leadership team & </td> </tr> </tbody> </table>	STAFF FORMATION	HOW	WHEN	WHO	Professional Development – Accreditation Renewal – Prayer, The Mass Staff Prayer Time Whole staff to be provided with opportunity to discuss relevant issues of Faith Whole staff to comment on and refine Behaviour Guidelines developed by the Leadership Team				LEADERSHIP FORMATION	Provide opportunity for staff to discuss issues Provide relevant P.D. - Charism of St Mary MacKillop Behaviour expectations for the Church	PLCs 20 April 2015 Beginning of the year	Leadership Team Leadership team &	<p>EFFECTIVENESS INDICATOR</p> <p>Are staff leading by example?</p>
STAFF FORMATION	HOW	WHEN	WHO										
Professional Development – Accreditation Renewal – Prayer, The Mass Staff Prayer Time Whole staff to be provided with opportunity to discuss relevant issues of Faith Whole staff to comment on and refine Behaviour Guidelines developed by the Leadership Team													
LEADERSHIP FORMATION	Provide opportunity for staff to discuss issues Provide relevant P.D. - Charism of St Mary MacKillop Behaviour expectations for the Church	PLCs 20 April 2015 Beginning of the year	Leadership Team Leadership team &										

PRAYING COMMUNITY

<p>Formal Prayer</p> <p>Whole school focus of one traditional prayer per term</p> <p>The Lord's Prayer</p> <p>Hail Mary</p> <p>Glory Be</p> <p>Grace</p> <p>St. Columba's School Prayer</p> <p>Creed</p> <p>Sign of the Cross</p> <p>Act of Contrition</p> <p>The Rosary</p> <p>Hail Holy Queen</p> <p>Mass Responses - Gloria, Holy Holy, Lamb of God, Apostle's Creed, Penitential Rite, Children's</p>	<p>Year – Formal Prayers introduced as outlined Appendix</p>	<p>When integrated into the school day <i>The communication of faith is an event of grace, realised in the encounter of the Word of God with the experience of the person.</i></p> <p>When to integrate into the school day?</p> <ul style="list-style-type: none"> • Prior to and as part of class and whole school Liturgical celebrations • Weekly assembly to introduce the term's prayer focus • Newsletter • Class based learning – opportunities via units of work • LOTE – prayers in Italian • As part of beginning and end of day • At the beginning of lunch with thanksgiving prayer • Whole school assemblies being opened with prayer which are led by the Year 6 leadership group • Special intentions will be prayed as they arise within the school year and focused on during special situation and liturgical seasons • Class Liturgies and formal celebrations within the school • Before and after every prayer and daily and at assemblies • Differentiating between Prayer & Reflection • The Rosary during the months of May and October and Our Lady's birthday • Bookmarks of Traditional Prayers and Mysteries of the Rosary • Prayer of sorrow for Reconciliation • Aspects of the Mass – key phrases • Prior to and as part of class and whole school liturgical celebrations • Weekly assembly to introduce the term's prayer focus • Newsletter • Class based learning – opportunities via units of work, beginning or end of the day • Displayed around the school 	<p>Effectiveness Indicators</p> <p><i>(Do students know the basic formal prayers?)</i></p> <p>Have children memorised the prayer and joined in?</p> <p>Use of Prayer charts located in every classroom</p> <p>Participation</p> <p>Focus on the Mysteries in the Newsletter</p> <p>Scope & Sequence of Prayers to be taught</p>
---	--	--	--

<p>Eucharistic Prayer No II)</p> <p>Explicitly teach the Prayers, where appropriate unpack them to gain critical meaning. Apply the meaning to personal life</p>												
<p>STAFF FORMATION Professional Development 2015– Accreditation renewal Faith based – Prayer</p> <p>LEADERSHIP FORMATION</p>		<table border="0"> <tr> <td style="text-align: center;">How</td> <td style="text-align: center;">When</td> <td style="text-align: center;">Who</td> </tr> <tr> <td> <p>All staff to develop their understanding of the prayers Highlight on the staff room noticeboard Staff prayer (start with this as a staff) Discussion at staff meetings Scope and Sequence on introduction of Formal Prayer Resources for Class and Staff Prayer Investigating Formal verses Informal prayer</p> </td> <td></td> <td></td> </tr> <tr> <td colspan="3"> <p>Planning for the termly prayer focus and effective staff P.D. where necessary</p> </td> </tr> </table>	How	When	Who	<p>All staff to develop their understanding of the prayers Highlight on the staff room noticeboard Staff prayer (start with this as a staff) Discussion at staff meetings Scope and Sequence on introduction of Formal Prayer Resources for Class and Staff Prayer Investigating Formal verses Informal prayer</p>			<p>Planning for the termly prayer focus and effective staff P.D. where necessary</p>			<p>Effectiveness Indicators Staff participation in staff prayer and Masses</p>
How	When	Who										
<p>All staff to develop their understanding of the prayers Highlight on the staff room noticeboard Staff prayer (start with this as a staff) Discussion at staff meetings Scope and Sequence on introduction of Formal Prayer Resources for Class and Staff Prayer Investigating Formal verses Informal prayer</p>												
<p>Planning for the termly prayer focus and effective staff P.D. where necessary</p>												

PRAYING COMMUNITY (7)

<p>Informal Prayer</p> <p>Intention - Pray, lifting their minds to God, and who expresses praise for every sign of God's goodness in their life, thanks for blessings received, witness for others and petitions</p> <p>People want renewal – teaching children to pray during times of fragmentedness (teach the person to read their own life</p>	<p>Year</p> <p>Kindy – Year 6</p>	<p>When integrated into the school day When to integrate into the school day? Offer opportunities to develop prayer and self reflection:</p> <p>Beginning of the day, incidental opportunities, R.E. lessons, school excursion/camps, end of the day both internally and externally.</p> <p>Offer opportunities of silence within the day... quiet, reflective, meditative moments (perhaps after lunch): using guided imagery, story, scripture, nature and art</p>	<p>Effectiveness Indicators</p> <p>Sufficient opportunity to pray informally? Observation of children praying</p> <p>Are staff programming frequent and varied lesson and prayer opportunities?</p>
--	--	--	--

<p>experiences and respond – the communication of faith is an event of grace, realised in the encounter of the Word of God with the experience of the person.</p> <p>Giving students opportunities to get in touch with their inner spirituality by creating and taking part in: Prayer of thanksgiving Petition Contrition (sorrow) And Adoration (praise)</p>		<p>RE lessons (theology) – teach us the knowledge, the things we need to know in order to experience. But we also need catechesis: experience and practise. Children draw conclusions from this Help students to “read” their own life experiences and link to the Sacred</p> <p>Plan for opportunities for children to enjoy creation and respond to it through prayer (eg: Year 5 and 7 camp, excursions): through movement, journal writing, music and visual art</p> <p>English – critical literacy / comprehension of prayer, prayer reflection journal</p> <p>Building a quiet space within the school for children to be able to contemplate and pray</p>												
<p>STAFF FORMATION</p> <p>Gain a deeper understanding of prayer and when and how to pray</p> <p>LEADERSHIP FORMATION</p>	<table border="1"> <thead> <tr> <th data-bbox="824 667 1137 703">How</th> <th data-bbox="1137 667 1541 703">When</th> <th data-bbox="1541 667 1794 703">Who</th> </tr> </thead> <tbody> <tr> <td data-bbox="824 746 1137 815">Professional Development – Accreditation renewal Faith based – Prayer</td> <td data-bbox="1137 746 1541 815"></td> <td data-bbox="1541 746 1794 815">All Staff</td> </tr> <tr> <td data-bbox="824 970 1137 1007">Organise Prayer P.D. opportunities</td> <td data-bbox="1137 970 1541 1070">20 April 2015 2016 2017</td> <td data-bbox="1541 970 1794 1007">Leadership Team</td> </tr> <tr> <td data-bbox="824 1082 1137 1150">Model during staff prayer opportunities</td> <td data-bbox="1137 1082 1541 1118">Weekly Staff Prayer</td> <td data-bbox="1541 1082 1794 1118"></td> </tr> </tbody> </table>	How	When	Who	Professional Development – Accreditation renewal Faith based – Prayer		All Staff	Organise Prayer P.D. opportunities	20 April 2015 2016 2017	Leadership Team	Model during staff prayer opportunities	Weekly Staff Prayer		<p>Effectiveness Indicators</p> <p>Are staff programming frequent and varied lesson and prayer opportunities?</p>
How	When	Who												
Professional Development – Accreditation renewal Faith based – Prayer		All Staff												
Organise Prayer P.D. opportunities	20 April 2015 2016 2017	Leadership Team												
Model during staff prayer opportunities	Weekly Staff Prayer													

GOSPEL PRINCIPLES ARE THE EDUCATIONAL NORMS

- Integrating faith and culture -
- Promoting selected aspects of the Gospel vision of the Whole person across the curriculum
- Challenging influential ideas that promote human fragmentedness

THE CREATED PERSON: PROMOTING MOST NEEDED UNDERSTANDINGS OF THE WHOLE PERSON

PERSON	UNDERSTANDINGS FOR DEVELOPMENT OF THE HUMAN AND DIVINE	COMMANDMENT	SUBJECT	WITNESS	STAGE	EFFECTIVENESS INDICATOR
<p>Spirituality and Harmony</p> <p>To reflect God who is spirit, one needs to draw on the spirit within</p>	<p>The communication of faith... is an event of grace, realised in the encounter of the word of God with the experience of the person.</p> <p>Children are moved to seek harmony or peace within themselves, with others and with the rest of creation. Lack of inner harmony leaves people restless, troubled and uneasy.</p>	<p>Communing with God through Christian prayer – Develop their capacity to pray, both through formal Church community prayers as well as personal and spontaneous prayer. “Prayer is the living relationship of children of God with the Father, Son and the Holy Spirit” (pg 31, Bishop’s Mandate 2009 – 2015)</p> <p>Focus on the Commandments- First Commandment (to love God with one’s whole heart, soul and mind) – 1.6 offers their life to God as a spiritual sacrifice by praying, worshipping and living as Jesus taught in daily life situations.</p> <p>Second Commandment (to keep God’s name holy) – 2.1 and Respects God’s name, the Father, the Son and the Holy Spirit, respects sacred places</p>	<p>R.E. – formal/informal prayer Mass traditions Sacramental units</p> <p>History Culture units, Heroes (people who can inspire us) Communities, environment</p> <p>The Arts – drama, Liturgical movement, song</p> <p>Technology – websites for prayer/PowerPoint</p> <p>English – critical literacy, comprehension of prayer, writing journals, choosing appropriate texts</p> <p>LOTE</p> <p>Science – Environment, life</p>	<p>Staff example of Christian living</p> <p>Praying for students</p> <p>Sharing in the joys, sorrows, yearning of students and suffering of students and other staff</p> <p>Personal example</p> <p>Promoting the desire for love and truth in contemporary society</p> <p>Respectful relationships</p> <p>Solidarity in Gospel concerns such as those of students for:</p> <ol style="list-style-type: none"> 1. Justice 2. Environment 3. The needy <p>Participation in school life and activities.</p>	<p>ALL</p> <p>ALL</p> <p>ALL</p> <p>ALL</p> <p>ALL</p> <p>ALL</p> <p>ALL</p> <p>ALL</p>	<p>How can we assess whether the students appreciate these understandings?</p> <p>The observed attitudes, beliefs and knowledge of the students</p>

	<p>and objects</p> <p>PROMOTE MASS Third Commandment <i>(to keep Sabbath day holy)</i> – 3.1 is drawing close to God, through Christ, who offers guidance and spiritual nourishment through the Eucharist. 3.2 Spends time relating with family members, rests</p> <p>PROMOTE FAMILY TIME Fourth Commandment <i>(honour your father and mother)</i> – 4.1 respect parents and the rights of family members</p> <p>Seventh Commandment <i>(do not steal)</i> – 7.5 promotes social justice, engages in works of mercy, respects creation</p> <p>AWARENESS OF HOW LUCKY WE ARE – STORIES TO CONTRAST WITH OUR LIVES Eighth Commandment <i>(shall not bear false witness against your neighbour)</i> 8.1 Behaves authentically in words and deeds 8.2 Always speak the</p>	<p>and living, appreciation of how things work</p> <p>Health – family, friends, emotions, bullying</p>		<p>Year 3+</p> <p>ALL</p> <p>Year 2+</p> <p>ALL</p>	
--	---	---	--	---	--

		<p>truth RECOGNITION AND APPRECIATION OF TRUTHFULNESS AND HONESTY. ACTIVE DISCOURAGEMENT AND ACTION ON VICTIMISATION AND TEASING (also positively taught and reinforced) Promote Mass as a sense of God – teach children Mass responses, understanding of parts of the Mass, traditional prayers. Participate actively in the sacraments – both internally and externally, so as to experience their fruits or effects in their own daily lives.</p>			<p>ALL</p> <p>Year 3+</p> <p>Year 3+</p>	
<p>STAFF FORMATION Increase an understanding of the Commandments and where they fit into the Religious programme and daily life</p> <p>HOW TO BE GIVEN Professional Development – Accreditation renewal Knowledge based – The Commandments</p> <p>WHEN: Staff Professional Development 2015</p>						<p>EFFECTIVENESS INDICATOR</p> <p>The observed attitudes, beliefs and knowledge of the staff and their students</p>

LEADERSHIP FORMATION	Organise relevant P.D. opportunities Model Catholic attitudes, beliefs and values	
-----------------------------	--	--

CHALLENGE MOST INFLUENTIAL IDEAS REFLECTING HUMAN FRAGMENTEDNESS

PERSON	CULTURAL IDEAS CONTRARY TO DEVELOPING THE HUMAN AND DIVINE	UNDERSTANDINGS NEEDED TO CRITIQUE THESE IDEAS	HOW COULD WE BEST CRITIQUE THESE IDEAS?	STAGE	EFFECTIVENESS INDICATOR
Spirituality and Harmony To reflect God who is spirit, one needs to draw on the spirit within	Children discover an inner strength that can help them overcome personal challenges, crises, difficulties, reversals in life, obstacles and problems	Respectful relationships between - Staff and students - Staff and staff - Staff and parents - Leaders & all others Solidarity in Gospel concerns such as those of students for: 1. Justice 2. Environment 3. The needy Sharing in the joys, sorrows, yearning of students and suffering of students and other staff Promoting the desire for love and truth in contemporary society Promote self reflection of areas that may need healing within themselves and with others –scaffolding social problems	Participation in school life and activities Example of Christian Living Promotion of a school climate of love and desire and truth – community action Solidarity in Gospels concerns such as those of students for justice, environment and needy. Offering school and community Masses Sustainability through school programs	ALL	How can we assess whether students are critiquing this misunderstanding? Decreased levels of bullying within the school Positive responses to Reconciliation Are the senior students exhibiting positive relationships with other students in the school?

		eg: negative expressions of emotion Bullying (unjust practices) Family breakdowns - guilt Littering creation Selfishness Peer pressure/conformity Low self esteem (limiting their vision to the negative in themselves – need an awareness of what gifts they have to offer) Inherent tendencies – an understanding of who their role models have been?			
STAFF FORMATION		HOW TO BE GIVEN	WHEN		EFFECTIVENESS INDICATOR
Monsignor O'Loughlin and C.E.O. input into staff development days as requested.					Staff promote respectful and harmonious relationships and lifestyles
LEADERSHIP FORMATION	Model relationship attributes expected of the school community Monitor and act upon Non Christian Values appearing in the school community				

Review History

Year of Review:	Reviewed by:	Amendments/Review
Yearly –ongoing 2013 2014	APRE / Leadership Team APRE/ Leadership Team APRE/ Leadership Team	Review Reviewed and Updated

Next Review

Year:	Reviewed by:
2015 2016 2017	Leadership Team

