



Irene McCormack Catholic College 2015 – 2017 EVANGELISATION PLAN

Helping Students Develop as Whole Persons

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2015-17 Irene McCormack Catholic College Evangelisation Plan - Using this document:

2015-17 Evangelisation Plan needs to be reviewed annually. As a College Community we cannot achieve everything through this Evangelisation Plan. As such, priorities need to be established based upon student and staff needs, staff capacity and available resources. What realistically can be achieved in three years needs to be borne in mind at all times. A student strategy may need to be delayed where prerequisite staff formation is needed lest staff not know what they need to do. Where the religious life of the school is concerned, the priority needs to be empowering students and staff to participate. This includes understanding the meaning of all rituals and prayers.

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CHRIST IS THE FOUNDATION

Introducing our Community to Jesus through:

- Exposure of the Community to Holy Scripture
- Explicit teachings of the Gospel Values in Teaching and Learning Programs
- Experience of prayer and liturgy
- Religious Education teaching
- The Annual Retreat Program and experience
- Christian Service Program and experiences
- Staff as models of leaders in our Catholic School
- Students' experience as valued members of the College Community

Integrating faith and life:

- Expectations of staff conduct and student behaviour
- Relationships between staff and students
- Relating the religious life of their school to students' lives



THE PRIMARY PROCLAMATION (1) Promoting Personal Relationship with Jesus

Integrating faith and life:

- Expectations of staff conduct and student behaviour
- Relationships between staff and students
- Relating the religious life of their school to students' lives

| Sacred Focus | Reverence Sign / How / When / Who | Effectiveness Indicators |
|---------------------------|---|--|
| Prayer at IMCC | <p>Prayer begins each day in Care Periods</p> <p>SEQTA Care Prayer placed in daily notices</p> <p>Father Robert, school Chaplin now more regularly available in the College</p> <p>Prayer to open each staff meeting</p> <p>Prayer to open each Religious Education Class</p> | <p>Students reverence and participation in prayer</p> <p>Comments on the prayer</p> <p>Community appreciation & knowledge of the College prayer</p> |
| Sacraments at IMCC | <p>Weekly Mass held when possible in the College (Over the course of the year we celebrate: Whole School Masses; Termly Year Group Masses; Year Group Retreat Masses; House-Day Masses and Staff Masses)</p> <p>Sacramental Program offered by the Campus Ministry Team for all students at the College in conjunction with the St Andrew's Parish, College Chaplain</p> <p>Reconciliation available on an annual basis for students through RE classes</p> | <p>Students reverence in Masses and Reconciliation</p> <p>Staff and students' participation in Masses</p> <p>Larger enrolments in the Sacramental Program</p> <p>More staff and student willingness to participate, serve or Extraordinary Ministry.</p> |

| | | |
|--|--|--|
| <p>Quality Religious Education Teachings and Learning at IMCC</p> | <p>Executive Staff teaching in the RE Learning Area</p> <p>RE Learning Area and Programs to be reinvigorated through hiring specialist RE teachers.</p> <p>RE Focus classrooms allowing for semi-permanent RE displays and prayer focus tables</p> <p>A quality Retreat experience for students on an annual basis Year 7 to 12 – led by Campus Ministry (including the Year 7 Visits to the South Perth MacKillop Centre and the Year 9 Rite Journey Camp)</p> <p>Regular class visits (Thursday's) to RE lessons by our College Chaplain (Fr Robert)</p> | <p>Increased recognition of RE as the first Teaching and Learning Area of the College.</p> <p>Students' experiencing and expressing increased familiarity and connection to the Catholic stories - of Jesus; our Church and our Patron, Irene McCormack.</p> |
| <p>Visible Signs of our Catholic Faith and Catholic Tradition at IMCC</p> | <p>Crucifix on display in each classroom</p> <p>Crucifix in every staff working space / office</p> <p>Allowance for students to wear personal crosses or a Crucifix's reflecting their faith</p> <p>Prayer focus to be relevant and vibrant in the Office Foyer</p> <p>Prayer focus to be relevant and vibrant in the staff room</p> <p>Prayer focus to be relevant and vibrant where possible in RE Teaching Rooms (in 2015 in D1-D3)</p> | <p>More resources and space available for meaningful prayer</p> <p>Regular and improved experiences of meaningful prayer</p> <p>Increased recognition of our College's Catholic / Christian heritage and story</p> <p>Greater ownership of the Catholic story by the College community through meaningful prayer, sharing of the stories and participation in Liturgy.</p> |

Stations of the Cross Mosaics to be made for the school

Sacred Space to be created on the College grounds in temporary and longer term ways such as the recreation of the 'MacKillop Centre' from April 2016, the Stations of the Cross in Holy Week and a future prayer garden or labyrinth.

Future 'IMCC Chapel' to remain in our Medium to Long term College plans

Creation of / Purchase of 'Religious Artworks' of Our Lord 'Jesus Christ'; Our Patron 'Irene McCormack' or Australia's Saint 'Mary MacKillop'

Creation of an 'IMCC Poem' – led by the Campus Ministry Team with staff input and the English Dept's assistance.

Creation of an 'IMCC Song' – led by the Campus Ministry Team & Music Dept. involving students' and staff input

Creation of a Play capturing 'Irene's Life & Legacy' – led by Campus Ministry & Drama Dept. involving students' and staff input

Commissioning of (or the purchase of a large copy of) the 'Resurrected Irene' Mosaic for the College under croft area, Library or new Gymnasium

Increased College community pride and connection with the Catholic teachings, stories and values of Jesus, Irene and Mary MacKillop etc.



| | How | When | Who | Effectiveness Indicators |
|---|---|------|-----|--|
| Staff Formation In the Catholic faith and in their capacity to help model and grow the faith in our students | <p>Staff Initiation – Faith, Story & Witness Program. Run by Campus Ministry.</p> <p>Opportunities and expectations to join in Prayer and Liturgy at the College (such as daily Care Prayer, Masses, Symbols and exposure to our faith stories)</p> <p>Weekly ‘Going Deeper’ formation videos, prayer, reflection and notes (In 2015 counting towards Staff Accreditation renewal)</p> <p>Staff Retreat Days (offered biannually) and R.E. Professional Development for Staff in the areas of Knowledge &/or Faith Development (both allow for renewal recognition for staff’s R.E. Accreditation)</p> <p>Guidance and Support for staff seeking to fulfil accreditation requirements. (The College meets the financial requirements of CEO Courses and enables staff to fulfil up to half their accreditation units during school time.)</p> <p>Guidance and Support for staff seeking financial assistance to further their Post Graduate studies in Religious Education / formation studies by promoting CEO and Knights of the Southern Cross Scholarships</p> <p>Catholic Staff annually offered to become Extraordinary Ministers of the Eucharist</p> <p>Development of an ‘Irene Pilgrimage’ around the City, wheat belt and New Norcia / incorporating significant places in Irene’s life.</p> | | | <p>Increased sense of staff at IMCC, that their work is a vocation and an important part of the work of the Church in Evangelising our Community into an ever-stronger relationship with God and His Church.</p> <p>Increased connections evident between the College and Parish</p> |

THE PRIMARY PROCLAMATION (2) *Knowledge*

| Theme | When Proclaimed | How | Where | Effectiveness Indicators |
|---|--|---|---|--|
| <p>To Know Christ Christ's saving Power – the ‘Good News’ of our redemption</p> <p>Christ's Humanity and Divinity – Human journey and Miracles.</p> <p>Christ's teachings and Gospel Values eg: Matthew 25: 31-46 "Truly, I say to you, as you did not do it to one of the least of these, you did not do it to me.</p> | <p>IMCC Retreat Experiences (including Year 7 Mary MacKillop Centre visit and Year 9 Rite Journey Camp)</p> <p>‘IMCC Feast Day’</p> <p>Daily Prayers on SEQTA (Including Tuesdays’ theme for a Miracle story and prayer)</p> <p>Christian Service Program</p> <p>College Fund Raising Appeals and Drives (Project Compassion, Winter Appeal, Christmas Hampers Appeal etc)</p> <p>Recognition of the Church Liturgical Year with important feast days acknowledged and celebrated where possible</p> | <p>Direct use of Scripture / Readings of the Word</p> <p>Reflections personal and group work</p> <p>Staff Witness, sharing & presentations</p> <p>Use of multimedia presentations / film / music in conveying the Word</p> <p>Tying daily Care Prayer and school liturgies into such themes and the Church season.</p> <p>Christian Service Booklets and Campus Ministry with Staff working in the right spirit of compassion and charity linking what we do for others with our faith and Love of God.</p> | <p>Care Periods</p> <p>Principals address, Deputy Principal and Deans addressing students gathered for Masses / Assemblies</p> <p>Direct staff and student informal discussions</p> <p>Care Prayer</p> <p>Religious Education Classes</p> <p>Appropriately selected Scripture readings for Masses & Liturgies</p> <p>Where possible, readings for Masses and Liturgies are prepared in RE classes prior to Masses</p> | <p>Increased reverence in hearing the Word.</p> <p>Increased connections between the personal faith and the Church teachings evident in respect, participation and conversations with staff.</p> <p>Improved quality of student’s RE performance in Bishops Test and IMCC RE curriculum assessments</p> <p>Improved numbers completing R&L Stage 2&3 at IMCC</p> <p>Improved performance in Year 12 R&L (ATAR & non ATAR pathways)</p> <p>Evidence of generous support for College fund raising and appeals.</p> |

| | | | | |
|--|---|--|---|---|
| | | | <p>Homily suggestions to College Chaplain</p> <p>Newsletter articles by Rob Marshall (College Principal) and John Swindells (Dean of Campus Ministry)</p> | |
| <p>Staff Formation: Knowledge of Christ & the Faith</p> | How | When | Who | Effectiveness Indicators |
| | Important information concerning the liturgical year, feast days etc. in the IMCC Weekly Staff Memo | To Kim on Thursdays for distribution on Fridays | Campus Ministry to pass information to Kim Boscarino (Registrar / Executive Assistant) to forward to all staff | Increased questioning |
| | Important connections made explicit in weekly 'Going Deeper' Staff PD | Each Thursday 8.15am | Campus Ministry, College Principal or College Chaplain | Increased connection between College and Church |
| | Newsletter Information | Fortnightly | Campus Ministry & College Principal | Increased awareness for staff of the Church's teachings & liturgical calendar |
| | Staff Accreditation and Renewal PD (Faith and Knowledge Components) | Staff PD at IMCC | All staff's individual responsibility supported by the College Executive | Increased capacity of staff to be aware, understand and share the faith / knowledge |
| | Staff Orientation through the Faith, Story & Witness Accreditation | During the first year at the College | Campus Ministry | |
| | Aspects of the Church Calendar included in the IMCC Calendar | Planning the Year ahead inc: Ash Wednesday, Lent, Advent and main feasts | Campus Ministry | |

EVANGELISATION PLAN (3) *BELIEVING COMMUNITY*

| BELIEFS TO BE PROCLAIMED | FEAST / EVENT | WAY PROCLAIMED | EFFECTIVENESS INDICATOR |
|--|--|--|---|
| <p>Explicitly state and explain the beliefs of the faith:</p> | <p>Making explicit the Catholic Faith through the increased awareness of and use of the Nicene Creed</p> <p>Making Use of the Catholic Catechism (CCC) and Scripture</p> <p>Through making explicit and where possible celebrations of the Church year / Seasons and Feasts</p> | <p>Through the Creed being said / explained / prayed with staff and students</p> <ul style="list-style-type: none"> • Making explicit the Catholic faith <p>Through RE Lessons</p> <ul style="list-style-type: none"> • Start of each term • Making links to the creed in our topic overviews <p>Through the Mass</p> <ul style="list-style-type: none"> • Where possible in saying the creed in Mass • Liturgy of the Word • Homily suggestion • Focussing on specific areas of the creed in Mass planning (Liturgy of the Word, POF) and in the Homily <p>Through the College Calendar; Newsletter; SEQTA Care Prayer and Notices</p> | <p>Greater awareness of the faith</p> <p>Increased likelihood to critical conversations concerning our Church teachings and faith</p> <p>Increased connection between College and Church</p> <p>Improved student performance in RE</p> <p>Increased questions by community members</p> |

Jesus taught us to pray

Acknowledging our College Motto which includes 'Prayer'

Prayer in Care Periods, RE Classes, Liturgies, to begin all staff meetings etc.

Taught and modelled by staff by the way model prayer

Utilising all 4 forms of prayer in Care Prayers, Liturgies, RE classes and in opening all

Staff meetings:

- Intercession
- Thanks giving
- Praise
- Sorrow

Increased reverence

Increased willingness of the Community to join in acts of prayer and service

Jesus taught us to love God and one another



Taught and modelled by staff by the way we treat our students and peers

Put in action through the IMCC Christian Service Program

Acknowledging our College Motto which includes 'Service and Justice'

Drawing on our Jesus' teachings (through Scripture) Irene McCormack and Mary MacKillop....we are called to respond with love to the needy

Successful participation and completion of the IMCC Christian Service Program


Successful Peer Support evident both formally (through the IMCC Year 11 Peer Support work with Year 7's) and informally.

| STAFF FORMATION | HOW | WHEN | WHO | EFFECTIVENESS INDICATOR |
|--|--|--|---|--|
| Knowledge Faith & College Expectation | <p>Through use of Scripture, Prayer, Staff PD, Staff Meetings; Orientation (including Faith, Story & Witness), individual or group discussions, modelling exemplar beliefs being proclaimed.</p> | <p>Through regular meetings (formal and informal) such as Thursday mornings 'Going Deeper'</p> <p>Explicit discussions with staff about the College's expectations</p> <p>Regular reviewing of areas of need for staff</p> <p>Focussing on areas of need through selections of prayer, scripture topics and PD needs, staff meeting discussion topics etc.</p> | <p>Campus Ministry</p> <p>College Principal</p> <p>Executive Staff modelling and communicating and leading both explicitly and implicitly</p> | <p>Clarity of what is expected of our staff</p> <p>Questions asked and 'critical conversations' being had about who we are as a Catholic Community and what we do.</p> <p>Support for staff development discussed, planned and improvement evident</p> |



EVANGELISATION PLAN (4) *CELEBRATING COMMUNITY: EUCHARIST*

| EURCHARIST: | EFFECTIVENESS INDICATOR |
|--|--|
| <ol style="list-style-type: none"> How has our school life sought to help students in non-verbal ways to become aware of the sacred before celebrations of the Eucharist? <ul style="list-style-type: none"> Development of the 'Mass Culture' at IMCC through more regular experiences of Mass Creation of the 'Sacred Space' in the way the Library or Under Croft is set up for Mass Visual cues (such as Power Point and Modelling) reminding students and staff of the moment, expectations; responses and symbols Where appropriate prayers of the faithful written by the students How frequently have our students participated in celebrations of the Eucharist to be 'apprenticed' in this act of worship?. <ul style="list-style-type: none"> Whole School Community Masses Termly Year Group Masses Annual House Masses (Dunlea, Evans, McGarry and Golding) Annual Year 12 Retreat Mass (other year groups where appropriate) Annual Graduation Masses The Assumption of the Blessed Virgin Mary (Holy Day of Obligation - 16th August) Where possible students are prepared for the readings and prayers prior to liturgies. In some cases these may be acted out rather than merely being read . What practices or strategies have been used in our school to 'apprentice' students <ul style="list-style-type: none"> In expressing thanks to God for blessings? <ul style="list-style-type: none"> In teaching that Jesus taught us how to pray In teaching that Jesus promised wherever two or more are gathered, He would be there In teaching of the importance of prayer in forming a relationship with God In teaching how to pray (such as the 4 forms of prayer, the Lords Prayer, the College Prayer etc.) In sharing formalised prayer (such as in Care Periods and at the start of RE lessons) In encouraging student participation in prayer (writing and in leading prayer) In the sacredness of the scriptures? <ul style="list-style-type: none"> In teaching that Jesus is 'the Word made flesh'. His presence is recognised as we engage scripture. In using Scriptural references in RE teaching and learning programs and lessons In teaching and expecting Scriptural referencing for RE assessments where appropriate In reviewing Mass readings in RE classes prior to Whole School Masses or Year Masses | <p>Increased attentiveness and sense of reflection and the sacredness of Mass</p> <p>Increased willingness to participate in the Mass</p> <p>Increased numbers of students willing to receive the Sacrament of Eucharist during Mass or to participate in the sacramental program offered at IMCC</p> |

| <ul style="list-style-type: none"> The real presence of Jesus in the Eucharist? <ul style="list-style-type: none"> In teaching that Jesus is fully present in the Eucharist In teaching we can experience Jesus in all 4 ways (Eucharist; Word; one another and the Priest) In welcoming all to come forward for the Eucharist (or in meeting Christ in receiving a blessing) In teaching, modelling and expecting participation in Mass (ensuring we have prepared Mass prompts made available via booklets or Power Point presentation) <p>4. How has our school sought to 'apprentice' students</p> <ul style="list-style-type: none"> Develop in general the skills needed to prepare for active participation? <ul style="list-style-type: none"> Explicit teaching in RE classes of 'what we do and why in participating as Mass' Explicit teaching in Introductions / Welcoming participants to the Mass / Liturgy Implicit modelling by staff of 'active participation' Preparation for Mass by classes going through the Gospel prior in classes and involvement of students in writing Prayers of the Faithful Prepare personally before each and every school celebration of the Eucharist? <ul style="list-style-type: none"> Explicit teaching in RE classes of what Jesus personally offers in the Eucharist Explicitly teach in RE classes a personal reflection and prayer checklist, such as: <ul style="list-style-type: none"> What am I praying for today? What areas of my life do I need guidance with today? From what struggles do I require Jesus' strength and freedom today? After receiving communion who can I pray for? After receiving communion what aspect of my personal life can I share with Jesus today? How can I become more like Christ today? Implicit modelling by staff of 'personal witness and prayer' during Mass | | | |  |
|---|-----|------|-----|--|
| STAFF FORMATION | HOW | WHEN | WHO | |
| <p>Ensuring that Staff have a clear understanding of what Mass is and their role as staff in a Catholic school during Mass.</p> <ul style="list-style-type: none"> Increasing regularity of Mass being celebrated at IMCC with Staff participation (teaching and non teaching) Staff PD (including 'Going Deeper' faith knowledge and formation / Accreditation / Orientation / Peer (including the Buddy System at IMCC) Staff Meetings especially RE Department and whole staff meetings Availability / accessibility of Fr Robert / College Principal, Dean of Campus Ministry and Executive Staff to discuss | | | | <p>EFFECTIVENESS INDICATOR</p> <p>Staff relaxed and supportive of the Mass in the school</p> <p>Increased depth of understanding and sharing with students</p> <p>More staff wanting to join the RCIA Program</p> |

EVANGELISATION PLAN (5): *CELEBRATING COMMUNITY: PENANCE / RECONCILIATION & CONFIRMATION*

| PENANCE / RECONCILIATION: | EFFECTIVENESS INDICATOR |
|---|--|
| <p>5. How will our school sought to apprentice students</p> <ul style="list-style-type: none"> In the regular examination of conscience? <ul style="list-style-type: none"> Teaching a recognition of right and wrong Instilling the desire to do better, improve one's self Teaching about the Relationship with God and our flawed human nature to cut ourselves off from God Teaching and exploring the Sacrament of Reconciliation in RE classes Teaching the Prayer of Contrition To express sorrow to God for sins? <ul style="list-style-type: none"> Offering the Sacrament of Reconciliation (annually) Offering non-Catholic's a chance to meet our College Chaplain and receive a blessing Prayers of Contrition <p>6. How often have our students had opportunities to celebrate Reconciliation for their 'apprenticeship' in its celebration?</p> <ul style="list-style-type: none"> Annually through RE Classes on Thursdays | <p>Increased knowledge of the Sacrament of Reconciliation</p> <p>Increased willingness to participate in Reconciliation</p> <p>Increased numbers of students willing to receive the Sacrament of Reconciliation or to participate in the sacramental program offered at IMCC</p> |
| CONFIRMATION | |
| <p>1. How has our school sought to apprentice students</p> <ul style="list-style-type: none"> in relating the gifts of Confirmation to the issues of their lives? <ul style="list-style-type: none"> Teaching a recognition of the Holy Spirit, our God, third person of the Divine Trinity Teaching and recognising the gifts and fruits of the Holy Spirit Relating the gifts of the Holy Spirit in students lives Celebrating Pentecost | <p>Increased knowledge of the Holy Spirit</p> <p>Increased willingness to discuss or 'call on' the Spirit in prayer</p> <p>Increased numbers of students willing to receive the Sacrament of Confirmation via the sacramental program offered at IMCC</p> |

| STAFF FORMATION | HOW | WHEN | WHO | EFFECTIVENESS INDICATOR |
|---|-----|------|-----|---|
| Celebrating Community Ensuring that Staff have an understanding of our Christian understanding of the Sacraments and the Holy Spirit <ul style="list-style-type: none"> Increasing regularity of prayer and the sign of the cross at IMCC with Staff participation (teaching and non teaching) Staff PD (including 'Going Deeper' faith knowledge and formation / Accreditation / Orientation / Peer (including the Buddy System at IMCC) Staff Meetings especially RE Department and whole staff meetings Recognition of Pentecost Sunday (prior to and after) with appropriate prayer and readings shared Availability / accessibility of Fr Robert / College Principal, Dean of Campus Ministry and Executive Staff to discuss | | | | Staff being comfortable relaxed and supportive of prayer in the school Increased depth of understanding of the Holy Spirit to be able to share with students More staff wanting to join the RCIA Program |



PRAYING COMMUNITY (6): COMMUNING WITH GOD THROUGH CHRISTIAN PRAYER

| Formal Prayer | Year | When integrated into the school day | Effectiveness Indicators | |
|---|-------------------------------------|---|---|---|
| <p>Teaching the Intentions of Prayer - as growing our relationship with our living and loving God</p> <p>Sign of the Cross to begin and conclude prayer</p> <p>Concluding all prayers with a call on Irene to pray for us ‘Irene McCormack’ (ALL) “Pray for us”</p> | <p>Years 7 to 12</p> | <p>To begin Care Periods each day (Care Prayer will sometimes be ‘Formal Prayer”)</p> <p>To begin all Religious Education Lessons</p> | <p>Students are respectful, reverent and participate in the sign of the cross</p> | |
| <p>Teaching and learning:</p> <ul style="list-style-type: none">• IMCC’s College Prayer;• The Lords Prayer &• Hail Mary prayers | <p>Specifically Years 7&8</p> | <p>Prayers to be focussed on and taught in RE lessons</p> | <p>Students participate in formal prayer</p> | |
| <p>Additional teaching and learning</p> <ul style="list-style-type: none">• Prayer for Peace (Prayer of St Francis) &• Apostles Creed | <p>Specifically Years 9&10</p> | | <p>Students know the formal prayers identified</p> | |
| <p>Additional teaching and learning</p> <ul style="list-style-type: none">• Mass responses | <p>Specifically Years 11&12</p> | | <p>Where available Prayer spaces in RE Classrooms are maintained and incorporated in to the prayer and lesson.</p> <ul style="list-style-type: none">• All Prayer is ultimately to God• Prayer to Mary• Prayer to Saints• Prayers can appear unanswered• Prayer is never wasted | <p>Prayer focus areas are respected and protected by students</p> |
| <p>Prayer spaces in RE Rooms vibrant and utilised in prayer time</p> <p>Key teachings about Christian prayer</p> | <p>Years 7 to 12</p> | | | |

| Staff Formation | | How | When | Who | Effectiveness Indicators |
|--|------------------|-----|---|-----|--|
| Formal staff prayer as a regular part of our Community life | All staff | | Daily for Care Teachers (by Campus Ministry) and RE Teachers lessons Weekly for all staff in Thursday gatherings as part of 'Going Deeper' Regularly in all staff meetings / PD days / Masses etc. | | Prayers known & participation |

PRAYING COMMUNITY (7)

| | | | |
|--|------------------------------|---|--|
| Informal Prayer Teaching the Intentions of Prayer - as growing our relationship with our living and loving God | Year All years | When integrated into the school day Care Period's <ul style="list-style-type: none"> Care Group daily prayer (can be informal) RE Classes <ul style="list-style-type: none"> To begin each lesson (can be formal or informal) Students on occasions to write up their own informal prayers following the 4 prayer themes: <ul style="list-style-type: none"> Intercession / requests Thanks giving Praise / adoration Sorrow / contrition / forgiveness / reconciliation Mass Prayers of the Faithful written and/or led by students and/or staff | Effectiveness Indicators |
| Formal staff prayer as a regular part of our Community life | All staff | How Daily for Care Teachers (by Campus Ministry) and RE Teachers lessons Weekly for all staff in Thursday gatherings as part of 'Going Deeper' Quiet reflection, spontaneous & participation in some staff gatherings Regularly in all staff meetings / PD days / Masses etc. | When Who Effectiveness Indicators Meaningful prayer as part of our College Community's culture |

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 | 1 You shall have no other gods before Me. 2 You shall not make idols. 3 You shall not take the name of the LORD your God in vain. 4 Remember the Sabbath day, to keep it holy. 5 Honor your father and your mother. 6 You shall not murder. 7 You shall not commit adultery. 8 You shall not steal. 9 You shall not bear false witness against your neighbor. 10 You shall not covet. | SUBJECT | WITNESS | STAGE (Year level) | EFFECTIVENESS INDICATOR How can we assess whether the students appreciate these understandings? |
|------------------|---|--|--|---|---|--|
| Religious | 7.1 Wonder at Creation an invitation by God | 1 st to 3 rd | Outdoor Ed. Science | Staff express God's role as creator | 11&12 7&8 | Students asking questions about the environment, nature, the universe, the arts and human history Increased connections between studies eg: Arts & SAE Music & Maths Increased willingness to conserve and protect the environment Increased questioning, participation and efforts in academic studies |
| | 7.2 Universe in a state of journeying | 1 st | IT Science | Staff express each persons importance as part of God's creation, made in the image of God | 9&10 10 | |
| | 7.3 Human heart questions lead to God who alone satisfies them | | Drama English SAE Ch. Service RE | Staff treat one another as creations of God and loved by God | 7,9&11 8&10 7-9 7,9&11 7-12 | |
| | 7.4 Discovery of any truth ultimately leads to God, the uncreated source of all knowledge | | Maths Science RE | Staff model and encourage stewardship of all creation. | 9&10 7&8 | |
| | 7.5 Science deepens understanding of the Universe created by God | 5 th & 7 th | Maths, science PE Studies RE | | 7&8 9&10 7-12 | |

| | | | | | | |
|---|--|---|---|--|--|--|
| | <p>7.6 History is a drama of divided human nature and is subject to moral judgements, revealing the human need for Christian Salvation</p> <p>7.7 Literature and the arts relate the struggles of individuals, families and societies, stemming from divided human heart and reveal the human need for salvation</p> <p>7.8 Beauty of the arts and literature reflects the beauty of God</p> <p>7.9 Human need for salvation can be satisfied only by Jesus Christ</p> | <p>4th to 10th</p> <p>1st</p> <p>1st & 2nd</p> <p>1st, 2nd, 4th & 10th</p> | <p>History Arts RE</p> <p>English Arts RE</p> <p>English SAE Arts RE</p> <p>SAE Arts RE</p> | | <p>11&12 11&12 7-12</p> <p>8 & 11 7 & 10</p> <p>7-12 9 8&11 7&10</p> <p>7&10 8&11 7-12</p> | <p>Increased reverence and participation in prayer and liturgy</p> |
| <p>STAFF FORMATION</p> <p>Teaching staff ways to better recognise and raise with students</p> <p>Increases recognition of God as creator of all</p> <p>Increased appreciation and awareness of the links and connections between learning areas/ subjects</p> <p>Increased awareness of the 10 Commandments as an important guiding framework undermining our faith and our relationship with God.</p> <p>Looking at ways of empowering our staff to engage students in their faith journey.</p> <p>College Principal and Campus Ministry to empower staff to see Religion as not just a subject in the College, but a way of life, a way of seeing the world and the 'Good News'.</p> | | | | | | <p>EFFECTIVENESS INDICATOR</p> <p>Religion being formally and informally part of all areas of the curriculum just as it is part of all aspects of a Christians life.</p> |

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

| PERSON | UNDERSTANDINGS FOR DEVELOPMENT OF THE HUMAN AND DIVINE | 1. You shall have no other gods before Me. 2. You shall not make idols. 3. You shall not take the name of the LORD your God in vain. 4. Remember the Sabbath day, to keep it holy. 5. Honor your father and your mother. 6. You shall not murder. 7. You shall not commit adultery. 8. You shall not steal. 9. You shall not bear false witness against your neighbor. 10. You shall not covet. | SUBJECT | STAGE (Year level) | EFFECTIVENESS INDICATOR How can we assess whether the students appreciate these understandings? |
|-----------------|---|--|---|----------------------------------|---|
| Emotions | 2.1 Purpose of emotions is to connect the life of the senses to the life of the mind | | P.E. Arts | 7 & 11 9 & 12 | Respectful behaviour towards God evident in such things as: <ul style="list-style-type: none">• RE discussion,• RE assignment work,• General conversations,• Questions asked and• Behaviour in prayer, liturgy and Masses. |
| | 2.2 Inclining people to see what is felt or imagined to be good and what is felt or imagined to be bad and reject bad. | 1st to 10th | SAE | 9 | |
| | 2.3 Emotions need to be evaluated by the intellect, to assess whether what they feel to be good is in fact good | 1st to 10th | English I.T. | 9 7 | Respectful behaviour towards self evident in such things as: <ul style="list-style-type: none">• Reduced incidence of low self esteem |
| | 2.4 Emotions need to be directed by the will after evaluation by the intellect | 1st to 10th | Football Acad. Ch. Service | 7 – 9 7 & 9 | Respectful behaviour towards others, evident in such things as: <ul style="list-style-type: none">• Behaviour towards peers• Less incidences of bullying or fighting• Less incidences of students being hurt through rumour spreading or on-line abuse• Listening to one another• Broadening of peer |
| | 2.5 The emotions of love is the most basic and attracted by what is perceived to be good. It stirs the emotion of desire until the good has been achieved and the emotion of hope that good can be achieved. | 1st, 4th & 7th | Arts Ch. Service | 10-12 11 | |

| | | | | | |
|--|---|---|---|--|----------------------------|
| | <p>2.6 The emotion of love has to be educated to support genuine and human love, the will to do what the intellect recognises is the good of another.</p> <p>2.7 The emotion of love needs to be educated to love genuine values.</p> | <p>4th to 10th.</p> <p>2nd, 3rd, 8th & 10th</p> | <p>Health RJ Human Bio RE</p> <p>Ch. Service RE</p> | <p>9 9 11&12 9-12</p> <p>9 & 11 9-12</p> | <p>interactions</p> |
|--|---|---|---|--|----------------------------|

STAFF FORMATION

Increases recognition of the part our emotions play in all of our lives and choices

Increased recognition of what drives our emotions and how much control we (and our students) do have over them and can have over them.

Increased awareness of the 10 Commandments as an important guiding framework undermining our faith and our relationship with God.

Teaching staff ways to better recognise our own emotional literacy and maturity.

Looking at ways of empowering our students to become more emotionally intelligent and thus more in control of our responses (decisions) to our emotions.

College councillor running PD for staff

Deputy Principal & Campus Ministry empowering HOLA's (in Academic Council) ensuring our subject programs and teaching have room incorporate these themes into programs

College Principal to outline in staff meetings the professionalism and care staff should show each other and our students

EFFECTIVENESS INDICATOR

Quality relationships between members of our community.

RE themes being more broadly understood and explicitly embraced across the curriculum

Calmer school environment



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

| PERSON | UNDERSTANDINGS FOR DEVELOPMENT OF THE HUMAN AND DIVINE | 1. You shall have no other gods before Me. 2. You shall not make idols. 3. You shall not take the name of the LORD your God in vain. 4. Remember the Sabbath day, to keep it holy. 5. Honor your father and your mother. 6. You shall not murder. 7. You shall not commit adultery. 8. You shall not steal. 9. You shall not bear false witness against your neighbor. 10. You shall not covet. | SUBJECT | WITNESS | STAGE (Year level) | EFFECTIVENESS INDICATOR How can we assess whether the students appreciate these understandings? |
|------------------|---|--|-----------------------------|--|-----------------------|--|
| Intellect | 4.1 To develop intellectually, they need always to seek the complete truth | 9 th | Maths Science SAE | Participation in Cultural and Social Life – Sharing in others' joys sorrows, yearnings, problems and sufferings. | 7-9 | Level of respect for each other and all other members of the school community. |
| | 4.2 To develop intellectually, people need to search for the meaning of their significant life experiences, and truths that relate to this meaning. | 1 st & 9 th | SAE English | Striving to know others, especially through dialogue – education. | 9-12 | Commitment to own learning, through excellent work attitudes and habits. |
| | 4.3 To develop intellectually, people need to develop reasoning and critical thinking. | 9 th | SAE Maths English | Calling others to use gifts of God as God wants – Service in a spirit of charity. | 10-12 | Student participation in extra-curricular program. |
| | 4.4 Complete truth is total reality, seen and unseen. | 1 st , 2 nd , 3 rd & 9 th | Science IT RE | | 10-12 | Student commitment and participation in Christian Service learning. |
| | 4.5 Complete truth is greater than what can be learned empirically. | 1 st , 2 nd , 3 rd & 9 th | Arts Science Out- Ed. | | 10-12 | |

| | | | | | | |
|--|---|--|--|--|--------------|--|
| | 4.6 The discovery of complete truth requires seeking the transcendent and openness to divinely revealed truth. | 1st, 2nd, 3rd & 9th | Science RE Outdoor Ed | | 10-12 | |
| | 4.7 God is the ultimate Source of all truth. | 1st, 2nd, 3rd & 9th | RE | | 7-12 | |

STAFF FORMATION NEEDED

HOW TO BE GIVEN

WHEN

EFFECTIVENESS INDICATOR

Increased awareness of the 10 Commandments as an important guiding framework undermining our faith and our relationship with God.

Teaching staff ways to better recognise the Catholic understanding of ‘truth’ in faith

Looking at ways of empowering our students to freely ask questions concerning ‘truth’ and the Church’s teachings.

Dean of Campus Ministry and Deputy Principal responsible for ensuring our College Teaching & Learning Programs (especially RE Programs, but importantly, non exclusively) teach truth with our creating God in mind.

Deputy Principal & Campus Ministry empowering HOLA’s (in Academic Council) ensuring our subject programs and teaching have room incorporate ‘truth’ themes which incorporate our faith truth and credit our creating God wherever appropriate in College T&L programs

College Principal to outline in staff meetings the importance of this ‘truth’

Increased ability and willingness of staff to engage in conversations concerning the faith with one another and students.



CHALLENGE MOST INFLUENTIAL IDEAS REFLECTING HUMAN FRAGMENTEDNESS

| PERSON | CULTURAL IDEAS CONTRARY TO DEVELOPING THE HUMAN AND DIVINE | UNDERSTANDINGS NEEDED TO CRITIQUE THESE IDEAS | WHICH SUBJECTS COULD BEST CRITIQUE THESE IDEAS? | STAGE | EFFECTIVENESS INDICATOR How can we assess whether students are critiquing this misunderstanding? |
|------------------|--|---|--|------------------------------|--|
| Intellect | <p>4.8 Stop seeking complete truth</p> <p>4.9 Limiting thinking and ideas of truth to the idea of the empirical</p> <p>4.10 Failure to develop understanding and critical thinking</p> <p>4.11 Failure to seek meaning from personal experiences and the truths that relate to them.</p> | <p>Church teachings</p> <p>Thorough preparation and appropriate expertise</p> <p>Honesty in teaching and a willingness to both challenge and express a need to 'get back to that point'</p> <p>Courage to express faith and plant the seeds of faith</p> <p>Faith and trust in the truth of the 'Good News'</p> | <p>Science / Human Bio SAE</p> <p>Maths Science</p> <p>SAE English RE Arts</p> <p>Christian Service Learning SAE / History Cultural studies Home Economics</p> | <p>Year 7 to 12</p> <p>7</p> | <p>Freedom to ask honest questions</p> <p>Trust in staff members to respect the question and provide an honest answer</p> <p>A constraint willingness to challenge ourselves and our students to question, strive and grow as whole persons</p> <p>Quality relationships being built</p> |

