



2018-20 Evangelisation Plan

“Before all else, the Gospel invites us to respond to the God of love who saves us, to see God in others and to go forth from ourselves to seek the good of others.”

Pope Francis, *Evangelii Gaudium: The Joy of the Gospel*

2018-20 Irene McCormack Catholic College Evangelisation Plan - Using this document:

This 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. A student strategy may need to be delayed where staff formation is needed or resources are unavailable. Where the religious life of the school is concerned, the priority needs to be experiential, with an ultimate eye on the Mission of the Church, growing the faith of our students and staff.

Contents:

Page	Content	Page	Content	Page	Content
3	Christ is the Foundation <ul style="list-style-type: none"> • Introducing our Community to Jesus • Integrating faith & life 	10	Primary Proclamation 3 <ul style="list-style-type: none"> • Believing Community Beliefs of the Faith	17	Communing with God Through Christian Prayer <ul style="list-style-type: none"> • Formal Prayer
4	Primary Proclamation 1 <ul style="list-style-type: none"> • Prayer at IMCC • Sacraments at IMCC 	11	<ul style="list-style-type: none"> • Jesus taught us to Pray • Jesus taught us to love God and One Another 	18	<ul style="list-style-type: none"> • Informal Prayer
5-6	<ul style="list-style-type: none"> • Quality RE Teaching & Learning at IMCC • Visible Signs of Our Catholic Faith & Tradition at IMCC 	12	<ul style="list-style-type: none"> • Staff Formation in the Catholic Faith & College Expectation 	19	Gospel Principles are the Educational Norms
7	Staff Formation in the Catholic Faith	13-14	Celebrating Community Eucharist	20-21	The Created Person: Promoting Most Needed Understandings of the Whole Person <ul style="list-style-type: none"> • Religious
8	Primary Proclamation 2 <ul style="list-style-type: none"> • Christ's Saving Power • Christ's Humanity & Divinity • Christ's Teachings & Values 	15	Celebrating Community <ul style="list-style-type: none"> • Reconciliation • Confirmation 	22-23	The Created Person: Promoting Most Needed Understandings of the Whole Person <ul style="list-style-type: none"> • Emotions
9	Staff Formation Knowing Christ & the Faith	16	Staff Formation in the Celebrating Community	24-26	The Created Person: Promoting Most Needed Understandings of the Whole Person <ul style="list-style-type: none"> • Intellect

CHRIST IS THE FOUNDATION

Introducing our Community to Jesus through experiences of:

- Holy Scripture
- Signs & symbols
- College & House Mottos
- Prayer
- Liturgy
- Religious Education lessons
- Retreat experience
- Irene's Service Learning experiences & reflections
- Pastoral Care
- Celebrations of our people, faith, opportunities, history and culture
- Relationships between staff, students and families
- Students' experiences of being valued members of our College Community

Integrating faith and life through:

- Experiences of the faith life of Irene McCormack (listed above)
- Relationships between staff, students and families
- Formal and informal learning opportunities across all aspects of the College to connect our faith, Church traditions and Gospel values to both students' and staff's lives



THE PRIMARY PROCLAMATION (1) Promoting Personal Relationship with Jesus

Integrating faith and life:

Sacred Focus	Reverence Sign / How / When / Who	Effectiveness Indicators
<p>Prayer at IMCC</p>	<p><u>Prayer begins what we do:</u> Care Group, RE class, staff meeting and assembly.</p> <p><u>Staff Prayer & faith formation program ‘Going Deeper’:</u> Tuesday mornings, led whenever possible by College Chaplin / St. Andrew’s Priests.</p> <p><u>Establishment of the MacKillop Chapel</u> with the Blessed Sacrament present as a sacred place within the College for prayer and reflection.</p> <p><u>Prayers mounted onto the Cross</u> in the Prayer Garden outside B-block.</p>	<p>Students reverence and participation in prayer improves</p> <p>Community appreciation & knowledge of the College prayer</p>
<p>Sacraments at IMCC</p>	<p><u>Weekly Mass held in the College</u> including Whole School Masses; Termly Year Group Masses; Year Group Retreat Masses; House-Day Masses and Staff Masses).</p> <p><u>Tabernacle with the blessed Sacrament</u> to be established as a sacred prayer space.</p> <p><u>Reconciliation</u> offered annually through R.E. classes.</p> <p><u>Sacramental Program</u> offered by the Campus Ministry Team for all students at the College in conjunction with the St Andrew’s Parish.</p> <p><u>Training Staff and student’s participation in Mass:</u> Readers, Singers & Extraordinary Ministers.</p> <p><u>College Mass Band/s</u> to lead music ministry wherever possible.</p>	<p>Students’ reverence in Masses</p> <p>Students’ willingness to be involved in reconciliation</p> <p>Staff and students’ participation in Masses</p> <p>Continued invitation to, and enrolments in, the Sacramental Program</p> <p>Staff and student’s willingness to participate & serve at Masses.</p> <p>Growth in Mass Band participation</p>
<p>Quality Religious Education Teachings and Learning at IMCC</p>	<p><u>R.E. Learning Area and Programs to be reviewed & reinvigorated</u> through specialist R.E. teachers, accreditation studies & purchase of subscriptions.</p> <p><u>Executive Staff teaching in the Religious Education Learning Area</u></p>	<p>Recognition of R.E. as the first Teaching and Learning Area of the College.</p>

Visible Signs of our Catholic Faith and Catholic Tradition at IMCC

R.E. focus classrooms allowing for semi-permanent RE displays and prayer focus tables (B Block).

Quality Retreat experiences for all students on an annual basis Year 7 to 12 – led by Campus Ministry (including the Year 7 Visits to the South Perth Mackillop Centre; Year 9 Camino Classes & Camp and Year 10 McCormack Pilgrimage)

Class visits by our College Chaplain (St. Andrew's Priests).

Quality opportunities to experience & reflect on serving others – through Irene's Service Learning, Winter & Christmas Appeals, Caritas, Irene McCormack Day, Merriwa's Breakfast Club, Wheel Chair for Kids, Brighton Catholic's Reading Program & Parish Service etc.

Crucifix on display in classrooms, work spaces and all liturgy. Allowance too within the uniform policy for students to wear personal crosses, or a crucifix, reflective of their faith.

Prayer focus in the R.E. classrooms, Reception and staffroom.

'Resurrected Irene II' glass mosaic in the Paul Rafter Centre

Stations of the Cross made within the school and permanently mounted on pillars .

Permanent Sacred Spaces within the College such as the establishment of 'MacKillop Chapel', Aboriginal Sacred Yarning Circle and the B-block prayer garden. Future purpose built 'College Chapel' remains in our Long term College plans

Temporary Sacred Spaces within the College such as setting up for liturgy, Masses and the Stations of the Cross in Holy Week.

Creation of / Purchase of 'Religious Artworks' including Peruvian Art work for the MacKillop Chapel, capturing the story of Irene McCormack and our Catholic heritage.

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

Improved academic results in R.E. Learning area such as the Year 9 Bishop's Literacy Test and senior R&L ATAR.

Students' experiencing and expressing increased familiarity and connection to the Catholic stories - of Jesus; our Church and our Patron, Irene McCormack.

High attendance & participation rates on Retreats.

High participation and completion rates of Irene's Service opportunities and Journals.

Generous contributions to Appeals.

Resources and space available for prayer.

Increased recognition of our College's Catholic / Christian heritage and story.

Meaningful prayer, sharing of the stories and participation in Liturgy.

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



Staff Formation	How	When	Who	Effectiveness Indicators
In the Catholic faith and in their capacity to help model and grow the faith in our students	<p>Initiation of new Staff – Faith, Story & Witness Program. Run by Campus Ministry throughout staff’s first year at IMCC.</p> <p>Ongoing Prayer and Liturgy. Such as daily Care Prayer, Masses, Symbols and exposure to our faith stories. Staff weekly prayer ‘Going Deeper’ formation videos, prayer, reflection towards Staff Accreditation renewal.</p> <p>Annual Staff Retreat Days (and staff wellbeing days)</p> <p>Regular 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>Ongoing 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>Ongoing guidance and Support for staff seeking financial assistance to further their Post Graduate studies in Religious Education / formation studies by promoting CEWA and Knights of the Southern Cross Scholarships.</p> <p>Annual Extraordinary Ministers of the Eucharist training offered to Catholic staff.</p> <p>Annual Kimberley Immersion to Billiluna, growing a sense of connection, spirituality of the Australian landscape, our sister school relationship with Kururrungu C.P.S. and our part in Aboriginal Reconciliation.</p> <p>Annual Irene Pilgrimage on offer to staff and students deepening connections, knowledge and rotated amongst staff. Adding to our Labryth at Trayning etc.</p> <p>Planning for a 2020 Staff trip to Peru (inc. the Village of Huasa Huasi), followed by future Peruvian trips involving students.</p>			<p>Increased sense of connections between staff and their faith / the Church / vocation.</p> <p>Increased connections evident between the College and Parish.</p> <p>Increased accreditation amongst staff.</p> <p>High rates of scholarships for accreditation studies.</p> <p>Rising numbers of staff as Extraordinary Ministers of the Eucharist.</p> <p>High numbers of staff willing and able to experience Irene’s Pilgrimage.</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's Mary MacKillop Centre visit; Year 9 Rite Journey Camp & the Irene's Pilgrimage)</p> <p>'Irene McCormack Day' (College Feast Day)</p> <p>Care Prayers on SEQTA (Including Tuesdays' theme for a Miracle story & prayer)</p> <p>Irene's Service Learning Program</p> <p>College Fund Raising Appeals and Drives (Project Compassion, Winter Appeal, Christmas Hampers Appeal etc) linked to Jesus' challenge to love</p> <p>Recognition of the Church Liturgical Year with important feast days acknowledged and celebrated where possible (Lent, Assumption, Advent)</p>	<p>Staff Witness, sharing & presentations</p> <p>Use of Scripture / Readings of the Word</p> <p>Reflections personal and group work</p> <p>Use of multimedia presentations / subscriptions / film / music in conveying the Word</p> <p>Irene's Service Booklets and Campus Ministry with Staff working in the right spirit of compassion, justice and charity linking what we do for others with our faith and Love of God</p>	<p>All formal & Informal staff communications with students</p> <p>Care Periods</p> <p>College Policies & Procedures</p> <p>Religious Education Classes</p> <p>Retreats / Reflection Days (various venues)</p> <p>Appropriately selected Scripture readings for Masses & Liturgies</p> <p>Where possible, readings for Masses reviewed in RE classes prior to Masses</p> <p>Involvement of St Andrew's priests in IMCC Retreats & Homily suggestions</p> <p>Newsletter articles; College Website & acknowledging & celebrating College Catholic culture, initiatives & people.</p>	<p>Increased reverence in liturgy celebrations, hearing the Word and prayer</p> <p>Improved quality of student's RE performance in Bishops Test; IMCC RE curriculum assessments; General and ATAR R&L at IMCC</p> <p>Reduced rates of absenteeism on Retreat Days & Irene McCormack Day</p> <p>Evidence of generous support for College fund raising and appeals</p> <p>Increased quality of participation in and completion of the Irene's Service Learning Program</p>

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



BELIEFS TO BE PROCLAIMED	FEAST / EVENT	WAY PROCLAIMED	EFFECTIVENESS INDICATOR
<p>Explicitly state and explain the faith:</p> 	<p><u>Making explicit the Catholic Faith</u> through the increased awareness of and use of the Nicene Creed</p> <p><u>Making Use of the Catholic Catechism (CCC) and Scripture</u></p> <p>Making explicit and where possible <u>celebrations of the Church year / Seasons and Feasts</u></p> <p><u>Acknowledging our College Motto:</u> <u>'Prayer, Service & Justice'</u></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> <p>Increased reverence</p>

Jesus taught us to pray

Prayer begins what we do: Care Periods, RE Classes, Liturgies, to begin all staff meetings etc.

Prayer is taught and modelled by staff and student leaders wherever possible.

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

Staff meetings:

- Intercession
- Thanks giving
- Praise
- Sorrow

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

Jesus taught us to love God and one another



Prayer is put in action through the Irene's Service Learning Program

Acknowledging our College Motto
'Prayer, 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 Irene's Service Program

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

<u>STAFF FORMATION</u>	<u>HOW</u>	<u>WHEN</u>	<u>WHO</u>	<u>EFFECTIVENESS INDICATOR</u>
<p>Knowledge Faith & College Expectation</p>	<p><u>Through use of Scripture, Prayer, Staff PD, Staff Meetings; Orientation (Faith, Story & Witness; Senior staff mentor; Accreditation)</u></p>	<p>Staff induction process, FSW, Code of Conduct, visit Sth Perth MacKillop Convent with Year 7's</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 / Code of Conduct</p> <p><u>Focussing on areas of need</u> through selections of prayer, scripture topics and PD needs, staff meeting discussion topics etc.</p>	<p>New staff, directed by ADP Campus Minister</p> <p>Senior staff mentors invited by College Principal</p> <p>Principal, DP, ADP's, HOLA's and senior staff to model and communicate - leading both explicitly and implicitly</p> <p>Principal & DP</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
<p>1. How has our school life sought to help students in non-verbal ways to become aware of the sacred before celebrations of the Eucharist?</p> <ul style="list-style-type: none"> • Development of the ‘Mass Culture’ at IMCC through more regular experiences of and engagement in Mass • Creation of the ‘Sacred Space’ in setting up 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 and lead by students <p>2. How frequently have our students participated in celebrations of the Eucharist to be ‘apprenticed’ in this act of worship?.</p> <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 esp. 8,10 & 11) • Annual Year 7 Opening Mass and Year 12 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 . <p>3. What practices or strategies have been used in our school to ‘apprentice’ students</p> <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>

- The real presence of Jesus in the Eucharist?
 - **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)**

- 4. How has our school sought to 'apprentice' students
 - Develop in general the skills needed to prepare for active participation?
 - **Explicit and authentic teaching in RE classes of 'what we do and why in participating as Mass'**
 - **Explicit teaching in introductions 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?
 - **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:**
 - **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	EFFECTIVENESS INDICATOR
<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 mentor 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>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*

<p>PENANCE / RECONCILIATION:</p> <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 floored 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>EFFECTIVENESS INDICATOR</p> <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>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>
<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 				
STAFF FORMATION	HOW	WHEN	WHO	EFFECTIVENESS INDICATOR
<p>Celebrating Community</p> <p>Ensuring that Staff have an understanding of our Christian understanding of the Sacraments and the Holy Spirit</p> <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 <p>Availability / accessibility of Fr Robert / College Principal, Dean of Campus Ministry and Executive Staff to discuss</p>				<p>Staff being comfortable relaxed and supportive of prayer in the school</p> <p>Increased depth of understanding of the Holy Spirit to be able to share with students</p> <p>More staff wanting to join the RCIA Program</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 Sufficient opportunity to pray informally? Respect for the self, others & the environment
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' Quiet reflection, spontaneous & participation in some staff gatherings Regularly in all staff meetings / PD days / Masses etc.			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
Religious	<p>7.1 Wonder at Creation an invitation by God</p> <p>7.2 Universe in a state of journeying</p> <p>7.3 Human heart questions lead to God who alone satisfies them</p> <p>7.4 Discovery of any truth ultimately leads to God, the uncreated source of all knowledge</p>	<p>1st to 3rd</p> <p>1st</p> <p>1st to 3rd</p> <p>5th & 7th</p>	<p>Outdoor Ed. Science</p> <p>IT Science</p> <p>Drama English SAE Ch. Service RE</p> <p>Maths Science RE</p>	<p>Staff express God's role as creator</p> <p>Staff express each persons importance as pert of God's creation, made in the image of God</p> <p>Staff treat one another as creations of God and loved by God</p> <p>Staff model and encourage stewardship of all creation.</p>	<p>11&12 7&8</p> <p>9&10 10</p> <p>7,9&11 8&10 7-9 7,9&11 7-12</p> <p>9&10 7&8</p> <p>7&8</p>	<p>Students asking questions about the environment, nature, the universe, the arts and human history</p> <p>Increased connections between studies eg: Arts & SAE Music & Maths</p> <p>Increased willingness to conserve and protect the environment</p>

	<p>7.5 Science deepens understanding of the Universe created by God</p> <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>Maths, science PE Studies RE</p> <p>History Arts RE</p> <p>English Arts RE</p> <p>English SAE Arts RE</p> <p>SAE Arts RE</p>		<p>9&10 7-12</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 questioning, participation and efforts in academic studies</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>EFFECTIVENESS INDICATOR</p> <p>Religion being formally and</p>

<p style="text-align: center;">Increased awareness of the 10 Commandments as an important guiding framework undermining our faith and our relationship with God.</p> <p style="text-align: center;">Looking at ways of empowering our staff to engage students in their faith journey.</p> <p style="text-align: center;">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>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	<p>2.1 Purpose of emotions is to connect the life of the senses to the life of the mind</p> <p>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.</p> <p>2.3 Emotions need to be evaluated by the intellect, to assess whether what they feel to be good is in fact good</p>	<p>1st to 10th</p> <p>1st to 10th</p>	<p>P.E. Arts</p> <p>SAE</p> <p>English I.T.</p>	<p>7 & 11 9 & 12</p> <p>9</p> <p>9 7</p>	<p>Respectful behaviour towards God evident in such things as:</p> <ul style="list-style-type: none"> RE discussion, RE assignment work, General conversations, Questions asked and Behaviour in prayer, liturgy and Masses. <p>Respectful behaviour towards self evident in such things as:</p>

<p>2.4 Emotions need to be directed by the will after evaluation by the intellect</p> <p>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.</p> <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>1st to 10th</p>	<p>Football Acad. Ch. Service</p>	<p>7 – 9 7 & 9</p>	<ul style="list-style-type: none"> • Reduced incidence of low self esteem <p>Respectful behaviour towards others, evident in such things as:</p> <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 interactions
	<p>1st, 4th & 7th</p>	<p>Arts Ch. Service</p>	<p>10-12 11</p>	
	<p>4th to 10th.</p>	<p>Health RJ Human Bio RE</p>	<p>9 9 11&12 9-12</p>	
	<p>2nd, 3rd, 8th & 10th</p>	<p>Ch. Service RE</p>	<p>9 & 11 9-12</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

EFFECTIVENESS INDICATOR

Quality relationships between members of our community.

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

Calmer school environment



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

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

PERSON	UNDERSTANDINGS FOR DEVELOPMENT OF THE HUMAN AND DIVINE	<ol style="list-style-type: none"> 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	<p>4.1 To develop intellectually, they need always to seek the complete truth</p> <p>4.2 To develop intellectually, people need to search for the meaning of their significant life experiences, and truths that relate to this meaning.</p> <p>4.3 To develop intellectually, people need to develop reasoning and critical thinking.</p> <p>4.4 Complete truth is total reality, seen and unseen.</p>	<p>9th</p> <p>1st & 9th</p> <p>9th</p>	<p>Maths Science SAE</p> <p>SAE English</p> <p>SAE Maths English</p>	<p>Participation in Cultural and Social Life – Sharing in others’ joys sorrows, yearnings, problems and sufferings.</p> <p>Striving to know others, especially through dialogue – education.</p> <p>Calling others to use gifts of God as God wants – Service in a spirit of charity.</p>	<p>7-9</p> <p>9-12</p> <p>10-12</p>	<p>Level of respect for each other and all other members of the school community.</p> <p>Commitment to own learning, through excellent work attitudes and habits.</p> <p>Student participation in extra-curricular program.</p> <p>Student commitment and participation in Christian Service learning.</p>

	<p>4.5 Complete truth is greater than what can be learned empirically.</p> <p>4.6 The discovery of complete truth requires seeking the transcendent and openness to divinely revealed truth.</p> <p>4.7 God is the ultimate Source of all truth.</p>	<p>1st, 2nd, 3rd & 9th</p>	<p>Science IT RE</p> <p>Arts Science Out- Ed.</p> <p>Science RE Outdoor Ed</p> <p>RE</p>		<p>10-12</p> <p>10-12</p> <p>10-12</p> <p>7-12</p>	
--	---	---	--	--	--	--

STAFF FORMATION NEEDED **HOW TO BE GIVEN** **WHEN**

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’

EFFECTIVENESS INDICATOR

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?
<p>Intellect</p>	<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>