



2015 – 2017 EVANGELISATION PLAN

- Helping Students Develop as Whole Persons

School: St Cecilia's Catholic Primary School

Leadership: Principal – Mr Peter Allen

Assistant Principal – Mrs Mandy Sheen

R E Co-ordinator – Mrs Rosie Vrancic

A school Evangelisation Plan should be designed for three years, but reviewed annually. It cannot do everything: priorities have to be established based upon student needs, staff capacity and 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 are needing 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.

The following sheets are templates which can be reproduced as required.

CHRIST IS THE FOUNDATION

- Integrating faith and life -

- Relating the religious life of their school to students' lives

THE PRIMARY PROCLAMATION (1)

<p>Sacred Focus (Classroom prayer centre, chapel, crucifix etc)</p>	<p>Reverence Sign (‘Etiquette’, expressions of reverence)</p>			<p>Effectiveness Indicators (what signs are there that students respect the sacred places and signs in the school?)</p>
<p>Classroom Prayer Centre Meaningful Daily Prayer</p>	<p>Each classroom has a prayer focus with a number of religious items that are sacred to that class. Each class has been given a tub with four coloured clothes and candles (to represent the colours of the liturgical year), the Columban Calendar, a Bible (Breakthrough Bible), Daily Prayer Book (We Pray as One), statue of Mary and a class set of Rosary Beads.</p> <ul style="list-style-type: none"> • The prayer table is located in a prominent area. • The table is to be used only for prayer. • The table reflects liturgical season, solemnities, Holy Days of Obligations and the Units of Work, Noongar culture, Fruits of the Holy Spirit and the School Prayer book. • Time is allocated to focus on the prayer table during class prayers and reflection which is changed regularly by the students. <p>As a school from Kindy to Year Six, we join each Monday morning to pray. Classroom prayer also takes place during the day at appropriate times, e.g. before meals, at home time. Classroom prayer may include informal prayer, prayer from Daily Prayer Book and formal prayers such as:</p> <ul style="list-style-type: none"> • The St Cecilia’s School Prayer • Our Father • Hail Mary • Angelus (during month of May and/or October) • Glory Be <p>Students are taught how to look after the Bible with reverence, e.g. how to display the Bible, hold the Bible, how to turn pages, do not mark or fold pages.</p>			<p>There is evidence that Bibles have been looked after.</p> <p>Students can explain the significance of colours for liturgical seasons and prayer tables reflect these seasons.</p> <p>Students are able to recall most, if not all, words for formal and informal prayers used in the school and class.</p>
<p>Staff Formation</p>	<p>How</p> <p>Provide each class teacher with a list of Prayers as well as liturgical seasons of the Church. Explanation about liturgical seasons and about the sacredness of the Prayer table and importance of Daily Prayer.</p>	<p>When</p> <p>Beginning of each term.</p>	<p>Who</p> <p>APRE REC</p>	<p>Effectiveness Indicators</p> <p>Students and staff engage in meaningful Prayer each day.</p>

THE PRIMARY PROCLAMATION (1)

Sacred Focus <i>(Classroom prayer centre, chapel, crucifix etc)</i>	Reverence Sign <i>(‘Etiquette’, expressions of reverence)</i>			Effectiveness Indicators (what signs are there that students respect the sacred places and signs in the school?)
Church	Entry into and departure from the Church <ul style="list-style-type: none"> • Enter and leave from the Church in silence. • Upon entry and departure, dip fingertips (not whole hand) into Holy Water and make the Sign of the Cross with Holy Water. • Walk with reverence to pews. Genuflection <ul style="list-style-type: none"> • Kneel on right knee and make the Sign of the Cross while facing the altar. Remind students not to lean on nearby pews when kneeling and standing up and to kneel all the way until their knee is touching the ground. Etiquette and Rituals <ul style="list-style-type: none"> • Sitting quietly before Mass/Liturgical Celebration begins. • Bow prior to receiving Communion and blessings. • Kneel quietly and upright during Eucharistic Prayer • Bow before the altar. • Cross three times before hearing the Gospel. • Cross hands over chest when receiving a blessing (during Communion). • Sign of Peace – with reverence and with person standing on either side, one in front and one behind. • Silence after Eucharist and remain kneeling until the Host is placed back in the Tabernacle. • Responses to prayers and Gospel readings. • Attentively listen to the Homily. 			
Staff Formation	How Ensure understanding of the above by looking at each item and giving further explanation and reasons for importance.	When Throughout the year; before Masses.	Who APRE REC Class teachers	Effectiveness Indicators Students and staff understand the importance of Church rituals.

THE PRIMARY PROCLAMATION (1)

<p>Sacred Focus <i>(Classroom prayer centre, chapel, crucifix etc)</i></p>	<p>Reverence Sign <i>(‘Etiquette’, expressions of reverence)</i></p>			<p>Effectiveness Indicators (what signs are there that students respect the sacred places and signs in the school?)</p>
<p>Sacred Symbols</p>	<ul style="list-style-type: none"> • Teach the use of traditional Christian symbols during prayer (e.g. statues, crucifix, rosary beads) • Use symbols on prayer focus table and classroom; focus on these during prayer. • Use significant local Indigenous elements in conjunction with Christian symbols where appropriate. • Exposure to signs and symbols used within the Church. • Regular exposure to the Church – informal visits. • Symbols of the liturgy/Church. 			
<p>Staff Formation</p>	<p>How Ensure understanding of above by looking at each item and giving further explanation and reasons for importance.</p>	<p>When Throughout the year; before Masses.</p>	<p>Who APRE REC Class teachers</p>	<p>Effectiveness Indicators Staff understand and are able to instruct students in importance of Christian symbols.</p>

THE PRIMARY PROCLAMATION (2)

Theme	When Proclaimed <i>(Feast, event, opportunity etc)</i>	How <i>(Method - address, written paragraph etc)</i>	Where <i>(Assembly, newsletter, etc)</i>	Effectiveness Indicators <i>(Signs of student understanding)</i>
<p>Healing</p> <p>Freeing from demons</p> <p>Cured paralytics</p> <p>Forgave sins</p> <p>Restored sight</p> <p>Rose from the dead</p>	<p>Reconciliation Lent/Easter Ash Wednesday Ascension Pentecost Body and Blood of Christ Mary MacKillop Feast Day St Joseph's Feast Day Mary, Help of Christians St John the Baptist Advent All Saints/Souls Day Religious Education Studies Feast of the Assumption Feast Day of St Cecilia Masses of Sacraments NAIDOC Week National Sorry Day and National Reconciliation Week</p>	<ul style="list-style-type: none"> • Posters • Do good deeds of kindness to others • Values Program • Fundraising, e.g. Caritas, Communion, Catholic Mission, other charities • Student work samples • Written paragraphs • Addresses • Social Justice programs 	<ul style="list-style-type: none"> • Assemblies • Newsletters • Class prayer • Liturgies • School and Parish Masses, including Sacrament Masses • Religious Education classes • Behaviour Management Plan • Values Display Board 	<p>Students actively participate in fundraising events.</p> <p>Children demonstrate an understanding of liturgical events, their symbolic meanings and relevance to everyday life.</p> <p>Staff, students and community participate in various feast days and events.</p>
<p>Staff Formation</p>	<p>How</p> <p>Discuss feast days and other important events and the implications for school life.</p>	<p>When</p> <p>At the beginning of the school year and the beginning of each school term.</p>	<p>Who</p> <p>APRE REC Class teachers</p>	<p>Effectiveness Indicators</p> <p>Staff can instruct students in relevance of Feast days and other events and their meaning.</p>

EVANGELISATION PLAN (3)

BELIEVING COMMUNITY

<p>BELIEFS TO BE PROCLAIMED</p> <ul style="list-style-type: none"> • <i>Jesus conceived by the Holy Spirit</i> • <i>Need to pray for the dead</i> • <i>Beliefs are listed under each article of the creed</i> 	<p>FEAST/EVENT</p> <ul style="list-style-type: none"> • <i>Advent</i> • <i>death of a parent</i> 	<p>WAY/BELIEF PROCLAIMED</p> <ul style="list-style-type: none"> • <i>Newsletter</i> • <i>school posters</i> 	<p>EFFECTIVENESS INDICATOR</p>	
<p>HE WAS CONCEIVED BY THE HOLY SPIRIT, AND WAS BORN OF THE VIRGIN MARY <i>The experience of Christ</i></p> <ul style="list-style-type: none"> • Being drawn closer to God through Christ's redemption • Deepening awareness of being loved by God • Inspired by Jesus as the model of holiness • Deepening experience of God changing us from within <p>6. Beliefs</p> <p>a) The 'Incarnation', the Son of God assumed human nature to accomplish our salvation</p> <p>b) Christ's human body expresses the divine</p> <p>c) Christ loves with a human heart</p> <p>d) Jesus lived a normal human life and human relationships during his hidden years</p> <p>e) Jesus' obedience gives an example of holiness in the daily life of family and work</p> <p>f) Jesus inaugurated the Kingdom of God in the world</p>	<p>Feast days associated with Mary our Mother, i.e. The Annunciation The Assumption The Immaculate Conception</p> <p>The month of Mary is May.</p> <p>The month of the Rosary is October.</p> <p>Lent and Advent</p> <p>St Joseph's Day 19th March – The spouse of Mary</p>	<p>Recognition of Feast Days through School Masses and Liturgies and Class prayer.</p> <p>Newsletter entries, school and class displays.</p> <p>Consistent modelling and witnessing of positive staff and student relationships and expectations.</p> <p>Students to learn and practise the Creed.</p> <p>Teaching and learning through daily work – units of work, Gospel readings about the Blessed Mary and the life and work of Jesus.</p>	<p>Student engagement and clearer understandings of the Gospel messages generated by discussion prompts.</p> <p>Strong relationships with others.</p> <p>Participation in Mass.</p> <p>Evidence through conversations and actions.</p>	
<p>STAFF FORMATION</p>	<p>HOW</p> <p>Daily Gospel reflections</p>	<p>WHEN</p>	<p>WHO</p> <p>Staff and students</p>	<p>EFFECTIVENESS INDICATOR</p>

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<p>I BELIEVE IN THE HOLY SPIRIT <i>The experience of Christ</i></p> <ul style="list-style-type: none"> • awakens faith • unites us to Christ • moves us to lead the Christian life <p>Beliefs</p> <p>a) The Holy Spirit is the third risen of the Trinity. b) The Spirit was sent by the Father with the Son on the joint mission of salvation (CCC 689) c) The Spirit spoke through prophets (CCC 684) and inspired writers of the scriptures, the Word of God (CCC 702) d) Jesus promised to share the spirit with all who follow him (CCC 729) e) This promise was fulfilled at Pentecost (CCC 731) f) The divine becomes present within each, drawing them together into the community of the Church. The Spirit:</p> <ul style="list-style-type: none"> • Prepares people, drawing them to Christ • Reminds them of the teachings of Jesus, and opens believers to understand His death and resurrection • Makes Christ present, especially in the Eucharist • Draws believers into communion with God and each other (CCC 737) <p>g) Christ pours the Spirit among believers (CCC 739)</p>	<p>Festival and celebrations associated with the Holy Spirit, i.e. Trinity Sunday Pentecost</p> <p>Sacraments of Baptism, Eucharist and Confirmation.</p>	<p>Recognition of celebrations through parish-based Masses.</p> <p>Participation in Eucharist at School Masses.</p> <p>Newsletter entries, school and class displays.</p> <p>Consistent modelling and witnessing of positive staff and student relationships and expectations.</p> <p>Students to learn and practise the Creed.</p> <p>Teaching and learning through daily work – units of work; Gospel readings about the Holy Spirit, the Trinity, Pentecost and the teachings of Jesus; Sacramental program.</p> <p>Teaching of the gifts and the fruits of the Holy Spirit.</p>	<p>Student engagement and clearer understandings of the Gospel messages generated by discussion prompts.</p> <p>Strong relationships with others.</p> <p>Participation in Mass.</p> <p>Evidence through conversations and actions.</p> <p>Identifying relevance of the gifts of the Holy Spirit in everyday life.</p>	
<p>STAFF FORMATION</p>	<p>HOW</p> <p>Daily Gospel reflections</p>	<p>WHEN</p>	<p>WHO</p> <p>Staff and students</p>	<p>EFFECTIVENESS INDICATOR</p>

BELIEVING COMMUNITY

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<p>I BELIEVE IN THE FORGIVENESS OF SINS <i>The experience of Christ</i> Yearnings stirred by the Spirit, for the forgiveness of sins. Beliefs a) Jesus has the divine power to forgive sins (CCC 976) b) Jesus conferred his own power to forgive sins on the Apostles and their successors when he gave them the Holy Spirit after his resurrection [John 20:22-23] (CCC 976) c) Baptism is the main sacrament of the forgiveness of sins (CCC 977) d) Penance is the sacrament through which the relationship of the baptised is renewed with God and the community of the Church, and their sins are forgiven (CCC 980) e) There is no sin, no matter how serious or numerous, that cannot be forgiven for those who repent (CCC 982)</p>	<p>Sacraments of Baptism and Reconciliation (Penance)</p>	<p>Participation in Class Reconciliation Liturgies – one per term, Year Four to Year Six, class lessons and the Sacramental Program to prepare for Reconciliation</p> <p>Newsletter entries, school and class displays.</p> <p>Consistent modelling and witnessing of positive staff and student relationships and expectations.</p> <p>Students to learn and practise the Creed.</p> <p>Teaching and learning through daily work – units of work, Gospel readings about forgiveness of sins.</p> <p>Restorative Practices – School Positive Behaviour Plan</p>	<p>Student engagement and cleared understandings of the Gospel messages generated by discussion prompts.</p> <p>Strong relationships with others.</p> <p>Participation in Mass.</p> <p>Evidence through conversations and actions.</p>	
<p>STAFF FORMATION</p>	<p>HOW</p> <p>Daily Gospel reflections</p>	<p>WHEN</p>	<p>WHO</p> <p>Staff and students</p>	<p>EFFECTIVENESS INDICATOR</p>

EVANGELISATION PLAN (4)

CELEBRATING COMMUNITY: EUCHARIST

<p>EURCHARIST: Year</p> <ol style="list-style-type: none"> 1. <i>How has our school life sought to help students in non-verbal ways to become aware of the sacred before celebrations of the Eucharist?</i> Recognition and awareness of the sacred symbols associated with Eucharist. Showing reverence when entering and departing the Church and while in the Church. Thinking about why we are at the Church – silent reflection. 2. <i>How frequently have our students participated in celebrations of the Eucharist to be ‘apprenticed’ in this act of worship?</i> Whole school Masses at least twice a term, led by classes. Students are invited to actively participate in the Mass and may be involved in altar serving, reading and offertory procession. Students are also invited to be actively involved in parish Masses at least twice a term and are again invited to be actively involved in readings, collection and offertory processions. 3. <i>What practices or strategies have been used in our school to ‘apprentice’ students</i> <ul style="list-style-type: none"> • <i>in expressing thanks to God for blessings?</i> Prayers, donations to the less fortunate • <i>in the sacredness of the scriptures?</i> Increase exposure to the Gospel through Religion programs, daily class prayer and the introduction of iPad/Chromebook apps • <i>the real presence of Jesus in the Eucharist?</i> Witnessing of staff during Eucharist Deeper understanding of part of the Mass through the use of resources, discussion of readings prior to the Mass and visits to the Church so Father can explain and discuss symbols and rituals associated with the Eucharist. Class visits from the Parish priest. 4. <i>How has our school sought to ‘apprentice’ students</i> <ul style="list-style-type: none"> • <i>develop in general the skills needed to prepare for active participation?</i> Increased opportunities to attend Mass; discussion of the parts of the Mass; use of the Religion Program Guidelines to explain and discuss the Mass. Encourage staff to discuss the spiritual significance of students attending parish-based Masses with families. • <i>prepare personally before each and every school celebration of the Eucharist?</i> Make students aware of Gospel readings and hymns in the weeks prior to school celebrations of the Eucharist. 	<p>EFFECTIVENESS INDICATOR Eg; attentiveness, participation</p> <p>Attentiveness during readings and homily.</p> <p>Participation in rituals.</p> <p>Reverence</p> <p>Quiet reflection/prayer time after communion.</p> <p>Special assemblies</p> <p>iPad gospel displayed</p> <p>Teachers and students initiate regular contact with the Priest.</p> <p>School community settled and reflective once inside the Church.</p> <p>Students confidence displayed by answering Father’s questions.</p>				
<table border="0" style="width: 100%;"> <tr> <td style="width: 25%;">STAFF FORMATION</td> <td style="width: 25%;">HOW Staff members to familiarise with Gospel readings.</td> <td style="width: 25%;">WHEN At least two weeks prior to School Mass.</td> <td style="width: 25%;">WHO APRE Individual Teachers</td> </tr> </table>	STAFF FORMATION	HOW Staff members to familiarise with Gospel readings.	WHEN At least two weeks prior to School Mass.	WHO APRE Individual Teachers	<p>EFFECTIVENESS INDICATOR</p> <p>Students have an understanding of Gospel.</p>
STAFF FORMATION	HOW Staff members to familiarise with Gospel readings.	WHEN At least two weeks prior to School Mass.	WHO APRE Individual Teachers		

EVANGELISATION PLAN (5)

CELEBRATING COMMUNITY: PENANCE

<p>PENANCE</p> <p>5. <i>How has our school sought to apprentice students</i></p> <ul style="list-style-type: none"> <i>in the regular examination of conscience?</i> Wonder questions and other activities in Religion Programs, Meditation, prayer Restorative Practice questions as part of School Positive Behaviour Management Plan <i>to express sorrow to God for sins?</i> Instruction in Religion lessons, Reconciliation, behaviour amongst peers (Restorative Practice), prayers <p>6. <i>How often have our students had opportunities to celebrate Penance for their 'apprenticeship' in its celebration?</i> Each term, students in Years Four to Six attend a Reconciliation Service with the parish priests at St Cecilia's Church. They are also offered Reconciliation before Sacramental celebrations. Students are made aware of the Reconciliation services performed by the priest before weekly parish Masses.</p> <p>CONFIRMATION</p> <p>1. <i>How has our school sought to apprentice students</i></p> <ul style="list-style-type: none"> <i>in relating the gifts of Confirmation to the issues of their lives?</i> Through their preparation of the Sacrament of Confirmation both in class and in parish led sacramental programs as well as Religion programs in various year levels that cover Confirmation. Reflection and Wonder Questions in Religion lessons, Utilising newspapers and online sites to read stories of local events and heroic actions of everyday people; researching the qualities of Saints and linking these qualities to the gifts and fruits of the Holy Spirit. 	<p>EFFECTIVENESS INDICATOR Eg; attentiveness, participation</p> <p>Students are more aware of their inner self, which is evident through their classroom discussion.</p> <p>Fruits of the Holy Spirit Program</p> <p>Confidence to speak to the Parish Priest and the Bishop</p> <p>Student participation during Mass.</p>			
<p>STAFF FORMATION Ongoing renewal of the understanding And application of the Sacraments To our daily lives.</p>	<p>HOW Retreats, PD Days Parent Meetings</p>	<p>WHEN Ongoing (Yearly)</p>	<p>WHO Principal Assistant Principal Teachers and staff</p>	<p>EFFECTIVENESS INDICATOR Staff participation during Mass, personal relationship with Jesus is evident through actions.</p>

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

EVANGELISATION PLAN (1)

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
Social Development	<p><i>To develop wholeness, students need to learn that:</i></p> <p>8.1 Every human being has been created to develop socially in order to develop their personality and to take their places in the human community.</p> <p>8.2 They need to cultivate their own 'social ability' or social skills.</p> <p>8.3 They need to live in societies to develop their personal potential, especially the family and the state, because of the necessity of exchanges with others, mutual service, and dialogue.</p> <p>8.4 They are obliged to respect legitimate authority of the good order of society at its different levels.</p> <p>8.5 They need to be committed to the common good, which means being committed to respect every human person, to respect the fundamental and inalienable human rights of every human person; to work towards the social well-being and development of all people so that all have the basics needed for life – food, clothing, housing, health, employment,</p>	<p>Second and Fourth Commandments</p> <p>Fourth Commandment</p> <p>Second, Fifth and Seventh Commandments</p>	<p>All subject areas</p> <p>All subject areas</p> <p>Science, Humanities and Social Sciences, Health, Religion</p> <p>Science, Humanities and Social Sciences, Health and PE, Religion</p> <p>Science, Humanities and Social Sciences, Health and PE, Religion</p>	<p>Charity – Promoting the good in society; peace</p> <p>Presence – respectful relationships</p> <p>Presence – striving to know others, especially through dialogue.</p> <p>Presence – respectful relationships</p> <p>Presence – respectful relationships</p> <p>Charity education –</p>	<p>All year levels</p> <p>Lower Primary</p> <p>Lower Primary</p> <p>All year levels</p> <p>Middle/ upper primary</p>	<p>How can we assess whether the students appreciate these understandings?</p> <p>Mutual respect demonstrated between school community members.</p>

	<p>basic education and culture, access to necessary information, the right to establish a family and basic social assistant; to work towards peace, by fostering justice and security at all levels of society and community in which they are involved.</p> <p>8.6 They need to fulfil their personal responsibilities within the societies to which they belong, especially the family and the state.</p>	<p>Fourth Commandment</p>	<p>Science, Humanities and Social Sciences, Health and PE, Religion</p>	<p>Presence – participation in culture and social life.</p>	<p>All year levels</p>	
<p>STAFF FORMATION NEEDED</p> <p>Program reviews – integrating Religious Education across the curriculum; Behaviour Management Policy</p>	<p>HOW TO BE GIVEN</p> <p>PD's, PLC's</p>	<p>WHEN</p> <p>Term One 2015, ongoing</p>			<p>EFFECTIVENESS INDICATOR</p> <p>Programs, playground and classroom behaviour.</p>	

EVANGELISATION PLAN (1)

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
Will	<i>To develop wholeness, students need to learn that:</i>					How can we assess whether the students appreciate these understandings?
	6.1 They need to be inner directed, that is, their wills need to be free of inner and external pressures to choose the good.	Eighth Commandment	English, Religion, Humanities	Presence – personal example	All year levels	
	6.3 The will is developed to the extent that a person is inner directed and able to make judgements about right and wrong, and choices based upon these judgements.	Fifth Commandments	English, Religion, Humanities, Science, Health & PE	Presence – personal example	All year levels	
	6.4 The need to develop as responsible and inner directed individuals, capable of choosing freely in conformity with their consciences.	Fourth Commandment	Religion, Humanities, Science, Health & PE	Presence – personal example	All year levels	
	6.5 Decisions that reflect selfless love and goodness are the only truly human and fulfilling choices of the will.	Seventh Commandment	Religion, English	Presence – personal example; Charity – selfless love shown to all without discrimination	Middle/ upper primary	
	6.6 The 'good' includes together the goodness of the act, the intention and the circumstances.	Eighth Commandment	English, Religion, Humanities	Presence – personal example	All year levels	
	6.7 They need to integrate the values of the Gospel into their daily life decisions for real freedom of all.	First Commandment	Religion, Humanities, Science	Presence – personal example; respect for religious traditions that reflect the influence of God	Middle/ upper primary	

STAFF FORMATION NEEDED	HOW TO BE GIVEN	WHEN	EFFECTIVENESS INDICATOR
Program reviews – integrating Religious Education across the curriculum;	PD's, PLC's	Term One 2016, ongoing	Programs,

EVANGELISATION PLAN (1)

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
Religious	<p><i>To develop wholeness, students need to learn that:</i></p> <p>7.1 Wonder at creation is an invitation by God, calling all people into relationship through the universe and scientific journey.</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 also relate the struggles of individuals, families and societies – all of which stem from the divided human heart and reveal the human need for salvation.</p> <p>7.8 The beauty in the Arts and Literature reflects the beauty of God.</p>	<p>Seventh Commandment</p> <p>Seventh Commandment</p> <p>First and Second Commandments</p> <p>Tenth Commandment</p> <p>Seventh Commandment</p>	<p>Religion, Science, The Arts</p> <p>Religion, Science</p> <p>Religion, History</p> <p>Religion, The Arts, Religion</p> <p>Religion, The Arts, English</p>	<p>Presence – respectful relationships</p> <p>Charity Education</p> <p>Presence – calling others to use gifts fo God as God wants; Charity – teaching others the religious and moral truths of Christ</p> <p>Charity – teaching others the religious and moral truths of Christ</p> <p>Presence – leading others to recognise the influence of God in their societies.</p>	<p>– Middle/ Upper primary</p> <p>- Middle/ Upper primary</p> <p>Middle/ Upper primary</p> <p>Middle/ upper primary</p> <p>Lower primary</p>	<p>How can we assess whether the students appreciate these understandings?</p> <p>Students have a greater understanding of the influence of God in their discoveries of their world.</p> <p>Students have a greater understanding that through salvation they can repair relationships with others.</p> <p>Mutual respect demonstrated between school community members.</p>
STAFF FORMATION NEEDED		HOW TO BE GIVEN	WHEN			EFFECTIVENESS INDICATOR
Program reviews – integrating Religious Education across the curriculum;		PD's, PLC's	Term One 2017, ongoing			Programs,

EVANGELISATION PLAN (1)

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
Social Development	<p><i>Students need to learn that people are not developing wholeness if:</i></p> <p>8.11 They live lives that reflect self-centredness and individualism.</p> <p>8.12 They fail to develop social skills.</p>	<p>8.3 They need to live in societies to develop their personal potential, especially the family and the state, because of the necessity of exchanges with others, mutual service, and dialogue.</p> <p>8.5 They need to be committed to the common good, which means being committed to respect every human person, to respect the fundamental and inalienable human rights of every human person; to work towards the social well-being and development of all people so that all have the basics needed for life – food, clothing, housing, health, employment, basic education and culture, access to necessary information, the right to establish a family and basic social assistance; to work towards peace, by fostering justice and security at all levels of society and community in which they are involved.</p> <p>8.2 They need to cultivate their own 'social ability' or social skills.</p>	<p>All Curriculum Areas</p> <p>All Curriculum Areas</p>	<p>All year levels</p>	<p>How can we assess whether students are critiquing this misunderstanding?</p> <p>Students are able to explain when they have made a wrong choice.</p> <p>Students demonstrate remorse following an unacceptable or inappropriate action.</p> <p>Students take part in restorative practices to repair relationships affected by wrong actions.</p> <p>Students want to belong to various communities.</p> <p>Students make valuable contributions to the communities of which they belong.</p> <p>Students show respect for legitimate authorities of the various communities to which they belong.</p>

	<p>8.13 They fail to contribute to societies to which they belong, including the family and local community.</p> <p>8.14 They fail to respect legitimate authority.</p> <p>8.15 They fail to contribute to the common good.</p>	<p>8.6 They need to fulfil their personal responsibilities within the societies to which they belong, especially the family and the state.</p> <p>8.4 They are obliged to respect legitimate authority of the good order of society at its different levels.</p> <p>8.5 They need to be committed to the common good, which means being committed to respect every human person, to respect the fundamental and inalienable human rights of every human person; to work towards the social well-being and development of all people so that all have the basics needed for life – food, clothing, housing, health, employment, basic education and culture, access to necessary information, the right to establish a family and basic social assistance; to work towards peace, by fostering justice and security at all levels of society and community in which they are involved.</p>	<p>All Curriculum Areas</p> <p>Science, Humanities</p> <p>All Curriculum Areas</p>	
<p>STAFF FORMATION NEEDED</p> <p>Program reviews – integrating Religious Education across the curriculum; Behaviour Management Policy</p>	<p>HOW TO BE GIVEN</p> <p>PD's, PLC's</p>	<p>WHEN</p> <p>Term One 2015, ongoing</p>	<p>EFFECTIVENESS INDICATOR</p> <p>Programs, playground and classroom behaviour.</p>	

EVANGELISATION PLAN (1)

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
Will	<p><i>Students need to learn that people are not developing wholeness if they:</i></p> <p>6.9 Are not responsible and inner-directed.</p> <p>6.10 Allow their freedom of will to be weakened by strong emotions and vices, or habits or wrong doing.</p> <p>6.11 Fail to follow what formed consciences know to be right.</p> <p>6.13 Fail to recognise right from wrong.</p> <p>6.14 Fail to seek to do what is right.</p> <p>6.15 Are subject to vices.</p>	<p>6.1 They need to be inner directed, that is, their wills need to be free of inner and external pressures to choose the good.</p> <p>6.3 The will is developed to the extent that a person is inner directed and able to make judgements about right and wrong, and choices based upon these judgements.</p> <p>6.4 The need to develop as responsible and inner directed individuals, capable of choosing freely in conformity with their consciences.</p> <p>6.3 The will is developed to the extent that a person is inner directed and able to make judgements about right and wrong, and choices based upon these judgements.</p> <p>6.3 The will is developed to the extent that a person is inner directed and able to make judgements about right and wrong, and choices based upon these judgements.</p> <p>6.1 They need to be inner directed, that is, their wills need to be free of inner and external pressures to choose the good.</p>	Religion, Health & PE, Humanities	All year levels	<p>How can we assess whether students are critiquing this misunderstanding?</p> <p>Students develop their whole person by making right choices and can identify how their conscience assists them in making choices.</p>
STAFF FORMATION NEEDED Program reviews – integrating Religious Education across the curriculum;		HOW TO BE GIVEN PD's, PLC's	WHEN Term One 2015, ongoing	EFFECTIVENESS INDICATOR Programs, playground and classroom behaviour.	

EVANGELISATION PLAN (1)

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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
Religious	<p><i>Students need to learn that people are not developing wholeness if they:</i></p> <p>7.13 They fail to recognise God's call into personal relationship through Creation.</p> <p>7.17 They fail to see the relationship between faith and science.</p> <p>7.18 They fail to seek freedom from the inner division reflected in history, literature and the arts.</p>	<p>7.1 Wonder at creation is an invitation by God, calling all people into relationship through the universe and scientific journey.</p> <p>7.1 Wonder at creation is an invitation by God, calling all people into relationship through the universe and scientific journey.</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 also relate the struggles of individuals, families and societies – all of which stem from the divided human heart and reveal the human need for salvation.</p> <p>7.8 The beauty in the Arts and Literature reflects the beauty of God.</p>	<p>Religion</p> <p>Religion, Science</p> <p>Religion, History, English, The Arts</p>	All year levels	<p>How can we assess whether students are critiquing this misunderstanding?</p> <p>Students acknowledge the existence of God and understand the relationship between the religious creation and the scientific creation.</p>
<p>STAFF FORMATION NEEDED Program reviews – integrating Religious Education across the curriculum;</p> <p>HOW TO BE GIVEN PD's, PLC's</p> <p>WHEN Term One 2015, ongoing</p>					<p>EFFECTIVENESS INDICATOR Programs, playground and classroom behaviour.</p>