

CATHOLIC SCHOOL EVANGELISATION

2019 – 2021 STAFF FORMATION PLANNING BOOKLET

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EVANGELISATION PLAN

A school Evangelisation Plan should be for three years, but reviewed annually. It cannot do everything: priorities have to be established based upon staff needs, staff capacity and resources. What realistically can be achieved in three years needs to be borne in mind at all times.

A staff strategy may need to be delayed where prerequisite leadership team formation is needed lest leaders 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.

Link to QCS Tool:

101 Systematic Evangelisation Planning

http://intranet.cathednet.wa.edu.au/Office/school_improvement/Pages/default.aspx

CHRIST IS THE FOUNDATION

- Integrating faith and life -

- Relating the religious life of their school to the lives of Catholic school staff and students –

1. STAFF FORMATION PLANNING

Which of the ways used to commonly promote religious awakening are we using in our school community to raise awareness of the presence of Christ as its head?

Number	How?
Topic 5(2) (p3) Sacred Spaces (i)	<ul style="list-style-type: none">• Mercy Garden• Church Grotto• St Jude's Church
Sacred Objects (ii)	<ul style="list-style-type: none">• Crucifix in most classrooms• Prayer focus in classrooms• Prayer focus in school office
Etiquette Practices (iv)	<ul style="list-style-type: none">• Genuflect• Bless entering and exiting the church• Bowing before altar
Sacred Gestures (v)	<ul style="list-style-type: none">• Staff teach and use sacred gestures such as the Sign of the Cross (and what is mentioned in RE units of work)

Of those we are using, could we use any more effectively and how?

Number	How?
Sacred Spaces (i)	<ul style="list-style-type: none">• Revitalising and defining the existing sacred spaces in the school eg our grotto and mercy garden• Engaging with staff and students within our sacred spaces more regularly- staff prayer reflections
Sacred Objects (ii)	<ul style="list-style-type: none">• Provide crucifixes for each classroom• Providing resources for prayer focus tables throughout the school – ensuring that these are a place for prayerful focus and reflection• Reminder to change fabric colour to reflect liturgical season• Remind staff of the focus requirement during staff prayer, music, candle, etc.
Etiquette Practices (iv)	<ul style="list-style-type: none">• Facing prayer tables at prayer times to draw focus to God and Jesus

Sacred Gestures (v)	<ul style="list-style-type: none"> • Developing an understanding of 'WHY' we have etiquette practices (with staff and students) • Developing an understanding of the 'WHEN' and 'WHY' we use sacred gestures
Which, if any, of those we are not using could we introduce into our school community of faith, and how?	
Number Sacred objects (ii) Recognising the creator (vii)	How? <ul style="list-style-type: none"> • Introducing a prayer focus in the staff room. • Nurturing a sense of wonder for staff eg provide time and space to participate in sacred silence, personal prayer
What opportunities in the school day are there for staff to help students grow in awareness that Christ is present in them?	
Number Recognising the creator (vii)	How <ul style="list-style-type: none"> • Introducing opportunities to use the school grounds to nurture a sense of wonder and awe. • Wonder questions - Where have I sensed God today? Where did I see God in my students today? • Monday Morning Assembly to focus on a particular scripture story of Jesus relating to school situations, linking to Mercy Values, and Jesus' examples of 'room for one more' • Looking for Jesus in every person, every day (MJR)

2. CHRISTIAN WITNESS: BEHAVIOUR EXPRESSING THE DIVINE LIFE WITHIN (1) : Witness to the presence of Christ

Sacred Focus (Classroom prayer centre, chapel, crucifix etc)	Reverence Sign (‘Etiquette’, expressions of reverence)			Effectiveness Indicators (what signs are there that staff understand the meaning of the sacred places and signs in the school?)
	How	When	Who	
Mercy Garden	<ul style="list-style-type: none"> Seen as a sacred place for individual and class prayer Encourage teachers to share this sacred space with the children in formal and informal prayer 			<ul style="list-style-type: none"> Mercy Garden is maintained and used for prayer and reverences. Develop reverent practises which focus on the sacredness of the space.
Prayer Focus Tables	<ul style="list-style-type: none"> Kept neat and tidy Not for storage of other items A living space – chn on roster to change cloth, flowers, bible page, prayer focus etc Table should reflect RE themes and school Sacraments Visual aids to help children pray eg photos, statues, pictures Purchase new resources for class prayer tables Prayer should be: <ul style="list-style-type: none"> - every morning - lunch time - end of day - start of every gathering eg assembly, meetings Pause before prayer to call to mind the presence of God 			<ul style="list-style-type: none"> Prayer table becomes a focus when we are praying Liturgical seasons are acknowledged There is a ritual of prayer in the school at all year levels and at staff/parent gatherings
Crucifix	<ul style="list-style-type: none"> Develop staff and student understanding that the crucifix is a symbol of Christ freeing us from our weaknesses and a sign of Jesus’ love for us no matter what Ensure there is one in every room 			<ul style="list-style-type: none"> Crucifix becomes a focus when we are praying
Bible	<ul style="list-style-type: none"> Treating Bible sacredly Purchasing class sets of Bibles 			<ul style="list-style-type: none"> Bibles are treated respectfully and are stored in a special place.

<p>Sacraments</p>	<ul style="list-style-type: none"> • The book of the Word is honoured and proclaimed • The celebrant kisses the Gospel, honouring it on behalf of the congregation • The homily helps all apply the Word to their lives and personal experiences • Through the Liturgy of the Eucharistic Sacrifice, Christ frees us from sinfulness and empowers us to live as he calls • The preparation of the gifts calls the congregation to recall what from their lives they are offering with Christ's sacrifice and reminds them what Christ offers • In the Communion Rite, Christ, through the celebrant, completes his sacrifice as the celebrant receives him in Holy Communion. The congregation then completes their participation in Christ's sacrifice by also receiving Holy Communion. • The celebrant sends the congregation out into the world to live the Christian life following the prayer after Communion. <p>Sacramental Team to be developed comprised of Parish catechists, Year 6, Year 4, Year 3 teachers, Leadership Team representative and Parish Priest.</p> <p>Sacraments celebrated in: Year 6 – Confirmation Year 4 – Eucharist/Communion Year 3 – Reconciliation</p> <p>Sacraments are organised by the Parish and School in consultation with class teachers within the Sacramental Team and involve students from the school and the Parish.</p> <p>Input Meetings are held for Reconciliation, First Holy Communion and Confirmation. The priorities are students and parents appreciating:</p>	<ul style="list-style-type: none"> • Collaboration between school and parish – especially in the sacramental program • Parent support and attendance at sacramental meetings and liturgical celebrations
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	<ul style="list-style-type: none"> • What Christ offers through the gifts of each sacrament • The personal life needs to which each gift relates • The meaning of the sacrament (eg the relevant scripture and beliefs) • How the ritual celebrates and seeks to help believers to open themselves to the gifts 	
Leadership Formation	<ul style="list-style-type: none"> • Understand liturgical seasons • Prayer focus in staffroom • Prayer book/including liturgical seasons. • Update/renewal of Faith Story Witness 	<ul style="list-style-type: none"> • Observable staff participation • Knowledge of school history.

3. CHRISTIAN WITNESS: BEHAVIOUR EXPRESSING THE DIVINE LIFE WITHIN (2) : The community life of the school

1. What opportunities will our school offer school staff to keep deepening their personal relationships with Jesus?

Weekly and daily prayer incorporating our sacred spaces and prayer focus tables (staff, students and parents)

Opportunities to share in the Eucharist as staff, school, parish community

Professional Development for personal faith development

Linking the Mercy values to stories of Jesus – modelling, challenging, affirming each other

Opportunities for participation in social justice – faith in action eg. building wheelchairs/bicycles, shopfront, soup kitchen, senior citizens

Supporting each other in times of hardship – where do we see Jesus at these times? How is he supporting us?

2. How will we keep before our school staff

- the meaning of Christian witness
- that Christ works through the Holy Spirit, through Christian witness to others?

Revitalise our Faith Story Witness program and invite all staff when it is shared with new staff

Respect and practise the teachings of Christ – promote a positive school climate through our words and our actions

Education for staff – exploring the ‘WHAT’, ‘WHERE’ and ‘WHY’ at staff meetings and professional learning days

Making links to the Gospels – Who Jesus IS

Promoting use of JESUS in our conversations about our values and witness

Servant Leadership

Raising religious questions about God as part of staff reflections

Don't miss (the gift of) Jesus when we explore the Mercy charism of the school (wrapping)

3. How can we give Christian witness?

Which of the ways of giving Christian witness listed in the Chart of page 5 do we offer in our school?

- Build and maintain respectful relationships between students, staff, parents and Parish.
- Reaching out to those in need, both within and outside of our community
 - Treat all with equal love and respect
- Encourage others to recognise and use their gifts to contribute as God wants
- Pray for students and families
- Consciously live the Gospel Values

Are there any other ways we can/need to do so?

- Create direct links to Catholic social teachings in all subjects
- Participate in school and parish life and activities – *reflecting a spirit of Christian service*

Staff Formation	How Provide PD for staff to further their own faith journey and increase their knowledge Faith Story Witness Promote a greater understanding through staff meetings/PLC etc	When	Who	Effectiveness indicators Staff taking ownership of selection of professional development New staff have a good understanding of the history of our school.
Leadership Formation	Time to engage in own personal reflection and professional development (faith and knowledge)			

4. INTRODUCING CHRIST: How will our school proclaim Jesus is Risen and present?

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>
Conversion To Jesus (Repent and Believe)	Ash Wednesday Season of Lent	<ul style="list-style-type: none"> Ash Wednesday Liturgy/Mass Project Compassion 	Celebrations with the parish and community in the church Compassion video shared with school at Monday Morning assembly - multi-purpose Newsletter	Wearing of ashes to show our willingness to change Support of Caritas Personal Promises Active Participation in the Holy Week and Easter celebrations Demonstrate understanding of the passion – classroom activities
Jesus Resurrection	Passion of Jesus Christ's Death Easter	<ul style="list-style-type: none"> Palm Sunday Holy Week Liturgies Mass of the Oils Stations of the Cross He is Risen 	Celebrations with the parish and community in the school hall	Involvement of the school and parish community

Kingdom Miracles <i>Forgiving</i>	Reconciliation	<ul style="list-style-type: none"> Students are to be given the opportunity to attend Reconciliation Examination of Conscience First Reconciliation 	Celebration of 2nd Rite of Reconciliation in church	Ask for and give others forgiveness and guidance in our daily lives
<i>Restoring Sight</i>	Harmony Day	<ul style="list-style-type: none"> Celebrate Mass Cultural Dress Day Shared Community Lunch 	A Focus on harmony across cultures	Demonstrate an understanding of other cultures, celebrating our differences and gifts
	ANZAC Day	<ul style="list-style-type: none"> ANZAC ceremony 	Creating of a floral Tribute under the flag	Increased community engagement
Jesus as Saviour	Sacrament of Communion	<ul style="list-style-type: none"> Parish Mass (Year 4 and catechists) 	St Jude's Church	
	Sacrament of Confirmation	<ul style="list-style-type: none"> Parish Mass (Year 6 and catechists) Input Meetings Class Retreats 	Multi Purpose Area Schoenstatt Shrine & Mary MacKillop Centre	
Jesus remains present	Mary of the Cross Feast Day		St Jude's Church	
	All Souls Day	<ul style="list-style-type: none"> Whole School Mass 		

Celebration & Remembering	St Jude’s Feast Day	<ul style="list-style-type: none">• Whole School Mass• St Jude’s Feast Day Activities• Market Stalls	St Jude’s Church School Grounds	Passing on of our story
	Thanksgiving and Graduation Mass	<ul style="list-style-type: none">• Whole School Mass	St Jude’s Church	
	Charisms and traditions of the school	<ul style="list-style-type: none">• Faith Story Witness	Staff Induction	
Leadership Formation	Reviewing processes for sacraments - ensuring we follow GDC. Regular review of Faith Story and Witness			

5. THE CALL TO GROW IN DISCIPLESHIP: *Christian experiences of God: The Apostles' Creed*

BELIEFS TO BE PROCLAIMED	FEAST/EVENT	WAY/BELIEF PROCLAIMED	EFFECTIVENESS INDICATORS
<p>I believe in God, the Father Almighty, creator of Heaven and Earth.</p> <ul style="list-style-type: none"> • Wonder at the universe 	<ul style="list-style-type: none"> • Beginning of school year • Clean Up Day 	<ul style="list-style-type: none"> • Newsletter • school posters • Prayer Services in our sacred spaces 	<p>Participation in Clean up Australia Day</p> <p>Increased use of school sacred spaces</p>

<ul style="list-style-type: none"> • Yearnings and questions in the human heart <p>Jesus Christ, His only Son, our Lord</p> <p>the Holy Catholic Church,</p>	<ul style="list-style-type: none"> • Harmony Day • NAIDOC Week • Reconciliation <ul style="list-style-type: none"> • <i>Term Masses and Liturgies</i> • <i>Monday Morning Assembly</i> <ul style="list-style-type: none"> • <i>Enrolment and Commitment Masses for each Sacrament</i> • <i>Parish/Class Masses</i> 	<ul style="list-style-type: none"> • Encouraging classes to use natural spaces for liturgical experiences • Environmental Committee initiatives • Recognising and celebrating diversity within our school community • Building on and sharing talents of our peers – IR, class visits • Recognise and understand examination of conscience <ul style="list-style-type: none"> • Highlighting our Mercy values through Jesus in the Gospels and recognising them in each other • Prayer • Mass focus • Respect the dignity of each person by the way we speak to and about them. <ul style="list-style-type: none"> • To be in relationship with God and the Church through the sharing of our faith milestones. 	<p>Environmental Team highlights environmental needs in our school</p> <p>Staff and students intracting in different cultural experiences</p> <p>Staff culture of openness to sharing gifts and talents, seeking support from peers</p> <p>Meaningful reflection before reconciliation</p> <p>Positivity and kindness in our interactions with others</p> <p>Active participation of staff and students</p> <ul style="list-style-type: none"> • Active participation during the Mass • Awareness of Caritas, St
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		<ul style="list-style-type: none"> • <i>Praise and Thanksgiving Mass</i> • <i>Beginning and End of term Masses</i> • <i>Parish celebrations</i> 	<ul style="list-style-type: none"> • Rostered Parish Masses • Celebration of the Mass • Support of our Missions 	Vincent De Paul and other mission needs.
Staff Formation Term calendar Monday Morning Meetings Formation of Sacramental team Breaking down the meaning of The Creed so all staff understand why we recite this prayer during Mass	How	When Beginning of each term review the calendar to raise awareness of upcoming celebrations. Each term to match sacrament being celebrated. Staff Professional Learning Communities, Staff Meetings and PD Days	Who Leadership Team All staff	Increased awareness of link between The Creed and Baptismal Promises, and Jesus presence in our lives
Leadership Formation With the support of Parish Priest, ensure that we continue to develop deeper understanding of The Creed				

6. THE CALL TO GROW IN DISCIPLESHIP: *Celebrating the Eucharist*

<p>EUCCHARIST: Year</p> <ol style="list-style-type: none"> 1. How will our school life seek to help students, and therefore staff, in non-verbal ways to become aware of the sacred before celebrations of the Eucharist? <ul style="list-style-type: none"> • <i>Preparation of focus question in classrooms</i> • <i>Discussion of Gospel Reading with teacher and students</i> • <i>Sacred silence before Mass</i> • <i>Hymn singing to encourage authentic participation in all parts of Mass</i> 2. What practices or strategies have been used in our school to ‘apprentice’ participants to recall for what in their lives they will give thanks? <ul style="list-style-type: none"> • <i>Attendance at regular Mass and Prayer Service</i> • <i>Focus on Feast Days and Sacramental Celebrations</i> • <i>Explicit instruction in etiquette behaviours (but not the WHY)</i> 3. How will they be ‘apprenticed’ in seeking for their lives what Jesus offers them through the Eucharist <ul style="list-style-type: none"> • <i>prayers for needs answered in ways God knows to be good</i> • <i>guidance for their lives and decisions and insights into heart questions</i> • <i>freedom from all that is not of God in their lives</i> • <i>empowerment to live as Jesus taught in family, school and other settings?</i> • <i>We will train our staff and students how to participate internally in the Mass – focus questions, prayers for Jesus</i> • <i>Setting a focus at each Mass – class, individual</i> • <i>Liturgical Catechesis: Exploring how we can open ourselves to drawing upon Jesus power through the Mass. What Jesus offers? How is it relevant to my life? How does the liturgy reflect this?</i> 4. How will our school seek to ‘apprentice’ students prepare for active participation by remembering the meaning of the ritual elements? <ul style="list-style-type: none"> • <i>Use of the Masses for Students in Catholic Schools in Bunbury document when planning and preparing Mass</i> • <i>Use of readings from Children’s Lectionary</i> • <i>Focus with students: Term 1 – Introductory Rites, Term 2 – The Word, Term 3 – Eucharistic Sacrifice, Term 4 – Communion Rite</i> 	<p>EFFECTIVENESS INDICATOR eg attentiveness, participation</p>
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STAFF FORMATION	HOW	WHEN	WHO	
Break down the parts of the Mass (utilize Father) <ul style="list-style-type: none"> • Term 1 Introductory Rites • Term 2 The Word • Term 3 Eucharistic Sacrifice • Term 4 Communion Rite Read and understand 'Masses for Students in Catholic Schools in the Bunbury Diocese' Bishop Houlihan Explore to increase familiarity with Children's Lectionary and Celebrating With Children Volumes 1 and 2 Active membership of a Parish Community				
LEADERSHIP FORMATION Active membership of a Parish Community Read and understand 'Masses for Students in Catholic Schools in the Bunbury Diocese' Bishop Houlihan				

7. THE CALL TO GROW IN DISCIPLESHIP: *Celebrating the Sacrament of Penance and Reconciliation*

<p>How will our school seek to 'apprentice' students. How often will our students have opportunities in the school year to celebrate Penance for their 'apprenticeship'?</p> <ul style="list-style-type: none"> • Year 3 students (and the parish) will receive the Sacrament of Reconciliation for the first time. • Classe complete the unit of work on Reconciliation • Teaching the examination of conscience (3-6) and a simple examination of conscience for the younger students • Teaching students to pray a prayer of sorrow to God for sins? • Read and discuss the 'Penance' stories (Lost S 	<p>EFFECTIVENESS INDICATOR</p> <p>Attentive participation in the Sacrament demonstrating an understanding of the gestures and prayers</p> <p>Reverent and attentive behaviour during reconciliation</p>
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The Angelus Act of Contrition Parts of the Mass Morning Offering Hail Holy Queen Parts of the Mass Rosary Apostles Creed The Fatima Prayer Parts of the Mass Prayer to the Holy Spirit	Year 2 and 3	Opening of staff gatherings Mass and Prayer Services	<i>Staff and students able to pray formal prayers at relevant times</i> <i>Combination of formal and informal prayer opportunities in the school</i>
	Year 4 and 5		
	Year 6		
Staff Formation Staff are led through an understanding of how formal prayers relate to the basic experiences of Christ revealed		How Through ongoing discussion at staff meetings and professional learning days. This includes all staff Development of School Prayer Book that includes formal prayers to be taught	When Who Formal prayers are taught
Leadership Formation			

THE CALL TO GROW IN DISCIPLESHIP: *Informal Prayer*

Intention	Year	When integrated into the school day	
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<ul style="list-style-type: none">Needs of Individuals asking for prayersNeeds of the School Community Sacramental GroupsNeeds of those affected by hardship or tragedyPrayer for world issuesPrayers of the FaithfulPray for those whose who have no-one to pray for them <p>Prayer related to gifts of the Holy Spirit</p>	<p>This occurs in all levels of school, and is relevant to particular group. Eg. Prayers of faithful,</p> <p>Family prayer group to visit-yr 3,4,6</p> <p>Yr 6 students preparing to receive the sacrament of Holy Communion Yr 4 Students preparing to receive First Holy communion</p>	<p>Prayers of the faithful/prayers of intercession during Masses and Liturgies Formal and spontaneous prayer together with opportunities for reflection and meditation.</p> <p>Class prayer/prayer circles – Individual intentions ~ reflect on and pray about the problems, worries and challenges that occur within our school community - Pray for community/national/global intentions</p> <p>Prayer Before Meetings – to reflect on the mission of the group and for the intentions of the group. Praying as a school community for the needs of individuals within our community/national/global intentions Prayer vigils involving parish and whole school (Families) community</p> <p>St Jude’s Family prayer group to visit the school once a year to share ideas about praying as a family.</p> <p>During parent input meeting families and students create prayers reflecting on the gifts of each child.</p>	<p>Effectiveness Indicators</p> <p>Sufficient opportunity to pray informally? Staff and Students spontaneously ask for opportunities to come together in prayer.</p> <p>Staff and Students are prepared to share their intentions during class prayer</p> <p>Students share their experiences with family members.</p>
<p>Staff Formation</p>	<p>How Staff Prayer – A set time set aside for Shared prayer all are invited to participate and lead prayer (Monday Morning)</p>	<p>When</p> <p>Who</p>	

	All staff meetings and decision-making events begin with prayer – reminding us that God is with us as we work together. Develop a proforma for creating prayers of the faithful.	
Leadership Formation	Meet with family prayer group to discuss purpose. ³	