

2019 – 2021 EVANGELISATION PLAN

Helping Students Develop as Whole Persons

Saint Andrew's Catholic Primary School's Evangelisation Plan is 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.

CHRIST IS THE FOUNDATION

- Integrating faith and life -

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

JESUS: DIVINE LIFE AND HUMAN LIFE

The Second Vatican Council described the aims of the Catholic schools as:

- **...to help youth grow according to the new creatures they were made through Baptism as they develop their own personalities...**
- **...to create for the school community a special atmosphere animated by the Gospel spirit of freedom and charity.**

HOW WILL WE PROMOTE STAFF CHRISTIAN WITNESS?

<p>What opportunities will we offer staff to develop/deepen personal relationships with Christ? <i>At least one Professional Development day per year and in some years, retreats.</i> <i>Weekly staff prayer.</i> <i>Regular school liturgies.</i> <i>Other individualised PD opportunities.</i></p> <p>Examples of Christian Witness activities we promote:</p> <ul style="list-style-type: none"> • Witness to harmony with God –<i>Staff participation in liturgy; role modelling positive behaviour.</i> • Witness to harmony within – <i>Challenging students when angry and really reflecting on the potential to love; role modelling peace and calmness.</i> • Witness to harmony with others – <i>Projects for elderly and sick people within the Parish; opportunities to help others through crisis.</i> • Witness to harmony with creation – <i>Respect for the environment, integrated with a variety of subject areas and role modelling of attitudes and values.</i> 	<p>Effectiveness indicator</p> <p><i>Feedback from staff after events.</i></p> <p><i>Reactions/ attitudes/ dispositions in various circumstances/ feedback.</i></p> <p><i>- Not tolerating bullying, harassment and violence (link to NSSF; Bullying/Harrassment/Violence Policy; Pastoral Care Policy; Code of Conduct etc</i></p>
<p>Staff formation</p> <p><i>Professional development: **** See appendix 3</i></p> <p><i>God in creation/ God in times of crisis</i></p>	<p>How</p> <p>When</p> <p>Who</p> <p>Effectiveness indicator</p>

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PROMOTING PERSONAL RELATIONSHIPS WITH JESUS - RELIGIOUS AWARENESS

<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 <i>(what signs are there that students respect the sacred places and signs in the school?)</i></p>
<ul style="list-style-type: none"> - <i>Crucifixes on walls in rooms; always clearly visible.</i> - <i>Prayer table / focus area</i> - <i>Prayer area in school gardens outside Yr 6.</i> - <i>Devotions Eg. Mary in May</i> - <i>Feast days.</i> 	<ul style="list-style-type: none"> - <i>Stopping before entering Church; quietening outside; entering in receptive, prayerful way.</i> - <i>Blessing selves with Holy Water when entering Church.</i> - <i>Genuflecting at pew, facing tabernacle when entering – use right knee</i> - <i>Genuflecting when walking past altar/ tabernacle.</i> - <i>Praying quietly/respectfully in Church/ class</i> - <i>No putting feet on pews/ not to hang over pews.</i> - <i>Teacher could get students to make posters for the above points</i> - <i>Weekly reminders: how to behave in Church</i> - <i>Reverent music on entry and exit is encouraged</i> - <i>Respectfully saying: “Peace be with you.....”</i> - <i>Not interrupting someone who is praying.</i> - <i>Kneeling / reflecting after communion</i> 	<ul style="list-style-type: none"> -<i>Noise level in Church before/ after Mass.</i> -<i>Prayer table used/ uncluttered; with cross</i> -<i>No posters obstructing view of crucifix in rooms; look at cross when praying.</i> -<i>Junior primary classes visiting Church to practice blessing/ entering etc.</i>

<p>Staff Formation <i>Professional development – Church etiquette / Signs symbols</i></p> <p>**** See appendix 3</p>	<p>How</p>	<p>When</p>	<p>Who</p>	<p>Effectiveness Indicators</p>

<p><i>History of early Catholicism /Education in WA</i></p>		
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APPRENTICESHIP IN THE BELIEVING COMMUNITY - THE APOSTLES' CREED

BELIEFS TO BE PROCLAIMED (Major Theme)	FEAST/EVENT (When?)	WAYS BELIEF PROCLAIMED	EFFECTIVENESS INDICATOR
<p><i>-GOD THE FATHER ALMIGHTY; CREATOR OF HEAVEN AND EARTH</i></p> <p><i>- JESUS CHRIST, HIS ONLY SON OUR LORD</i></p> <p><i>-HE WAS CONCEIVED BY THE HOLY SPIRIT AND WAS BORN OF THE VIRGIN MARY</i></p> <p><i>-HE SUFFERED UNDER PONTIOUS PILATE, WAS CRUCIFIED, DIED AND WAS BURIED.</i></p> <p><i>-HE DESCENDED INTO HELL; ON THE 3RD DAY HE ROSE AGAIN</i></p> <p><i>-HE ASCENDED INTO HEAVEN AND IS SEATED AT THE RIGHT HAND OF THE FATHER</i></p> <p><i>-HE WILL COME TO JUDGE THE LIVING AND THE DEAD</i></p> <p><i>-I BELIEVE IN THE HOLY SPIRIT</i></p> <p><i>-I BELIEVE IN THE HOLY CATHOLIC CHURCH</i></p> <p><i>-I BELIEVE IN THE FORGIVENESS OF SINS</i></p> <p><i>-I BELIEVE IN THE RESURRECTION OF THE BODY</i></p> <p><i>-I BELIEVE IN LIFE EVERLASTING</i></p>	<p><i>Feast of Christ the King</i></p> <p><i>Christmas/ Advent</i></p> <p><i>Feast of the Immaculate conception</i></p> <p><i>-Holy Thursday</i></p> <p><i>-Good Friday</i></p> <p><i>-Sacrament of Confirmation/ Pentecost</i></p> <p><i>-Sacrament of Reconciliation</i></p> <p><i>-Easter Sunday</i></p> <p><i>-Season of Easter</i></p>	<p><i>Parish based / school supported Sacraments. Nativity</i></p> <p><i>Liturgies of the Word</i></p> <p><i>Liturgies of the Eucharist</i></p> <p><i>Stations of the cross</i></p> <p><i>Sacramental Workshops</i></p> <p><i>Sacramental celebrations</i></p> <p><i>Family practices</i></p>	<ul style="list-style-type: none"> <i>- BRLA</i> <i>- Participation/ enthusiasm/ involvement/ reverence/</i> <i>- Class discussions and feedback.</i>

STAFF FORMATION	HOW	WHEN	WHO	EFFECTIVENESS INDICATOR
St Paul and the formation Of the early Church **** See appendix 3				

APPRENTICESHIP IN DRAWING ON CHRIST'S POWER FOR DAILY LIFE CELEBRATING COMMUNITY: EUCHARIST

<p>EUCHARIST: Year</p> <ol style="list-style-type: none"> 1. How will our school life seek to help students in non-verbal ways to become aware of the sacred before celebrations of the Eucharist? <i>Parish based participation in programmes; Priests visiting classes and coming to assemblies etc.</i> 2. How frequently will our students participate in celebrations of the Eucharist to be 'apprenticed' in this act of worship?. <i>See Term Planner for list of whole school Masses/ class Masses/ Liturgies of the Word etc.</i> 3. What practices or strategies have been used in our school to 'apprentice' students <ul style="list-style-type: none"> • in expressing thanks to God for blessings? <i>Celebration of Liturgies; Prayer Assemblies; MJR; Altar Serving; Invitations from Parish and Parish involvement. (Building understanding of the role of the Priest/ Assistant Priest/ Deacon in school)</i> • in the sacredness of the scriptures? <i>Catholic traditions and recognising Saints. (Mary MacKillop – Josephite Sisters)</i> • the real presence of Jesus in the Eucharist? <i>Workshops after hours to involved parents and work with parish. Retreats and in school programmes.</i> 4. How will our school seek to 'apprentice' students <ul style="list-style-type: none"> • to develop in general the skills needed to prepare for active participation? <ul style="list-style-type: none"> - <i>Build on role of Parish Priest, Assistant Priest, Deacon in school</i> - <i>Provide opportunities for students to participate in liturgies, prayer, Sacraments, Altar Serving etc</i> • to prepare personally before each and every school celebration of the Eucharist? – <i>Yes: through reflection and classroom prayer.</i> 	<p>EFFECTIVENESS INDICATOR eg <i>attentiveness, participation</i></p>
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<p>STAFF FORMATION</p> <p><i>Understanding parts of the Mass.</i></p> <p><i>Also, **** See appendix 3</i></p>	<p>HOW</p> <p><i>Discussion</i></p>	<p>WHEN</p> <p><i>Orientation</i></p>	<p>WHO</p> <p><i>Assistant Principal</i></p>	<p>EFFECTIVENESS INDICATOR</p> <p><i>Questioning/ feedback/ BRLA</i></p>
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FORMATION IN CELEBRATING THE EUCHARIST (1)

HELPING STUDENTS TO PREPARE
(Confidential to each student)

LEAD STUDENTS THROUGH THIS BEFORE MASS:
For what in my life will I give thanks?

What needs will I pray for especially in this Mass?

- **personal**

- **of others**

HELPING STUDENTS CELEBRATE

CLASS TEACHERS TO DISCUSS IN PREPARATION TIME/ LITURGY PLANNING:

When will we offer students the opportunity to prepare?

What teaching of Jesus will we focus on?

What possible student life applications will we suggest?

FORMATION IN PERSONAL PREPARATION FOR A CLASS EUCHARIST (2)
LEAD STUDENTS THROUGH THIS BEFORE MASS:

HELPING STUDENTS SEEK CHRIST'S RESURRECTION POWER
(Confidential to each student)

Where do I need Jesus' power to be good?

HELPING STUDENTS GROW IN COMMUNION WITH CHRIST

In the silence after receiving Holy Communion, what am I going to talk about with Jesus? Personal needs, needs of others, hurts needing healing, struggles to live as Jesus taught, troubling questions, confusions etc)

Which part of the ritual will be explained/recalled in detail as the focus of this Mass?

APPRENTICESHIP IN DRAWING ON CHRIST’S POWER FOR DAILY LIFE CELEBRATING COMMUNITY: PENANCE

<p>PENANCE</p> <p>How will our school seek to apprentice students</p> <ul style="list-style-type: none"> teaching the regular examination of conscience? <i>Parish based school supported programmes. First Reconciliation: Year 3; Reconciliation prior to Sacraments of Eucharist and Confirmation – Year 4 and 6; Reconciliation prior to Easter: Year 5 Parish participation.</i> teaching them to pray a prayer of sorrow to God for sins? <i>Annual participation in Sacrament of Reconciliation Parish based school supported programmes including workshops.</i> <p>How often will our students have opportunities to celebrate Penance for their ‘apprenticeship’ in its celebration? <i>In school time – annually; Parish based – weekly.</i></p> <p>CONFIRMATION</p> <p>How will our school seek to apprentice students</p> <ul style="list-style-type: none"> in relating the gifts of Confirmation to the issues of their lives? <i>Through ‘Making Jesus Real’ in our school, and in life in general.</i> 	<p>EFFECTIVENESS INDICATOR eg attentiveness, participation</p>
<p>STAFF FORMATION</p> <p><i>Sacramental PD</i></p> <p>**** See appendix 3</p>	<p>HOW</p> <p>WHEN</p> <p>WHO</p> <p>EFFECTIVENESS INDICATOR</p>

APPRENTICESHIP IN COMMUNING WITH GOD THROUGH CHRISTIAN PRAYER

Informal Prayer	Year	When integrated into the school day	Effectiveness Indicators
Intention		<p>Jesus showed by his teachings and his own practice that there are four basic forms of Christian prayer. These are:</p> <ul style="list-style-type: none"> • <i>Thanksgiving</i>: thanking God the Father for all the blessings and gifts received, as Jesus did. Thanks leads to greater faith. • <i>Petition</i> (or intercession): placing <i>needs</i> before God for God's help – be they personal needs or the needs of others, as Jesus showed • <i>Contrition</i>: a prayer of petition, asking forgiveness for sin. • <i>Adoration</i>: prayer that acknowledges God as the Creator and our dependence upon God for life, all that we need to live and all that we appreciate in the universe. <p><i>Formal prayers</i></p> <p>Praying together is a characteristic of any community of Christ's disciples. They remember that:</p> <ul style="list-style-type: none"> • Jesus is present with them and prays with them whenever 'two or three gather in my name' [Matthew 18:20] • Christian prayer is stronger 'if two of you on earth agree to ask anything at all' [Matthew 18:19]. <p>For community, formal prayers that everyone can pray together are needed.</p> <p>Scriptural formal prayer is a way of 'hearing' the Word of God, with the effects this brings (eg Hail Mary, Angelus, Magnificat).</p>	<p>Sufficient opportunity to pray informally?</p>

		<p><i>Informal prayers</i></p> <p>Prayers in a person's own words for one or more of the four intentions. There can be many times when mood and other factors make formal prayer difficult. If sufficient formal prayers are not known, people may not pray when 'they don't feel like it'.</p>	
<p>Staff Formation</p> <p>**** See appendix 3</p>	How	When	<p>Who</p> <p>Effectiveness Indicators</p>

EXPERIENCES OF GOD THROUGH CHRIST

One God	<p>Sign of the Cross</p> <p>Apostles' Creed</p> <p>Glory be to the Father*</p> <p>Glory to God in the Highest*</p>
Father – Creator	<p>Lord's Prayer</p> <p>Prayer of Thanks and Praise</p> <p>Grace before meals</p> <p>Grace after meals</p>
<p>The Son – Saviour</p> <p>Incarnation</p>	<p>Hail Mary*</p> <p>Angelus*</p> <p>Rosary: Joyous mysteries*</p> <p>Rosary: Luminous mysteries*</p>

Paschal Mystery	Rosary: Sorrowful mysteries* Rosary: Glorious mysteries*
Ascension (Mediator)	Prayers through Jesus Prayers for power of Christ for <ul style="list-style-type: none"> - healing - forgiveness - guidance
Will come again	(Lord's Prayer)
Holy Spirit – Sanctify ('divinise')	Come, Holy Spirit, fill the hearts of the faithful
Divine Life	Act of Faith Act of Hope Act of Charity
Church	Prayers for Mary Prayers to Saints (Patrons) Prayers for the Dead
Forgiveness	Act of Contrition* Examination of Conscience
Resurrection	Prayers for the Dead
Life everlasting	'Eternal rest ...'*

Scope and Sequence

PRAYER

Pre-Primary

I CAN TALK TO GOD

- **Through prayer Christians communicate with God**
- Demonstrates a way people can communicate with God.
- Names places where people can pray.

SPECIAL ME

- **Followers of Jesus celebrate Mary who is special in a prayer called the Hail Mary**
- Hail Mary
- Explores prayer people pray to remember Mary.

Year One

WONDERFUL WORLD

- **Followers of Jesus pray like Jesus**
- Identifies that, like Jesus, followers of Jesus can pray the psalms.

TO LOVE BY WORKING

- **Followers of Jesus praise God through prayer**
- Recites the Glory Be to the Father.

Year Two

LOVING OUR DIFFERENCES

- **Jesus taught God's family to pray**
- Represents ways Jesus showed people how to pray to God the Father.
- Writes prayers that use the name of Jesus.
- Illustrates ways Jesus showed his followers to pray.
- Identifies that Jesus wants his followers to turn to Mary in prayer.
- Expresses that God's family prays in ways that Jesus taught.
- **God's family members pray as Jesus taught**
- Recites formal prayers.

Year Three

SPEAK FROM THE HEART

- **Jesus taught God's family to pray**
- Recalls ways members of God's family pray as Jesus taught.
- Matches the words of The Lord's Prayer (Our Father) with their meanings and requests.
- Identifies in the Parable of the Pharisee and the Tax Collector the words of the Jesus Prayer.
- Memorises the Hail Mary.
- Records ways God's family chooses times, places and religious symbols for prayer.
- **Ways God's family prays**
- Identifies that the Hail Mary is one way God's family can pray.
- Memorises the responses to The Angelus.
- Names things people could talk about with God using their own words.
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Year Four

TOGETHER IN PRAYER

- **Jesus taught his followers to pray**
- Explores the words, meanings and intentions and scriptural origins of The Lord's Prayer (Our Father), Hail Mary and The Angelus.
- Identifies community, school and family intentions for which people might pray together.
- Identifies community, school and family intentions for which people might pray to Mary.
- Identifies community, school and family intentions for which people might pray to saints.
- **Ways members of God's family the Church pray**
- Creates resources that help with meditative prayer.
- Constructs a rosary.
- Writes prayers of invocation to Mary and the saints.
- *Explores and creates an Advent Calendar as a way to plan prayer.*

Year Five

ALL CREATION GIVE THANKS

- **Jesus taught his followers to pray**
- Explores the words, meanings and intentions and scriptural origins of The Lord's Prayer (Our Father), the Hail Mary and The Angelus.
- Represents ways followers of Jesus respond to God's call through creation.
- **Ways members of God's family the Church pray**
- Identifies what is required for a balanced prayer life.

- Represents the four basic prayer intentions and writes a prayer for each intention.
- Names times that could be set aside to respond to the Creator.

Year Six

GUIDED THROUGH PRAYER

- **Jesus taught his followers to pray**
- Explains the meaning of The Lord's Prayer (Our Father).
- Designs a presentation outlining why Catholics pray to Mary.
- **Ways followers of Jesus pray**
- Recalls formal prayers.
- Generates prayer experiences that can be prayed through movement.
- Generates prayer experiences that can be prayed through song and music.
- Generates prayer experiences that can be prayed through the visual arts.

Appendix 2:

Division from God, from within, from others and from the rest of creation is frustrating. These experiences limit personality development and fulfilment. In the words of St Paul ⁱ

- **I do not understand my own behaviour; I do not act as I mean to, but I do the things I hate. While I am acting as I do not want to it is not myself acting, but the sin which lives in me... for through the will to do what is good is in me, the power to do it is not: the good thing I want to do, I never do; the evil thing which I do not want – that is what I do.**
- **What a wretched man I am! Who will rescue me from this body doomed to death?**

C. THE CATHOLIC SCHOOL

Every Catholic school student knows something of divided human nature from experience. Therefore, to fulfil its aims, the school ⁱⁱ

- **...must help (the student) to spell out the meaning of his experiences and their truths**

An understanding of experiences of inner division helps students begin to realise they have to make choices about whether to seek to satisfy their yearnings or to remain in the grip of fallen human nature. The concern of Catholic education is ⁱⁱⁱ

- **... the development of (the student) from within, freeing him from that conditioning which would prevent him from becoming a fully integrated human being.**

Appendix 3:
Staff suggestions for PD

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- **Team work; bush walk; bush tucker; meditation.....Ern Halliday**
 - **Meditation; team building; walk/ picnic/ cooking.....JOHN COLEMAN 2015/ 2016**
 - **Canoeing; amazing race scavenger hunt (RE based: religious places)**
 - **Retreat; cooking; making rafts;**
 - **Point Perron/ Safety Bay/ Ern Halliday: Team sports**
 - **How to teach RE in an interactive way**
 - **1 Day devoted to retreat for all students at the redemptorist Monastery in North Perth led by Fr John Hodson or other priest.**
 - **Making symbols and visible signs to be displayed in the school.**
 - **MJR Day – Warren for new teachers. 2017**
 - **Sister Wendy – presentation on Mary Mackillop 2017**
 - **Bush walk PD**
 - **Mary MacKillop education/ team building**
 - **How to teach RE with interest/ MJR/ Team building**

Appendix 3 continued.....

Ways staff suggestions can be incorporated into Evangelisation Planning:

COMMUNING WITH GOD THROUGH CHRISTIAN PRAYER: Meditation/ Contemplation/ tied in with cooking/ bush walk etc
DRAWING ON CHRIST'S POWER FOR DAILY LIFE CELEBRATING COMMUNITY: PENANCE.....Power of forgiveness/ positive psychology/ Gospel values
DRAWING ON CHRIST'S POWER FOR DAILY LIFE CELEBRATING COMMUNITY: EUCHARIST.....Mass Planning
PROMOTING PERSONAL RELATIONSHIPS WITH JESUS - PRIMARY PROCLAMATION.....Impact/ Influence of St Paul
Witness to harmony with God – Prayer/ Contemplation
Witness to harmony with others – MJR/ Team building/ Mary MacKillop
Witness to harmony within - meditation
Witness to harmony within - meditation
Witness to harmony with Creation – bush walks; canoeing