






Key Dimension	Year	Goal	School Action	Actioned by	Date achieved/Reflection
Catholic Identity and Mission Enriching our witness! 	2017	Reorientate continuing staff and introduce new staff to Catholic Identity	Twilight with BCE staff to: <ul style="list-style-type: none"> • Unpack BCE Position Statement • Further develop understanding of recontextualisation • Practical ways to work <ul style="list-style-type: none"> ○ Sacred space ○ Scripture ○ Prayer 	Assistant Principal Religious Education (APRE)	February 7, 2017 Staff appreciated the practical nature of the PD and stated that they would use the practical ideas within their classroom
	2018	Develop a shared language around Catholic identity	Use the language of Catholic Identity within the school and wider community eg recontextualisation, moving from 'literal belief' to 'post critical belief' <ul style="list-style-type: none"> ○ School newsletter ○ Staff news ○ Parish bulletin ○ School website 	APRE	
	2018 (ongoing)	Staff to utilise leadership and formation programs to build upon mission leadership capacity	Leadership to budget annually to enable staff to enrol in REAP, leadership courses at Australian Catholic University and formation through Catching Fire, and to attend BCE Master Classes	Principal, finance dept,	
Ongoing but formalise in 2018	Continue work with St Vincent dePaul to stand with the marginalised. Students and staff deepen their understanding of Catholic identity by not just 'giving to' or 'doing for', but standing with the marginalised.	Use Catholic Social Teaching to inform our practice...staff workshop to break open Just Visiting http://www.caritas.org.au/docs/default-source/just-visiting/justvisitingfulltext.pdf and decide where and how best to use this within our school community. Create a Catholic identity leadership group, which other BCE schools have done.	APRE and Student Wellbeing Committee		



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<p>Catholic Identity and Formation Forming our staff and students!</p> <p>Parent feedback - Faith is highly visible and widespread in the school, but the community would like to see more. Parents like to participate ie come along, but they see it as the responsibility of the school to teach religion to their children and develop their faith formation.</p>	2017	Update the School Prayer Policy	<p>Revisit the School Prayer Policy and update it so it reflects current practice.</p> <ul style="list-style-type: none"> • Consult with parish priest • Liaise with interested staff 	APRE and staff	Term 4, 2017
	2017	Formalise morning routine and review Mercy Matters time	<p>Establish a formal process, which is sustainable, for whole school prayer, meditation, mindfulness and singing.</p> <p>Conduct a review of Mercy Matters time</p> <ul style="list-style-type: none"> • Purpose • Sustainability • Other ways to ensure pastoral care is happening and programs are being taught ie Daniel Morcombe Child Safety Curriculum, Bounce Back and Beating Bully Bulldozer 	<p>APRE and interested staff</p> <p>APRE with staff</p>	Consolidated T3, 2017
	2018	Focus on staff formation	<p>Begin with <i>formation capacities</i> and build where to from there.</p> <p>Ensure there is a budget allocation for staff formation activities.</p>	<p>APRE with interested staff</p> <p>APRE</p>	
	2019	Establish opportunities for parents/caregivers to participate in prayer/spiritual formation	<p>Time is allocated during the year (e.g. January PFD's or twilights for staff formation activities.</p>		
	2020	Establish opportunities for students to participate in prayer/spiritual formation			



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Catholic Identity, Learning and Teaching Shaping our curriculum! 	2017	Update our Religious Education Program to align with Religious Education Validation (REV) outline	Review School Religious Education program (2016) and REV document (2014), combining, and where appropriate updating information to reflect current data.	APRE in consultation with Education Officer RE, APRE colleagues and staff	Term 3 – still need to gather information about school patrons. Have asked for parish support.
	2017	Update Religious Education Scope and Sequence	Teaching teams to update the scope and sequence, using the opportunity to rewrite units to better align with the achievement standards.	APRE, EORE and teaching teams	Term 3 and term 4 2017
	2017	Introduce staff to learning progressions in RE and plan with them for 2018.	APRE and EORE to plan with staff for 2018. Goal is produce two units of work.	APRE, EORE, 2018 teaching teams	
	2017	Develop a Scope and Sequence for Relationships and Sexuality Education – Imbedding a Catholic Perspective	Staff to meet and look at the Health and Physical Education curriculum and identify what we do now and when we do it Introduce staff to <i>Catholic Perspective</i> and how to access it. Relationships and Sexuality Education (RSE) team to use data and develop a draft school scope and sequence incorporating the catholic perspective so it is on one document.		Term 1, 2017 – a start was made on the scope and sequence.
	2018	Implement <i>Imbedding a Catholic Perspective</i> across the curriculum.	Professional learning for staff – begin by showing staff the BCE learning and teaching branch of the Catholic Identity on the school portal. Teachers plan to embed a Catholic perspective in one subject area		Term 1, 2017



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<p>Catholic Identity and Culture Growing our communities!</p> <p>The research presented by Pollefeyt and Bouwens puts forward that the preferred theological option for Catholic schools is that of recontextualisation. Recontextualisation is purposefully looking for a renewed Christian profile that is meaningful within the current pluralistic culture. It tries to understand the Christian faith re-interpreted in a contemporary cultural context to ensure that the faith remains recognisable, credible and meaningful for contemporary people.</p>	2017	Publish <i>Religious Life of the School (RLOS) – Line of Sight</i> document and break open with staff.	RLOS document uploaded to school website and parent portal. Staff meeting to revisit the RLOS Line of Sight workshopping, what we cover parish, whole school and in classes.	Principal	Term 1, 2017 T4 work with staff during planning with the scope and sequence
	2017	Build Positive Staff Culture supporting improved staff wellbeing (to grow, we need to be uncomfortable, but safe)	Professional development around positive staff culture – communication, trust, safety, connection, wellbeing	Leadership team	PD Term 1, 2017 (ongoing through staff meetings and staff social events)
	2018	Foster a positive working relationship with the new parish priest.	Leadership team to meet with priest to discuss how we have worked in the past and gather his ideas about working in school.		
	2019	Stewardship – Taking care of our environment. Focus on what we can do and action it.	Staff PD - breaking open <i>Laudato Si</i> (2015) Our environment is sacred- nurturing it nourishes our Catholic identity. (Tip: Our Lady of Dolours, Mitchelton, are doing great work in this space in 2017)	APRE, BCE staff	
	2019	Evaluate the Religious Life of the School	Using the RLoS Reflection Tool (on KWeb) review what staff, students, families and parish think about the Religious Life of the School	APRE Leadership Team, possibly BCE staff	
2017 to 2020	Continue to recontextualise our school environment through visual art. Our Religious Education Curriculum invites us to ensure that <i>“From the first moment that a student sets foot in a Catholic school, he or she ought to have the impression of entering a new environment, one illuminated by the light of faith, and having its own unique characteristics.”</i>	2018: I Grow in Grandad’s Garden spaces <ul style="list-style-type: none"> • Think and Thank Seat <ul style="list-style-type: none"> ○ Gratitude • Let it Go Log <ul style="list-style-type: none"> ○ Forgiveness • Cross Over Corner <ul style="list-style-type: none"> ○ Courage • Dream Table <ul style="list-style-type: none"> ○ Generosity 	APRE, interested staff and students		



			<p>2018: Create a visual art piece based on the theme for the year, incorporating scripture.</p> <p>2019: Create a visual art piece based on the theme for the year, incorporating scripture.</p> <p>2020: Create a visual art piece based on the theme for the year, incorporating scripture.</p>		
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Strengthen Catholic Identity is a key strategy of Brisbane Catholic Education.

The purpose of this strategy is to assist school and office communities to better understand how their Catholic identity is expressed and to be intentional about developing that identity through every facet within the community. This strategy seeks to support the distinctiveness and vision of Catholic schools as they contribute to the rich cultural and religious diversity of today’s world.

History

At St Francis Xavier, we participated in the *Enhancing Catholic School Identity Project*, in 2012. Our data suggests a strong tendency towards dialogue with plurality. At St Francis Xavier, we celebrate and accept cultural and religious diversity, while holding onto our Catholic identity.

We developed an action plan which focused on data which revealed that:

- We have resounding support for Catholic identity but the community would like to see more
- Students support Christian Values Education
- We need to teach students new ways to pray, and
- Recontextualisation – developing our community understanding

The action plan was worked on throughout 2013 and 2014, achieving most of what we set out to achieve.

During 2016, we decided that it was important to refocus our direction and align Catholic Identity with our school goals. To this end, staff received professional development early in 2017, breaking open the *Strengthening Catholic Identity: BCE Position Statement*. From this we have developed a four year plan for strengthening our Catholic Identity here at St Francis Xavier.

Catholic Identity is borne of the encounter between faith, life and culture. It deeply permeates all structures, processes, relationships and the learning and teaching contexts in a way that offers all students lifelong meaning and purpose. BCE aspires to strengthen capacity to lead, engage and teach with a recontextualised world view. Four key dimensions provide the basis for ensuring that the work of St Francis Xavier remains Christ-centred while encouraging a diversity of authentic expression (KWeb, Catholic Identity). Using *Mission, Formation, Learning and Teaching and Culture* as our guide, below is our three year plan:

