



St Francis Xavier, Goodna

Religious Life of the School Line of Sight



Ethos and charism (ICE)

Ethos and charism of the school express the Catholic identity and the assumptions, beliefs and values that the school community shares. They are reflected in what is done, how it is done and who is doing it. A school communicates its distinctive identity through its religious values, culture, rituals and practices.

Embedding ethos and charism ICE1

Promoting elements associated with the ethos and charism of the school (e.g. particular values, key scripture passages, sayings or concepts) ICE1.1 Christian Behaviour Focus, Scripture passage for year with picture book message. Theme for the year

Integrating the Catholic intellectual and aesthetic perspectives across all learning areas of the taught curriculum ICE1.2

Using symbols associated with the school's charism in ritual and liturgy for affirming membership and a sense of belonging ICE1.3 Belonging unit. Sacred spaces for prayer celebrations and Masses are symbolic of theme, charism and focus of celebration.

Incorporating prayers associated with the school's charism into the life of the community ICE1.4 Children's Suscipe, St Francis Xavier School Prayer said morning and afternoon.

Celebrating days of religious significance to focus upon values associated with the school's ethos and charism ICE1.5 St Francis Feast day, McAuley Mass, McKillop Mass.

Connecting school devotional practices for the contemporary cultural context ICE1.6 Indigenous celebrations throughout year, Refugee celebrations.

Promoting a positive sense of continuity and development related to the ethos and charism through the incorporation of historical material in school gatherings, celebrations, anniversaries and special occasions (e.g. photographs, artefacts from the past, elements of traditional prayers and devotional practices ICE1.7

Living the vision and mission ICE2

Integrating the Archdiocesan Vision and values for Catholic Education into school vision and mission statement. ICE2.1

Reviewing and critiquing school practices in the light of the school vision and mission statement ICE2.2

Displaying prominently the school vision and mission statements in diverse and engaging modes (e.g. translations into other languages, electronic versions, child friendly versions) ICE2.3

Giving public recognition to the commitment of role-holders within the school community ICE2.4 Celebrate school officers day, world teachers day, significant personal celebrations of staff.

Communicating the ethos and charism ICE3

Researching and communicating the history and heritage of the school to enhance understanding of its ethos, charism and Catholic identity ICE3.1 Belonging Unit, Stewardship unit, various year level units.

Exploring the intellectual tradition behind the ethos and charism of the school and how this applies to classroom learning ICE3.2

Developing programs for staff induction into the charism of the school and its contemporary application ICE3.3

Communicating the distinctive identity and nature of the school to the wider community ICE3.4 newsletter articles, school website, social media, BCE publications

Promoting the school's charism and ethos ICE3.5 Newsletters, staff prayers and visual displays in front office and in McAuley Hall

Giving honour to the ethos and charism of the school through the use of iconography, sculpture and sacred art ICE3.6

Utilising student and staff skills in the arts to communicate significant elements of the ethos and charism of the school ICE3.7 annual art show, mosaic art work, Christian Behaviour Focus





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Authentic Christian community (ICC)

Authentic Christian community builds quality relationships modelled on the vision and values of Jesus. An authentic school community supports the dignity of each person, practises Christian hospitality and proclaims its values through word and action.

Respecting dignity and diversity ICC1

Developing policies, structures and practices to provide equity for all students ICC1.1

Recognising the diversity of student achievement within and beyond the school community ICC1.2

Celebrating the cultural diversity of the school ICC1.3 NAIDOC week, Refugee week, Harmony day, assembly presentations, art show, cushion concert, library displays, sacred space displays

Implementing and evaluating behaviour support policies and practices in the light of the vision and values of Jesus ICC1.4 Positive Behaviour Support Program, Christian Behaviour Focus

Providing companioning programs for students who are new, at risk or marginalised (e.g. social skills programs) ICC1.5 Bounce Back, Beating Bully Bulldozer, Daniel Morcombe – Keeping Kids Safe; all a part of Mercy Matters.

Infusing the gospel into leadership programs for students and staff ICC1.6 Retreat Days, camps, incursions.

Building quality relationships ICC2

Welcoming, encouraging and supporting the participation of families in the life of the school ICC2.1

Developing a community culture that is committed to reconciliation, quality relationships and promoting inter-cultural understanding ICC2.2 RAP developed 2016, Acknowledgement of significant days and events for our community through whole school prayer.

Presenting, through drama, dance, music, visual art and media, traditional stories from various cultural groups ICC2.3

Recognising and celebrating the everyday moments of people's lives ICC2.4 announcing births, celebrating birthdays, celebrating significant personal events. Staff buddies, social club, student announcements in class and/or on assembly

Building a culture of care and concern across the school ICC2.5

Acknowledging connections with the wider church community by partnering with the parish and local church through prayer, liturgy, social events and outreach ICC2.6 St Vincent DePaul, Parish Luncheons, Elderly visits, Masses, Grandparents Day

Practising Christian hospitality ICC3

Developing a shared understanding of the Christian underpinnings of hospitality and welcome ICC3.1

Promoting a spirit of Christian hospitality and social courtesy to all visitors ICC3.2

Maintaining, inviting, clean, uncluttered and clearly signed public spaces ICC3.3

Practising with students social courtesies (e.g. greeting people, introducing a visitor, welcoming a guest speaker) ICC3.4

Developing resources that welcome and orient new families to the school ICC3.5 P&F booklet, school sign, orientation days, open days





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Sense of the sacred (ICS)

Sense of the sacred uses the intellect, art, design and reflective spaces to engage the senses. It contributes to the religious identity and culture of a community. The aesthetic, social and physical environment is a powerful means through which a school community creates and values a sense of the sacred.

Creating a sense of the sacred ICS1

Engaging students in the prayerful use of local prayer sites, sacred spaces, and physical structures ICS1.1 labyrinth, prayer wall, 2016 indigenous meeting place, St Francis Xavier church

Reviewing the appropriateness of existing religious art and iconography ICS1.2

Establishing and maintaining sacred and reflective spaces in classrooms and around the school ICS1.3 Updated throughout the liturgical seasons, for the purpose of a specific unit, special and everyday celebrations

Providing opportunities for students to explore God's presence through art and other media (e.g. engage an artist-in-residence, hold an exhibition of students' religious artwork) ICS1.4
An in class activity.

Enhancing the religious culture ICS2

Providing professional learning opportunities on the power and potential of the aesthetic in creating a sense of the sacred ICS2.1

Providing professional learning for staff on religious art and iconography ICS2.2

Establishing practices and procedures for movement from secular psychological space to a readiness for prayer and celebrations ICS2.3 invitation to silence and a reminder that the space is now our church/prayer space. Music and invitation is reflect on them or Jesus.

Incorporating student art and religious iconography into school reception areas and communal spaces to reflect the liturgical seasons and life of the school community ICS2.4 Theme art work done by year 6 at leadership retreat is used through the year, across the school.

Resourcing a sense of the sacred ICS3

Planning for the acquisition of quality art, artefacts and iconography for classrooms and school environments ICS3.1

Using the natural environment to enhance a sense of the sacred (e.g. reflective walks, rainforest areas, peace/prayer gardens) ICS3.2

Identifying and sourcing suitable resources for creating an aesthetic environment for liturgy and ritual (e.g. music, symbols, materials, artefacts, images) ICS3.3 Depends on the theme/topic – resources gathered for each occasion

Exploring ways the creative arts can be used to enrich the religious life and culture of the school ICS3.4 Dance and drama in prayer celebrations and Masses, creative use of multimedia in prayer rituals, student artwork displayed to enhance prayer. Students sing.

Supporting and resourcing staff to create meaningful prayer spaces and experiences in classroom settings. ICS3.5 Staff are encouraged to build their own bank or resources which are age appropriate.





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Living the gospel (EFG)

Living the gospel calls for openness that invites each person to experience a change of heart by engaging with the world as Jesus did. A school fosters this call in its individual members by creating an environment that encourages and invites them to discipleship and ministry.

Creating a Christ-centred environment EFG1	Embedding the gospel in practices processes EFG2	Celebrating the Good News EFG3
Evaluating the effectiveness of the ways in which Jesus Christ is presented and interpreted in the life of the school (e.g. through artwork, stories, public gatherings, school website) EFG1.1	Using restorative justice processes to develop a Christian culture of forgiveness and reconciliation EFG2.1 Stop, Think, Do	Identifying and using scriptura texts to promote and support the Christian values of the school EFG3.1
Planning for prayer and worship in the school that is Christ-centred and strongly connected to the Cycles of the Liturgical Year EFG1.2	Establishing policies practices and structures that promote inclusion and a sense of belonging to a Christian community EFG2.2	Recognising and ritualising the rich tapestry of students, staff and families through personal and public recognition EFG3.2
Making connections between the life, death and resurrection of Jesus Christ and contemporary people and events (within and beyond the school community) EFG1.3	Providing opportunities for staff, students and parents to understand how traditions and practices in the school community connect with the gospel of Jesus Christ EFG2.3	Introducing elements of Christian joy and hope into the celebrations of school life EFG3.3
Creating a culture of hope, optimism, joy and inclusion that reflect the life of Jesus Christ through routines and practices EFG1.4 Hospitality, forgiveness, Kids Who Care, SVDP, Orange Sky, Project compassion.	Supporting staff programs on Christian ministry and vocation EFG2.4	Familiarising the community with a range of Christian writings and writers who celebrate joy and hope in life and present the gospel message in engaging ways EFG3.4

Continue to move from a values model of education to Gospel Values where Jesus is the centre (Recontextualisation).





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Spiritual Formation (EFF)

Spiritual formation in a Catholic school occurs within the context of the Catholic Christian faith tradition. Such formation is orientated to the spiritual growth of each individual and the spiritual flourishing of the school community. Spiritual formation is sensitive to the faith background and life journey of individuals within the community. School communities recognise moments and opportunities for formation and find ways to nurture the spirituality of each individual in ways that respect their religious background and their informed conscience.

Planning formation for students EFF1

Adapting spirituality and faith formation frameworks to enhance the spiritual formation of students (e.g. BCE Spiritual Formation Framework, frameworks related to the charism of Religious Institutes) EFF1.1

Providing faith formation experiences for potential student leaders EFF1.2 retreats, meditation and prayer experiences

Supporting and resourcing staff to collaboratively plan and facilitate retreat and reflection experiences for students EFF1.3 Year 6 retreat, class prayer celebrations.

Responding to diversity EFF2

Incorporating data from the religious profile of students into the planning of spiritual formation experiences (e.g. students from diverse Christian denominations, students from religions other than Christianity) EFF2.1

An in class activity.

Celebrating the religious unity and diversity within the school community by inviting representatives of other faith communities to participate in specific events EFF2.2

Seeking creative expressions EFF3

Providing opportunities for students to develop and express spiritual awareness through the arts EFF3.1 Dance, Drama, Media Arts, Music, Visual Arts

Exploring creative ways of promoting an awareness of the spiritual dimension of life (e.g. podcasts, blogs, books, articles, websites, discussion circles, a lunchtime speakers' corner, panel discussions) EFF3.2

Utilising resources and developing activities that enrich and nurture an appreciation of the wide variety of spiritual charisms within the Christian tradition (e.g. Benedictine, Franciscan, Marist, Josephite, Edmund Rice, Presentation and Mercy) EFF3.3



Challenge: how do we build spiritual formation that is sustainable?



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Witness to the wider community (EFW)

Witness to the wider community calls Christians to give witness to the beliefs and values of the Catholic Christian tradition and proclaim the Good News of Jesus Christ. The Catholic school, as part of the evangelising mission of the Church, witnesses to the wider community through its physical presence and authentic proclamation of the gospel in word and action.

Celebrating with others EFW1 Reaching out EFW2

Building collaborative relationships with the parish and local Church in planning joint celebrations EFW1.1

Supporting parents, staff and students to become Catholic through participation in parish RCIA programs EFW2.1

Inviting students to participate in retreat experiences and reflection days with students from other Catholic schools EFW1.2

Developing ways of meeting the pastoral needs of students and families (e.g. regular Make a Meal sessions for families in need, prayer circles, support groups, home visits) EFW2.2

Inviting representatives of other Christian Churches to participate in school celebrations (e.g. Easter celebrations, Week of Prayer for Christian Unity) EFW1.3

Teaching students how to witness to the values that the school espouses at external events and activities EFW2.4 respectful behaviour in public settings, gratitude and graciousness, positive participation, considering the needs of others first.

Making connections EFW3

Inviting clergy and parish staff to participate in the everyday and significant events of the school EFW3.1 Staff celebrations and luncheons

Encouraging students to participate and take on leadership roles in the youth ministry of their local parish or diocese EFW3.2

Engaging with and promoting parish, deanery and Archdiocesan initiatives, events and gatherings. EFW3.3 Communicated via email and through newsletter articles.

Communicating the Message EFW4

Articulating explicitly the connections between school policies, structures and practices and Christian values and principles EFW4.1

Communicating to the school community information about parish and Archdiocesan events EFW4.2 Mass times, Sacramental programs, faith development programs, Catholic education week – through website, parent portal and newsletter

Communicating explicitly the school values and beliefs through newsletters, local media and social media. EFW4.3

Regular newsletter item... possibly a variety of quotes which reflect values and beliefs.





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Christian prayer (PWP)

Christian prayer raises the mind and heart to God or requests good things from God and contributes to the faith growth of individuals and the building of Christian community. Schools draw on the richness of the Catholic tradition, the wider Christian tradition and their own particular charism to nurture the prayer life of the school.

Drawing on the tradition PWP1

Teaching and using a variety of traditional prayers and devotions for individual and communal use PWP1.1 Our Father, Hail Mary, Children's Suscipe

Identifying appropriate times and occasions for different forms and expressions of prayer PWP1.2

An in class activity.

Preparing and disseminating a calendar to ensure a prayerful perspective in celebrations of liturgical seasons, feasts and significant events PWP1.3

Calendar done at beginning of year and given to staff and P&F. Reminders emailed to staff and placed in newsletter closer to celebrations.

Providing or creating a school prayer book that includes a range of prayer forms (e.g. blessing and adoration; petition and intercessions; thanksgiving and praise) PWP1.4

An in class activity.

Nurturing prayer life PWP2

Modelling and explaining gestures used in prayer celebrations PWP2.1 Sign of the Cross, sign of peace,

Scheduling time to allow for the preparation of students to enhance their participation in prayer experiences PWP2.2 Singing practice, practice of dance/movement.

Teaching students how to identify and use scriptural texts in prayer and worship PWP2.3

An in class activity.

Using predictable patterns in prayer and worship across the school PWP2.4 We Gather, We listen, We Respond, We Go

Involving students in creation of prayers for use in school celebrations PWP2.5 Prayers of the Faithful, choosing a scripture passage

Establishing a culture and climate that values and emphasises a sense of the sacred during communal prayer times PWP2.6

Developing creative ways of building a culture of prayer within a school community (e.g. a prayer website, an intentions book, a prayer blog, a prayer garden, sacred spaces, sensory stimuli) PWP2.7

This needs regularity and routine to be sustainable.

Making effective use of the arts to enhance prayer experiences PWP2.9

Providing a variety of experiences PWP3

Immersing students in diverse experiences of prayer (e.g. traditional prayers and devotions, meditation and contemplation, silence, labyrinths and mandalas, prayer with scripture, litanies and mantras, using The Arts as a stimulus for prayer (PWP3.1) Using the curriculum to support this, teachers do this in the classroom

Providing opportunities for students to engage with different approaches to meditation PWP3.2 Using the curriculum as a guide, students participate in meditation once a week during Mercy Matters.

Incorporating appropriate symbols when developing prayer experiences flame, water, oil, colour, shape, natural elements, religious symbols, seasons symbols PWP3.3

Providing voluntary opportunities for prayer PWP3.4



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Celebration of liturgy and sacraments (PWL)

Celebration of liturgy and sacraments are part of the formal, public prayer and worship of the Church. The Church encourages full, conscious and active participation in liturgy. Schools celebrate the Liturgy of the Church through celebration of the sacraments, Liturgy of the Word and Liturgy of the Hours.

Developing skills in liturgy PWL1

Providing professional learning opportunities for staff, students and parents about the principles, structures and planning of liturgy PWL1.1

Providing formation for staff, students and parents to undertake appropriate roles of ministry within the liturgy (e.g. Eucharistic ministers, readers, music ministers, preparing the sacred space) PWL1.2

Utilising planning templates in preparing for liturgical celebrations PWL1.3 Planning template is on the staff portal.

Negotiating with clergy clear, agreed expectations about the celebration of liturgy and sacraments within the school PWL1.4 This conversation occurs each time there is a Mass or prayer celebration.

Promoting participation in liturgy PWL2 Celebrating Sacraments PWL3

Developing clear expectations about procedures and practices for the reverent celebration of liturgy PWL2.1 entering and leaving, responding, movement and gestures, receiving communion

Preparing students for full and reverent participation in liturgies PWL2.2 Practise reading scripture, rehearse music, explain and practise particular actions and movements

Arranging the physical environment and provide resources conducive to full and active participation in liturgy and sacraments PWL2.3 Power point or words to song and responses are provided.

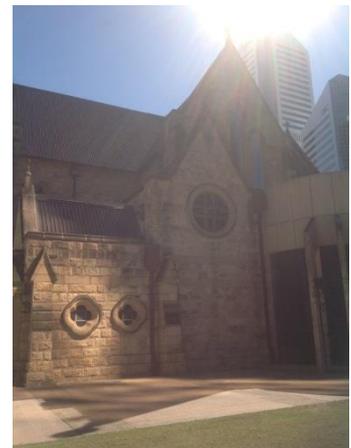
Encouraging and supporting student participation in parish, deanery or Archdiocesan liturgies and gatherings PWL2.4 Catholic Education Week, Mass once a week years 4-6, mass once per term with buddy classes. Deanery experiences emailed to staff and put in newsletter.

Seeking creative ways students may contribute to the enhancement of the church or sacred space in which a liturgy is to be celebrated PWL2.5

Identifying and providing opportunities for the celebration of the sacraments of Eucharist and Penance within the life of the school PWL3.1 Eight masses at school.

Supporting students and families engaged in sacramental preparation and celebration through recognition and prayer PWL3.2 Acknowledgement on assembly and through the school newsletter.

Promoting and supporting the Rite of Christian Initiation of Adults (RCIA) in local parishes PWL3.3





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Ritualising everyday life (PWR)

Ritualising everyday life occurs through rituals combining words, actions and symbols that make meaning of the mystery of life in the light of the gospel. Christians believe that all creation is good and is infused with the presence of God. School communities affirm the sacredness of everyday life by recognising and celebrating God in the created world, in relationships with others and in events and experiences.

Ritualising life events PWR1

Ritualising rites of passage PWR1.1 transition to secondary school, induction into leadership, engagements, marriages, retirement, welcoming new staff/new students, farewelling staff and students births in the community.

Using or designing commissioning and blessing rituals to respond to life events PWR1.2 Beginning and end of year celebrations

Recognising opportunities to ritualise and prayerfully support members of the community facing issues of grief and loss PWR1.3 Class prayer celebrations offered to student. Support from staff at funeral where appropriate.

Identifying and sourcing appropriate rituals, spaces, symbols and resources that may assist staff and students prepare for and respond to critical incidents and traumatic events PWR1.4 In consultation with family, class prayer celebration offered to student and the same if offered to staff.

Looking for opportunities to include elements of hope, joy and celebration in ritualising everyday events in the lives of students PWR1.5 Acknowledgement on morning assembly where appropriate.

Utilising knowledge and skills in the arts (dance, Drama, Media Arts, Music, Visual Arts) to ritualise life events PWR1.6

An in class activity.

Promoting simple rituals for families to use in the home PWR1.7

Using prayer rituals in the school PWR2

Including prayer rituals in the day-to-day procedures and routines of school life PWR2.1 lighting a candle to begin meetings/prayer, saying the school prayer/motto at gatherings;

Promoting the use of sacred spaces by individuals and groups to experience silence and stillness in the everyday PWR2.2 The use of the labyrinth and prayer wall are encouraged during weekend Mass and through newsletters.

Making use of symbolic and ritual actions that are reminders of the sacredness of every individual (e.g. sprinkling with water, blessing with oil, sign of peace, placing of hands) PWR2.3

Incorporating simple ritual into classroom prayer, assembly prayer, staff and parent gatherings PWR2.4

Planning prayerful reflective practices as part of learning and teaching (e.g. reflecting on daily learning's, celebrations of learning, rituals related to the focus of learning) PWR2.5

Incorporating rituals of reconciliation and forgiveness into classroom practice, behaviour support strategies and the life of the school PWR2.6

Designing appropriate and meaningful rituals for use on retreat/reflection days PWR2.7 Theme based



Inviting parental involvement in prayer rituals PWR2.

Ongoing invitation at whole school level for parents to participate in whole school, parish and class prayer celebrations and Masses.



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Justice in the school community (SJS)

The school practises justice within its own community through policies, structures and practices that are consistent with the themes of Catholic social teaching. Respect for the dignity of the human person underlies Catholic social justice themes.

Respecting the dignity of all SJS1

Promoting communication and interaction between members of the school community that respect the rights and dignity of all SJS1.1 Telephone conversations, conflict resolution, mediation, classroom interactions, behaviour support, staffroom conversations – confidentiality is expected.

Identifying marginalised groups within the school community and developing ways to demonstrate welcome and support SJS1.2

Implementing induction programs to support new students and families from diverse backgrounds SJS1.3

Reviewing policies, structures and practices in the light of the diversity within the school community (e.g. cultural, social, religious, economic factors) SJS1.4

Praying for justice SJS2

Integrating a justice focus into school liturgies, classroom prayer and prayer assemblies SJS2.1 Where appropriate we draw on resources from Caritas, Catholic Missions, St Vincent De Paul and other resources like Orange Sky.

Identifying structures and practices that provide opportunities to encourage a prayer response to justice issues (e.g. newsletter, assembly prayer, meetings, foyer displays, email, noticeboards, classroom prayer) SJS2.2

Using social media to encourage others to pray about current issues of injustice at local, national and global levels SJS2.3

Building a just community SJS3

Auditing policies, structures and practices in the light of Catholic themes of social justice (e.g. behaviour support, inclusion practices, enrolment policy, engaging students in decisions) SJS3.1

Supporting the principle of subsidiarity in key decision-making SJS3.2

Establishing just processes of discernment and critical judgement when making decisions SJS3.3

Applying Christian stewardship to the resources and environment of the school SJS3.4 Two classes – teachers with a passion for this – take this on each year. Light audit, rubbish audit, recycling

Developing and accessing school-wide programs that focus on improving and maintaining quality relationships SJS3.5 Every class in the school has a buddy class. Every staff member has a buddy staff member.



A possible focus for 2017.



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Action for justice (SJA)

Action for justice is integral to the Christian vocation. Action for justice, peace and ecological sustainability is based on the dream of Jesus to establish the Kingdom of God. School communities act for justice when they demonstrate a commitment to the poor and marginalised, actively work for peace and practise stewardship of the earth.

Applying Catholic social teaching SJA1

Drawing on Catholic social teaching and scripture when developing a rationale and principles for social justice activities SJA1.1

Critically reviewing and monitoring the complexity and expense of experiences offered by the school in light of Jesus' model as one who 'travels lightly' SJA1.2

Implementing policies and practices within the school that nurture a generosity of spirit SJA1.3 As a staff we choose one or two charities each year to support. As a school we choose two or three charities outside of our regulars ie Project Compassion to support.

Promoting peaceful relationships within and beyond the school community SJA1.4

Promoting the resources and activities of Catholic justice and peace agencies for prayer and action (Caristas, Catholic Missions, St Vincent de Paul, Australian Catholic Bishops Social Justice Commissions) SJA1.5

Caring for the environment SJA2

Fostering environmentally friendly practices SJA2.1 recycling paper, installing school water tanks, garden project

Raising awareness of ecological issues (e.g. school forums, inspiring speakers, regular updates in school communication, establish an energy efficiency working party, student debates) with reference to Church teachings SJA2.2

Engaging with local environmental projects as parts of the curriculum SJA2.3

An in class activity.

Learning through service SJA3

Providing structured immersion experiences for students and staff to give valuable insight into the lives of others (e.g. streets retreats, visiting care facilities, overseas immersion programs) SJA3.1

Designing and creating activities that promote better understanding between generational groups SJA3.2 age care residence visiting us for morning tea and concert, interviewing an older person, Grandparents Day, parish luncheons

Supporting and encouraging student-initiated justice projects that contribute to the wellbeing of others locally and globally SJA3.3

Enlivening and renewing existing services and justice activities (e.g. a "justice activist-in-residence", guest presenters at school boards and staff meetings, conducting a justice hypothetical SJA3.4



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Reflection on action for justice (SJR)

Reflection on action for justice requires critical reflection and prayerful discernment based upon the scriptures and **Catholic social teaching**. School communities consciously plan for and implement these reflective elements into their justice initiatives through an action-reflection process.

Promoting critical discernment SJR1

Reviewing and critiquing the relevance and adequacy of current actions for justice in the school community SJR1.1

Critically reflecting on everyday practices within the school community that fail to uphold the dignity of individuals (e.g. demeaning language, aggressive behaviour, misuse of power) SJR1.2

Using school publications to challenge the school community to critically reflect on current social issues SJR1.3

Encouraging peaceful and just relationships by providing opportunities for community members to regularly reflect on their attitudes and behaviours SJR1.4

Making reference to Catholic social teaching in areas of learning relating to social issues such as economic development, employment, consumerism, and scientific developments such as cloning SJR1.5

Incorporating reflection about the vocation of the Christian in the world into the briefing and debriefing of students engaged in immersion and outreach programs SJR1.6



Building a culture of reflection SJR2

Encouraging reflective processes that promote reconciliation (e.g. conflict resolution, restorative justice processes, mediation) SJR2.1

Providing times and opportunities to assist prayerful reflection on justice issues and initiatives (e.g. journaling, mediation, artistic expressions, song writing) SJR2.2

Ensuring that prayerful reflection is part of the regular practice of service and action (e.g. Examen prayer, meditation on scripture, journaling) SJR2.3

Building a reflective component into the celebration of significant events related to social issues and justice SRJ2.4 Aboriginal reconciliation, Social Justice Week, World Environment Day, International Day of Peace

Utilising the power of story to assist reflection on social justice issues and themes SJR2.5

Locating and using resources provided by Catholic agencies to promote student reflection on issues of justice, peace and ecological sustainability SJR2.6

Utilising the writings and reflections of prominent advocates for social justice as a focus of reflection on actions undertaken, making reference to Catholic social teaching SJR2.7

Teaching students to use an action-reflection process (e.g. See, Judge, Act) in response to life and societal issues SJR2.8

Utilising The Arts (Dance, Drama, Media Arts, Music, Visual Arts) to build a culture of reflection on issues of justice SJR2.9

As a school we need more professional development sound Catholic Social Teaching. Possible goal moving forward.