



**XAVIER CATHOLIC COLLEGE**

**PASTORAL BOARD**

**POLICY STATEMENTS**

**2013**

# MISSION AND RELIGIOUS EDUCATION

## POLICY STATEMENT

At Xavier Catholic College we will develop a dynamic faith community with a shared vision, striving to be responsive to the needs of all our members in our changing and complex educational and social context.

This dynamic faith community will be clearly identified as a Catholic Christian Community within an Ignatian tradition.

As a response to Catholic Social Teaching, we will actively work to build community, acknowledging the dignity of each person, displaying tolerance and respect to all, promoting a “Faith that does Justice” and the need for love and compassion to be the basis of all endeavours.

At Xavier there will be a cohesive and integrated approach for the spiritual formation of all in our community (students, parents and staff) and for the professional learning of staff in religious education and theology.

## STRATEGIC INTENTS

Policies, programmes and practices which explicitly articulate the nature and purpose of Catholic schooling, within the broader evangelising mission of the Church.

A religious education curriculum that promotes knowledge, deep understanding and skills about the Catholic and broader Christian tradition.

A cohesive and integrated approach to nurturing and promoting the religious life of the school, the faith formation of students and participation in the worshipping community.

A cohesive and integrated approach for the spiritual formation of staff.

A cohesive and integrated approach for the professional learning of staff in religious education and theology.

A shared understanding of and practical responses to Catholic Social Teaching.

## VALUES

*Gospel values should so illumine and enliven Catholic Education that the way of life in each school gives witness to Christ. This alone makes the school distinctively Catholic. Obviously, these Gospel values will impact on all decisions concerning the purposes, content, teaching/learning experiences, evaluation processes and structures which form elements of the curriculum in Catholic schools. The following values have had a major influence in assisting the community in the development of this policy.*

**Our Catholic Christian tradition:** we are a pilgrim people, journeying together, our story is never fully written, so our plans are never fully realised; we are constantly drawing upon our tradition and also being called into new ways of growing and renewing ourselves.

**Dignity and justice for all:** all persons are created equal and human dignity is inviolable. Our educational efforts should confirm the belief that everyone is unique, that individual distinctions enrich and enliven our world and that the individual has both rights and responsibilities.

**High quality learning:** education shall impart in the learner a zest for life, then courage to tackle it, and a desire by students to use and extend what they learn.

***Creativity:*** we look for creative, flexible and future oriented responses that best address the needs of students, the local community, system and government.

***Collaboration and subsidiarity:*** Catholic educators make use of a 'shared wisdom' in arriving at decisions and attempt to locate decision making at the lowest appropriate level.

***Reverence/ Respect/ Dignity:*** Respect is the basis of any relationship. Everyone - parents, pupils, and staff have a contribution to make. It is the job of the school to recognise this work in an atmosphere of mutual respect. Curriculum programs should prepare students for responsible citizenship in the local, national and international communities. This will include an understanding of the value and dignity of the human person, of political rights, religious freedom and human welfare, which requires adequate housing, education, food, etc

***Love:*** Teachers educate by what they say, more by what they do, even more by who they are, but most of all by what they love. 'Love' here is interpreted as 'concern' for. It is this concern that expresses itself in the many attempts that teachers are making to develop curriculum appropriate to the needs of their pupils.

***Truth/Learning:*** The Catholic School can be a Christian educational community where human knowledge and truth, enlightened by faith, are valued by teachers and students. At the centre of academic teaching, at the culminating point of all interest, must be the person, the work and the message of Christ: he is our true teacher (cf. Mt 23:8-10). The priority and irreplaceable commitment, both of teachers and of pupils, is to get to know Jesus. (John Paul II).

***Love of Beauty/Sense of Wonder:*** To develop a sense of wonder and awe before the mystery of God. Never lose an opportunity for seeing anything that is beautiful; for beauty is God's handwriting - a wayside sacrament. Finding Jesus in all things.

***Ignatian Pedagogy:*** Education that is based on experience-reflection-action paradigm devised by St Ignatius Loyola. The educational outcomes envisaged by Ignatian Education are the formation of students who are "leaders in service, in imitation of Christ Jesus, men and women of competence, conscience and compassionate commitment.

## CONSEQUENCES

As a consequence of this policy, the following guidelines and procedures will be developed:

- Religious Education
- Liturgy
- Personal Development
- Spirituality
- Spiritual Framework

## REFLECTION MATERIAL

In developing this policy, the community of Xavier Catholic College utilized the expertise of the local community – college and parish. Input from the broader community included the following:

Catholic Education Council. (2002) *Resourcing of Catholic Schools* Archdiocese of Brisbane.

Catholic Education Council. (1992). *Vision into the twenty-first century: Vision Statement for Catholic Education in the Archdiocese*. Brisbane.

Congregation for Catholic Education. (1998). *The Catholic school on the threshold of the third millennium*. St Paul's. N.S.W.

Catholic Education Archdiocese of Brisbane, (2012) *Strategic Renewal Framework 2012 – 2016 For Catholic Schooling Archdiocese of Brisbane*. Brisbane.

Catholic Education Archdiocese of Brisbane, (2008). *Religious Education - Guidelines for the Religious Life of the School*.

Catholic Education Archdiocese of Brisbane, (2012). *Religious Education Program*.

Catholic Education Archdiocese of Brisbane, (2005). *Modification and Closure of Systemic Schools Policy*.

Flynn, M. (1993) *The Culture of Catholic Schools*, St Paul's Publication. Homebush.

National Catholic Education Commission. (1999). *NCEC Accountability Principles*. National Catholic Education Commission. Canberra.

Scroope, M. (Ed) (2003) *IGNATIUS LOYOLA Spirit and Practice for Today*. Loyola Institute. Pymble.

# LEARNING AND TEACHING

## POLICY STATEMENT

**The curriculum at Xavier will meet BCE and Government requirements and be responsive to the changing needs of students and the community. It will be holistic in approach, providing comprehensive whole school response to the individual academic, vocational and pastoral needs of all students.**

**Improved outcomes for all students will be achieved through pedagogical practices that are data informed and evidence-based with targeted strategies for specific diverse student populations.**

**Information, communication and learning technologies will be deployed to improve teaching and learning**

## STRATEGIC INTENTS

Enhanced pedagogical practice that is data-informed and evidence-based

Implementation of the Australian Curriculum within the context of the BCE Learning Framework as a means of realising equity and excellence.

Improved literacy and numeracy standards

Learning and teaching environments are adaptive and responsive to the changing structure of schooling eg. School based kindergarten and Year 7 to secondary

Comprehensive whole school approaches provide pastoral care, protection of students, student behaviour support and foster social and emotional wellbeing

Targeted strategies that ensure the identification, monitoring, and improved education outcomes for specific diverse student populations

Career education and creative curriculum planning that improves student access to pathways and maximises school and post school options

School Leadership teams and classroom teachers have well developed capacities to utilise information, communication and learning technologies to improve teaching and learning

## VALUES

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**Our Catholic Christian tradition:** we are a pilgrim people, journeying together, our story is never fully written, so our plans are never fully realised; we are constantly drawing upon our tradition and also being called into new ways of growing and renewing ourselves.

**Dignity and justice for all:** all persons are created equal and human dignity is inviolable. Our educational efforts should confirm the belief that everyone is unique, that individual distinctions enrich and enliven our world and that the individual has both rights and responsibilities.

**High quality learning:** education shall impart in the learner a zest for life, then courage to tackle it, and a desire by students to use and extend what they learn.

**Creativity:** we look for creative, flexible and future oriented responses that best address the needs of students, the local community, system and government.

**Collaboration and subsidiarity:** Catholic educators make use of a 'shared wisdom' in arriving at decisions and attempt to locate decision making at the lowest appropriate level.

**Reverence/ Respect/ Dignity:** Respect is the basis of any relationship. Everyone - parents, pupils, and staff have a contribution to make. It is the job of the school to recognise this work in an atmosphere of mutual respect. Curriculum programs should prepare students for responsible citizenship in the local, national and international communities. This will include an understanding of the value and dignity of the human person, of political rights, religious freedom and human welfare, which requires adequate housing, education, food, etc

**Love:** Teachers educate by what they say, more by what they do, even more by who they are, but most of all by what they love. 'Love' here is interpreted as 'concern' for. It is this concern that expresses itself in the many attempts that teachers are making to develop curriculum appropriate to the needs of their pupils.

**Truth/Learning:** The Catholic School can be a Christian educational community where human knowledge and truth, enlightened by faith, are valued by teachers and students. At the centre of academic teaching, at the culminating point of all interest, must be the person, the work and the message of Christ: he is our true teacher (cf. Mt 23:8-10). The priority and irreplaceable commitment, both of teachers and of pupils, is to get to know Jesus. (John Paul II).

**Love of Beauty/Sense of Wonder:** To develop a sense of wonder and awe before the mystery of God. Never lose an opportunity for seeing anything that is beautiful; for beauty is God's handwriting - a wayside sacrament. Finding Jesus in all things.

**Ignatian Pedagogy:** Education that is based on experience-reflection-action paradigm devised by St Ignatius Loyola. The educational outcomes envisaged by Ignatian Education are the formation of students who are "leaders in service, in imitation of Christ Jesus, men and women of competence, conscience and compassionate commitment.

## CONSEQUENCES

As a consequence of this policy, the following guidelines and procedures will be developed:

- Career & Vocational Education
- Distance Education
- ESL
- ETRF
- Excursions
- Middle School
- Music
- Personal Development
- QSA
- Special Needs
- Technology
- Ignatian Pedagogical Paradigm (IPP)

## REFLECTION MATERIAL

In developing this policy, the community of Xavier Catholic College utilized the expertise of the local community – college and parish. Input from the broader community included the following:

ACARA (2012) Australian Curriculum.

Catholic Education Council. (2002) *Resourcing of Catholic Schools* Archdiocese of Brisbane.

Catholic Education Council. (1992). *Vision into the twenty-first century: Vision Statement for Catholic Education in the Archdiocese*. Brisbane.

Congregation for Catholic Education. (1998). *The Catholic school on the threshold of the third millennium*. St Paul's. N.S.W.

Catholic Education Archdiocese of Brisbane, (2012) *Strategic Renewal Framework 2012 – 2016 For Catholic Schooling Archdiocese of Brisbane*. Brisbane.

Catholic Education Archdiocese of Brisbane, (2004). *Opening Systemic Schools*.

Catholic Education Archdiocese of Brisbane, (2005). *Modification and Closure of Systemic Schools Policy*.

Flynn, M. (1993) *The Culture of Catholic Schools*, St Paul's Publication. Homebush.

National Catholic Education Commission. (1999). *NCEC Accountability Principles*. National Catholic Education Commission. Canberra.

Scroope, M. (Ed) (2003) *IGNATIUS LOYOLA Spirit and Practice for Today*. Loyola Institute. Pymble.

# PROFESSIONAL PRACTICE AND COLLABORATIVE RELATIONSHIPS

## POLICY STATEMENT

**At Xavier Catholic College we will actively work to build community through collaboration and building of partnerships with students, families, parish, Brisbane Catholic Education and the wider community.**

**Our staff will be committed to the development of a learning community through high professional standards and ongoing and effective professional learning**

**We will provide a comprehensive approach to staff well-being and pastoral care. We are committed to developing a safe, healthy and productive school environment for all.**

**As the prime educators of their children, parents are called upon to play an integral part in this learning community.**

## STRATEGIC INTENTS

Structures, processes and collaboration with clergy and parish bodies to strengthen the shared mission of parish and school.

Partnerships that provide for consultation and engagement with parents as the primary educators of their children in the mission of the Catholic school.

A comprehensive approach to staff well-being and development including professional learning, professional standards, performance management and pastoral care.

Leadership development and succession planning informed by the mission and purpose of Catholic Education.

Development of effective professional learning communities both within schools and across the wider BCEO community.

Productive links are forged with professional bodies and institutions, the broader community and government agencies.

A safe, healthy and productive school environment for students, staff and community.

Consultative and collaborative partnerships are evident among schools and between schools and BCEO.

## VALUES

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**Dignity:** all persons are created equal and human dignity is inviolable. Our educational efforts should confirm the belief that everyone is unique, that individual distinctions enrich and enliven our world and that the individual has both rights and responsibilities.

**Love:** Teachers educate by what they say, more by what they do, even more by who they are, but most of all by what they love. 'Love' here is interpreted as 'concern' for. It is this concern that expresses itself in the many attempts that teachers are making to develop curriculum appropriate to the needs of their pupils.

**Compassion:** Mercy is a God-given ability to have compassion for those suffering and to discover ways of meeting their needs.

**Justice:** A special responsibility of Catholic education is to educate for justice. Such an education, if it is to be credible, must take place within an environment which witnesses a commitment to justice. The responsibility for creating this environment rests with all in the education community, but it rests in a special way on those who make decisions and create policies for that community.

**Trust/Openness:** We enhance personal self-concept by showing God's concern for each of us and by showing that adults also care for the community members. We need to recognise and reinforce growth, openness and personal accomplishments.

**Respect/Tolerance:** Respect is the basis of any relationship. Everyone – parents, pupils, and staff have a contribution to make. It is the job of the school to recognise this work in an atmosphere of mutual respect and tolerance.

**Honesty/Integrity:** The Catholic school should be a Christian educational community where human knowledge and truth, enlightened by faith, are valued by teachers and students.

**Forgiveness:** To be forgiving, children must experience their own need for forgiveness, being forgiven, an empathy with themselves and with others, and adults who can balance legalism with forgiveness and compassion.

## **CONSEQUENCES**

Guidelines and procedures will be developed for the following:

- Goal Setting
- Staff Professional Development and Learning
- Pastoral Care
- Student Protection- Bullying/Harassment, Privacy, Critical Incidents
- Grievances
- Code of Conduct
- Workplace Relations

## REFLECTION MATERIAL

In developing this policy, the community of Xavier Catholic College utilized the expertise of the local community – college and parish. Input from the broader community included the following:

Catholic Education Council. (1992). *Vision into the twenty-first century: Vision Statement for Catholic Education in the Archdiocese*. Brisbane.

Congregation for Catholic Education. (1998). *The Catholic school on the threshold of the third millennium*. St Paul's. N.S.W.

Catholic Education Archdiocese of Brisbane, (1997). *Educating for Peace and Justice*.

Catholic Education Archdiocese of Brisbane, (2002) *Strategic Renewal Framework 2002 – 2006 For Catholic Schooling Archdiocese of Brisbane*. Brisbane.

Flynn, M. (1993) *The Culture of Catholic Schools*, St Paul's Publication. Homebush.

Pope Paul VI, (1975). *Evangelii Nuntiandi "On Evangelization of the Modern World"*

Scroope, M. (Ed) (2003) *IGNATIUS LOYOLA Spirit and Practice for Today*. Loyola Institute. Pymble.

# STRATEGIC RESOURCING

## POLICY STATEMENT

Xavier Catholic College is committed to the provision of high quality, affordable, inclusive Catholic education through a responsible, accountable and equitable distribution of resources. In doing so we recognize the complex individual needs of our families, particularly the marginalized, and the importance of the College being an active participant in our local community.

Strategic resourcing will align with our College's Mission and Vision. Decisions will be made via transparent planning and renewal processes that are appropriate and accountable and include input from all stakeholders.

## STRATEGIC INTENTS

The strategic Renewal Plan informed by the principle of stewardship directs the allocation of school resources.

Collaborative processes are in place to develop the budget and to allocate resources.

The formation and professional learning of staff is clearly evident in budget priorities.

Resourcing decisions and priorities support financial accessibility for families.

Information and learning management systems enhance student and staff engagement with learning, teaching and school operations.

Sustainable environmental practices are embedded into the organisational structure and processes of schools.

Contemporary learning approaches inform the planning, design and use of facilities.

## VALUES

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**High quality learning:** education shall impart in the learner a zest for life, then courage to tackle it, and a desire by students to use and extend what they learn.

**Creativity:** we look for creative, flexible and future oriented responses that best address the needs of students, the local community, system and government

**Stewardship:** education should view individuals as moral beings, accountable for their decisions and responsible for their actions, with an ability to seek what is true and to do what is right

**Accountability:** as an educational community we report on the outcomes of our work and the degree to which our intentions are realized.

**Catholic Christian community:** a community that does not exist for itself but is empowered by the Spirit to be at the service of others

**Inclusion:** Open to all who share our values irrespective of what they have to offer

**Compassion:** Mercy is a God-given ability to have compassion for those suffering and to discover ways of meeting their needs

**Openness / Transparency** We enhance personal self-concept by showing God's concern for each of us and by showing that adults also care for the community members

## CONSEQUENCES

As a consequence of this policy, the following guidelines and procedures will be developed:

***Fees and Levies***

***Fees Concessions***

***Non-Payment of Fees***

***Use of College Facilities***

***Community Sharing Of Resources***

***Fundraising***

***Technology***

***Appropriate Use Of Technology***

***Finance And Planning***

***Maintenance Planning***

***Fundraising And Sponsorship***

## REFLECTION MATERIAL

In developing this policy, the community of Xavier Catholic College utilized the expertise of the local community – college and parish. Input from the broader community included the following:

Archdiocese of Brisbane. (1999). *The Administration of Parish School Funds*. Archdiocesan Services. Brisbane.

Catholic Education Council. (2002) *Resourcing of Catholic Schools* Archdiocese of Brisbane.

Catholic Education Council. (1992). *Vision into the twenty-first century: Vision Statement for Catholic Education in the Archdiocese*. Brisbane.

Congregation for Catholic Education. (1998). *The Catholic school on the threshold of the third millennium*. St Paul's. N.S.W.

Catholic Education Archdiocese of Brisbane, (2012) *Strategic Renewal Framework 2012 – 2016 For Catholic Schooling Archdiocese of Brisbane*. Brisbane.

Catholic Education Archdiocese of Brisbane, (2004). *Opening Systemic Schools*.

Catholic Education Archdiocese of Brisbane, (2005). *Modification and Closure of Systemic Schools Policy*.

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