

# Catholic Identity Framework

## School Annual Formation Plan 2026

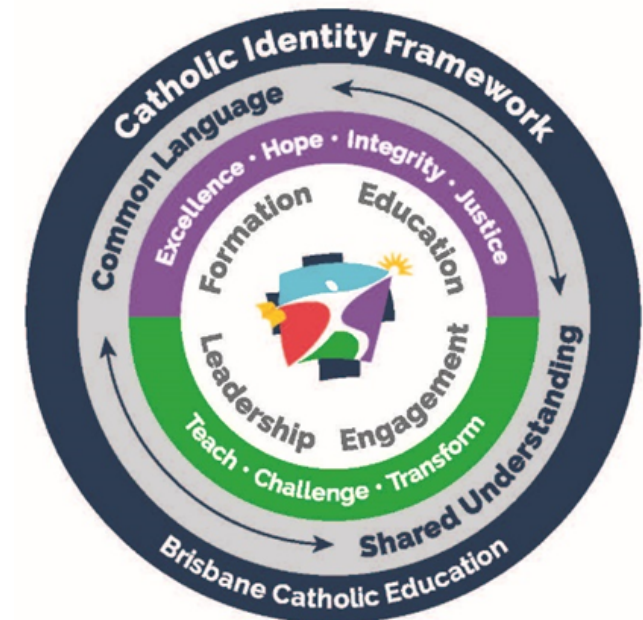
**BCE Vision:** *We are a faith-filled learning community creating a better future.*

### 1. Purpose

Formation in the Catholic Tradition aims to balance the rich Tradition and ecclesial responsibilities with contemporary needs for authentic meaning, aligning with the BCE Leadership Capability Framework, particularly “Encounter Me.” This dynamic process of growth focuses on both staff and student formation, with Jesus at the centre. It includes opportunities for prayer, theological reflection, and spiritual wisdom, supporting the entire school community—staff, students, and parents—in enhancing their knowledge of the Catholic Tradition and their own identities. This approach ensures formation remains relevant and meaningful while staying true to Catholic values. Formation is also a key pillar in the Catholic Identity Framework and is interwoven in our ability to provide Education, Leadership and Engagement in our Catholic School settings.

Formation plans are prepared each year, informed by the School Strategic Plan and School Annual Improvement plan (AIP).

*Schools and Colleges are encouraged to use this template as it is aligned to the Catholic Identity Framework. Schools and Colleges with Formation plans in place for 2025, may continue in their current format, with a view that all Schools and Colleges will transition to this revised template by the beginning of 2026.*



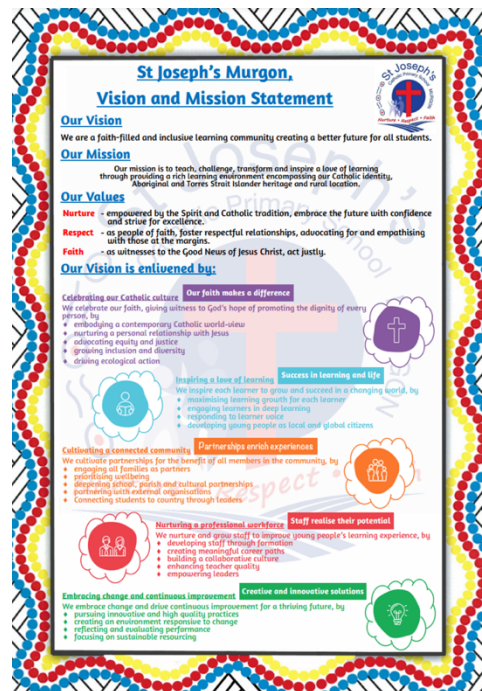
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The school's vision and mission statement are underpinned by the Archdiocesan vision, which challenges Catholics to:

- Embrace the person and vision of Jesus
- Build Communion with God and others
- Engage in Christ's mission in our world

The school vision statement is consistent with the Brisbane Catholic Education vision of a faith-filled learning community creating a better future - calling us to Teach, Challenge and Transform. The school vision forms the basis of the school's education program, and guides education and organisational practices across the school.



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The following rubric, taken from the Catholic Identity Framework Rubric, can assist you in assessing the effectiveness of your formation plan:

	Emerging	Developing	Proficient	Exemplary
<b>Formation</b>	No inclusion of liturgical life, prayer, and Catholic Social Teaching, with minimal emphasis on spiritual wisdom and theological reflection.	There are elements of liturgical life, prayer, and Catholic Social Teaching, with limited focus on spiritual wisdom and theological reflection.	The school integrates most aspects of liturgical life, prayer, and Catholic Social Teaching, with good emphasis on spiritual wisdom and theological reflection.	The school comprehensively integrates liturgical life, prayer, Catholic Social Teaching, and spiritual wisdom, fostering religious literacy and theological reflection. This is evident in the high frequency of opportunities for students and staff to participate in expressions of prayer rich in Catholic Tradition, fostering a flourishing work and learning environment.
	There are few opportunities for meaningful engagement in liturgical practices and spiritual growth activities.	Opportunities for liturgical practices and spiritual activities are present but not consistently integrated or emphasised.	The school offers regular opportunities for liturgical practices and formation activities, though some areas may need further development.	The school provides comprehensive opportunities for students and staff to engage in meaningful liturgical practices and spiritual growth activities.
	Student formation experiences are teacher driven with minimal connection to Jesus Christ	Student formation experiences are teacher driven and include connections to Jesus Christ	Student formation experiences have some student input into the design of the experiences and clear	Student formation experiences are codesigned with students, with a clear focus on deepening an

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	and the Gospels.	and his teachings.	connections with Jesus Christ's teachings.	encounter with Jesus Christ through modelling the way He related to others.
	Student formation experiences have no connection to Catholic Tradition. Students can recall the theme of the formation experience.	Student formation experiences have some connection to Catholic Tradition. Students can see how the theme of the formation experience links to their life.	Student formation experiences draw from the Catholic Tradition. Students recognise how the theme of the formation connects to their life and the lives of others.	Student formation draws on rich Catholic Tradition with a focus on growth of the individual as well as benefit for the community, by supporting students to participate in God's mission of love in the world.
	Staff formation experiences lack a connection to Jesus Christ and Catholic Identity. Participants are encouraged to reflect at a time separate to the experiences.	Staff formation experiences include connections to Jesus Christ and Catholic Identity. Some time is provided during experiences for reflection or prayer.	Staff formation experiences are Jesus Christ centred and have clear connections to Catholic Identity. Experiences provide a connection to personal faith journey of participants. Some time is given for personal reflection and prayer.	Staff formation experiences build and promote the Catholic Identity and culture of the school. Experiences are Jesus Christ centred and aim to develop personal connections with the Catholic Tradition, meeting each person at their point of faith development. The experiences include prioritised time for personal reflection and prayer.

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Formation in the Catholic Tradition					Examples of Impact – see appendix for examples
Theme- Pilgrims of Hope / Dare to Believe	Experiences/activities	Time frame (by when)	Who	Resources <i>Assemblies and Masses folders on school portal</i>	How will you know if your work is successful?
Staff formation	Introduce School Theme (Staff)	Professional Learning Days January	APRE, School Leadership Team, All staff	Posters, Prayer, Songs	<i>All staff can readily articulate our school's charism/tradition because of strong engagement in formation experiences and can connect this to the Gospel of Jesus Christ</i> <i>all staff can readily articulate our school's charism/tradition because of strong engagement in formation experiences and can connect this to the Gospel of Jesus Christ</i>
	Introduce Marist Theme – Full of Grace (combined with St Teresa's Noosaville and St Thomas More Sunshine Beach)	Professional learning Days January	Marist Staff – Br Tony Leon	Marist Spirituality booklets, school canvas	
	Assessment in Religion	Professional learning Days January	BCEO Staff	Prepared by BCEO Staff	
	Marist Formation Opportunities - Primary symposium Marist Association – invitational	Ongoing Terms 2, 3 and 4	Marist Association Co-Ordinator APRE Marist Staff	Marist Association Resources	
	Staff prayer	Friday mornings	All staff Invitational leaders		

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<b>Whole School formation</b>	Introduce School Theme (Student assembly), including songs, posters, prayers – Hall of Fame	Assembly Week 2	APRE, Year 6 Marist Missionaries Group	Posters, Prayer, Songs	<i>Students and staff can articulate our school theme, values and personal connections to these and examples</i> <i>Students demonstrate empathy during game play and can articulate their emotions and positive responses to these</i>
	Introduce Marist Pillars – One per term for Term Awards	School Assembly – Week 1 or 2 each term	APRE, Year 6 Marist Missionaries Group	PowerPoint Presentation, Assembly Script, Term Award Characteristics	
	Wellbeing Lessons with school Guidance Counsellor – including Catholic Perspectives	Weekly	GC Classroom teachers	Game resources, Play is the Way	<i>Tell Them from Me Survey Results</i>
	School Prayer Assemblies <ul style="list-style-type: none"> <li>- Each Year Level</li> <li>- School Founders</li> <li>- Saints' Days</li> </ul>	Weekly	Classroom teachers Students APRE (support)	Assembly ppt	
<b>Liturgical Life</b>	St Joseph's Feast Day – School Mass and Celebration (school cake)	March 19 <sup>th</sup>	APRE	PowerPoint, cake,	<i>Masses and Liturgical celebrations are refreshed every year to keep them relevant to students.</i> <i>Engagement and participation at liturgical events is strong, with parent and carer community well</i>
	Introduce school Charism connections – Marcellin Champagnat, Nano Nagle, Edmund Rice	School assemblies	APRE	Marcellin Hearts	
	Champagnat Week	School Mass for Marcellin Feast Day			



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	School Liturgies <ul style="list-style-type: none"> <li>- ANZAC Day</li> <li>- Mother's Day – including breakfast</li> <li>- Sorry Day – including Kenneth Watson Cutler Award</li> <li>- NAIDOC</li> <li>- Catholic Education Week</li> <li>- Father's Day – including games and breakfast</li> </ul>	Relevant Dates	APRE, Different year levels to support readings	PowerPoint, songs, gifts for Mother's Day and Father's Day, Contributions to office windows e.g. NAIDOC leaves bridging now to next, CEW resources	<i>represented</i>
	Shrove Tuesday Breakfast and Open Classrooms – community gathering	Shrove Tuesday	All staff, parents, students	Pancake supplies	
	Ash Wednesday Combined School and Parish Mass	Ash Wednesday	APRE	Ashes	
	Holy Week	Holy Week	Buddy classes prepare an element of Holy Week to share in the Church with whole school and Parish	Powerpoint Presentation, Palms, Costumes,	
	Whole School Line Up (Wednesdays and Fridays) to gather, share good news stories and pray school prayer together	Every Wednesday and Friday	Whole school Prayer led by a Year 6 student each morning	School prayer displayed in undercover area	
	Staff Prayer	Friday mornings	Led by a different staff member each week	Chosen by staff each week	



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	Circle Time and Class Prayer	Daily	All year levels Classroom teachers	Chosen by staff and students each day for prayer	
	Laudato Si Week Connection to Bush Tucker Garden Connection to Timmy the Turtle / Trophy for tidiest area Popper recycling	Assembly	Different year level each year (assembly rotation on term calendar)		
	Ration Shed Visits – Staff and student formation	Yearly – January professional learning days			<i>Masses and Liturgical celebrations are refreshed every year to keep them relevant to students.</i>
	Angelus Bell (Mary Bell) for May and October – whole school pauses and prayers Hail Mary	Mondays 12pm			<i>Engagement and participation at liturgical events is strong, with parent and carer community well represented</i>
	Mary Walk – School and Parish Combined	May or October	APRE, Parish, Whole School	Music, symbolism	



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Community and Cultural Connections and Formation	Immersion Experiences – welcoming students from partnering Charism schools to experience our Faith and Culture <ul style="list-style-type: none"> <li>- St Peter Claver</li> <li>- St Thomas More</li> <li>- St Rita's</li> <li>- Marist Eastwood</li> </ul>				<p><i>Students and staff from other schools provide positive feedback about their experience to St Joseph's</i></p> <p><i>Students recognise and articulate that connection to others from similar faith communities is a positive experience that they learn and grow from</i></p>
	Visits to Castra and Ny Ku Byun (Aged Care facilities in Murgon and Cherbourg)	Once per term for each year level	All classes, teachers and school officers Castra and Ny Ku Byun residents		<i>Students are excited about the experience that they had and can articulate how the experience has had an impact on them</i>
	School led Parish Mass	Once per term	Invitational for staff, students and families  APRE Parish Members School Community	PowerPoint presentation, Newsletter and FB messaging to invite students and families, readings for students	<i>Masses and Liturgical celebrations are refreshed every year to keep them relevant to students. Engagement and participation at liturgical events is strong, with parent and carer community well represented</i>

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	<p>Ongoing communication about with parents and carers about our faith</p> <ul style="list-style-type: none"> <li>- Emails</li> <li>- Newsletters</li> <li>- Assembly</li> </ul> <p>Facebook School Website</p>		APRE Marketing Each year level	Canva flyers Prayer cards	<i>Students are excited about the experience that they had and can articulate how the experience has had an impact on them</i>
	Ethical Purchasing	Ongoing	All staff	BCE iLearn modules	
	School Acknowledgement of Country	Used at all school celebrations			
	Open Days		All staff and students	Games and activities	
	Socktober	Term 4	APRE	Marketing flyers	
	Winter Appeal – including Pyjama Day	Term 3	APRE	Marketing flyers Assembly PowerPoint	
	Caritas	Lent	APRE	Marketing Donation boxes Assembly PowerPoint	
<b>Student and staff formation through school values and PB4L</b>	School Values and Behaviour Matrix – discussed each week on assembly; connections to examples of Jesus	Weekly	School Leadership	Behaviour Matrix PowerPoint	

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<b>Student formation through implementation of the RE Curriculum</b>	Formation experiences in the Catholic Tradition as identified in the Archdiocese of Brisbane Religious Education Curriculum Program	Ongoing throughout the school year	Teaching staff	Archdiocese of Brisbane Religious Education P-12 Curriculum	<i>All teachers are implementing the Archdiocese of Brisbane RE Curriculum, which is clearly documented and monitored by the APRE or delegate</i>
	Introductory Units – My Story, Your Story, Our Story	First 3 weeks	APRE, Classroom teachers	Units on Portal, Artwork and Symbolism around school	
<b>Student Leadership</b>	Marist Missionaries Groups <ul style="list-style-type: none"> <li>- Lead assemblies</li> <li>- Responsibilities around school – e.g. flags, bins, prayer, Dare to Believe Tokens</li> <li>- Clean and tidy eating area</li> <li>- Serving slushies</li> <li>- Lead games and activities at Open Day and Father's Day Breakfast</li> </ul>	Ongoing	Year 6 students and staff	Dependent on activities	<i>Students are excited about the experience that they had and can articulate how the experience has had an impact on them</i>  <i>Some students have participated in combined schools' formation activities and were able to return to school and respond to their peers in authentic and critical ways about their experience.</i>  <i>Student engagement in activities</i>
	UPP Leadership Day – combined with St Patrick's Nanango	Term 1	APRE, Year 5/6 Staff, Students, UPP Team	Provided by UPP	
	Leadership Badges	Terms 1-4	Year 6 staff, students, school	Behaviour Matrix Leadership letters	



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			leadership	Connection to RE Unit	<i>Tell Them from Me Survey Results</i>
	Transition Days at St Mary's Catholic College Kingaroy and Murgon State High School	Terms 1-4 (once a term)	Year 5/6 Staff and Students, High School Staff	Provided by SMCC and MSHS	
	Prep and Year 6 Buddies	Ongoing	Prep and Year 6 staff and students	Dependent on activities	
	Student Voice Group	Twice per term	Selected students and Leadership	Meeting Agendas	



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**APPENDIX - Examples of Impact:** (these are just some examples – Schools/Colleges are encouraged to create their own to reflect what happens in their own contexts, and can also use/adapt these examples)

- Religious Education Curriculum – *All teachers are implementing the Archdiocese of Brisbane RE Curriculum, which is clearly documented and monitored by the APRE or delegate*
- Religious Education Curriculum – *students take responsibility and show initiative to implement social justice actions and can express how this takes up the challenge to live the Gospel*
- Other student formation – *Students are excited about the experience that they had and can articulate how the experience has had an impact on them*
- Other Student Formation – *some students have participated in combined schools' formation activities and were able to return to school and respond to their peers in authentic and critical ways about their experience.*
- Prayer – *as a minimum, prayer is present in every classroom at the beginning of each day, before meals, and at the end of each day. and/or teachers lead students in prayer experiences every week, such as Christian meditation, Lectio Divina, (other examples)*
- Prayer – *Prayer is explicitly taught across the School/College, through the Archdiocese of Brisbane RE Curriculum as outlined in the Explicit Teaching about Prayer resource – Appendix A of the RE Curriculum*
- Prayer – *prayer experiences respond powerfully to our school's context and Charism*
- Prayer - *the school community has a strong culture of prayer expressing connection, engagement and ownership of the experiences*
- Liturgical life – *Masses and Liturgical celebrations are refreshed every year to keep them relevant to students. Engagement and participation at liturgical events is strong, with parent and carer community well represented*
- Liturgical life – *Sacraments are a valued part of the religious life of our school and celebrated in our community*
- Staff formation – *staff retreat and formation activities are well attended and engagement is high. Staff can articulate how the experience has had an impact on them on a personal and professional level*
- Staff Formation – *all staff can readily articulate our school's charism/tradition because of strong engagement in formation experiences and can connect this to the Gospel of Jesus Christ*
- Involvement in system delivered formation programs - *The ECSI Project has its own distinct literacy and Staff involved in this program are confident about this language and can articulate how this applies to our school context thereby, building capacity in their peers.*