

St John the Baptist Stewardship Program

What is a Stewardship Program

This Stewardship Programme is a program of activities that put into action all that our Religious Education program teaches. It focuses on care of self, others, all living creatures and our environment. It sets out our beliefs about the importance of such works and seeks to involve all groupings within our school to focus on allocated stewardship activities. It will also tie in with the “Making Jesus Real” (MJR) way of life, which students across the whole school are familiar with but students in Years 6 & 7 follow more intently. Both the Stewardship program and MJR seek to help children recognize Jesus in our midst and in the world around us as well as appreciate and nurture the gifts our God has given to us. These activities are to become an integral part of the overall Religious Education input for each class. It is proposed that these Year level and group focuses will be set in place for each succeeding year. However, reviews will occur at each school renewal year to ascertain the effectiveness and practicalities of the chosen focus activities.

Why have a Stewardship Program

It is written in the Bible that we have been called to be co-creators with God and care of all the gifts God has given to us. So we, as a school, have chosen to adopt this call to stewardship through this program.

Belief Statements

We believe it is our responsibility and duty as co-creators with God to care for the gifts around us by:

- Showing **Respect** for ourselves, others and our environment
- **Monitoring the needs** of ourselves, others and our environment
- **Caring / Protecting** ourselves, everyone and everything around us to ensure their happiness, health, and survival as appropriate
- **Rejuvenating** these gifts to ensure we are making the most of these gifts; that they are being used to their potential and for sustainability for the future.

Vision Statement

By participating in this program, it is our hope that our students are

- Putting into practice what they are learning in religious education lessons in class
- Experiencing different and practical ways of how to be Christ-like.
- Experiencing stewardship tasks they can continue doing after leaving our school and for the rest of their lives.
- Develop a real sense of what it means to care for all God’s gifts

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Year Level Focuses for Terms 2-4 (Term 1 focus is Project Compassion)

Year	Focus	Suggested Activities	Related Reef Guardian Focus	Related RE resources
Prep	<p>The wonderment of God's gifts in our environment</p> <p>Showing care for those we know are not well</p>	<p>Recognize, observe, wonder and marvel at the many gifts in our environment.</p> <p>Do an insect / plant study</p> <p>Grow vegetables / flowers from seed, cherry tomatoes (give to tuckshop for salads); passionfruit along fence on top of retaining wall</p> <p>Grow plants (veggies, herbs, flowers) in punnets from seeds for gardening club</p> <p>Examine effective ways to be waterwise in gardening e.g. mulch, drip feed watering, rainwater collection, recycling water options in Prep</p> <p>Look at seed collection</p> <p>Make 'get well' cards for those in hospital. These can be delivered to the sick by the Parish visitation ladies</p>	<p>"Staying Alive"</p> <p>-investigating living things and their needs, sustaining and looking after our Prep Environment</p> <p>"Weather in Our World"</p> <p>-conserving water in our environment</p>	<p>Fiction text in library on the beauty around us.</p>
1	<p>Supporting the poor in our local community through supporting the Gladstone branch of the St Vincent de Paul Society</p>	<p>Term 1 – Project Compassion (whole school focus)</p> <p>Term 2 & 3 – jumper & blanket drive; warm clothes drive</p> <p>Term 4 – Christmas hamper items; toy drive (second-hand & new)</p> <p>Donations can be from the whole school but teachers in Year 1 co-ordinate the collection.</p> <p>Teachers are encouraged to remind students about the focus collection for each term. Announcements can be made on parade or notices put in the school newsletter or as posters around the school, for donations from the wider school community. Arrange for St Vinnies to come collect donations with children present to make the donation.</p> <p>Put large signed collection box outside rooms for parents to drop donations into.</p> <p>Make posters for outside your rooms / around the school</p>	<p>No related focus</p>	<p>Vinnies website</p> <p>Fiction text in library on sharing</p>
2	<p>Being Healthy</p>	<p>Healthy mind – positive thinking (positive self-talk and positive language to others), resilience (bullying), the benefits of laughter (comedy books, jokes), quiet time (meditation, relaxing, quiet time), mental exercise (mind stimulating</p>	<p>* "Good To Grow" – growing and cooking with edible plants, exploring sustainable practices in the</p>	<p>RE Module – "Acting Justly" levels 1&2 p23</p> <p>"It's my body"</p>

		<p>activities / games) Use this language everyday to encourage positiveness. Have a ‘joke a day’ to start the day on a humorous note; set aside time to be still and quiet; Healthy body – exercise, sport, fitness routines, keeping active (less TV) During this term focus, have a short exercise routine that students complete each day / after each break / on way to class Healthy eating – balanced foods daily intake; good / bad foods; posters, pictures around school; instigate healthy eating days; share healthy recipes and demonstrate / kids make easy healthy lunch options (healthy foods expo!); cooking with healthy foods This is an inclass focus but knowledge learned can be shared through posters around the school to encourage good health. Students can list their own lunch foods each day and categorize; encourage ‘nude food’(no wrapping on lunches) within class (daily graph - incentives)</p>	Kitchen Garden	
3	<p>Endangered Animals focus (can choose any endangered animal or a different one each term)</p>	<p>Raise awareness of animals that are endangered in the world / Australia. Fundraise <u>within class</u> to support projects and learn how we can make a difference <u>Action to make a difference</u> - Investigate what we can do to ensure sustainability of these animals;</p> <ul style="list-style-type: none"> • E.g. orangutangs - look for products/ brands that don’t contain palm oil and encourage their use through notices in class /year level /or even the school. • Adopt an animal (\$55 per year) / donate to help sustainability projects • <u>Did You Know Facts</u> about endangered animals. Students research and share interesting facts about endangered animals / harmful products to these animals etc e.g. research for products without palm oil (soaps) and palm sugar (cooking) to save orangutang forest habitats. 	<p>“Exploring The Reef”– investigating how we find a balance between the natural environment, future development and industry, traditional indigenous groups * “Fur, Feathers or Leaves” – exploring the features of animals and plants</p>	<p>“Tears in the Jungle” – a Chns adventure to save the orangutan by Daniel Clarke and William Clarke (in school library)</p>

4	Environmental stewardship	<p>Reef Guardians & School Recycling monitors – suggest areas to improve; make posters; recycling monitors; suggestions for what & how to recycle</p> <p>Monitoring use of recycling bins; Are we recycling paper, cans, water; Encourage the use of lunchboxes instead of gladwrap (‘Nude Food days’); gather recyclable supplies from home for art activities (recyclable art competition – Yr 4 only)</p> <p>Establish student groups to take turns at thinking of ways to recycle within the class and monitor this.</p> <p>Run recycling competitions – art with recycled materials (milk cartons) building pencils holders with recycled materials (tins, plastic milk bottles);</p>	<p>“Material World/Package It Better” – investigating types of packaging, recycling, what happens to packaging</p> <p>* “Magical Rainforests” – exploring the rainforest ecosystem, and looking at plans to conserve these environments</p> <p>* “Beneath Our Feet” – looking at human impact on the Earth, its climate, the weather</p>	
5	<p>Care for animals Link with RSPCA Link with local Wombat and Turtle sanctuary</p>	<p>Suggestions:</p> <p>Collections:</p> <p>Term 2: old towels / blankets for pet bedding; pet beds;</p> <p>Term 3: Collect old / new collars / bowls, leads / chains</p> <p>Term 4: Collections for canned dog and cat food and pet biscuits (no Home Brand products;</p> <p>Invite local RSPCA officer to talk with students re care of pets, work of RSPCA</p> <p>Participate / Inform school community of National “Paws Walk”</p> <p>Educate on meaning of responsible pet ownership</p> <p>Promote “Adopt a Pet” days (RSPCA initiative)</p> <p>Visit turtle recovery station on Qoin Island Gladstone / visit Wombat sanction (Yarwun)</p>	<p>“How Did We Find Nemo?” Unit</p> <p>“Endangered Species – Marine Turtles”) - investigating marine species and their environments, adaptations of living things</p>	
6	Becoming Energy and Cleanliness conscious	<p>Monitor energy usage in own classroom e.g. lights, fans, computers, air-conditioners,</p> <p>Turn appliances off at wall - computers</p> <p>Have Class energy monitors</p> <p>Investigate energy output of different appliances</p> <p>Once or twice a year bring attention to efficient use of energy for whole school in some way-posters, parade, newsletter</p>	<p>“Essential Energy” – alternative sources of energy</p>	

		<p>“Golden Broom Award” – students rate cleanliness of outside areas for each class and staffroom.</p> <p>Cleanliness – wiping feet at door, washing hands regularly, keeping areas tidy (class sink, benchtops, wipe desk tops / computer keys / door handles, switches regularly especially during winter</p>		
7	<p>Support Mission communities</p> <p>Badjao Children “Sea Gypsies” – run by Marist Missionary Sisters on Isle Verde, Agdao, Davao City, Philippines</p>	<p>Philippines contact: Sr Veronica Lum smsistersdavao@yahoo.com</p> <p>Establish contact with school in Phillipines – “Sea Gypsies” through Marist Sisters (above contact)</p> <p>Raise funds for this school-Year level / whole school sausage sizzle, Encourage 2-way contact-email, letters</p> <p>Ongoing prayers</p> <p>Term 1: Project Compassion (whole school focus)</p> <p>Term 2: Yr 7 Bike-a-thon –students get sponsors for ride in school grounds</p> <p>Term 3: Sausage sizzle</p> <p>Term 4: Novelty in-class fundraising ideas e.g. Money trail every Friday (competition between houses): students make suggestions</p>	<p>No related focus</p> <p>Research about Sr Marie Francois Perroton SM (Stella Marist Missionary Sister)</p>	<p>Caritas website</p> <p>Save the Children website</p>

Group	Focus	Suggested Activities
Whole School	<p>Project Compassion</p> <p>Caritas - Support a village by fundraising to buy livestock e.g. goat, cow,. Etc</p> <p>Chosen Charities</p>	<p>Whole School focus for Term One – no other fundraising or focus for this term.</p> <p>Fundraising – class collections of money</p> <p>One main fundraising event per term to raise funds e.g. free dress on last day</p> <p>One fundraiser per term for chosen charity for mid-term free dress day</p> <p>Caritas donation for end of term Free Dress days</p>
All classes	Entertain Senior Citizens	Perform Eisteddfod items to Senior Citizens from Parish and school community.
Staff	Support – a - Student	<p>One fundraising activity per term to raise funds</p> <p>Half of Melbourne Cup Sweep money to go towards this cause</p> <p>Best Hat competition on Melbourne Cup</p>

		Day (entry fee)
Gardening Club	Support – a - Student	Sale of garden produce – vegetables, herbs, flowers
School Band and Choir (if we have one)	Caring for our aged citizens - Domain Auckland Place Aged Care Facility visits	Term 2, Senior Band and Senior Choir to use bus to visit residents. 9.30am – 11.30am. Time allowed for students to mingle and chat to residents Venue provides morning tea for students Take chairs for band members Perform for Senior Citizens in Senior Citizens Week