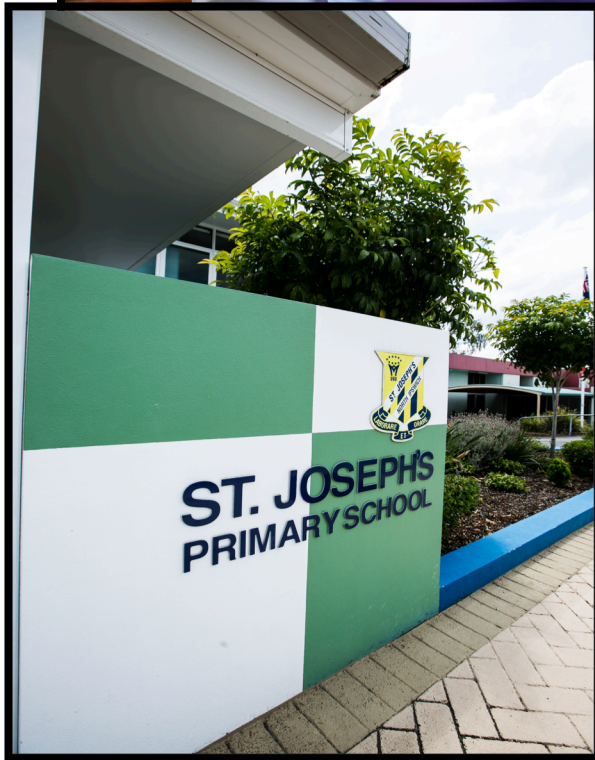


St Joseph's Catholic Primary School Religious Education Program



St Joseph's Religious Education Program

Our Story – St Joseph's School

Background and History

The land on which St Joseph's sits is the traditional land of the Yuggera People.

St Joseph's Primary School was established in 1913 by Father Andrew Horan and a committee of laymen, on a site in "Liverpool Estate" in Albert Street, North Ipswich. The present school in Pine Mountain Road was first opened in 1962.

For sixty-two years the Sisters of Mercy administered the Parish-owned school until 1975, when the first lay principal was appointed by Brisbane Catholic Education Office.

The school today is Archdiocesan-owned, and administered by Brisbane Catholic Education.

Since its humble beginnings St Joseph's has grown to a two stream school with a population of approximately 390 students.

The Religious Story of Our School

St Joseph is the Patron Saint of our school. St Joseph is Jesus' earth father. He led a faith-filled life and is an example of trust, love and compassion. Just as Joseph found faith through work and prayer, our school which bears his name, embodies these qualities as depicted in our school motto, *'Laborare et Orare'*.

Our journey began under the stewardship of the Mercy Sisters who

ensured the school was staffed and open to the children of the area. St Joseph's school opened in the 'Liverpool Estate' on Monday 1st September 1913 with 50 children in attendance, as a result of the hard work of Father Andrew Horan. Sister Mary Carthagh Wolfe was to serve as the first Principal, a position she held until the early 1920s. The Sisters of Mercy lived in St Mary's Convent and travelled by horse and buggy to and from St Joseph's each day.

After World War II plans were abandoned to build a new church and instead it was decided to move the church to Raymonds Hill. On 12 November 1950 Archbishop Duhig blessed the remodeled St Joseph's Church. The Sisters at St Joseph's School had a hard life as it was a poorer school and the Sisters had to carry the load of organizing fund raising, cleaning the school and grounds, polishing, arranging the flowers, collecting school fees, responding to standards set by the State and answering parents' concerns as well as teach the students.

The present school on the grounds at Pine Mountain Road opened in 1962. The school has seen many changes over the years with new buildings being added to the school and changes being made to the school grounds. The first lay Principal appointed to St Joseph's was Mr Frank Hennessy who was principal from 1975 to 1981. The trend to move away from religious in schools continued as more lay teachers were employed. In 1975 there were only 2 Sisters on staff – Sister Mary Aidan and Sister Christina Neylon. The last Sister to leave St Joseph's was Sister Karen Risson who left St Joseph's in 2004.

A visible legacy has been left in the names of the school houses for pastoral and sporting purposes. These have been named after significant people who have contributed to the building of the Archdiocese. The four school houses are: Dunne (Green), Duhig (Blue), Rush (Red), O'Donnell (Yellow). Dunne was named after Archbishop Robert Dunne who was the first Archbishop of Brisbane. Duhig is named after Archbishop Sir James Duhig who was a great builder and Brisbane's longest serving Archbishop. Rush is named after Archbishop Francis Rush who was the first Queensland born Archbishop of Brisbane. O'Donnell is named after Archbishop Patrick O'Donnell who was the last Irish born bishop to be appointed as an Archbishop in Australia.

St Joseph's has been an important part of the local area for more than 100 years. Many of the past students now have their own children and grandchildren enrolled at the school.

School Charism

St Joseph's Catholic Primary School draws its values from the charism of the Sisters of Mercy. Catherine McAuley founded the Congregation of the Sisters of Mercy in Dublin, Ireland in 1831. Catherine adopted the title of Mercy for her institute and she and her Sisters expressed mercy in their love and service of the poor.

Catherine believed that education gave a life-giving power and that no work of charity could be more productive or good for society. True to this spirit, we believe that through education children learn to live a good life.

At St Joseph's we develop in our students the values of compassion, service and justice, in line with the values of the Sisters of Mercy. These values were modelled by Catherine McAuley and are embodied by the continuing work of the Mercy Sisters.

At St Joseph's School our Mercy Tradition is embedded in the history and culture of our school. We acknowledge the legacy of the Sisters of Mercy by preserving aspects of Mercy Heritage. We honour our Mercy tradition in the Religious Life of our school and we recognise Catherine McAuley and the Sisters of Mercy's contributions to our school. We stand on the shoulders of those who have gone before us with honour and respect.

"Let us take one day only in hands at a time.

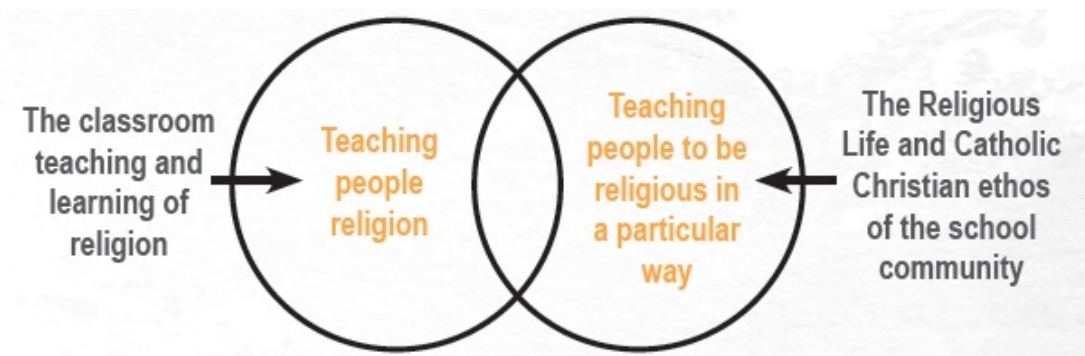
Resolve to do good today and better tomorrow."

Catherine McAuley



Vision for Religious Education

St Joseph's Primary School, North Ipswich, shares and promotes the Vision for Religious Education articulated by Brisbane Catholic Education and the wider Church. This Vision for Religious Education emphasises two dimensions of Religious Education- religious literacy and faith formation.



Religious Education at St Joseph's School seeks to develop the religious literacy of students in light of the Catholic Christian tradition, so that they might participate critically and authentically in contemporary culture. In this school, religious literacy includes ways of talking, acting, creating, communicating, critiquing, evaluating, participating, ritualising, theologising, worshipping, reading, reflecting and writing with others in a variety of religious and secular contexts.

At St Joseph's teachers integrate the two dimensions of Religious Education. Through engagement with both dimensions of Religious Education, students are challenged to be cultural agents in light of the Gospel; authentic witnesses to the mission of Jesus Christ in the world today.

The engagement of both dimensions in the daily life of St Joseph's includes prayer in every classroom to start the day and the timetabling of the mandatory hours of Religious Education lessons.

St Joseph's is part of the local Catholic Parish Community and shares the vision of Christ who welcomed all. Our mission is for our students to grow and live the life of a Christian, through commitment to the Catholic Faith and provide opportunities for growth – spiritually, emotionally, physically, academically and socially.

Evidence:

- ❖ The St Joseph Vision for Religious Education can be found on the school website and is present within each classroom and in the school office.
- ❖ The St Joseph Vision for Religious Education is the starting point for planning.
- ❖ St Joseph Prayer Policy – see appendix one

St Joseph's Motto and Crest

'Laborare et Orare'

'Work and Pray'

The motto reflects the qualities of St Joseph. At St Joseph's we work hard to extend our skills and knowledge and we pray to be one with our God.



The St Joseph's crest was introduced in 1949. The top quadrant features an M with stars above, this is a symbol of our Mercy heritage. The bottom quadrant shows our school colours of blue and yellow. The scroll at the bottom features the school motto, *'Laborare et Orare'*.

The school crest proudly appears on the school uniform and on the school hats. The students at St Joseph's wear their school crest and colours with pride.



Relationships

St Joseph's Catholic Primary School has a strong and active relationship with the surrounding Greater Ipswich Parish Community. The school also works closely with the surrounding Catholic schools in the South West Cluster such as, St Mary's Ipswich, Immaculate Heart Leichhardt and Sacred Heart Booval. St Joseph's is working in a Literacy collaborative with St Mary's Laidley.

St Joseph's is a feeder school to St Mary's College, St Edmund's College and St Peter Claver. The school also works closely with feeding Kindergartens and Day Care Centres.

School Houses

The school has defined its houses for pastoral and sporting purposes through significant Archbishops in our local diocese. Therefore the four school houses are called:

Dunne – Archbishop Robert Dunne was the first Archbishop of Brisbane.

Duhig – Archbishop Sir James Duhig was a great builder and Brisbane's longest serving Archbishop.

Rush - Archbishop Francis Rush was the first Queensland born Archbishop of Brisbane.

O'Donnell – Archbishop Patrick O'Donnell was the last Irish born bishop to be appointed as an Archbishop in Australia.



Our Students and Community

Teaching and learning in Religious Education at St Joseph's is responsive to the needs and religious backgrounds of students and the contemporary contexts for learning in the Religion classroom.

Faith and Family Demographics

St Joseph's Primary School, North Ipswich, is a co-educational Catholic Primary School providing educational excellence in the Mercy Tradition for students from Prep to Year Six. Our school is located in a low SES area of 95 and currently our school community consists of 44.5% Catholic students, 80.77% Catholic Staff and 40.51% Catholic parent body. We have an indigenous population of 3.07% and currently 4.86% of our students are verified. At our school we celebrate the richness in our diversity.




As can be seen in the attached documents, such as the sample units of work; reports in the school newsletter and images on the school website, every effort is made at St Joseph's to ensure that all who seek to share and celebrate our Catholic Christian heritage (parents, students and staff) feel welcome and respected in their own faith journeys both through participation in our religion classes and celebrations and in opportunities to expand their knowledge of and commitment to their own faith traditions.

Teachers and those responsible for leadership in Religious Education in the school constantly seek to respond to the reality of students' lives by incorporating flexibility in Religious Education classes to ensure that an inclusive and ecumenical spirit pervades all Religious Education and prayer celebrations.

At each year level at St Joseph's, teachers engage in collaborative planning to develop a year level plan that responds to the reality of our

students and families and their diverse needs. Teachers are provided half a day of planning time each term. Within this planning time, teachers meet with the Primary Learning Leader and the APRE to plan the Religion for the term. Teachers also meet with the APRE before and after school and over school holidays to plan and resource their Religion Units. All planning is a team approach and involves both teachers of the year level. At times the ST:IE is also involved to ensure the activities are adjusted to the needs of the students in the class.

St Joseph's Religion Program takes into consideration the demographics of the students, their families and the local community.

Religion Planning		PREP	2015
School <u>St Joseph's</u>	Duration <u>10 weeks</u>		
Fertile Question / Topic			
<i>"How Can I Be Like Jesus In My World?"</i>			
Class Context– Who are my learners?			
<ul style="list-style-type: none"> Class Needs Individualised Learning Needs Catholics/non-Catholics – other faiths – practising/non-practising Students with Disabilities [e.g. ASD – ADHD - abstract concepts may need further unpacking – visuals etc...] Adjustments for Learners Differentiated learning 	<ul style="list-style-type: none"> A large number of students have very little literacy skills and lack print concepts and letter-sound knowledge. A large number of students have fine motor skills difficulties. There are students being investigated for speech language difficulties; 1 ESL child. A number of students have difficulty following instructions and processing information. There are a number of students with behavioural difficulties. Some students are immature and find being at school difficult. In this class there are: <ul style="list-style-type: none"> 13 Catholic students 2 Anglican students 1 Islamic student 1 Lutheran student 1 Other Christian Religion student 1 Uniting Church student 8 students with no Religion 1 student with their religion not stated. 		

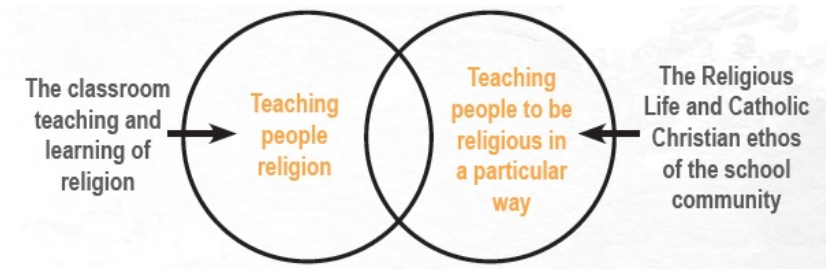
Evidence:

- ❖ Information about the religious background of students is acknowledged and considered when planning, this is evident in each classes Religion Unit.
- ❖ Information is shared in the school newsletter, on the app and via email, to ensure all members of our community are invited to share and celebrate our Catholic traditions with respect to others faith journeys.
- ❖ Teacher's share with parents what they are covering in Religion at the beginning of the year. This information is also shared in the school newsletter at the beginning of each term.
- ❖ See appendix 12 – Email sent to staff regarding planning.



A Shared Vision for Religious Education

St Joseph's shares and promotes the Vision for Religious Education articulated by Brisbane Catholic Education and the wider church. This vision includes the two dimensions of formation namely, of students' religious literacy and their personal faith:



The schools and colleges of the Archdiocese of Brisbane aspire to educate and form students who are challenged to live the gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society.

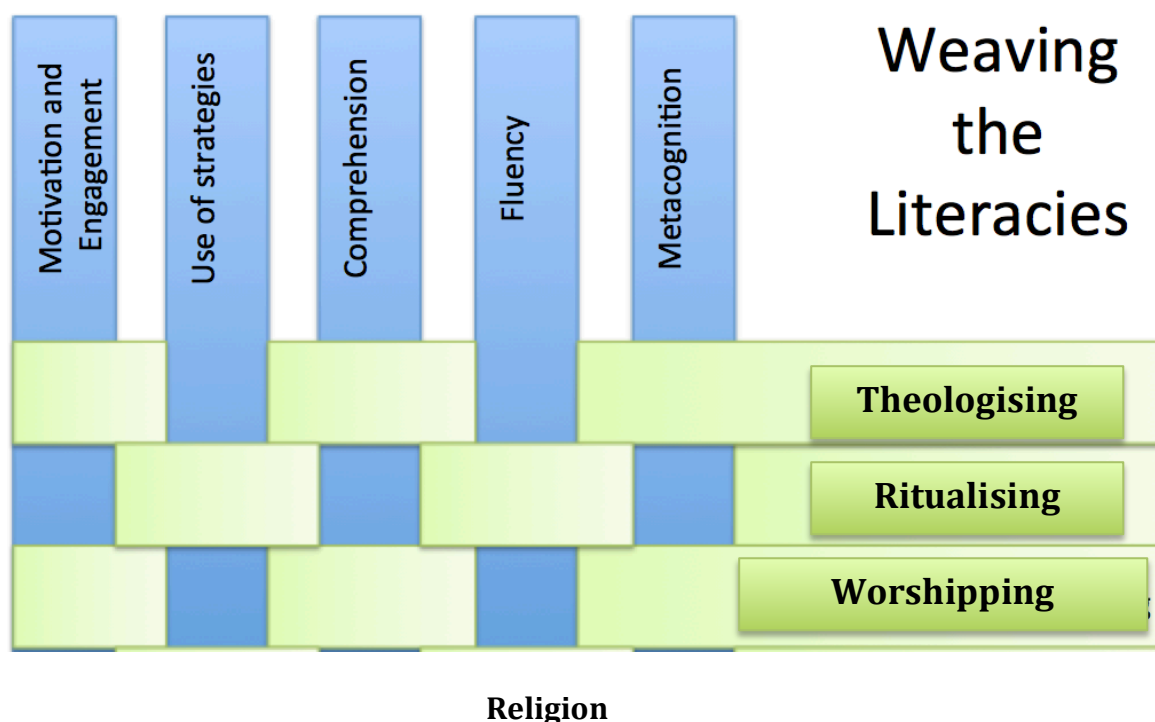
The Vision for Religious Education also appropriately aligns with the goal for learning and teaching as articulated in the Brisbane Catholic Education Learning and Teaching Framework (2012):

As a Catholic Christian community we educate all to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners empowered to shape and enrich our world.

The *Vision for Religious Education* challenges students to be a religious voice in the world. The Vision gives greater prominence and a renewed orientation to the critical interpretation and evaluation of culture. Through vibrant and engaging Religious Education, students become active constructors of culture rather than passive consumers.

Religious Education at St Joseph's seeks to develop the religious literacy of students in light of the Catholic Christian tradition, so that they might participate critically and authentically in contemporary culture.

In our school, religious literacy includes ways of talking, acting, creating, communicating, critiquing, evaluating, participating, ritualising, theologising worshipping, reading, reflecting and writing with others in a variety of religious and secular contexts.



Theologising - to speculate upon theological subjects, engage in theological study or discussion, or formulate theological arguments. As students theologise they are also incorporating the Religious Literacies of communicating, talking, reading, writing, critiquing and evaluating.

Ritualising - make (something) into a ritual by following a pattern of actions or behaviour. As students ritualise they are also incorporating the Religious Literacies of talking, acting, communicating, creating, participating, reading, reflecting and writing.

Worshipping - show reverence and adoration for God and take part in a religious ceremony. As students worship they are also incorporating the Religious Literacies of talking, reflecting, participating, communicating and reading.

As teachers prepare their Religious Education unit they interweave the Religious Literacies with the Reading, Writing, Oral and Visual literacies.

Examination of the sample units of work attached, for example, will reveal how, in all units of work, teachers and students seek to integrate the two dimensions of religious education, so that religious literacy and faith formation can complement each other as students seek to find meaning

in their place and time. The integration of both dimensions in the daily life of the school includes prayer in every classroom to start the day and the timetabling of the mandatory hours of classroom based engagement with the religion curriculum at the school.

Evidence:

- ❖ See appendix 1 – The St Joseph’s Vision Statement for Religious Education.
- ❖ The Vision for Religious Education can be found on the St Joseph’s School website.
- ❖ The Vision for Religious Education is used as the starting point for curriculum planning.
- ❖ See appendix 4 – Prep Religion Unit of work.
- ❖ See appendix 6 – Year 3 Religion Unit of work.
- ❖ See appendix 8 – Year 5 Religion Unit of work.
- ❖ See appendix 10 – Achievement Standards for each unit of work.
- ❖ See appendix 26– Scope and Sequence documents for evidence of RLOS within the unit of work.
- ❖ See appendix 25 – Whole School Prayer Overview.
- ❖ See appendix 24 – Whole School Scripture Overview.

Jesus Christ is always the centre of the Vision. Through engagement with both dimensions of Religious Education, students are challenged to be cultural agents in light of the Gospel; authentic witnesses to the mission of Jesus Christ in the world today.

The Religious Life of the School aligns with our motto and charism as we teach our students to work and pray in the light of the Mercy charism. As Catherine McAuley said, *“We must strive to do ordinary things extraordinarily well”*.

St Joseph’s Mission Statement

The school’s Mission Statement incorporates the vision for Religious Education, as at St Joseph’s it is our mission to provide opportunities for children to grow spiritually as well as emotionally, physically, academically and socially. We believe it is our mission to live out our Catholic Faith and foster an environment to teach students to be just.

“We, as members of St Joseph’s Parish and School community strive to:

- Grow, and live the life of a Christian, through commitment to the Catholic Faith*
- Provide the opportunity for growth – spiritually, emotionally, physically, academically and socially*
- Inspire self-directed and life-long learners*
- Foster an environment, which nurtures the development of community members who contribute to a more just and sustainable society”*



St Joseph's Vision For Teaching and Learning

St Joseph's Vision for Teaching and Learning provides a framework alongside the Vision for Religious Education to ensure that when planning both dimensions for Religion are catered for.

Our vision for teaching and learning is to provide students of all abilities a range of opportunities to learn in an environment that supports and challenges them to:

- Achieve success in learning
- Grow in their capacity to become self-directed learners
- Become socially responsible and resilient
- Develop a positive mindset for learning

Staff will:

- ✓ Embed effective pedagogy and assessment in their daily practices
- ✓ Build and sustain a culture of high expectations
- ✓ Teach using a range of innovative technologies
- ✓ Use data and the Australian Curriculum to inform their teaching practices and professional learning

Students will:

- ✓ Apply themselves to accept the challenges of learning
- ✓ Set learning goals
- ✓ Talk about their learning
- ✓ Act on feedback

Parents/carers will:

- ✓ Work in positive and productive partnerships with school staff
- ✓ Support and encourage their child/children to achieve success



The Contemporary Contexts Religious Education

At St Joseph's recognition is given to the four contexts identified as having a significant impact on Religious Education in contemporary Catholic and ecumenical schools. They are the *Societal Context*, *Ecclesial Context*, *Educational Context* and *Digital Context*.

Our Societal Context

Like all Catholic and ecumenical schools of the Archdiocese of Brisbane, St Joseph's operates in a complex and ever-changing environment. Contemporary students are immersed in a global world and from an early age are exposed to a range of values represented through diverse media.

As a consequence, our school is continually challenged to engage families in Religious Education in rich and relevant ways. At St Joseph's, Religious Education seeks to reflect a Catholic Christian worldview that integrates faith, life and culture. At the same time it seeks to embrace an ecumenical perspective and reflect the multi-faith context and reality of this school.

While there is very little cultural diversity at St Joseph's most students would have some awareness of the many differences and commonalities. As a result Religious Education at St Joseph's will challenge, engage and reflect a Catholic Christian worldview that integrates faith, life and culture.

Evidence:

- ❖ Appendix 23 – School overview outlining the synopsis of each unit.
- ❖ Appendix 17 – Example of the synopsis of units in the school newsletter.
- ❖ Parents are informed during the enrolment process, Prep Orientation day, parent information evening at the beginning of each year, through the newsletter, school behaviour expectations etc...
- ❖ The school acknowledges the Aboriginal culture at the beginning of each assembly and during significant events.
- ❖ Appendix 21 - St Joseph's School Behaviour Expectations.
- ❖ Students are immersed in global world issues through the teaching around the work of Caritas, Catholic Mission and St Vincent de Paul.
- ❖ Students and families are involved in raising awareness and funds for Caritas, St Vincent de Paul, Catholic Mission and other charitable works.



Our Ecclesial Context

At St Joseph's, as is the case with many Catholic schools in the Archdiocese, an increasing number of students and their families are less engaged with the formal life of the Church than in the past. Consequently, for many students, the culture and language of religion is underdeveloped.

St Joseph's, along with many Archdiocesan schools, increasingly provides the introductory and developmental understanding and experience of Church for students and their families. This is supported when the school is a place where students and their families encounter the mission and outreach of the Church, especially through pastoral care and the experience of Catholic Christian community.

In this community, such activities include St Joseph's Care and Concern Group, Social Action Justice Group, Prayers for loss and joy, School Masses and Liturgies, Community Outreach at the Old People's home, Caritas and Catholic Mission activities, St Vincent de Paul drives etc..., thus enabling our school to promote knowledge, deeper understanding and skills about our Catholic and broader Christian tradition within the broader evangelising mission of the Church. Staff work through the religious life of the school and through the Mission and Justice sub-strand, to make St Joseph's a place where students and their families encounter the mission and outreach of the Church.



St Joseph's Biggest Morning Tea for the Parishioners.

St Joseph Social Action Justice Group who raise awareness, funds and items for the needy.



Evidence:

- ❖ The school community is invited to attend school and year level Masses/liturgies.
- ❖ Prayer is presented by different classes at the beginning of each school assembly.
- ❖ Family participation in parish Sacramental program.
- ❖ The school promotes parish activities through the school newsletter and school app.
- ❖ Whole school and year level Masses occur each term.
- ❖ School Masses or a Liturgy of the Word is celebrated for significant events such as the beginning and end of the school year, Ash Wednesday, Leadership Commissioning, Holy Week, ANZAC Day, Mother's Day, Father's Day, Pentecost, Catholic Education Week, Grandparents Day, Graduation, and the Commissioning of the Social Action Justice Committee.
- ❖ Each classroom has a sacred space featuring evidence of the liturgical year and special feasts.
- ❖ The staff have weekly staff prayer on a Friday morning.
- ❖ There are visual sacred icons and imagery throughout the school.
- ❖ Story theme each year is linked to many varied activities throughout the year.



Our Educational Context

St Joseph's school, along with each Archdiocesan school, seeks transformation of the whole person so that those in the school community are empowered to live the gospel of Jesus Christ in their everyday lives. In the Catholic Christian tradition, education is a work of love and service. At St Joseph's, we seek to nurture and develop the faith of individuals in ways that are mindful of their cultural and religious identity. Examples include Keepers of the Sacred Space, St Joseph's Care and Concern group, St Joseph's Social Action Justice Group for acts to support local and global organisations to make a difference to the lives of others – activities include raising money, awareness and goods, student visits to Old Age Homes, St Vincent de Paul drives etc.

Religious Education in the Archdiocese of Brisbane, including St Joseph's, builds on best practice of the broader educational community. The classroom learning and teaching of religion reflects the philosophy, content, structure, academic rigour and assessment and reporting modes used in other learning areas. The religious life of St Joseph's forms and skills students to negotiate the tension of maintaining Christian integrity when confronted with the complexities of life in contemporary society.

Evidence:

- ❖ Quality planning for learning and teaching.
- ❖ Making links to other curriculum areas where possible.
- ❖ Quality assessment and reporting.
- ❖ Reflecting on the model of pedagogy during planning.
- ❖ Articulating intentional links between the RLOS and classroom teaching of Religion

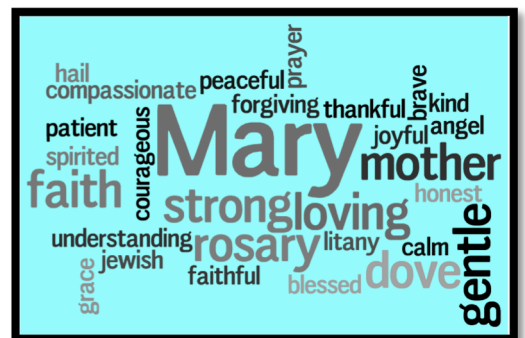


Our Digital Context

Religious Education at St Joseph's seeks to engage students in the critical, creative, and responsible use of digital tools which is an important component of digital citizenship. It includes provision and use of laptops, cameras, iPads and data projectors. This enables them to express their learning in rich and relevant ways and connect with individuals and communities in a global context.

Evidence:

- ❖ Sets of iPads are available for classroom use.
- ❖ Sets of Apple laptops are available for classroom use.
- ❖ Sets of digital cameras available for classroom use.
- ❖ Use of data projectors in all classrooms.
- ❖ Apple TV devices for all rooms.
- ❖ Teachers and students use Bible Gateway and other appropriate online Bible tools.
- ❖ Technology is used for meditation.
- ❖ You Tube accessed for reflective video clips and Bible Stories.
- ❖ Teachers use the Ways to Pray Calendar to access activities to support the Religious Life of the School.
- ❖ Appropriate ICLT user policy completed by students.
- ❖ Teachers use BCE Learning Bytes and other digital resources including ResourceLink.



Beliefs about learners and learning in the Religion Classroom

Foundational to the shared work of teachers at St Joseph's are the beliefs they have of the learners they serve. The BCE Learning and Teaching Framework (2012) explicitly articulates the beliefs and the responses that flow from these beliefs within schools in the Archdiocese.

Every learner is created in the image and likeness of God and, inspired by the Spirit, responds with passion and creativity to life.

- Every learner seeks to find meaning in life and learning and, in the Catholic Christian Tradition, we find meaning in the person and teachings of Jesus to grow as pilgrim people.
- Every learner is a lifelong learner, with a desire to search for truth and do what is right; accountable for choices and responsible for actions.
- Every learner is in some respect, like all others, like some others, like no other and we respond creatively, flexibly and with a futures orientation to ensure dignity and justice for all.
- Every learner can achieve success in life and learning where diversity is valued and shared wisdom contributes to decision-making that enriches and enlivens our world.
- Every learner brings to the learning experience their own richly diverse life journey to contribute to a community in communion, empowered by the Spirit to be at the service of others.

As a class and individual student level, at St Joseph's the interests, religious backgrounds and learning needs of students inform the development of work units. Data retrieved from the BI tool, Census Application and other sources has been used to inform planning decisions for learning. Teachers use this information to interpret the curriculum flexibly to meet the individual learning needs of students and to personalise their learning by:

- Adjusting the way in which students are taught and the means through which they demonstrate their learning;

- Using the extended general capabilities learning continua from the Australian Curriculum to adjust the focus of learning or to emphasise specific aspects such as higher order cognitive skills;
- Providing students with opportunities to work with content in more depth or breadth;
- Providing students with additional time and support; and drawing from content at different levels along the Prep to Year 10 sequence;
- Planning diverse assessment tasks;
- Consulting with specialist staff- e.g. ST:IEs, Speech Therapists, Indigenous Support workers, in order to make adjustments and develop appropriate learning and teaching strategies to enable success.



<p>We are learning to analyse Scripture texts to explain the action of the Holy Spirit.</p> <p>General Capabilities:</p> <ul style="list-style-type: none"> • Use language to interact with others. • Collaborate share and exchange <p>What do you know about the Holy Spirit?</p> <p>In pairs or small groups, students create the first entry in a 'Double Entry Journal' using the same focus questions. As pairs/groups report back to the class, students are invited to add further information to their Double Entry Journal to clarify the prior knowledge of the group. Journals can be collected for the second entry to be added later in their learning (see Core content Area 3).</p>	<p>*Groups are carefully selected and SO and teacher support some groups. 2 student is in a group with his SO and the SO scribes his thoughts.</p>
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<ul style="list-style-type: none"> • Use language to interact with others. <p>In groups or pairs, students share key information from their investigation and add the information to a large class map of the region. (Create a large class map using Blockposters).</p> <p>As a class, students use the mapping information to discuss why in Acts 2: 7 the disciples were "amazed and astonished" that people from all over the region could understand what they were saying. Students explore the literal and contextual meaning of scripture through this verse.</p> <p>Reflective Practice:</p> <p>Reflective Questions: Engage students in a reflective process to consolidate their learning and allow the students the opportunity to critically evaluate the learning process:</p> <ul style="list-style-type: none"> o What surprised you? o What moved or touched you? o What inspired you? o What was your 'a ha!' moment? o What appealed to you most? o What do I do that helps you learn? <p>Assessment Task 1</p>	<p>* For a very small group they watch the following YouTube clip http://www.youtube.com/watch?v=stakHQmFuQ after listening to the bible passage to obtain a better understanding. * One child will talk about what he saw, heard, felt, etc. – more factual than <i>goalistical</i>.</p>
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<p>Assessment Task 3:</p> <p>We are learning to analyse the words, symbols and actions of the Catholic Rite of Confirmation.</p> <p>We are learning to explain the action of the Holy Spirit in the lives of believers.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can describe the key parts of the Catholic Rite of Confirmation • I can identify words, symbols, actions used in the Catholic Rite of Confirmation • I can explain the significance of Confirmation to the lives of believers. 	<p>Task: Use the information you have collected from the interviews / investigations to create a written or visual response such as a flip book to share your understanding of how the Sacrament of Confirmation is important in the life-journeys of believers. You must include information on the key parts of the Catholic Rite of Confirmation including the words, symbols and actions of the Sacrament and explanation of the significance of the Sacrament of Confirmation in the lives of believers.</p>
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Evidence:

- ❖ Appendix 8 units of work that show differentiated learning, the use of General Capabilities, RLOS and Cross Curricula Priorities.
- ❖ Appendix 15 – Reflective practices are incorporated into every unit to give opportunity for students to talk about their learning and how their learning is going.
- ❖ Adjusting the ways in which students are taught and assessed with consideration to whole class and individual needs.

- ❖ Religion curriculum is planned collaboratively including all appropriate key stake holders to address the differentiated needs of each learner (APRE, PLL, Class Teachers, ST:IE, GC, parents)
- ❖ Adjusting the ways in which students are taught and the means through which they demonstrate their learning, including the provision for multiple opportunities.
- ❖ Specific attention and support for students on IEP's.
- ❖ Providing students with additional time and support.
- ❖ Providing students with opportunities to work with content in more depth and breadth.
- ❖ Making adjustments for learning intentions and success criteria when planning units of Religion to enable all students the ability to demonstrate their learning.
- ❖ Use of BI tool data and data walls.

Collaborative Planning

St Joseph's school has a population of 384 students, with 2 classes at each year level. The planning and development of units of work in Religious Education therefore takes the following format:

- Both teachers in the year level are released for half a day each term to plan with the Primary Learning Leader, APRE and ST:IE;
- Year level teachers are released each week for non-contact at the same time to allow for extra time for collaborative planning and resourcing;
- Teachers use the school's Religious Education Template and post completed planning and timetables onto the school's MySite.
- Teachers meet with the APRE before and after school and over the school holidays for support with planning, assessing and resourcing;
- Units are reviewed at their completion and feedback is used to make the necessary changes to make the unit more effective;

Each term teaching staff are given time to plan within each year level. At the beginning of the year the Scope and Sequence charts are prepared and the RLOS calendar of events set out (in consultation with the Parish Priest and Sacrament Coordinator). School staff collaborate to gather the necessary resources to support the learning and teaching in the classroom.

Teachers at St Joseph's plan units of work according to the achievement statement. Mandated scripture texts and learning experiences are aligned with the RE Curriculum. Teachers use the line of sight documents, achievement standard and learning progressions to create their learning intentions, success criteria and activities.

Evidence:

- ❖ Religious curriculum is planned collaboratively to address the differentiated needs of each learner.
- ❖ Specific attention and support for students on IEPs.
- ❖ Making adjustments for learning intentions and success criteria when planning units of Religion to enable all students to demonstrate their learning.

Communication to Parents/Wider Community

At St Joseph's School, every effort is made to ensure parents are informed and engaged in the religious education of students. At the beginning of each year during the Parent Night the class teachers discuss with parents/care givers the overview of Religion for the year, key areas of focus, school and class expectations, links to the Religious Life of the School and assessment procedures. Parents are also kept informed through the school newsletter, App updates and emails. There is also a dedicated section of the school website where the scope and sequence is published and unit outlines are provided.

Evidence:

- ❖ Appendix 17 - APRE input in school newsletter outlines aspects of the Religious Education curriculum to inform parents – synopsis of the units being taught.
- ❖ The wider community has access to the newsletter through the school website and copies are available at parish masses.
- ❖ A calendar of school events is made available to teachers, parents and members of the parish.

Impact of System and/or Religious Institute Initiatives

St Joseph's School has undertaken to be a part of the Delivering Excellence in Learning Teaching pillar of Brisbane Catholic Education (DELTA) and currently is beginning to roll out this initiative in Religious Education and other curriculum areas. The RE Planning Template used by the school incorporates key elements of these initiatives.

St Joseph's DELTA journey has focused primarily on establishing visible evidence of progress in Literacy for each student. While the purpose of the Learning Collaborative is for a renewed and collective focus on effective and expected practices for the teaching of Literacy, along with a focus on effective monitoring processes and tools, we believe that the knowledge and skills acquired on the DELTA journey will be transferrable to other learning areas, including Religious Education, and will have a positive impact on student learning.

The Principal and Primary Learning Leader have attended a number of core professional learning opportunities, including the Learning Collaborative orientation lead by Dr Lyn Sharratt (Putting Faces on the Data). The staff has begun engaging with processes, practices and tools to identify evidence of school and student learning and networked closely with Education Officers and other schools within our cluster, to utilize the skills and expertise of those on staff as well as strengthen moderating processes and professional dialogue. St Joseph's has begun to embed

the High Yield Strategies of data walls, review and response and Learning walks and talks, use BCE's effective and expected practices for the teaching of literacy and a range of classroom targeted professional learning that is relevant to our school's focus and student needs as a result of the analysis. Teachers are attentive to the minimum hours per day of the explicit teaching of English and Religion and include one hundred minute daily literacy blocks in their timetables where the literacy demands of other learning areas can be embedded.

Teachers co-plan the literacy experiences regularly with the support of the Primary Learning Leader, APRE and ST:IE and their planning documents reflect BCE's Model of Pedagogy, the Gradual Release of Responsibility and teach language, literature and literacy within the context of the Australian Curriculum using a range of quality literature. As teachers plan using the Model of Pedagogy, Learning Progressions and Line of Sight documents, they achieve teacher clarity and clear Learning Intentions and Success Criteria to communicate to their students. Embedding Learning Intentions and Success Criteria has created the foundations required to provide task specific feedback and guided students to become assessment-capable learners.

Fortnightly professional learning sessions have been scheduled to target areas that are relevant to the needs of our teachers and learners based on the Australian Curriculum, data analysis from the Literacy Monitoring Tools, Visible Learning and a variety of surveys completed by the staff and students, including but not limited to 'Mindframes', 'Student Voice' and 'Teacher Feedback'.

Evidence:

- ❖ Appendix 3 – Religion Planning template which is used by all class teachers.
- ❖ Appendix 28 – Religion Learning Progressions.
- ❖ Appendix 11 – Weaving of the Religious Literacies.
- ❖ Appendix 16 – Success Criteria Sheet with feedback.
- ❖ Appendix 13 – Visible Learning Questions used in each classroom.
- ❖ Implementing the acronyms WALT: We are learning to..., OLI: Our Learning Intentions..., OSC: Our Success Criteria.
- ❖ Asking of the following questions: What am I learning? (Learning Intention) How am I doing? (Success Criteria) How so I know? (Feedback) How can I improve? (Goal Setting) Where do I go if I get stuck? (Strategy/Resource, Person).
- ❖ Displaying of success criteria so learners know the expectations.
- ❖ Teachers use fertile questions to launch learning with an inquiry approach.
- ❖ Where possible appropriate technology is used.
- ❖ During planning teachers make adjustments for those students who need support and those who need extension.
- ❖ Teachers use tangible stimulus objects to promote discussion and engage the students' natural curiosity e.g. using an age appropriate bible, objects used in Sacraments etc...

Curriculum Structure and Organisation For Religious Education

A Catholic View of Learning

At St Joseph's, a Catholic view about Learning and Teaching is reflected in both dimensions of Religious Education, namely, the classroom teaching and learning of Religion and the Religious Life of the school. Teaching and learning in Religious Education is intentionally developed on the foundation of a Catholic theology and philosophy of curriculum. Four core themes are central: **Anthropology, Epistemology, Cosmology and the Catholic Christian Tradition.**

Catholic View of Christian Anthropology

A Catholic view of Christian anthropology is centred on the person of Jesus. It recognises each person is created in the image of God. It emphasises Jesus as teacher whose Spirit infuses the whole curriculum with a hope-filled vision of life. At St Joseph's, it is characterised by inclusion, holistic and relational learning, and action in community.

Evidence:

- ❖ Activities are differentiated so that all students can actively participate.
- ❖ Appendix 21 - Positive Behaviour For Learning Approach used to create the school Behaviour Policy.
- ❖ School prayer theme each year encourages the students to all come together with a shared set of values.
- ❖ The St Joseph Social Action Justice group works hard to raise awareness, funds and items to support others.
- ❖ St Joseph's KidsMatter, Staff Matter, Families Matter week each term focussing on the dignity of all people as we believe that every face has a place.
- ❖ Appendix 19 – Care and Concern letter that goes home each year to build a St Joseph's Care and Concern group.



Catholic Perspective on Epistemology

A Catholic perspective on epistemology orients a curriculum towards rationality; holistic knowing; knowing and living; wisdom as the fruit of knowing and life-long and life-wide learning.

The Catholic tradition views the acquisition of knowledge as a lifelong and life wide enterprise. Reflective self-directed learning and teaching provides Sabbath spaces for teachers and students to interiorise knowledge.

Evidence:

- ❖ Every classroom has a sacred space.
- ❖ There is a sacred space in the school grounds.
- ❖ Teaching at St Joseph's encourages students to question and form their knowledge.
- ❖ Reflective practices are included throughout the Religion unit.
- ❖ Students participate in Meditation, which is offered both in the classroom and at lunchtime.
- ❖ Activities are differentiated to give all students the opportunity to participate and learn.
- ❖ Religious literacy is woven through literacy.
- ❖ Whole school participates in a Holy Reflection Day to focus on the Holy Week stories. On this day the students journey with Jesus. The day culminates with the Stations of the Cross performed by the Year 6 students.
- ❖ Celebration of our school Feast Day.



Catholic Understanding of Cosmology

Cosmology relates to how we understand our place in the universe and the choices we make to live within the integrity of creation. Through the elements of stewardship and sacramentality, Catholic Christians are called to respond to questions of life: *'What is our place in the universe?'* *'How do we live within the integrity of creation?'* This understanding is supported at St Joseph's through a variety of ways including students acting as Keepers of the Sacred Space, Vegetable garden stewardship and the St Joseph's Green Team.



Catholic Christian Story and Tradition

From the very beginning of Christianity, the Christian community has been engaged in teaching. The transformative process of learning and teaching is captured in the Vision of Brisbane Catholic Education to *Teach, Challenge and Transform*. This Vision is realised at St Joseph's through everyday witness; and learning and teaching that challenges and transforms the culture and the world in which we live.

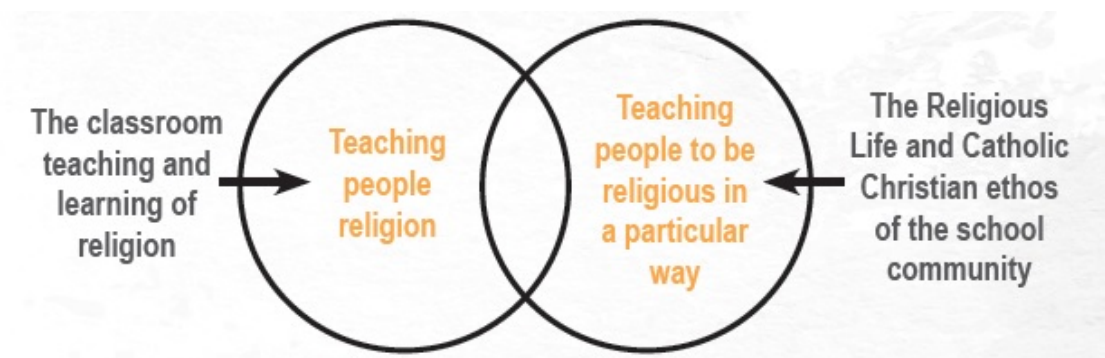
Ongoing spiritual formation for religious educators is an important as professional and theological learning. A person-centred understanding of spiritual formation begins with honouring and exploring the personal narrative of each individual's experience of My Story through an approach that engages the head, heart and hands (experience, knowledge, practice and application). At St Joseph's, such an approach is supported by staff being involved in Spirit Fire and Keepers of the Flame, Professional learning opportunities for Meditation, Creative Ways of Praying and Spiritual Journeying.



Model for Religious Education

At St Joseph's, as in all schools and colleges of the Archdiocese of Brisbane, teaching people religion and teaching people to be religious draw upon the Catholic Christian tradition in ways that are mindful of local contexts and the ecumenical and multi-faith realities of contemporary culture.

Since 2008, the distinct and complementary nature of both dimensions of Religious Education has been conceptualised in the following *Model for Religious Education*.



The St Joseph's school community seeks to understand and utilise the distinctiveness and complementarity of these two dimensions of Religious Education in the holistic education and the formation of our students.

Our School programs, activities and experiences for the classroom learning and teaching of religion and the religious life of the school are responsive to religious diversity, while being faithful to the Catholic Christian Identity of the school. As teachers plan for Religion at St Joseph's they incorporate the Religious Life of the School document, General Capabilities and Cross Curricula Priorities into their unit. Activities are then created to ensure the elements of both Teaching people religion and teaching people to be religious in a particular way.

<u>Religious Life of the School</u>	<u>General Capabilities</u>	<u>Cross-Curricular Priorities</u>
<u>Religious Identity and Culture</u> <ul style="list-style-type: none"> Sense of the Sacred (ICS) <ul style="list-style-type: none"> Establishing and maintaining sacred and reflective spaces in classrooms and around the school ICS1.3 Establishing practices and procedures for movement from secular psychological space to a 	<ul style="list-style-type: none"> <u>Literacy</u> <ul style="list-style-type: none"> Use language to interact with others. Listen and respond to learning area texts <u>Information and communication technology (ICT) capability</u> 	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander histories, cultures and spiritualities <ul style="list-style-type: none"> OI.3 Aboriginal and Torres Strait Islander peoples have a profound sense of the sacred and unique belief systems and are spiritually connected to the land, sea, sky and waterways.

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St Joseph's recognises that the *Vision for Religious Education* and the *Model for Religious Education* take a big picture view; for while both take place within the physical and temporal context of this Catholic school, they presuppose a broader context and length of time not available to a school; a whole lifetime.

Religious Life of the School

The Religious Life of the School document P-12 assists our school community in the development of faith by providing a lens through which the religious life of our school can be viewed and developed. The document provides practical ways to implement the *Vision Statement for Catholic Education in the Archdiocese of Brisbane*, particularly its call to *Teach, Challenge and Transform*. The Religious Life of the School document focuses on four inter-related components, each with three elements:

- Religious Identity and Culture
 - Ethos and Charism
 - Authentic Christian Community
 - Sense of the Sacred
- Prayer and Worship
 - Christian Prayer
 - Celebrating liturgy and sacraments
 - Ritualising Everyday Life
- Evangelisation and Faith Formation



- Living the Gospel
- Faith Formation
- Witness to the Wider Community
- Social Action and Justice
 - Justice in the School Community
 - Action for Justice
 - Reflection on Action for Justice

Religious Identity and Culture

Evidence:

- ❖ St Joseph's embeds, communicates and lives the Mercy Charism to build an authentic Christian community in which a sense of the sacred is evident.
- ❖ Symbols are displayed in the office area and throughout the school.
- ❖ A formal acknowledgement of the traditional owners of the land is embedded in school celebrations.
- ❖ Prayers are incorporated in the life of the school: weekly staff prayer, Assembly prayer, classroom morning prayer, rosary, meditation, Stations of the Cross etc...
- ❖ St Joseph's celebrates days/seasons of religious significance: Holy Week, Easter, Pentecost, Feast of St Joseph, through a whole school prayer liturgy or Mass.
- ❖ The school's vision and mission statement is displayed throughout the school.
- ❖ As a community we welcome, encourage and support participation of families in the life of the school: Annual fete, parent information nights, open classrooms, celebration of learning afternoons, Catholic Education Week Celebration, Grandparents Day etc...
- ❖ KidsMatter, Staff Matter and Families Matter week of celebrations every term.



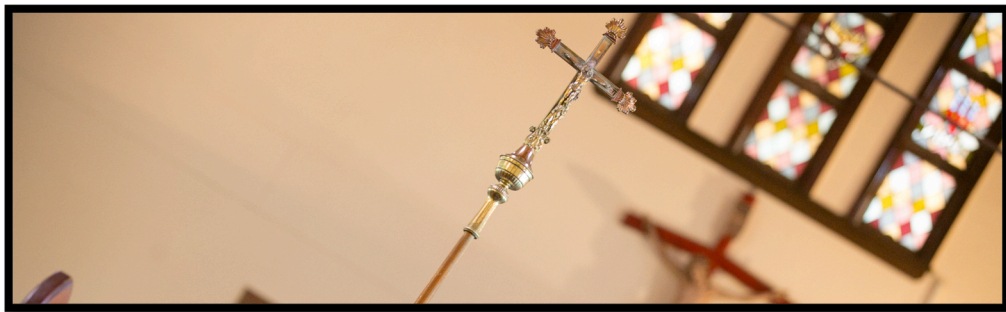
Prayer and Worship

At St Joseph's prayer is an integral part of school life and we undertake to further develop the faith of individuals in ways that are sensitive to their cultural and religious identities. Christian prayer contributes to the faith growth of individuals and the building of a Christian community.

Evidence:

- ❖ Students are invited to regular prayer.
- ❖ Teachers schedule time for prayer every day.
- ❖ Fortnightly Mass.
- ❖ At St Joseph's students experience a variety of formal and informal expressions of prayer, appropriate to their age and development.

- ❖ Prayers are taught in accordance to the Scope and Sequence for each year level.
- ❖ Students are immersed in diverse experiences of prayer e.g. meditation, Lectio Divina, Litanies etc...
- ❖ Each classroom has established well maintained sacred spaces.
- ❖ Weekly meditation is encouraged. This meditation may include readings, reflection, journaling, silence and stillness.
- ❖ School prayer at assemblies each week.
- ❖ Professional development for staff in the area of Prayer.
- ❖ Staff prayer.
- ❖ School celebrations such as, Mother's Day, Father's Day, ANZAC Day which incorporate prayers.
- ❖ Parents are invited to be involved in prayer at St Joseph's.
- ❖ The school theme is developed each year to include prayer, scripture texts, hymns and other resources.
- ❖ Appendix 2 - St Joseph Prayer Policy



Evangelisation and Faith Formation

St Joseph's fosters the call to live the gospel through such ways as:

- Reflecting the life and message of Jesus Christ through routines and practices e.g. hospitality.
- Establishing policies and practices that promote inclusion and a sense of belonging to a Christian community.
- Presentation of the Gospel message in engaging, thought provoking ways.

Evidence:

- ❖ Provision of faith formation experiences for students, staff and parents.
- ❖ Provision of opportunities to express spiritual awareness through the creative arts.
- ❖ Building collaborative relationships with the parish.
- ❖ Participation in local community events such as ANZAC Day.



Social Action and Justice

St Joseph's practices justice within our own community.

Evidence:

- ❖ Identifying, implementing and promoting policies, structures and practices that respect the rights and dignity of all members of the school community.
- ❖ Christian stewardship is applied to the purchase and use of resources and the care for the environment.
- ❖ Establish just processes of discernment and critical judgement when making decisions.
- ❖ Implementation of policies and practices within the school.
- ❖ Students are engaged in a wide range of justice projects such as: St Vincent de Paul Appeal, Caritas etc...



The Reconceptualist Approach to Teaching and Learning in Religious Education

Since 2008, the classroom learning and teaching of religion in the Archdiocese of Brisbane has been characterised by a reconceptualist approach. In short, it operates from an educational framework rather than from a catechetical or 'shared Christian praxis' framework. This means that at St Joseph's, the classroom religion program becomes a primary arena for dealing with critical religious issues and concerns of life. There are three key considerations for teachers using this approach: the *Avoidance of Presumptive Language*, *Teaching 'about' the Tradition* and *Powerful Pedagogies*.

Avoidance of Presumptive Language

In a reconceptualist approach, teachers avoid using presumptive language and do not start with assumptions about students' faith development based upon their particular religious affiliation. At St Joseph's teachers are required to use language that is invitational and educational to better engage students in the religion classroom. Students who can readily identify themselves as Catholic, are affirmed by this approach. Further, when using non-presumptive language, teachers provide students with the freedom to respond in ways that do not assume a programmed response.

Teaching ‘about’ the Tradition

A reconceptualist classroom is not simply a place for transferring facts and knowledge. At St Joseph’s, a reconceptualist approach to teaching religion entails “exploring the meaning of one’s own religious life in relation to both those who share that life and those who do not” (Scott, 1984, p.334). This educational focus requires a critical appreciation of one’s own religious tradition and an empathetic understanding of the religious beliefs and practices of others.

Powerful Pedagogies

The delivery of excellence in teaching and learning (DELT) is a core goal of Brisbane Catholic Education Office. As noted above, our school supports that goal through its involvement in the formation of staff in such powerful pedagogies as:

- Gradual release of Responsibility
- Inquiry Learning
- Collaborative Learning
- Learning Intentions and Success Criteria
- High expectations

An examination of the sample units and the template for planning used at St Joseph’s, demonstrates our support for the five practices which provide a common language for planning and reflecting on learning and teaching in the religion classroom: focusing on learners and their learning; establishing clear learning intentions and success criteria; activating multiple ways of knowing, interacting and opportunities to construct knowledge; responding with feedback to move learning forward; and evaluating learning with students as activators of their own learning and resources for others.

Focusing on learners and their learning

While some students at St Joseph’s come from families strongly connected to their local parish community and are literate in the Catholic Christian tradition, a growing number of our students enter the religion classroom with low levels of religious affiliation and at best a tentative familiarity with public expressions of Catholic life.

Using a reconceptualist approach, our religion teachers acknowledge the reality of students’ lives, identifies learners’ levels of thinking and builds on the attributes each student brings to the religion classroom. It incorporates a powerful questioning pedagogy, within the context of a community of thinking, that stimulates and supports genuine, active and authentic student engagement.

Evidence:

- ❖ See Appendix 22 – List of fertile questions used across year levels.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Prep	And Jesus taught... "How can I be like Jesus in my world?"	And God Said... "How can people know about God?"	Jesus and the Easter Story "Why is Jesus on the cross?"	Jesus Family and Friends "Is Jesus' family like mine?"	Talking To God "How can I talk to God?"
Inquiry					
Prep	The Good Samaritan Luke 10:29-37	Creation Stories Genesis 1:1-2:4a Genesis 2:4b-9; 15-25	Jesus and the Easter Story Jesus' resurrection Mark 16:1-8	Prayer Jesus taught his disciples to pray Luke 11:1-4	Prayer Jesus taught his disciples to pray Luke 11:1-4
Mandated Scripture	The Ten Lepers Luke 17:11-18	Joseph Genesis 37:1-36, 39:1-6, 41:15-44, 41:53-57, 42:1-46:34 David 1 Samuel 17:1-49		Stories of Jesus' family Birth of Jesus Luke 2:1-7 Matthew 1:18-25	
Year One	Created in God's Image - How can we be created in the image of God?	God's Word In Action - How do stories of the past tell us about God?	Praying With Mary - How can I talk to God?	Jesus' Life and Ministry - Who is this person called Jesus?	Sacrament of Baptism - Was Jesus' Baptism like my Baptism?
Inquiry					
Year One	Noah: a story of re-creation Genesis 6:13-9:1	Second Creation story Genesis 2:4b-8, 15-23	Mary, Mother of Jesus: Annunciation to Mary (Luke 1:26-28)	Sacrament of Eucharist: The Last Supper Mark 14:22-25	Sacrament of Baptism: The Baptism of Jesus (Mark 1:9-11)
Mandated Scripture		Moses			

Establishing clear learning intentions and success criteria

At St Joseph's, the starting place for the classroom religion program is the Religion Curriculum P-12. Religion teachers use the curriculum to create and make clear and visible the learning intentions and success criteria for all students. Again, this is clearly evident in the sample units of work provided.

Evidence:

- ❖ See appendix 4, 6, 8 – Units of work which incorporates learning intentions and success criteria.
- ❖ See appendix 5, 7, 9 – Success Criteria Assessment Sheet.

Learning Intentions
<ul style="list-style-type: none"> ○ We are learning how to communicate clearly our ideas, feelings and thoughts about God. ○ We are learning to communicate clearly God's plan for people to help each other to live safely and happily together, for the good of all. ○ We are learning to listen and respond to stories of Jesus in the Gospels that tell of Jesus life as a Jew. ○ We are learning to recognise Jesus teachings of love, compassion and forgiveness and how they challenge our way of thinking. ○ We are learning to identify good and bad choices.

ABOVE STANDARD

The Student:

- Uses the criteria to define what a Messiah is.
- Explains how Jesus is the Messiah.
- Links criteria for a Messiah to the life of Jesus.

(Highlighted criteria are those that the student has achieved.)

Feedback:

Abby you have written a well thought out definition of a Messiah and included key criteria for what a Messiah does in it. You can improve your explanation for how Jesus is the Messiah by including more of the

In these units of work, the rigour of our school's approach to learning and teaching in the religion classroom, drawn from the Knowledge and Deep Understanding and Skills of the P-12 Religion Curriculum document, takes account of the capabilities and readiness of students, while at the same time ensuring a classroom that engages and challenges students.

Further, as indicated on the Planning Template, time is made available to assist teachers to collaboratively reflect on the effectiveness of their planning, the strategies employed and the achievement of students within a learning and teaching cycle so as to inform the teaching and assessing learning of the unit in subsequent years.

Time Allocation and Effective Timetabling of Religious Education at St Joseph's

St Joseph's strongly supports the mandated minimum of 2.5 hours per week of religion teaching from P-6. This equates to 92-100 hours per year, based on 37-40 available teaching weeks per year. Liturgy, prayer,

hymn practice and other religious practices are not included in this provision. The effective timetabling of religion classes is given high priority within the life of the school, as is evidenced in the timetables and teacher's work plans provided in the appendix.

6 Blue Timetable Term 1 2016				
Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:30 Housekeeping Prayer Religion	8:30 - 9:30 Housekeeping Prayer Religion	8:30 - 9:00 Housekeeping Prayer Religion	8:30 - 9:30 Housekeeping Prayer Religion	8:30 - 9:30 Housekeeping Prayer Religion
9:30 - 10:30 Mathematics	9:30 - 10:30 Library/English	9:00 - 9:30 Mathematics 9:30 - 10:00 Chinese 10:00 - 10:30 Mathematics	9:30 - 10:30 Mathematics	9:00 - 10:30 Mathematics
10:30 - 11:30 FIRST BREAK				
11:30 - 12:30	11:30 - 12:30	11:30 - 12:30	11:30 - 12:30	11:30 - 12:30

Design Principles for Religious Education at St Joseph's

The Religion curriculum P-12 has been developed around four design principles: embracing a *Catholic Christian Worldview*; modelling a *Seamless Curriculum*; setting a clear *Pedagogical Direction*; and strengthening *Alignment*. These principles have been put into practice at St Joseph's.

Catholic Christian Worldview

In alignment with the content of the *Religion Curriculum P-12*, *Religious Education* at St Joseph's unambiguously reflects a Catholic Christian worldview that integrates faith, life and culture. Where possible, content embraces an ecumenical perspective and is responsive to the multi-faith context and reality of contemporary religion classrooms. The attached sample units provide evidence of this alignment.

Seamless Curriculum

The *Religion Curriculum* at St Joseph's reflects the philosophy, content, focus, structure, academic rigour and assessment and reporting modes used in all other learning area. See for example, the assessment tasks in the sample units provided and the copy of the schools report card in the Appendix.

Evidence:

- ❖ Appendix 4, 6, 8 – Religion Units of Work
- ❖ Appendix 20 – School Report Card

Pedagogical Direction, including Line of Sight

The pedagogical direction of the *Religion Curriculum P-12* is consistent with the *BCE Model of Pedagogy* (2012) and draws significantly on John Hattie's research, *Visible Learning* (2009), and visible learning and teaching story outlined in *Visible Learning for Teachers* (2012).

The *Religion Curriculum P-12* promotes inquiry learning, a learner centred pedagogical approach to learning and teaching, that aligns closely with the directions taken in the Australian Curriculum.

By adopting the Planning Template for Religious Education from BCE, these pedagogical directions have been adopted by St Joseph's school.

Further, at St Joseph's continuity in the Religion Curriculum is ensured within and between year levels, building on where students' learning in Religion is situated and leading onto where the students are heading in their learning. During planning teachers are instructed to refer to the scope and sequence, not only of the current year level, but of those the year before and after. There is also a clear focus on the line of sight in year level planning: Year Level Description, Achievement Standard and Content Descriptions as evidences in the planning template used for RE.

Evidence:

- ❖ Appendix 27 – St Joseph's Line of Sight Documents.

Alignment – Scope and Sequence

The content of the strands and sub-strands of the *Religion Curriculum P-12* closely aligns with the components and elements of the *Religious Life of the School P-12*. This is evidenced in the attached Scope and Sequence Tables for each year level which indicate where that alignment occurs in each unit of work. The Scope and Sequence tables for each year level include the core content to covered, mandated scripture references, explicit teaching of prayer, supplementary scripture texts, Cross Curricula Priorities, General Capabilities, Religious Life of the School references and a review/evaluation section.

Evidence:

- ❖ Appendix 26 - St Joseph's Religious Education Scope and Sequence document.

High Quality Teaching in Religion at St Joseph's

The teaching and learning identified in this Religious Education Program is consistent with whole school approaches to teaching and learning across the curriculum at St Joseph's. Teachers plan and teach quality lessons that incorporate mandated scripture texts – teaching scripture using the Worlds of the Text model and explicit teaching of prayer.

Evidence:

- ❖ Appendix 24 – whole school overview of mandated scripture texts.
- ❖ Appendix 25– whole school overview of explicit teaching of prayer
- ❖ The use of the Worlds of the Text model.
- ❖ World of the Text posters up in each classroom.
- ❖ Appendix 29 – World of the Text questions

Accreditation Requirements

Accreditation to Teach Religion in a Catholic or Ecumenical School

All teachers of religion in Archdiocesan schools are required to be accredited to teach religion. Currently, at St Joseph's, all teachers have either full Accreditation or interim Accreditation to Teach in a Catholic school and all teachers of Religion also have accreditation to Teach Religion in a Catholic school.

Maintenance of Accreditation

As part of their professional learning, all staff are required to maintain their accreditation status by engaging in the required number of hours (25 hours for each area) to maintain Accreditation to Teach and to Teach Religion. St Joseph's provides some opportunities on Professional Learning days each year and teachers are expected to find other opportunities in their own time to complete the requirements. At St Joseph's mandated and also optional professional learning opportunities are provided.

Professional Learning

Religious educators at St Joseph's engage in ongoing professional learning focused on enhancing individual and collaborative practices as well as the capacity to improve student learning.

Powerful Whole School Pedagogies at St Joseph's

As stated previously, St Joseph's supports the BCEO goal of Delivering Excellence in Teaching and Learning (DELT). At St Joseph's we are engaged in the Literacy Collaborative.

Again, the RE planning template clearly reveals and employs the key strategies, processes and requirements of the Powerful Pedagogies drawn on at our school in order to ensure that Religious Education contains the same academic rigour and assessment practices as other curriculum areas.

These processes are led by the APRE, the school RE Implementation Team and PLL.

Effective Assessment

At St Joseph's assessing student learning is an integral part of the school classroom. It improves learning and informs teaching. It is the process through which teachers identify, gather and interpret information about student achievement and learning in order to improve, enhance and plan for further learning.

The process of assessing student learning provides opportunities for teachers and students to improve and plan for further learning.

Assessment is undertaken for the purpose of: assessment for learning (sharing learning intentions, criteria for success and providing feedback); assessment of learning (gathering information to make professional judgements); and assessment as learning (student self-assessment). Teachers cater for the diverse needs of students by using a range of different assessment strategies to ascertain what each student has learnt and make judgements about the extent and quality of student's achievement in relation to the achievement standard.

Teachers at all year levels, as part of their planning, and teaching, employ the five key strategies for formative assessment, namely,

1. Clarifying, sharing and understanding learning intentions and criteria for success.
2. Engineering effective classroom discussions, activities and learning tasks that elicit evidence of learning.
3. Providing feedback that moves learning forward.
4. Activating learners as instructional resources for one another (peer feedback).
5. Activating learners as the owners of their own learning (self-assessment).

At St Joseph's, it is believed that evidence of achievement should reflect the knowledge, deep understanding and skills described in the relevant achievement standards and reflected in the success criteria.

Knowledge describes the information, facts and principles specific to a learning area.

Deep Understanding relates to the concepts underpinning and connecting knowledge in a field/discipline and is related to a student's ability to appropriately select and apply knowledge to solve problems in a particular learning area.

Skills describe the way of working specific to a field/discipline, and are therefore focussed on specific techniques, strategies or processes in a learning area.

Evidence:

❖ Appendix 14 - Assessment Planning Tool

Tools for Assessment

Teachers at St Joseph's are encouraged to use a range and balance of assessment tools which allows teachers to cater for all learners and learning situations, to measure the impact of their teaching and plan for further learning and teaching. Assessment revolves around three core practices, namely,

- Teacher observation: observing students and monitoring their progress as they work;
- Student/Teacher consultation: interacting with students either formally or informally;
- Focused analysis: teachers examining in detail student responses to tasks or activities.

Examples of Assessment tools used at St Joseph's:

Assessment Tools	Questioning	Reflective Tools	Teacher Observations
Running Records Success Criteria Research projects	Think Pair Share Wait Time Effective Questioning Asking	Blogging Voice Thread Reflective Journal Podcasting Reflective	Anecdotal records Checklists

Annotated work samples Written tests Multiple choice tests Extended Response Group Discussion Oral Presentation Written Tasks Portfolios Graphic Organisers Concept Maps Concept Mapping	Questions Question Matrix Bloom's Taxonomy	questions and prompts Learning Logs Thinking Skills Peer Feedback Two Stars and a Wish Plus, minus, interesting Traffic Lights De Bono's Thinking Hats	
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Making Judgements

Teachers at St Joseph's use such approaches as Success Criteria and Quality Annotations to make judgements and provide quality feedback to students. This can also be achieved through conferencing. Sample annotated assessment and criteria sheets are provided in the appendix. Further information on making judgements appears below under the heading, Consistency of Teacher Judgement.

Evidence:

- ❖ See Appendix 5, 7, 9 – Success Criteria Sheet
- ❖ See Appendix 16, 18 – Annotated Assessment Task

Moderation

The moderation of assessment tasks occurs on a number of informal and formal levels at St Joseph's:

- A degree of moderation occurs during the planning process for units of work; teachers agree on the line of sight between the Achievement Standard, Knowledge, Understanding and Skills and diverse assessment tasks, which are similar in standard. Success Criteria assessment sheets are created to assist teachers to apply the same standards to student work (See appendix for an example).

- Across year levels teachers discuss assessment tasks and attempt to establish equity in marking through discussion and annotation.
- A formal intra-school moderation occurs where teachers bring to a staff meeting annotated samples of work “at standard” and “above standard”.
- The school participates in inter-school moderation in October where staff share with other teachers at their year level annotated samples of work.

Feedback to Students

At St Joseph’s student self-assessment is regarded as vital to success at school. It involves teachers:

- Sharing with students the success criteria for each assessment activity;
- Ensuring that students understand the success criteria;
- Explicitly teaching students how to apply those criteria to their own work;
- Providing students with feedback to help them improve
- Helping students to set learning targets to achieve that improvement.

As noted above, success criteria assessment task sheets provide feedback. These alongside annotated work samples help to provide authentic feedback in relation to the curriculum achievement standard. Teachers at St Joseph’s use feedback as an integral part of the Visible Learning pedagogy. Feedback is provided both formally and informally to students.

<p>Feedback:</p> <p>Abby you have written a well thought out definition of a Messiah and included key criteria for what a Messiah does in it. You can improve your explanation for how Jesus is the Messiah by including more of the actions of Jesus. Well done Abby. You have shown good evidence when linking the criteria to the life of Jesus.</p>	
<p>_____ Teacher's Signature</p>	<p>_____ Child's Signature</p>

Peer feedback occurs when students offer each other advice about their work, which incorporates reference to:

- What has been done well in relation to the success criteria;
- What still needs to be done in order to achieve the success criteria;
- Advice on how to achieve that improvement.

Teachers who engage students in self-assessment see the responsibility for learning shifting from them to the students, see an increase in student motivation and are able to use the feedback from their students about how they learn to enhance future teaching and learning.

Using a range of feedback tools allows the teacher to work with students to see where and how they can improve their religious understanding. Individual conferencing and classroom discussions are used as informal feedback opportunities.

Evidence:

- ❖ Criteria sheets related to the achievement standard.
- ❖ Appendix 16 - Student Success Criteria Sheet with feedback.
- ❖ Appendix 14 – Assessment Planning Tool

Consistency of Teacher Judgement

Consistency of Teacher Judgement occurs through a number of processes at St Joseph's school. At the planning stage, consistency in teaching and learning, which assists consistency of teacher judgement, occurs through collaborative planning, use of a common planning template which requires learning intentions, success criteria; line of sight with the Achievement standard, commonality of standard in assessment tasks and the development of success criteria task sheets.

Each year St Joseph's engages in the ongoing process of Consistency of Teacher Judgement, which at present includes Religious Education – a key strategy for implementing the *Religion Curriculum P-12* and monitoring its effect on students' learning.

Teachers are informed of the procedures and processes for internal moderation and external moderation as required by Religious Education Services and indicated on the Learning and Teaching portal. Moderation occurs with a group of schools in the South West Cluster.

Evidence:

- ❖ Unit plans that include multiple assessment opportunities related to the achievement standard.
- ❖ Lesson activities using the Worlds of the Text to analyse scripture.
- ❖ CTJ assessment task based on the World of the Text.

- ❖ Staff participation in intra and inter school moderation in Religious Education.

Reporting Student Learning

Whole School Processes

Religious Education is not taught in isolation; it is a curriculum area similar to all other curriculum areas in the school. It is taught, assessed, reported and evaluated in the same way as other subject areas.

Student achievement is recognised and celebrated within our school community in a variety of ways including at informal meetings; one on one feedback to students; parent-teacher nights; celebrations of learning; publication of works; exhibitions etc. The student Reporting System (SRS) is Brisbane Catholic Education's online student reporting tool.

SRS facilitates the reporting of student achievement to parents and caregivers by allowing teachers and administrators to create, proofread, edit, verify and publish student reports. As has been noted previously and is evident in the school's Religion Planning Template, Religious Education is taught and assessed with rigour and is flexible to enable each student, to achieve and demonstrate what they have learned.

Further, as part of the school's commitment to DELT, Data Walls, Review and Response and Walk-Throughs have become part of the teaching and learning of Religion. Students are becoming familiar with articulating responses to the questions around their progress and achievement:

- What am I learning? (Learning Intention)
- How am I doing? (Success Criteria)
- How do I know? (Feedback)
- How can I improve? (Goal Setting)
- Where do I go if I get stuck? (Strategy/Resource, Person)

Reporting

Reporting occurs formally, in terms of reports issued, twice a year. The school's reporting processes are as follows:

- Parent-Teacher Interviews Term 1 – these include a Parent-Teacher reporting sheet.
- Semester 1 and 2 report, which involves an overall achievement for Religion over the semester, effort achievement and comment.

Evidence:

- ❖ See appendix 30 –Parent Teacher Reporting Sheet.
- ❖ See appendix 20 – A Student report card.

Meaningful, Relevant Learning Experiences

As a Key Learning Area, Religious Education is allocated funds at the beginning of each year. St Joseph's places a high value on quality resources to be used to enhance the learning experiences of all students. The APRE works with the staff and students, regularly discussing necessary resources and updating current stocks. Resource-Link provides teachers with easy access to a large amount of valuable and useful resources.

St Joseph's staff consider the needs of the students in their class when planning. They consider the demographics of the class to ensure they are aware of and acknowledge the student's prior experiences, knowledge and needs. At the beginning of each year during Professional Learning days, teachers meet with the teacher from the previous year level to discuss the needs of particular students.

Evidence:

- ❖ Religious Education budget to purchase new resources.
- ❖ Use of current resources to support the learning experience.

Monitoring and Evaluation in Religious Education at St Joseph's

Processes for Monitoring Student Achievement

St Joseph's Religious Education Program outlines how student progress and achievement are monitored to ensure high expectations for each student. Data is used to evaluate current practice and inform decision-making and action related to the classroom teaching of Religion and the Religious Life of the School.

Evaluating Student Achievement

At St Joseph's school, planning and evaluating the effectiveness of assessment processes occurs when:

- Teachers meet to plan a new unit of work they review the previous unit, including assessment tasks and student performance and annotate the unit for the information of teachers the next time the unit is used.
- The APRE/PLL/Principal uses the BI tool to evaluate the awarding of standards across year levels and at individual class levels. This leads to discussions and professional learning opportunities such

as diversity of assessment; depth in tasks to extend students; assessing students with special needs.

- The PLL also uses the BI tool to evaluate learning and teaching of Religion and other curriculum areas in the school. This leads to whole school discussions and professional learning on assessment.



Evidence:

- ❖ Teacher participation in professional learning about assessment and reporting to improve consistency of practice.
- ❖ Teachers access the BI tool to examine overall student achievement in Religious Education.

Processes for Monitoring Planning

As our school engages further with its chosen powerful pedagogies, more formal methods of monitoring planning will be developed. As stated previously, the size of the school and the release time made available to staff for planning impact on the degree of collaborative planning and the availability of specialist teachers such as the (PLL, APRE, ST:IE, GC) to partake in and monitor planning. As indicated at various points in this document, the school currently employs the following processes:

- There is a whole-school planning checklist which outlines the requirements for planning in Religion, including the requirement for annotating and noting success and challenges in the teaching of the unit for when it is taught next time before planning begins for the next unit.
- Teachers plan with the APRE/PLL/ST:IE who is then able to monitor the planning.
- Completed units of work are posted on the school portal (MySite).
- Teachers are required to show their planning to the Principal or APRE.
- Internal moderation processes enable evaluation of planning and the recording of this evaluation on the scope and sequence charts/ unit plans on the portal.
- Participation in CTJ and review of the CTJ reports enable a critique of the school's planning processes and procedures.

Evidence:

- ❖ Scope and sequence is treated as a working document and reflects changes each year.
- ❖ Reflective practice each term provides a process for review and evaluation after teaching to inform future planning.
- ❖ Teachers are to upload their Religion units to the School Portal and My Site.

Processes for Monitoring the Religious Life of the School

At St Joseph's school, both formal and informal processes are used to monitor how well the components of the RLOS are being addressed and taught. Formally, this occurs when the codified elements of each component being addressed in the units of work are recorded in the Unit Plans and the Scope and Sequence Tables for each year level (See the examples in the Appendix).

This monitoring also occurs as part of the ongoing formal and informal school renewal processes – for example, when:

- The APRE meets with the Parish Priest to review and plan liturgical celebrations and prayer rituals in the school.
- The Leadership Team evaluates and reviews the school's annual Prayer and Ritual calendar.
- The Leadership Team discusses and reviews the school's Social Justice and Outreach program.
- Teams of staff evaluate and review the Religious Education and Evangelisation Element of the School Renewal Process, both internal and external.
- The APRE plans and develops the Year's prayer and outreach calendar.
- The school undertakes to review its mission statement/prayer policy/motto.
- School policies and procedures are reviewed in light of the school's charism and mission statement.
- The school undertakes to renew its understanding and commitment to the charism of the Mercy institute.



Evidence:

- ❖ Annual school renewal of components helps to evaluate the religious life of the school and to provide future direction.
- ❖ Term and yearly overview of religious events occurring within the parish and school community.
- ❖ Roster of Masses.
- ❖ Involvement in social justice programs such as Caritas – Project Compassion and St Vincent de Paul Winter Appeal.

