Priority: Mission and Religious Education  
Component: 1.5 Learning and Teaching of Religion  

Goal: To form students who are literate in the Catholic and broader Christian tradition so that they might participate critically and effectively in faith contexts and the wider society (*Religion Curriculum P-12*, 2011)  

A survey conducted of the school community generally was very affirming of the school’s focus on and commitment to the Learning and Teaching of Religion.  
85.9% of respondents agreed or strongly agreed that teachers are well qualified and have the knowledge and expertise to teach religious education.  
82.4% of respondents agreed or strongly agreed that teachers engage and reflect on their professional learning and teaching of religious education.  
71.5% of respondents agreed or strongly agreed that the school Religious Education Program clearly indicates ‘what teachers have to teach and what students have to learn’ in accordance with the Archdiocesan Curriculum P-12.  
85.8% of respondents agreed or strongly agreed that Learning and Teaching within the Religious Education Program is responsive to the needs and context of the school.  
80.3% of respondents agreed or strongly agreed that teachers make effective connections across the religious education program, other curriculum areas and the religious life of the school.  
83.7% of respondents agreed or strongly agreed that students demonstrate an age appropriate knowledge and understanding of the Catholic faith tradition.  

A significant finding from the survey was the number of respondents who were unable to comment on the survey questions. This number ranged from 23.1% to 4.3%. Significantly 23.1% of respondents were unable to comment in regard to having an understanding that the school Religious Education Program clearly indicates ‘what teachers have to teach and what students have to learn’ in accordance with the Archdiocesan Curriculum P-12. 15.4% were not able to comment on whether teachers engage and reflect on their professional learning and teaching of religious education and 13.2% were unable to comment on whether teachers make effective connections across the religious education program, other curriculum areas and the religious life of the school. Only a very small percentage of respondents disagreed with any of the areas surveyed (1.1% to 2.2%).  

This indicates that as a school we need to explore and utilise different ways of informing and educating parents about many aspects relating to the learning and teaching of Religion at St Patrick’s. Although extensive information regarding the Learning and Teaching of Religion is provided through the school newsletter and information is provided to parents by class teachers, this is not necessarily an effective way of raising all community members awareness and understanding.  

Some other significant positive acknowledgements made during this review process included:  
- The participation of the Year 6 & 7 students in the Courage to Care program was considered a significant opportunity for students this year.  
- The way the new Religion Curriculum has been developed to support the implementation of both dimensions of religious education, the classroom learning and teaching of religion and the religious life of the school, is very positive.  
- The focus on exploring the history of our foundations as a Catholic school, with the recent Exhibition of Religious Orders history and engaging with the Mary MacKillop, Josephite, Catherine McAuley and Mercy heritage of our school has been beneficial.  
- Opportunities are provided for students to respond positively to the learning opportunities in RE including through the acting out of stories/use of drama in classroom teaching and learning; through the positive engagement in class prayer, school prayer and liturgy and parish liturgies; the participation of the year 7 committees – Faith & Mission/Mini Vinnies; and the use of student work in newsletter – art and craft.
The teaching and learning of Religion is given a very high priority at every level with in the school as evidenced through our school renewal and annual planning.

Many opportunities are provided for teachers to access professional learning to support the teaching and learning of Religious Education.

Teachers demonstrate a high degree of professional engagement and reflection on their teaching of RE through their demonstrated involvement in planning opportunities; the quality of professional discussion with other teachers; the sharing of units/issues with planning units; planning in teams; reflecting on own planning and teaching with peers and their involvement in staff prayer and spirituality and professional development opportunities.

Other comments made by parents as part of the review process included:

- children enjoy the religious aspect of the curriculum
- Although not catholic my children have never felt this to be an issue. I feel strongly that the values based platform is well presented
- within a respectful and embracing Catholic framework.
- As a parent, I appreciate the values and Religious learning that my children are experiencing. They have created some very positive
- connections with their faith under the guidance of your staff.
- From what my child has told me I am very happy with the pastoral, values and 
- ethical teaching and care my child is receiving. He particularly likes the prayers and believes his teacher is a very good person. From
- what I hear and see the staff all are wonderful role models of the catholic faith and are supporting my child to be the best person he
- can be- in all areas of his development.
- My child has suggested a bit more fun and modernisation through the education of religion would give her more interest.

Strategy for improvement: As a result of engaging in this review process we have identified that:

- There is a need to explore and utilise different ways of informing and educating parents about many aspects relating to the learning and teaching of Religion at St Patrick’s. Although detailed information regarding the Learning and Teaching of Religion is provided through the school newsletter and class teachers provide information to parents through class newsletters, this is not necessarily an effective way of raising all community members’ awareness and understanding.
- We need to continue the work begun in 2013 engaging with and implementing the new Religion Curriculum, ensuring that both dimensions of religious education, the classroom learning and teaching of religion and the religious life of the school continue to receive the highest priority and that teachers are supported in their planning and implementation.