

# RELIGIOUS EDUCATION PROGRAM

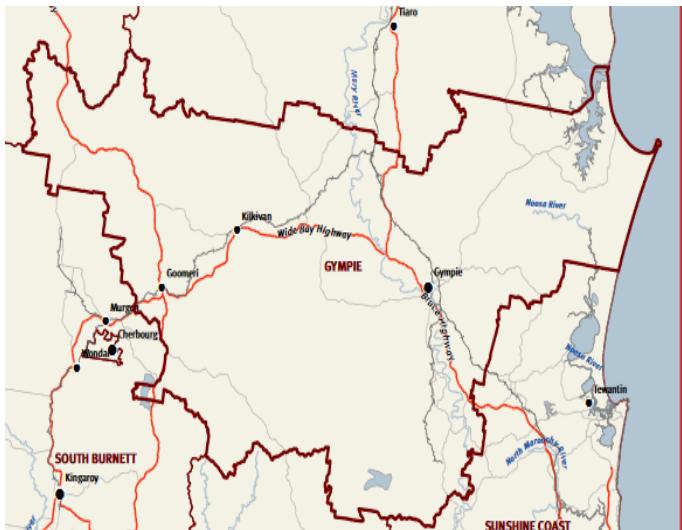
## ST PATRICK'S PRIMARY SCHOOL, GYMPIE



2016

# St Patrick's Primary School, Gympie

## Our Story



St Patrick's Primary School Gympie is a co-educational Parish Primary School within the Gympie region. The Gympie region consists of urban, semi-rural, rural and coastal population areas, stretching from Tin Can Bay and Rainbow Beach in the east, Theebine in the north, Goomeri to the west and Brooloo to the south. The area has a population of approximately 50,000 and covers an area of 6,898 square kilometres. The last figures available show an indigenous population of 3.2% for the old Cooloola Shire Council area. We have a current enrolment of approximately 382 students from Prep through to Year 6 and we have an indigenous enrolment of 27 students (6.86% of our enrolment). Our school

offers the latest in teaching and learning, technology, extra-curricular activities, and the benefits of being a high quality inclusive Catholic school.



Our school is ideally situated on the top of Calton Hill in the centre of the city and is on the same site as the Heritage listed St Patrick's Church. St Patrick's College, a co-educational Secondary School, is located across the road from the Primary school and welcomes a majority of our primary graduates at the end of Year 6.



St Patrick's School derives its identity and culture from its Catholic Christian tradition and the challenge to provide Catholic Education in Gympie accepted by the Sisters of Mercy and the early parishioners of the St Patrick's Parish, under the leadership of Father Matthew Horan in 1879. Our school has also been influenced by the early work of the Sisters of St Joseph in the Gympie area and the Christian Brothers with the development of the secondary school. For this reason we acknowledge four founders, Catherine McAuley, Fr Matthew Horan, Mary MacKillop and Edmund Rice. Our challenge now is to keep our school story alive by remembering those who have had the biggest impact on our school story. The Spirit of St Patrick's Primary School is underpinned by the values of compassion, dignity, justice, community and wisdom. We seek to live this Spirit in the way we welcome, serve and inspire.

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## Part 1: Students and Community

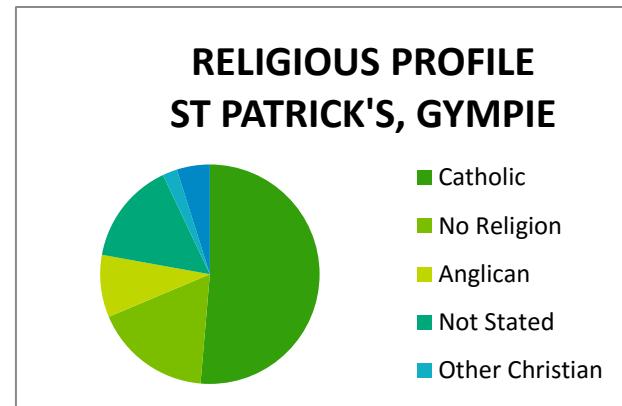
St Patrick's Primary School's Religious Education Program is responsive to the needs and religious backgrounds of students and the contemporary contexts for learning in the religious classroom.

### At the School Level

#### DEMOGRAPHICS:

St Patrick's Primary is a co-educational school with a current enrolment of approximately 382 students from Prep to Year 6. 49.74% of our students are Catholic with a further 18.85% belonging to another Christian religion. 31.41% of our families identify as no religion or not stating a religion.

Student Religion Name	Enrolment Count	Student Religion Percentage
Catholic	190	49.74%
No Religion	64	16.75%
Anglican	34	8.9%
Not Stated	56	14.66%
Other Christian	8	2.09%
Uniting Church	18	4.71%
Presbyterian and Ref...	1	0.26%
Baptist	2	0.52%
Lutheran	9	2.36%



Year Level Name	Enrolment Count	Total Enrolment in Year level	2016 Student Religion Percentage
Preparatory	40	14	35%
Year 1	39	13	33.33%
Year 2	46	19	41.3%
Year 3	58	37	63.79%
Year 4	67	29	43.28%
Year 5	71	43	60.56%
Year 6	61	35	57.38%

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St Patrick's Primary's Religion Program takes into consideration the demographics of the students, their families and the local community by:

- Accessing and considering information about the religious background of students when planning units of work.
- Sharing information in the school newsletter to ensure that all members of the community who wish to share and celebrate our Catholic Christian heritage feel welcome and respected in their own faith journeys, through opportunities to engage in religious celebrations.
- Publishing information on the school website to expand parent's knowledge of the Religion curriculum.
- Ensuring that there is a significant focus on all aspects of school life on the Religious life of the School dimension.
- Working closely with the Parish Priest to ensuring that all liturgies and celebrations are inclusive of all students from all backgrounds. This ensures that all children feel a sense of welcome, belonging, acceptance and engagement.

## **St Patrick's Motto, Vision and Mission**

St Patrick's School badge and motto, Let Your Light Shine, was developed in 1982 and it has given the members of the school community a strong and clear sense of direction. Our motto, **Let Your Light Shine**, is often interpreted to us, as individuals, letting our own lights shine. However, as a school we interpret it a little differently. For us it becomes a prayer where we're asking Jesus to let his light shine on us, so that we can be a reflection of that light and of God's love for others. This spirit permeates all aspects of our St Pat's community and is the focus for all our community gatherings.

## ***Our Vision for Religious Education***

St Patrick's has a rich tradition, underpinning our vision and mission, which is based on the charisms of our four founders; Mary MacKillop, Catherine McAuley, Edmund Rice and Fr Matthew Horan. Our school's history has been richly blessed by the dedication and hard work of the Sisters of Mercy and Father Matthew Horan and strongly influenced by the early work of the Sisters of St Joseph and the Christian Brothers. We strive to keep our school story alive and nurture our vision and mission by remembering those who have had the biggest impact on our school story. The Spirit of St Patrick's Primary School is underpinned by the values of compassion, dignity, justice, community and wisdom. We seek to live this Spirit in the way we welcome, serve and inspire.

St Patrick's Primary School shares and promotes the Vision for Religious Education articulated by Brisbane Catholic Education to:

*'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.' (Religious Education, Archdiocese of Brisbane Curriculum, PE12)*

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*St Patrick's Primary School partners with parents and the community to develop Christian Character and individual excellence. The teachings and values of Jesus are at the heart of everything we do at St Patrick's School and we recognise and accept the challenge to be a real and living expression of the Church's pastoral mission in the world and to educate our students to live the Gospel of Jesus Christ as creative, confident, successful and informed learners who feel empowered to share and enrich our world.*

## CONTEMPORARY CONTEXTS OF SCHOOL RELIGIOUS EDUCATION

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

### **Societal Context**

St Patrick's Primary School operates in a complex and ever-changing environment. Our 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 result of this, our school is continually challenged to engage families in Religious Education in rich and relevant ways.

**At St Patrick's we respond to this by:**

- Informing parents of the Religious Education program at St Patrick's Primary School
  - On the St Patrick's Primary School Website
  - During the enrolment process
  - During Prep Orientation days
  - At parent information evenings at the beginning of each year
  - Through class letters home at the beginning of each term
  - Through weekly communication in the school newsletter



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- Focusing on one of our school founders each term to reinforce the values and culture of the school
- Each class engaging in a process of developing a class vision statement which reflects the values and culture of the school
- The acknowledgement of Aboriginal culture at the beginning of each assembly, school celebration and during significant events such as NAIDOC week. In June 2016 a committee was formed to focus on and implement the BCE Molum Sabe Strategy's priorities of Engagement and Literacy within our school community
- Immersing students in a global world through the use of Caritas, Catholic Mission and St Vincent de Paul resources
- Raising awareness and funds for Caritas, St Vincent de Paul, and Catholic Mission
- Interaction and involvement with the parish community through Parish Masses, Healing Masses, engagement with St Patrick's Villa, the Sacramental program, the Parish Care and Concern Group and SVDP.

## Ecclesial Context



Our challenge at St Patrick's Primary School is to engage an increasing number of students and their families with the tradition, language and culture of the Church. We seek to provide opportunities for families to engage with the Catholic Christian tradition and its rich spiritual practices.

### At St Patrick's we seek to engage students and families by:

- Inviting members of the school community to attend school and class masses/ liturgies and prayer assemblies.
- Prioritising weekly prayer assemblies led by different classes with scripture as a major focus.
- Supporting and promoting the Parish Sacramental Programs.
- Promoting and engaging in a range of parish activities such as monthly healing Masses and attending weekly Parish Masses, support the Parish care and concern group.
- Participating in weekly Parish Masses where classes engage with members of the parish; class Liturgies of the Word (Prep-2) and celebrations of the Second Rite of Reconciliation each term for Years 3 to 6. Year 6 students also celebrate the First Rite of Reconciliation in Term 4.
- Promoting school Masses and Liturgy of the Word celebrations for significant events such as the beginning of school year Mass, Ash Wednesday, Easter, ANZAC Day, St Patrick's Day, feast days of particular founders, Pentecost, Catholic Education Week and the conclusion of school year liturgy.
- Developing classroom sacred spaces featuring a variety of prayer resources and evidence of the liturgical year.
- Making visible sacred icons, imagery and prayers throughout the school.
- Having a significant focus on a school founder each term.

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## ***Educational Context***

Our mission at St Patrick's Primary School is to develop students as lifelong learners through a balanced curriculum enriched by Gospel values whilst empowering them to make a positive contribution to the community. The classroom teaching and learning of religion reflects the philosophy, content, structure, academic rigor and assessment and reporting models used in other learning areas.

At St Pat's, staff professional development is given a high priority and teachers are supported to facilitate planning for learning and teaching. During professional development opportunities we reflect on the Model of Pedagogy and embed BCE's Delivering Excellent Learning and Teaching strategies during planning and teaching. In the planning processes we make links to other curriculum areas where relevant and we look for opportunities to incorporate digital technologies into teaching and learning in Religious Education. We promote and provide opportunities for moderation sessions to support quality assessment and reporting. Links between the Religious Life of the School and classroom teaching of Religion are highlighted.

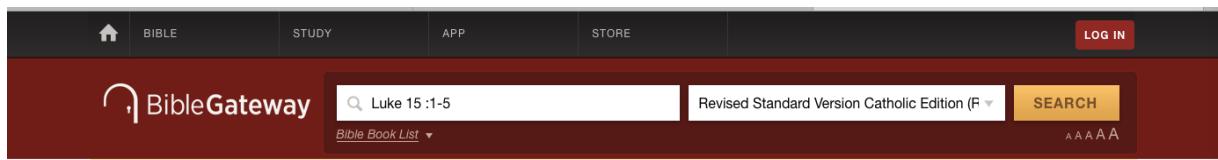
## ***Digital Context***

St Patrick's Primary School seeks to engage students in the critical, creative and responsible use of digital learning tools, with a particular focus on developing knowledge and skills to be a responsible digital citizen. This enables students to express their learning in rich and relevant ways, connecting the school and wider community in a global context.

### **At St Patrick's School we:**

- Make all planning accessible to all staff through shared folders on the Common Drive and provide shared access to a wide range of resources through the Shared APRE Folder on the Media Drive.
- Promote access to a wide range of websites and digital resources including resources on the RE Weebly; Resource Link and the Religious Education portal on the KWEB.
- Use Liturgyplanning.com and the Ways to Pray Calendar to access activities to support the Religious Life of the School.
- Provide access to interactive whiteboards and data projectors in all classrooms.
- Provide student access to a range of computers and laptops and provide iPads for students in Prep to Year 2.
- Provide ongoing professional development for teachers to develop technology skills.
- Encourage demonstration of learning by the students using digital technology.
- Use Bible Gateway and other appropriate online Bible tools.
- Promote and educate students to become responsible digital citizens through policies, procedures and education sessions.

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## Beliefs about Learners and Their Learning

At St Patrick's Primary School, we believe that every learner is created in the image and likeness of God and, inspired by the Spirit, responds with passion and creativity to life. We believe that all students are entitled to rigorous, relevant and engaging Religious Education programs, drawn from the BCE Religion Curriculum P-12, that address their individual learning needs. Our school Religious Education program caters for the diverse needs of our students.

**At St Patrick's** we respond to the needs of individual students and adjust the way in which students are taught and the means through which they demonstrate their learning. We provide multiple opportunities for students to work with content in more depth or breadth.

Adjustments with learning intentions and success criteria are made when planning units of Religion to enable all students to demonstrate their learning and we provide specific attention and support for students on ISP's (Individual Support Plan). Assessment tasks are ideally negotiated and adjusted to allow students to demonstrate their learning.

As with all curriculum areas, the Religion curriculum is planned collaboratively involving, as appropriate, all key stake holders to address the differentiated needs of each learner (APRE, class teachers, support teachers and parents).

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## COMMUNICATION TO PARENTS AND WIDER COMMUNITY

St Patrick's school website communicates clear information to parents and the wider community about what students will be taught in the Religion classroom at each year level. Every effort is made through a variety of formats to ensure parents are informed and given opportunities to engage in the religious education of their child.

### At St Patrick's School:

- Each year level has term overviews, which clearly identify what is being taught in Religion. These are published on the school website as well as being elaborated on in class and school newsletters each term.
- Information relevant to particular RLOS topics which link to the Religion Curriculum are published in the school newsletter.
- The schools Vision for Religious Education and an overview of the Religious Life of the School Components and how these are reflected in the life of the school are also published on the school website.

**Year One News**  
Term 3 2016

**Religious Education**



This Term we will:

- discuss ideas about God (including creator, forgiving, compassionate, caring, loving, listening);
- explore the Creation stories and the stories of Noah and Moses;
- make connections between important messages about God's presence in the lives of individuals and communities in some Old Testament stories and their own experiences; and
- make connections between the lives of people in Old Testament stories, including Moses and Noah, and the ways in which God was active in their lives.

**English**

This term in English the focus will be to:

- look at **information texts** and their features;
- write a **written report** on an Australian mammal studied in class;
- continue to focus on 1-2 phonemes (sounds) per week through the **Sound Waves** approach;
- continue to revise the **Magic 100 Words** and learn the **Magic 200 Words**;
- continue to revise **Beginners Alphabet** handwriting on the red and blue lines;
- continue to learn about **Nouns, Verbs Adjectives**. Introduce **Pronouns**.

**Maths**

This term in Maths we will be focusing on:

**Number and Algebra:** - explore **numbers to 100**; **addition** and **subtraction**; **introduce Australian coins**.

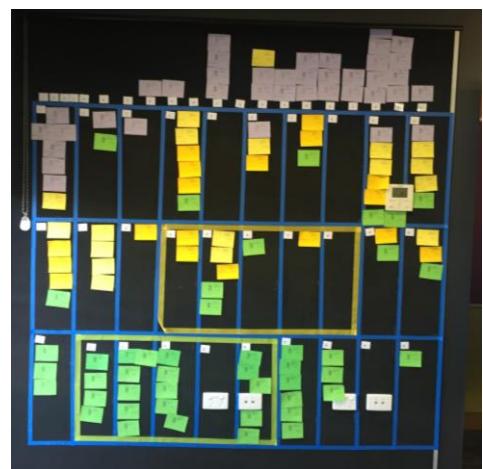
**Measurement and Geometry:** - continue measuring **Length & Mass**; **introduce Capacity**; - tell time by the **half-hour** (analogue & digital clocks); - position - **give & follow directions** to familiar locations; - properties of **3D shapes**.

**Statistics and Probability:** - **continue** to create class picture **graphs**;



## Impact of System Initiatives on Religious Education

BCE's strategy - Delivering Excellent Learning and Teaching seeks to inspire high expectations for learning that maximise engagement, progress and achievement for each student across our community of schools. During 2014/15, St Patrick's Primary was part of a BCE "Making Learning Visible Collaborative", the focus of which is to embed practices that make learning visible in every classroom. It is all about knowing the impact of teachers' teaching on each student's learning and responding to move learning forward. In 2016 our school moved into a "Learning Collaborative", where we are seeking to establish visible evidence of progress in Literacy for each student. This requires a focus on effective and expected practices for the teaching of Literacy, along with implementing effective monitoring processes and tools.



## High Quality Learning and Teaching in Religious Education

### Curriculum Structure and Organisation

#### A Catholic View about Learning and Teaching



St Patrick's Primary School's Religious Education Program articulates a Catholic view of learning and teaching and is structured around the *Model for Religious Education*, namely, the classroom teaching and learning of Religion and the Religious Life of the School. We believe in life-long learning in religion and faith development. We believe in holistic learning; the gaining of wisdom, not just information; the connection between rationality and belief and the essential integration of knowing and living in the

Catholic/Christian tradition. Our school's rich tradition, underpinning our vision and mission, which is based on the charisms of our four founders provides the school with a local lens through which teaching and learning of religion and how to be religious in a particular way, occur.

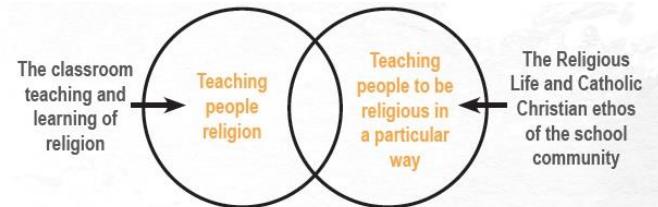
#### At St Patrick's:

- Teachers cover all mandatory requirements in their planning, teaching, assessment and reporting of the Religion Curriculum. Year level units of work are planned to reflect events and activities that enhance the religious life of the school where appropriate to the student learning and assessment of achievement standards.
- Year level scope and sequence are annually audited and monitored.
- Timetabling of Religion is monitored by the Leadership Team to ensure that the mandated time (2.5hrs per week) is allocated.
- Teachers are encouraged to use mandated scripture being covered in Religious Education units for Prayer assemblies and class liturgies where appropriate, highlighting the connection between the classroom teaching of Religion and the Religious Life of the School.

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## Model of Religious Education

St Patrick's Primary shares and promotes the Vision for Religious Education articulated by Brisbane Catholic Education and the wider church. This vision includes the two dimensions of Religious Education: developing student's religious literacy and providing them with experiences and opportunities to develop their own personal faith.



The four strands of the Religion Curriculum (*Sacred Texts, Beliefs, Church and Christian Life*) are interrelated and their content is taught in an integrated way to develop our learners' religious literacy so that all may participate critically and effectively as life-long learners within our faith communities and in society.

At St Patrick's Primary, teaching people religion and teaching people to be religious draw upon the Catholic Christian tradition in ways that are mindful of our local context and the ecumenical and multi-faith realities of our community's contemporary culture.

### ***At St Patrick's the model of Religious Education is reflected in:***

- Units of work which incorporate classroom learning about Catholic social teaching and student engagement and critical reflection on social justice initiatives and a strong Social Justice focus each term - Caritas; Project Compassion; Vinnies; Catholic Mission.
- Classroom Sacred Spaces that reflect our focus on the liturgical calendar.
- Explicit teaching about our founders - Edmund Rice, Mary MacKillop, Matthew Horan & Catherine McAuley - and the Founders Awards which focus on the values of the founder portrayed.

## Reconceptualist Approach

St Patrick's Primary School's Religious Education Program identifies and articulates how entitlement to learning in the Religion Curriculum P-12 reflects a Reconceptualist approach. In a *Reconceptualist approach*, the classroom religion program becomes a primary place for dealing with the 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*
- *Use of Powerful Pedagogies*.

Effective professional development opportunities, planning processes and timetabling ensure that this approach is reflected in our Religious Education program. The delivery of our Religious Education Program operates from an education framework rather than a catechetical or 'shared Christian praxis' framework.

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Teachers embrace a pedagogy that ensures presumptive language and assumptions about students' faith development based upon their particular religious affiliation are avoided. Our Religious Education program focuses on allowing students to explore their own religious tradition whilst exploring and building empathy and understanding of the religious beliefs and practices of others. Students are given the opportunity to investigate and inquire about their own faith and the faith of others with enhanced understanding.

## Planning for Religious Education

Teaching staff at St Patrick's Primary School are required to meet in year levels with the APRE and other relevant key staff each term to develop units of work for Religious Education so that the learning needs for all students are met. The unit planning template used at St Pat's ensures a consistent approach to planning which is aligned with our Making Learning Visible focus. This includes areas to record information about the religious background of their students and their specific learning needs. This process assists teachers in implementing a curriculum that ensures mandatory requirements are met and that there is continuity and comprehensive coverage throughout the school.

	School: St Patrick's Primary School	Religion Curriculum Planning
Year: _____	Term: _____	2016
<b>Fertile Question</b>  		
<b>VISION for Religious Education</b> The Vision for Religious Education gives voice to what each school hopes for their students in terms of their religious literacy and faith formation. 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.		
<b>Religious Life of the School</b>  <u>Religious Identity and Culture</u> <ul style="list-style-type: none"><li>• Ethos and charism (ICE)</li><li>• Authentic Christian community (ICC)</li><li>• Sense of the Sacred (ICS)</li></ul> <u>Social Action and Justice</u> <ul style="list-style-type: none"><li>• Justice in the school community (SJS)</li><li>• Action for justice (SJA)</li><li>• Reflection on action for Justice (SJR)</li></ul> <u>Evangelisation and Faith Formation</u> <ul style="list-style-type: none"><li>• Living the Gospel (EFG)</li><li>• Spiritual Formation (EFF)</li><li>• Witness to the wider community (EFW)</li></ul> <u>Prayer and Worship</u> <ul style="list-style-type: none"><li>• Christian prayer (PWP)</li><li>• Celebration of liturgy and sacraments (PWL)</li><li>• Ritualising everyday life (PWR)</li></ul>	<b>General Capabilities</b> <ul style="list-style-type: none"><li>• Literacy</li><li>• Numeracy</li><li>• Information and communication technology (ICT) capability</li><li>• Critical and creative thinking</li><li>• Personal and social capability</li><li>• Ethical understanding</li><li>• Intercultural understanding.</li></ul>	<b>Cross-Curricular Priorities</b> <ul style="list-style-type: none"><li>• Aboriginal and Torres Strait Islander histories, cultures and spiritualities</li><li>• Asia and Australia's engagement with Asia in a multi-faith context</li><li>• Sustainability and ecological stewardship.</li></ul>

Our Religious Education scope and sequence is a 'working document' which is renewed with year level staff and the APRE to ensure that mandatory requirements in planning for teaching, learning, assessment and reporting of the Religion curriculum are regularly audited and monitored.

The scope and sequence informs how the achievement standards and core content descriptors for each year level are linked to classroom teaching and learning at St Patrick's Primary. St Patrick's Primary School's Scope

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and Sequence clearly outlines the yearly progression of learning in Religious Education for every year level. It includes fertile questions that are linked to core content descriptors, mandated and supplementary texts, explicit prayer, Religious Life of the School and the school charism. The line of sight document for Religious Education is reflected in the Scope & Sequence document for each year level and is used during planning days. This document is used to inform year level and classroom planning and aligns with the system-wide DELT strategy. All planning is accessible to all staff members in the Curriculum Folder on the Common Drive

## Year 6 - SCOPE AND SEQUENCE - YEARLY OVERVIEW RELIGIOUS EDUCATION

### Big Picture question: *How can believers live their faith?*

Year Level Description							
<p>In Year 6, students are introduced to the Christian understanding of faith and the term 'communion of saints'. They develop their understanding of the many ways in which faith is lived out and celebrated in the lives of believers past and present. They learn about the contexts and key messages of some Old Testament prophets and the contribution of some key people (laity, religious and clergy) to the shaping of the Church in Australia (c. 1900 CE to present). They understand the significance of Jesus' New Law for the way believers live their faith, including an exploration of the spiritual and corporal works of mercy. They develop their understanding of the role of celebrations in the faith life of believers, including the commemoration of High Holy Days by Jewish believers and the Church's liturgical celebrations (including the Eucharist). They develop their understanding of prayer in the Christian tradition through an exploration of the Our Father, The Examen, and meditative prayer practices including prayer journaling.</p> <p>They are introduced to the Church teaching that the Holy Spirit guided the formation of the New Testament. Using a range of Biblical tools, they engage with a variety of Scriptural texts that describe Jesus' relationship with God the Father and with humanity and proclaim Jesus as fulfilling all of God's promises in the Old Testament.</p>							

Achievement Standard							
<p>By the end of Year 6, students analyse information from a variety of texts, including New Testament texts and the wisdom of Australian Catholic Christians, to explain the action of the Holy Spirit in the lives of believers. They select and use evidence from Scriptural texts to show how these texts describe Jesus' relationship with God the Father and with humanity, including the proclamation of Jesus as fulfilling God's promises in the Old Testament.</p> <p>Students identify and describe many ways in which faith is lived out in the lives of believers past and present, including Catholics in a developing Australian nation (c. 1900 CE to present). They analyse the key messages and contexts of some Old Testament prophets. They explain the significance of Jesus' New Law for the way believers live their faith and examine the spiritual and corporal works of mercy. They identify and describe many ways in which faith is celebrated in the lives of believers, past and present, including the commemoration of High Holy Days by Jewish believers; the Church's liturgical year and the celebration of Eucharist. They demonstrate an understanding of the term 'communion of saints'. They explain the significance of personal and communal prayer, including the Our Father and The Examen, and the use of spiritual exercises, including reflective prayer journaling and praying with the icons of the saints, for the spiritual life of believers. They participate respectfully in a variety of these personal and communal prayer experience and spiritual exercises.</p>							

	UNIT FOCUS 1	UNIT FOCUS 2	UNIT FOCUS 3	UNIT FOCUS 4	UNIT FOCUS 5	UNIT FOCUS 6	UNIT FOCUS 7
TOPIC/FOCUS/INQUIRY	What does it mean to live faith? What is faith? Christians believe faith is a virtue freely gifted by God. Students explore the idea of faith through the lens of scripture.	What does it mean to be a prophet in my world? Key messages and understanding of the social, cultural and historical context of the Old Testament prophets. Biblical tools, such as timelines, atlases, and commentaries help the reader understand Old Testament texts. (6 weeks)	Lent / Holy Week Easter	How does the Australian Church Continue the New Law of Jesus? The significance of Jesus' New Law for the way believers live their faith. Jesus' law is a law of grace, of love, and of freedom. The Spiritual and Corporal works of mercy are foundational to the Church's teaching about concern for the common good. (7 weeks)	Jesus, How do we make sense of the picture? Jesus' relationship with God the Father and with humanity is described in scripture using a variety of titles and images. Titles of Jesus can reflect Jesus as fulfilment of God's promises in the Old Testament, including Messiah, Son of Man, and Saviour. (7 weeks)	How do people live their faith across the year? What is faith? Christians believe faith is a virtue freely gifted by God. The celebration of Eucharist and parts of the mass, including the Lord's Prayer support the faith life of Christians. The commemoration of the High Holy days in Judaism shares and strengthens the faith of believers. The liturgical year in the Catholic Church. Communion of Saints. The Lord's prayer. (7 weeks)	Advent / Christmas
ACHIEVEMENT STANDARD ASSESSED	Students identify and describe many ways in which faith is lived out in the lives of believers past and present.	Students analyse information from a variety of texts. They analyse the key messages and contexts of some Old Testament prophets. They explain the significance of personal and communal prayer, including the Our Father and The Examen.		Students identify and describe many ways in which faith is lived out in the lives of believers past and present, including Catholics in a developing Australian nation (c. 1900 CE to present). They explain the significance of Jesus' New Law for the way believers live their faith and examine the spiritual and corporal works of mercy and the action of the Holy Spirit in the lives of believers.	Students select and use evidence from Scriptural texts to show how these texts describe Jesus' relationship with God the Father and with humanity, including the proclamation of Jesus as fulfilling God's promises in the Old Testament.	Students identify and describe many ways in which faith is celebrated in the lives of believers, past and present, including the commemoration of High Holy Days by Jewish believers; the Church's liturgical year and the celebration of Eucharist. They explain the significance of personal and communal prayer, including the Our Father and The Examen.	They identify and describe many ways in which faith is celebrated in the lives of believers, past and present.

At St Patrick's, teachers engage in planning with the APRE, EORE, CST and other support staff regularly throughout the year in formal planning times as well as designated staff meetings when teachers work in learning teams aided by support staff to plan their curriculum. Each unit of work is a 'working document' and teachers are encouraged to continue making adjustments and adding additional resources as they find them.

Teachers plan units of work each term using the Religion Curriculum for their year level while being aware of the relevant content and skills, which are taught in the preceding and following year. When planning at the class level, teachers pay particular attention to the unique classroom context and backgrounds of the students in their own class. The unit planning template used at St Patrick's Primary School ensures a consistent approach to planning which is aligned with our Making Learning Visible focus. This includes areas to record information

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about the religious background of their students and their specific learning needs. In the units of work and classroom planners, teachers include information about differentiated learning and assessment and teachers provide a number of different learning opportunities for students to demonstrate their learning throughout the units of work. The Support Teacher – Inclusive Education and Learning Enhancement teachers are available to support planning and adjustments for students with special needs.

Each year level has term overviews, which clearly identify what is being taught in Religion and these are published on the school website as well as being elaborated on in class and school newsletters each term. All planning is accessible to staff members in the Curriculum Folder on the Common Drive and teachers are encouraged to continue to add resources to the unit of work and refine teaching and learning activities throughout the unit to ensure that they are meeting the needs of all students.

The screenshot shows the Religious Education section of the school's website. It features a banner with the school's crest and a rainbow. The main content area includes a 'Home' page with a photo of students in a classroom, a 'Religion Curriculum' section with text and a photo of students, and a 'Religious Life of the School' section with a photo of students in uniform. A sidebar on the left lists links for About Us, Curriculum, Enrolments, Parent Information, Class Pages, Events and News, Contact Us, Community Access, and Religious Education.



## Religious Education Curriculum Focus Areas – Year 6

During the year the students will engage in the following units of work. Class teachers will advise which units are being covered in the Term Overview, distributed at the start of each term.

### **What does it mean to be a prophet in my world?**

Key messages and understanding of the social, cultural and historical contexts of the Old Testament prophets. Biblical tools, such as timelines, atlases, and commentaries help the reader understand Old Testament texts.

### **How does the Australian Church continue the New Law of Jesus?**

The students will explore the significance of Jesus' New Law for the way believers live their faith. Jesus' law is a law of grace, of love, and of freedom. The Spiritual and Corporal works of mercy are foundational to the Church's teaching about concern for the common good.

### **Jesus, how do we make sense of the picture?**

Jesus' relationship with God the Father and with humanity is described in scripture using a variety of titles and images. Titles of Jesus can reflect Jesus as fulfilment of God's promises in the Old Testament, including Messiah, Son of Man, and Saviour.

### **How do people live their faith across the year?**

What is faith? Christians believe faith is a virtue freely gifted by God. The celebration of Eucharist and parts of the mass, including the Lord's Prayer support the faith life of Christians. The commemoration of the High Holy days in Judaism shares and strengthens the faith of believers. The liturgical year in the Catholic Church. Communion of Saints. The Lord's Prayer.

A reflective practice is used at the beginning of each planning session on the previous unit of work and moderation processes are planned throughout the year as well as on CTJ day to ensure a consistency of judgement across each year level.

## Time Allocation and Effective Timetabling

Timetabling allows year level teachers to have non-contact time (2 hours/week) together, where possible, and there is provision of time each term for curriculum planning, inclusive of Religious Education as well as extra time for Religious Education planning when possible. Teachers meet regularly at various times, including staff meeting PD sessions, during non-contact time and at mutually convenient times, to collaboratively plan, review

# St Patrick's Primary School, Gympie

and reflect on their curriculum planning, learning and teaching processes. The APRE ensures that teachers have resources available to enhance the learning and teaching of Religion and to incorporate other significant focuses into class activities.

Timetabling of Religion is monitored by the Leadership Team to ensure that the mandated time (2.5hrs per week) is allocated. This does not include liturgy, Masses, prayer assemblies, classroom prayer and other activities in the Religious Life of the School.

1C Timetable Term 3 2016

	Monday	Tuesday	Wednesday	Thursday	Friday
8:50 9:00	Morning Session	Morning Session	Morning Session	Morning Session	Morning Session
9:00 9:30	Religion	Religion	Religion	Religion	Assembly/Religion
9:30 10:00	English	Maths	English	English	English
10:00 10:10	Fruit break	Fruit break	Fruit break	Fruit break	Fruit break
10:10 10:30	English	10:10 – 10:40 Maths	Maths	English	English 10:10 – 10:20 Religion 10:20 – 10:50
10:30 10:50	English	English 10:40 – 10:50	Maths	English	
10:50 11:30	Lunch	Lunch	Lunch	Lunch	Lunch
11:30 11:40	Literature	Social Skills 11:30 – 12:10	Physical Education 11:30 – 12:10	Literature	Literature
11:40 12:00	Maths			Maths	Maths
12:00 12:40	Maths	12:10 Music	12:10 Maths	Maths	Maths
12:40 1:00	Geography	12:50 Literature	12:30 Library Borrowing	History	Geography
1:00 1:30	Afternoon Tea	Afternoon Tea	Afternoon Tea	Afternoon Tea	Afternoon Tea
1:30	History	English	English	Geography	History

## Resourcing the Religious Education program

St Patrick's Primary places a high value on quality resources being used to enhance the learning experiences of all students. The RE budget is used to purchase resources to support the implementation of the Religious Education program. Teachers have also received professional development from the staff of Resource Link to assist them in engaging students through a broad range of quality Religious Education resources.

As part of the system-wide DELT focus, our school has identified 5 key parameters which will drive our teaching and learning practices. One of these parameters is “Appropriate Literacy Teaching in all Curriculum Areas” where teachers align their planning with the General Capability of Literacy curriculum component. Teachers also use the Gradual Release of Responsibility strategies to scaffold literacy learning across all curriculum areas. Another parameter we are focusing on is “Centrally Coordinated Resources” whereby high quality resources are planned for and considered to ensure they meet the needs of our learners and teachers.

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## At St Patrick's:

- A Religious Education budget is provided for the purchasing of new resources.
- Teachers are supported and encouraged to access online resources such as Resource Link, St Patrick's Primary School RE website, Bible Gateway, BCE Learning Bytes, Together At One Altar and BCE Ways to Pray Calendar to engage and enhance student learning.
- Teachers are supported and encouraged to use resources from the APRE, teacher resources (Library) and classroom resources when planning their Religion units.



## Teaching Scripture in the Classroom

The study of scripture in a classroom context takes the reader into the world of Jewish and Christian believers. Teachers need to develop reading and interpretation skills to appreciate the understandings of God and religious experiences that are presented in Biblical texts.

In order to discover the sacred author's intention, the reader must take into account the conditions of their time and culture, the literary genres in use at that time, and the modes of feeling, speaking and narrating current at the time.

There are some important educational principles teachers need to keep in mind when engaging students with scriptural texts in the classroom learning and teaching of religion.

All teaching of scripture must proceed from a clear understanding that the Bible is theological interpretation of, and reflection on, historical realities and faith experiences.

At St Patrick's we acknowledge that Catholics do not read scripture from a fundamentalist understanding. Rather, the Catholic Church's understanding of scripture accepts the Bible as the inspired Word of God and as the work of human authors who were conditioned by their time, place, culture and worldview. (Religious Education Curriculum, BCE 2013 p 26-27)

The religion curriculum supports this view of teaching scripture through the inclusion of core and supplementary texts for each year level as outlined in our school scope and sequence document. Texts are explored through the framework of the *Three Worlds of the Text*.



Core texts are the prescribed scriptural texts that are taught in depth at each year level and are supported with theological background to support teachers' understanding of texts.

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By exploring the Three Worlds of the Text students will engage in:

**A study of the World Behind the Text:** What can we learn about the context of the text – the historical world of the human author(s); the cultural world of the time; the geographic considerations of the text; the community for whom the text was written.

**A study of the World of the Text:** How does the author use the characters to tell their story; what happens before and after the story takes place; the audience and purpose of the text.

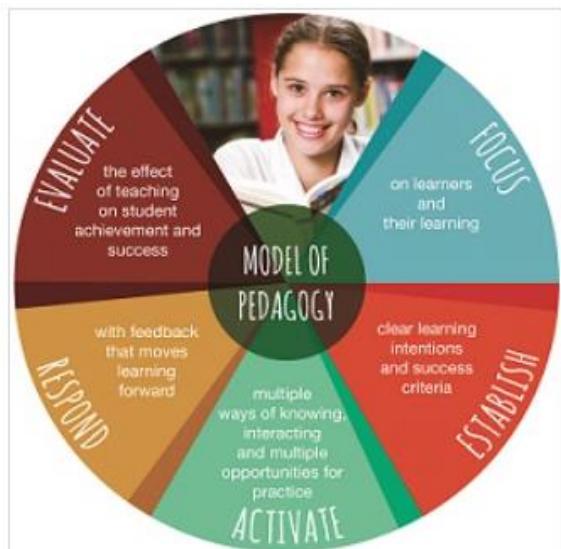
**An exploration of the World in Front of the Text:** What meaning does the text have in our lives today.

Teachers at St Patrick's engage with professional learning opportunities to deepen their knowledge of Scripture and how this can be taught within the religious education classroom.

## Powerful Whole School Pedagogies

St Patrick's Primary School's Religious Education Program identifies and articulates powerful whole school pedagogies, which align with our St Patrick's Vision for Learning and the BCE Model of Pedagogy, ensuring continuity of learning for all students within and beyond the Religion classroom.

Teachers use an inquiry approach to plan and teach Religious Education, incorporating the use of digital tools to engage students.



Our Religious Education program applies these principles of this system-wide strategy in conjunction with the BCE Learning and Teaching Framework and the Model of Pedagogy to the teaching of Religion.

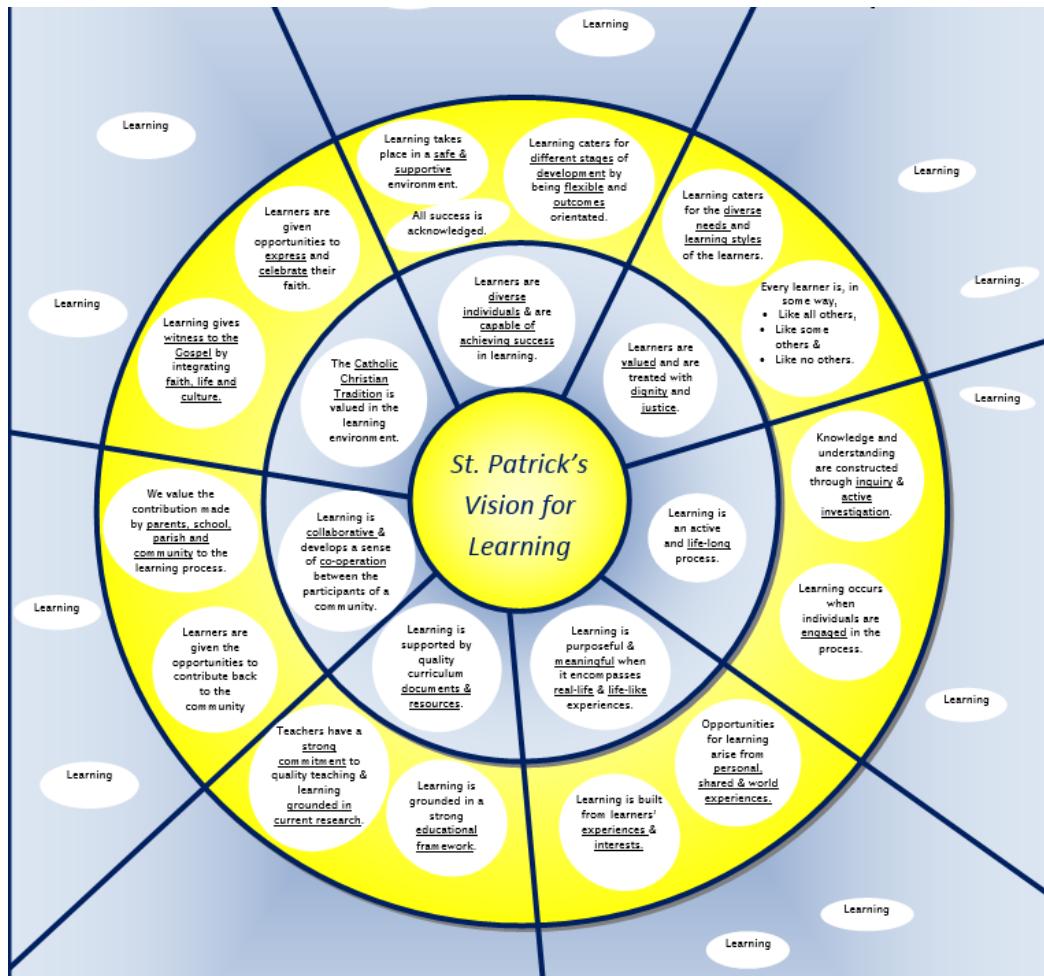
Five practices provide a common language for planning and reflecting on learning and teaching in the religion classroom:

- 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; evaluating learning with students as activators of their own learning.

# St Patrick's Primary School, Gympie

## At St Patrick's:

- Professional development opportunities are provided for all teaching staff on DELT strategies –Gradual Release of Responsibility and Context-Text model used in Religion and other learning areas.
- Fertile questions, learning intentions and success criteria are communicated to students.



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## Professional Learning for Teachers of Religious Education

Staff at St Patrick's Primary School are regularly provided with Professional Development in Religious Education content, pedagogy and current best practice. Normally two full days of PD at the start of each year as well as one twilight during the year and at least one staff meeting each term are devoted to Religious Education and are facilitated by the APRE, SIT, EORE or other BCE consultants. The content continues to be determined by the needs of the staff in relation to the successful implementation of the Religious Education Program and supports the growth of the Religious Life of the School.

Professional Learning records for all professional development activities each year are provided for all staff and release time and opportunities to attend meetings at North Lakes are provided for teachers and SIT members. All staff are informed of opportunities provided by BCE such as the REAP program and staff are regularly informed of PD opportunities to support them gaining and maintaining BCE accreditation requirements.

## Accreditation Requirements

There are a number of administrative priorities that all schools in the Archdiocese of Brisbane need to address in the delivery of a high quality Religious Education curriculum across Prep to Year 12. Currently, at St Patrick's Catholic Primary School, all teachers have 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 every five years to maintain accreditation to Teach and Teach Religion.

Opportunities for professional development, which support the teachers in maintaining their accreditation, include:

Date	PD Activity	Hours
22 JAN 2014	Spirituality Day 1: Celebrating Our Past, Embracing Our Future	5 ½
23 JAN 2014	Spirituality Day 2: Charism-A Story to Enter Mary MacKillop & Catherine McAuley	5 ½
05 MAR 2014	I Believe: Serve One Another	3
29 APR 2014	Investigation of a RE Planning Tool	1 ½
14 MAY 2014	Teaching Scripture-Three Worlds of the Text	3
29 MAY 2014	Catholic Social Teaching Workshop	1 ½
17 JUN 2014	Early Years Scripture Project Twilight	3
12 AUG 2014	How to Teach Judaism to Students	3
21 JAN 2015	Making Connections Day 1: With Our Founders, Our God, Ourselves, Our Community	6
22 JAN 2015	Making Connections Day 2: Our School Founders-the values they have brought us as individuals, a staff and a community	6
16 FEB 2015	Planning Using Religious Education Curriculum Years P-2	1 ½
10 MAR 2015	Planning Using Religious Education Curriculum Years 3-6	5 ½
12 MAY 2015	Religious Education and the Religious Life of the School Dimension	1 ½
19 MAY 2015	Miracles & Parables Scripture Twilight	2 ½
21 JUL 2015	Religious Education and the Religious Life of the School Dimension	1 ½
22 JUL 2015	RE Curriculum: Liturgy & Sacraments	3
09 SEP 2015	RE Curriculum Planning Review	1 ½
17 FEB 2016	Already Within	5 ½
17 FEB 2016	Nurturing our Professional, Community and Personal Faith Journey	5 ½
17 MAY 2016	Developing Whole School Overview & Scope & Sequence for Religious Education	1 ½
15 JUN 2016	Developing School Religious Education Program	1 ½

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## Assessment Practices

St Patrick's Primary's Religious Education Program identifies and articulates the school's principles and guidelines for effective assessment practices, including processes to ensure consistency of judgement in Religion. St Patrick's Primary uses a variety of processes to monitor and evaluate student progress and achievement. This data informs decision-making in a number of ways at the whole school level. Our assessment practices align with the DELT Learning Collaborative goal of monitoring student progress and achievement.

Teachers meet each term in year levels to discuss student assessment in all curriculum areas including Religion. Assessment tasks aim to meet the various needs of students and provide multiple opportunities for assessment to take place. These tasks are planned in various modes and reflect current best practice in relation to digital technologies. 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 standards. Student folios are used to track student development and achievement across the year.

At St Patrick's teachers participate in intra and inter school moderation in Religious Education to ensure assessment opportunities are directly related to the achievement standard. Intra school moderation is also used at reporting time to ensure consistency.

Teachers at St Patrick's Primary use feedback as an integral part of our Visible Learning pedagogy. Feedback is provided both formally and informally to students. Criteria sheets and annotated work samples are used to provide authentic feedback in relation to the curriculum achievement standards. This allows teachers to work with students to see where they can improve their religious understanding. Individual conferencing and classroom discussions are used as informal feedback opportunities.

At St Patrick's Primary, the Principal, APRE, Student Support Admin Team and the Curriculum Support Team work together with classroom teachers to lead the development and monitoring of agreed approaches to curriculum, pedagogy, assessment and reporting across the year levels and school. Assessment tasks are planned across year levels with the intention of consistency.

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## At St Patrick's:

- Regular staff meetings PD opportunities and planning sessions are provided for staff to develop and refine curriculum practices.
- A consistent approach to reporting is used across the school.
- Units of work and assessment tasks reflect a collaborative approach to planning supported by the APRE, support staff and our EORE.
- The introduction of Learning Walks and Talks will provide valuable feedback to teachers and support staff about how students are accessing and engaging with the curriculum.
- The BI tool is used to examine student achievement and inform future planning across all learning areas.
- Development of the data wall provides visual feedback to teachers about student achievement.
- Annual school renewal of components helps evaluate the Religious Education Program and to provide future direction.

## Reporting student progress

Student progress in relation to the achievement standard in Religious Education is provided in an end of semester report. Assessment is directly related to the expected achievement standard and multiple opportunities are provided for students to demonstrate their knowledge and skills in Religion. Feedback on these tasks is provided via informal conferencing between the class teacher and the students, written annotations and formal criteria sheets or matrixes.

## At St Patrick's:

- An outline of expectations in Religious Education is provided in a term overview which can be viewed by parents and students through the newsletter and year level term letters.
- Each semester parents receive a School Report which includes a student's progress in Religious Education.
- Formal parent-teacher interviews are available at reporting time and also upon request at any time.
- Annotated work samples and authentic feedback are being provided to students and parents in relation to assessment tasks.

## Reporting Schedule:

Term One: Parent information night. Parent – Teacher meetings if requested by parents or teachers.

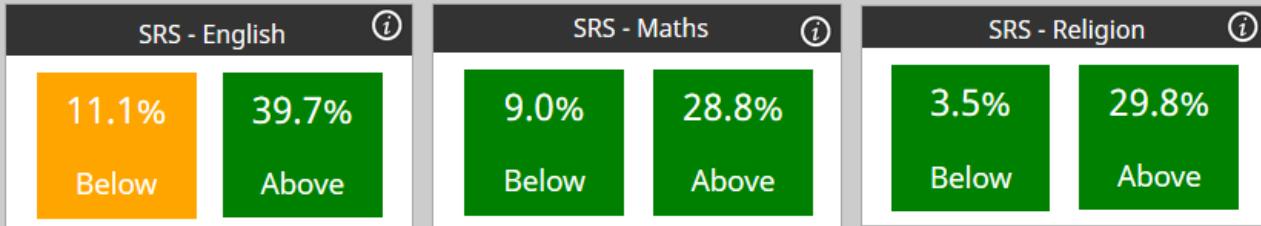
Term Two: Parent – Teacher Interviews scheduled for all parents. Semester One Reports

Term Three: Parent – Teacher meetings if requested by parents or teachers

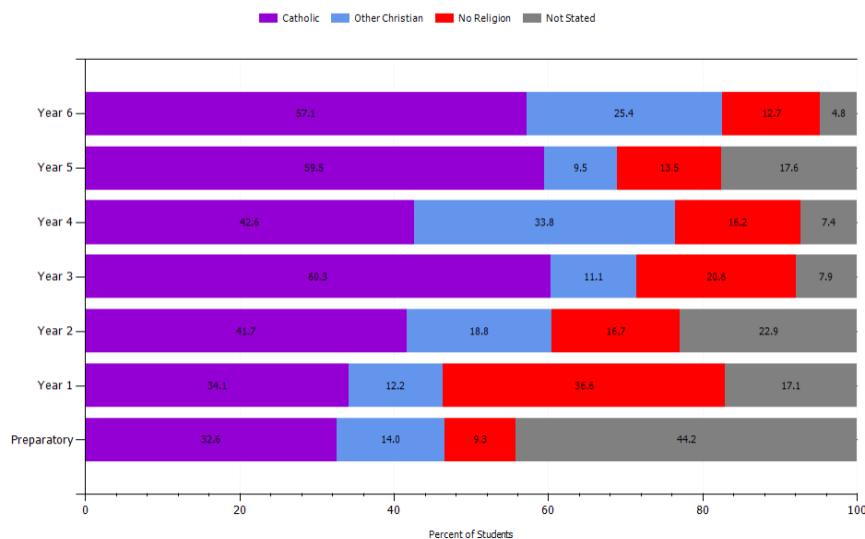
Term Four: Semester Two Reports

# St Patrick's Primary School, Gympie

## School Achievement



Student Religious Profile - By Year Level - 2016



## Monitoring and Evaluation

St Patrick's Primary School's pedagogies are framed by the components of the BCE DELT Strategy ensuring progress and achievement for all students within the Religion classroom and beyond. Fertile questions, learning intentions and success criteria for Religion units are discussed and made explicit to students. DELT Strategies are implemented to encourage high expectations for learning that maximise engagement, progress and achievement for each student in our school.

Staff at St Patrick's Primary School meet each term in year levels to discuss student assessment in all curriculum areas including Religion. Assessment tasks aim to meet the various needs of students and provide multiple opportunities for assessment to take place. These tasks are planned in various modes and reflect current best practice in relation to digital technologies. Teachers are encouraged to continue to add resources to the unit of work and refine teaching and learning activities throughout the unit to ensure that they are meeting the needs of all students.

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High quality and high equity learning outcomes for students are embedded in St Patrick's processes to ensure consistency of teacher judgement and assessment in Religion. Unit plans include multiple assessment opportunities related to the achievement standard, including differentiation for those on ISP's, and assessment tasks that form the basis for moderation processes.

St Patrick's Primary plans for intra and inter school moderation processes throughout the year to allow for reporting student progress in Religion to all major stakeholders. Staff also engage in annual CTJ opportunities and have annotated work samples prepared for intra and inter school moderation.

## Other forms of data

Another significant form of data collection is our Annual Cyclical Review process.

A schedule for review is carefully planned over a five-year cycle to ensure relevant data is collected and used to evaluate the current state of the two dimensions of Religious Education – the Religion Curriculum and the Religious Life of the School - to inform future decision-making and planned action.

St Patrick's Primary School

2015



Annual Progress Report

### Mission and Religious Education

#### Goals

- We will have a shared understanding of and practical responses to Catholic Social Teaching
- We will have a cohesive and integrated approach for the professional learning of staff in religious education and theology.
- We will have a cohesive and integrated approach for the spiritual formation of staff.
- We will have a cohesive and integrated approach to nurturing and promoting the religious life of the school, the faith formation of students and participation in the worshipping community.
- We will have a religious education curriculum that promotes knowledge, understanding and skills about the Catholic and Christian tradition
- We will have policies, programmes and practices which clearly articulate the nature and purpose of our school, within the evangelising mission of the Church.
- We will have evidence of the Values of Jesus as expressed in the gospels in our students' relationships with themselves, each other, the world community and the environment

#### Achievements

- Our 4 founders are Mary Mackillop, Catherine McAuley, Edmund Rice and Matthew Horan. Each term, the Spirit of a particular founder award is presented to 2 students from each class. The focus in class prayer time during each term is on the particular founder with 2 assemblies each term devoted to the founder.
- Worked in SPPLATTS (St Pat's Primary Learning & Teaching Teams) to complete a checklist of RE planning in preparation for validation in 2016
- PD at a staff meeting in July on the RLOS docs
- Year 6 students planned and participated in a Sleep Rough for the Homeless in October 2015
- Year 6 committee sold icy cups to raise money for SVDP Christmas appeal

### Learning & Teaching

#### Goals

- We will have targeted strategies that ensure the identification, monitoring and improved educational outcomes for all learners.
- We will have processes that provide pastoral care, protection of students, student behaviour support and foster social and emotional wellbeing.
- We will have Learning and Teaching environments that are adaptive and responsive to the changing structure of our school.
- We will have improved literacy and numeracy standards
- We will have implemented the Australian Curriculum within the context of the BCE Learning Framework as a means of realising equity and excellence.
- To support the teachers' capacity to identify, monitor and improve educational outcomes for all learners and assist them in providing an inclusive curriculum that improves student access and engagement with high quality schooling
- By collecting and analysing available data, we will improve our planning, implementing, assessing, reporting and reflecting processes to enhance student learning particularly in the area of reading.

#### Achievements

- PD on Using the BI Tool to analyse student data
- ICT Coordinator plans each term with each class teacher
- Partnership between ICLT Coordinator, IT Technician and class teachers developed
- Introduction of SPPLATTS – Learning & Teaching Teams
- PD sessions on spelling and autism
- Civics and Citizenship introduced into Year 6
- PD session on Soundwaves Online & Literacy Planet
- Staff completed the online Student Protection Course
- Formation of Year 6 Canberra Trip Working Group
- Program Achieve lessons taught weekly
- CyberSmart presentation to all students and staff
- SunSmart Policy updated & SunSmart School renewed
- Development of a template for use in curriculum planning
- Use of Line of Sight documents for each Australian Curriculum area
- Several PD sessions on Visible Learning - Growth Vs Fixed Mindset, Case Conference, 8 mindframes of teachers

### Professional Practice & Collaborative Relationships

#### Goals

- We will have consultative and collaborative professional learning partnerships within our school and across the wider BCEO community.
- We will have a safe, healthy and productive school environment for students, staff and community.
- We will have productive relationships with professional bodies and institutions, the broader community and government agencies.
- We will have leadership development and succession planning opportunities for staff.
- We will have a comprehensive approach to staff well-being and development including professional learning, professional standards, performance management and pastoral care.
- We will have partnerships with parents as the primary educators of their children in the mission of our school.
- We will have structures, processes and collaboration with clergy and St Pat's parish to strengthen the shared mission of parish and school.

#### Achievements

- Classes rostered on to attend Parish Mass on Tuesdays
- Year 5 students attend Parish Caring Mass and are responsible for providing morning tea and entertainment for parishioners attending
- All staff set goals and review progress across the year
- Program Achieve lessons taught to each class by specialist teacher and then followed up in class by class teachers
- Implementation of Learning Teams - SPPLATTS - within the school