

St Mary's Catholic Primary School Maryborough

“Strive After the Better”



ST MARY'S

CATHOLIC PRIMARY SCHOOL, MARYBOROUGH

Religious Education Program

October 2016

Introduction

St Mary's Catholic Primary, Maryborough is a co-educational Catholic Primary School, currently catering for 269 students from Prep to Year Six, and planning for future growth. Our student body draws on catchment areas including Tiaro (20 mins), Hervey Bay (30 mins), Howard (30 mins), Bidwill as well as the Maryborough environs. We cater for a diverse range of family units and our students come from a variety of socio-economic groups (predominately low), diverse multi-cultural origins and faith beliefs. We are a community of students, staff, parents and parishioners working together with a shared vision and commitment to faith and excellence in education.



At St Mary's we strive to provide high quality inclusive Catholic education. Our staff forms a professional, collaborative and dedicated team committed to best practice delivered through innovative and creative pedagogy. All teachers of religious education are practising Catholics with learning and teaching being enhanced through the latest technologies and resources. We offer a broad-based curriculum providing a range of opportunities and experiences that nurture students to be life-long learners.

Catholic schooling has been part of the Maryborough community for 158 years.

"Maryborough's first catholic school was functioning as early as 1858"

(St Mary's Parish Maryborough 1861-2011 Denis Martin)

The first Catholic School (wood with shingle roof) was opened in Adelaide St (now St Mary's Presbytery) in 1858 by Dean Rigney. The school house was also used as the first church. The first teacher was James Cleary (hence: present day Cleary House at St Mary's College).

In 1870 a school and convent were built across Adelaide St (currently Woolworths) for the arrival of the Sisters of St Joseph. This school was known as St Joseph's School Adelaide St. The school and convent was opposite present day St Mary's Church which was under construction.

The Sisters of St Joseph brought with them the traditions and spirituality of their founder, Mary Mackillop, who lived her life with an intense concern for the poor, a deeply held Catholic faith and an enduring trust in the providence of God.

"On Sunday 4th February 1872 the new Church entitled "St Mary's" was opened by Father Tissot."

(pg. 4, A History of Catholicism in Maryborough to 1980")

However,

"By 1875 all the St Joseph nuns in Queensland knew they were to leave and to be replaced by the Sisters of Mercy."

(pg. 24, St Mary's Parish Maryborough 1861-2011 Denis Martin)

Thus, the Sisters of St Joseph left Maryborough at the end of 1879 to continue teaching and ministering in NSW. The Sisters of Mercy in arrived in April 1880 and:

"Presumably the school did reopen on Monday 5th April with 129 students in the senior girl's school and 140 in the infant's school."

(pg. 9, A History of Catholicism in Maryborough to 1980")

The same number of students (269) currently enrolled at St Mary's Primary today.

"A fairly severe flood occurred in the year 1890 and this settled all doubts as to where the new convent should be built"

(pg. 47, St Mary's Parish Maryborough 1861-2011 Denis Martin)

The convent and school was built on the corners of John St, Walker St and Lennox St and opened on 27th August 1893 by Archbishop Dunne as St Michael's Convent. This was to be the new home of the Sisters of Mercy until their departure in 1989.

The charisms of both the Sisters of St Joseph and Sisters of Mercy combined with Parish heritage have guided our school community to the present time.

Students and Community

FAITH AND FAMILY DEMOGRAPHICS

St Mary's Primary Religious Education Program takes into consideration



the demographics, socio-economic and religious backgrounds of the students and their families in the local community. Of 189 families at St Mary's Primary 12% of families are on a fee concession and several other families struggle to pay on a regular basis. St Mary's Primary and St Mary's College work together to provide a daily bus run for students from Howard and Torbanlea to attend St Mary's Primary. As in the tradition of Catherine McAuley, we endeavour to support all families in need and provide accessibility to attend their nearest Catholic School. We have 13 buses servicing the school on a daily basis and several after-school care connections to provide outside school

hours child support. We are an inclusive and welcoming school community that values each person as a child of God.

"The poor need help today, not next week."

Catherine McAuley

As can be seen by the graph below, St Mary's Primary has 44% Catholic students and 39% no religion or not stated religious beliefs. Of the 44% Catholic students attending St Mary's Primary approximately 20% are practicing Catholics. The other 18% of overall student numbers consist of mixed faith beliefs and practices. Thus, with such a high percentage of non-Catholic students and non-practicing Catholics we at St Mary's Primary are acutely aware of using inclusive and invitational language in our lessons, rituals and liturgies. This enables all students, regardless of their religious beliefs and faith practices to actively participate in our faith community.

For this same reason, information about the religious and socio-economic backgrounds of students is accessed and considered by teachers when planning units of work.

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

At St Mary's Primary, our "open-door" policy provides opportunities for families to discuss all matters of concern about religious education and pastoral care across all areas of school and parish life.

We provide numerous pathways of communication for parent information about religious education and school events. Such pathways include personal approach, Parent Portal, school website, school electronic sign, Facebook, class blogs and the school newsletter.

At parent information sessions, school orientation days and enrolment interviews, class/school information is shared.

As a school, we welcome all parent, family and parish participation in the religious life of the school through open invitation for school and parish community to attend school liturgies, Masses, week-end masses, church ministries and parish celebrations. All school liturgies and masses are further enhanced with a combined community morning tea on the school convent verandah.

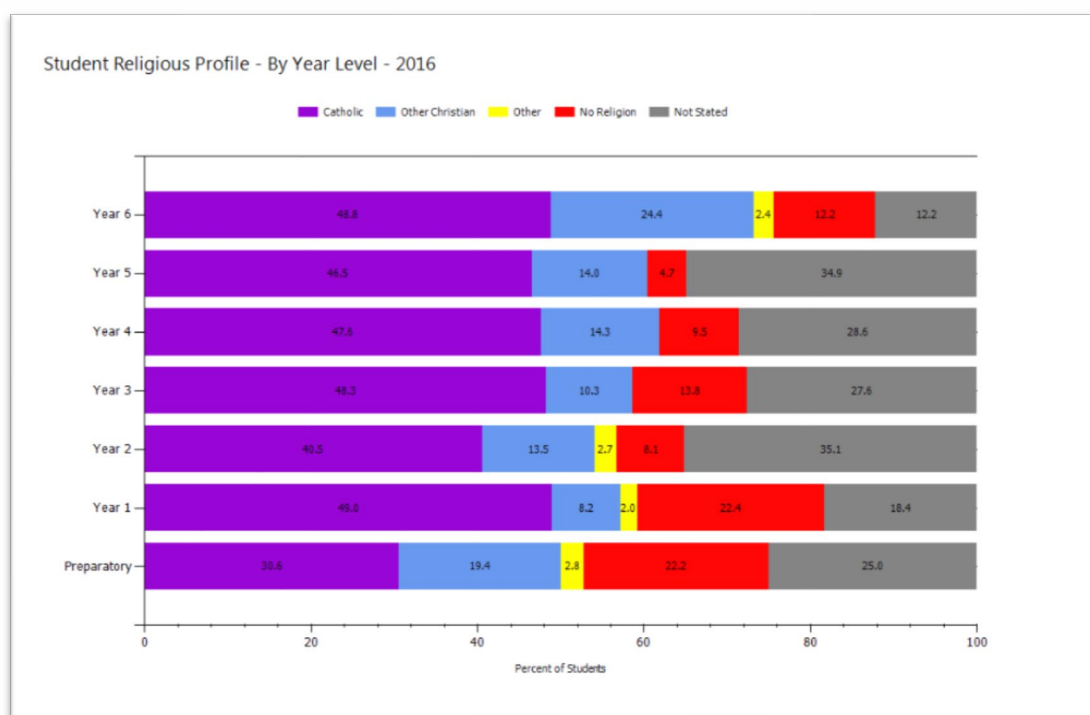
At St Mary's Primary, prayer and ritual are celebrated at all school community gatherings.



Demographics

St Mary's Primary currently has 269 students from Prep to year 6 with 44% Catholic Faith.

Religion	Number	Percent
Catholic	124	44.4%
Not Stated	68	25.3%
No Religion	38	14.1%
Anglican	22	8.2%
Other Christian	6	2.2%
Uniting Church	4	1.5%
Hinduism	3	1.1%
Lutheran	2	0.7%
Pentecostal	1	0.4%
Other Faith Beliefs	3	1.1%



VISION FOR RELIGIOUS EDUCATION



Religious Education in our contemporary Catholic School comprises two distinct but complementary dimensions – teaching people religion and teaching people to be religious. This is witnessed through our Religious Education Curriculum which encompasses the religious life of the school and the teaching and learning of religion. The vision of the BCE Religious Education Curriculum is “to create students who are literate in the Catholic and broader Christian traditions so that they might participate critically and effectively in faith contexts and wider society”.

At St Mary's Catholic Primary,
“Our religious vision is to develop the religious literacy of students in light of the Catholic tradition, so that they might participate critically and authentically in contemporary culture”

The integration of both dimensions of Religion in the daily life of the school includes prayer in every classroom to start the day, grace before meal breaks, whole school meditation time and the timetabling of the mandatory hours of classroom based engagement with the religion curriculum at the school.

Our model of pedagogy brings together the principles and practices of learning and teaching that lead to success for all learners. Based on an Inquiry Approach, our teachers use contemporary evidence-based practices to impact positively and provide feedback on student progress and achievement. 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.

Our school Vision and Mission Statements reflect the core values of both the Sisters of St Joseph and the Sisters of Mercy. These being: love, courage, compassion, humility, respect, justice, dignity, faithfulness and prayerfulness.



Our School Prayer

This is our school let peace be found here
May the rooms be full of happiness and love for one another
Let peace be the way as we live and work today
Yes Lord, a blessing we ask today
Amen.

School Vision/Mission Statements

Our Vision

St Mary's Catholic Parish Primary School inspires and prepares students to learn, to work, to live fully, and to serve God through prayer and witness.

Our Mission

Our mission inspired by the heritage of the Josephite and Mercy Sisters together with our Parish is to:

- ensure Religious Education is a priority in the school through communicating our Catholic story and teaching about the Catholic faith where gospel values are fostered in all that we do
- strive to provide quality learning and teaching programs that cater for needs of each and all
- provide an engaging, contemporary and supportive learning environment
- value education as a partnership between parents, school, parish and the wider community



- Recognise and respect the uniqueness of each individual as we encourage self-discipline and personal responsibility.

AT St Mary's this is shown through the collaborative development of our Vision for RE by all members of the school community. The inclusion of the Vision for RE in the Policy section of the school website and school portal as well as in the Curriculum sections and the development of scope and sequence documents that reflect both dimensions of religious education.

CONTEMPORARY CONTEXTS OF SCHOOL RELIGIOUS EDUCATION

At St Mary's Primary, recognition is given to the four contexts identified as having significant impact on Religious Education in contemporary Catholic schools: ***Societal Context, Ecclesial Context, Educational Context and Digital Context.*** At St Mary's Primary, we have developed school-wide expectations which are infused throughout the contemporary contexts of School Religious Education. These expectations are underpinned by Gospel values and promoted and voiced throughout the daily life of the school.

Societal Context

St Mary's Primary operates in a rapidly changing, complex, global world. Our school RE program seeks to reflect a Catholic Christian worldview that integrates faith, life and culture in this contemporary and multi-faith context. St Mary's 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 grounded in the charisms of the Sisters of St Joseph and Sisters of Mercy.

ST MARY'S CATHOLIC PRIMARY SCHOOL, Maryborough Religious Education Program- 2016



The way we ensure this is by informing parents of the school Religious Education program. Parents are informed through the weekly school newsletter, parent portal, school website, the enrolment process and orientation days. Other contact is made at parent information evenings, class/term overviews and regular updates on the school electronic signage.



We support inclusiveness of cultural heritage and world view through the acknowledgement of Aboriginal culture at the beginning of assemblies, celebrating NAIDOC week and immersing students in a global world through the use of Caritas, Catholic Mission and St Vincent de Paul resources.

At St Mary's Primary we promote social outreach through the support of local charities SEW PNG; drought relief for farmers (year 6 initiative) and performing for and spending time with the elderly in and around Maryborough through band performances at Fairhaven and Chelsea Retirement Villages.



Ecclesial Context:

Our challenge at St Mary's is to engage an increasing number of students, staff 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 through class, parent and parish involvement in semester class masses (years 5-6) and liturgies (Years Prep to 4) in school chapel and St Mary's Church.

We show partnership with the parish through staff/student involvement in the parish sacramental program, and whole school,

Primary/Parish/College Masses and Liturgies to celebrate significant events such as beginning of school year, Ash Wednesday, Holy Week, ANZAC Day, Our Lady Help of Christians, Catholic Education Week, Feast of the Assumption, conclusion of the school year.

Religion Validation Help Please
by Stuart McKinnon on 2/08/2016 11:47 AM

We are having our Religious Education Validation appraisal in October and are looking for assistance with school photos. If you have any photos of school religious celebrations, school/parish history and or school activities that you think might be worth a look, please contact the office.

[Click here to view photos](#)

All photos will be worth a look as we have such a diversity of events, people and history that is worth noting.

Thank you
Stuart McKinnon

APRE

[1](#) [3](#) [0](#) Comment(s)

Assumption Mass
by Stuart McKinnon on 1/08/2016 6:47 AM

Monday 15th August is this year's designated Feast of the Assumption of Mary. This is when we celebrate Mary, the Mother of Jesus, being assumed body and soul into Heaven after her death. The Assumption is a holy Day of Obligation in the Catholic Church and we are having a combined Primary, Parish and College Mass at the church 9:30am. ALL parents, families and Parishioners are warmly welcome to attend.



As a school we promote broader ecclesial celebrations such as Year of Mercy, National Day of Prayer, Songs of Praise, Lenten programs, Sunday children's liturgy.

Students participate in classroom prayer rituals and identify with visible sacred icons and imagery throughout the school.

Staff are encouraged to attend weekly staff prayer every Wednesday morning.



Educational Context

St Mary's is primarily a place of learning and teaching where we seek to educate the whole person to witness the gospel of Jesus Christ.

The classroom learning and teaching of religion reflects the philosophy, content, structure, academic rigour and assessment and reporting modes used in other learning areas.

This is achieved through developing a systematic approach to quality planning, teaching, monitoring and assessing of religion curriculum and provision and promotion of professional development opportunities for staff. Equal opportunities are provided for teachers where timetabling adjustments are made to support collaboration in planning for religious education.

At St Mary's Primary we encourage the incorporation of a Catholic perspective to other curriculum areas and promote digital technologies into teaching and learning in Religious Education.

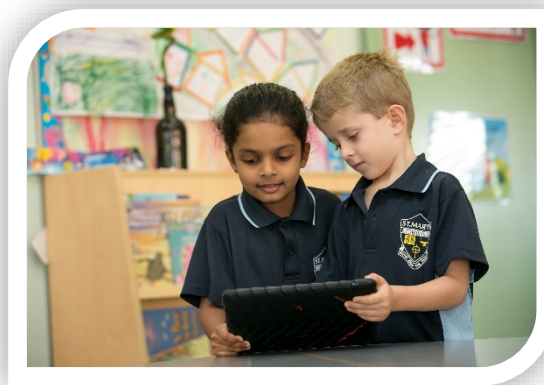
Staff are encouraged to articulate intentional links between the Religious life of the school and classroom teaching of Religion and communicate the importance of Religious Education through the school website and class portal page.

Digital Context

St Mary's Primary 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 responsible digital citizens. This enables them to express their learning in rich, real and relevant ways, connecting the school to the wider and global communities.

At St Mary's Primary we use data projectors and interactive whiteboards in classrooms as well as provide banks of laptops for and 1-2 laptops for all students in Years 4-6. In the early years we provide iPads for Prep to Year 3.

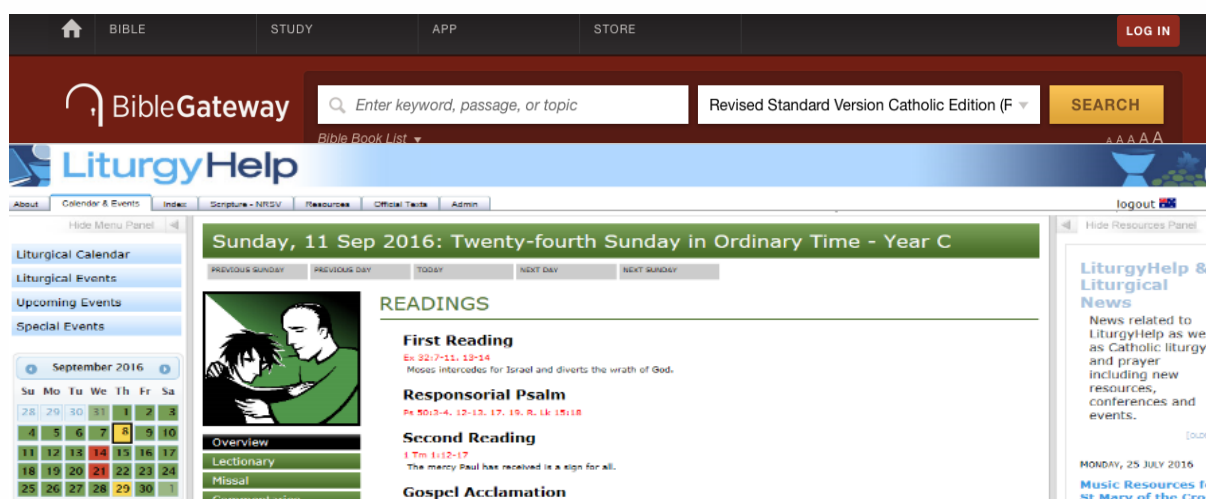
Staff are supported in digital technologies with all staff supplied with a laptop and wireless access to BCE teacher use sites found on the KWEB. These sites support classroom learning of religious education and the religious life of the school.



Teacher use of online sites and tools to enhance teaching and learning of RE and RLOS e.g. YouTube, Liturgy Help, Loyola Press

Professional development for teaching and support staff include:

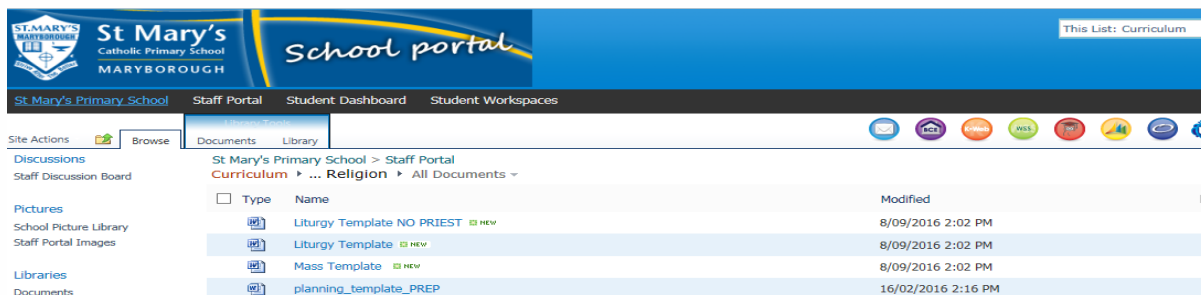
- Songs, lyrics and mass/liturgy templates accesses by all staff on school portal.
- Use of appropriate online Bible tools Bible Gateway; Read and Write Gold; Liturgy Help; etc by students and staff
- their skills in using ICT. Read and Write Gold.
- Student use of technology to demonstrate learning – both individually and collaboratively (e.g. video, Photo Collage, audio-recording, power-point presentation)
- Appropriate computer use policy signed by parents and students.
- Digital communities set up by staff for parent, teacher, student access .Eg: Facebook; Parent Portal; school electronic signboard.



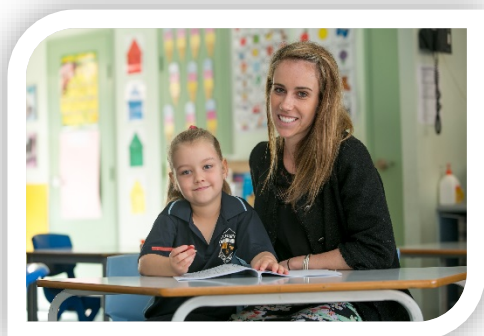
High Quality Learning and Teaching in Religious Education

BELIEFS ABOUT LEARNERS AND LEARNING

St Mary's Catholic Parish Primary School inspires and prepares students to learn, to work, to live fully, and to serve God through prayer and witness. We strive to provide quality learning and teaching programs that cater for needs of each and all and recognise and respect the uniqueness of each individual as we encourage self-discipline and personal responsibility.



Type	Name	Modified
PDF	Liturgy Template NO PRIEST NEW	8/09/2016 2:02 PM
PDF	Liturgy Template NEW	8/09/2016 2:02 PM
PDF	Mass Template NEW	8/09/2016 2:02 PM
PDF	planning_template_PREP	16/02/2016 2:16 PM



At St Mary's Primary, we believe that every learner is created in the image and likeness of God, that diversity is to be celebrated and that everyone can achieve success. We believe that learning happens in partnership with the school, local and wider communities and that a positive, joyful environment encourages a love of learning. We believe that active participation, creativity and problem solving allow for discovery and expression. We believe we are responsible for ourselves, others and the world in which we live and that we celebrate God's love for us in many different ways.

At St Mary's we respond to the needs of our learners by:

- Adjustments (curriculum, instructional, social/emotional, health/safety) are made to suit individual needs and recorded in class checklists as well as in unit and weekly planning
- RE Units are based on an inquiry approach to enable collaborative learning, multiple opportunities to demonstrate learning and multi-modal assessment opportunities.
- Student voice is encouraged to inform learning and teaching of RE and Religious Life of the School: eg: mission week fundraisers; social justice matters; school assemblies.
- Timetabling adjustments are made to foster collaboration in Religious Education planning.
- Student achievements are recognised within the school community and acknowledged in the wider community. EG: Facebook; Catholic Leader; local print media;
- Integration of gospel values in all learning areas
- References are made to our Josephite and Mercy history of promoting service within the local and wider community



IMPACT OF SYSTEM INITIATIVES

St Mary's Primary is a Teach School in the BCE Delivering Excellence in Learning and Teaching (DELT) strategy, aiming to embed Visible Learning Strategies across all learning areas. The staff have been regularly engaged in gathering student data to identify current beliefs and practices; establishing clear learning intentions and success criteria; working through the Gradual Release of Responsibility in Teaching model and using effective feedback to move learning forward. We are working with data walls and phase teams in order to share responsibility for student improvement across all year levels.

At St Mary's this is achieved through:

- Professional Development Twilights – eg: Essential Skills for classroom Management
- Staff meeting professional development – Visible Learning Practices
- Classroom displays of learning intentions and success criteria
- Student input into success criteria.
- Student peer to peer feedback.
- Classroom display of class expectations and learning intentions.
- Data Wall displayed in Learning Centre
- Peer support of micro-teaching feedback sessions
- Teacher self-reflections
- Staff participation and leadership in Essential Skills for Classroom Management.

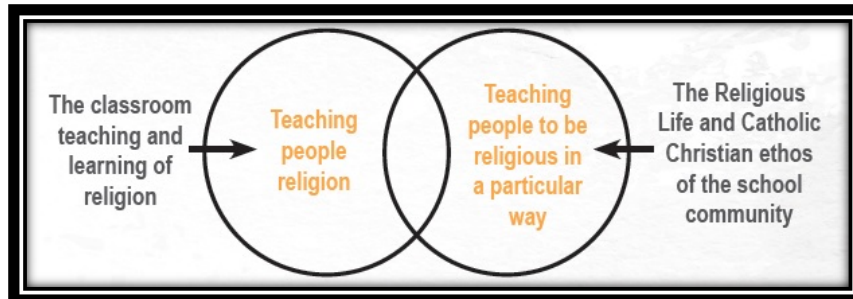
Structure and Organisation of Religious Education at St Mary's Primary

St Mary's Religious Education Program articulates a Catholic view of learning and teaching and is structured around the Model for Religious Education.

At St Mary's Primary we *“ensure Religious Education is a priority in the school through communicating our Catholic story and teaching about the Catholic faith where gospel values are fostered in all that we do*

St Mary's Primary Mission Statement

At St Mary's Primary, a Catholic view about learning and teaching is reflected in both dimensions of Religious Education: 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 beliefs and the essential integration of knowing and living in the Catholic/Christian tradition. We believe in a curriculum that develops understanding of stewardship and sacramentality, allowing students to be co-creators and experience God in their everyday world. Our mission inspired by the heritage of the Josephite and Mercy Sisters together with our Parish is to provide quality learning and teaching programs that cater for the needs of each and all.

We ensure that:

- Year level units of work and scope and sequence are planned to reflect events and activities that enhance the religious life of the school where appropriate to student learning and assessment of achievement standards.
- Teachers are expected to cover all mandatory requirements in their planning, teaching, assessment and reporting of the Religion Curriculum.
- Integration between RE and other curriculum areas provide a Catholic perspective across a broad range of topics.
- Timetabling of Religion is monitored to ensure entitlement of mandated time allocation (2.5hrs per week).
- Prayer assemblies, masses and liturgies regularly make the connection between the classroom teaching of Religion and the religious life of the school, through the choice of scripture (mandated text), liturgical symbols, ritual, music, themes and content.
- Visible and central classroom sacred spaces featuring table, appropriate liturgical coloured cloths, candle, bible, symbols relevant to class themes.

- Whole school prayer, including: the school prayer at weekly assembly, whole school meditative prayer at 11:25am each day; class morning and afternoon prayers and Grace before both breaks.
- Year six school leaders reflect our religious themes through mission week activities and Social Justice responses to local needs.

Our school Religious Education Program seeks to understand and bring these two interrelated dimensions together through holistic teaching and learning and formation of students. Our 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 and the charisms of our school. Our students extend their classroom learning about Catholic social teaching with active participation and critical reflection on social justice initiatives in order to ensure all students have the ability to participate in both dimensions of the model for Religious Education.

Religion Timetable Term 2 Year 2/3

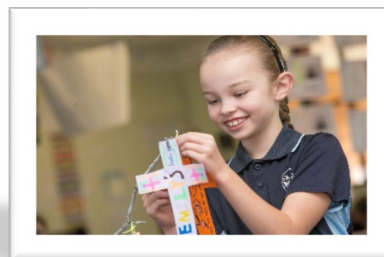
Day/ Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9	Administration – Morning Prayer, Roll, Blue Bag, notes and Tuckshop (Thurs & Fri)				
9-9:15	Daily fitness				
9:15-9:45	Literacy Block Independent writing	Literacy Block Modelled Reading Handwriting	Literacy Block Modelled Reading & Comprehension	Literacy Block Modelled Writing based on reading text	Assembly
9:45-9:55	Fruit Break				
9:55-10:45	Literacy Block Modelled Reading Grammar Handwriting	Literacy Small group Reading and Comprehension <i>Maureen and Paula</i>	Literacy Small group Reading and Comprehension <i>Maureen and Paula</i>	Literacy Words their Way Shared Novel <i>Paula</i>	Literacy Morning Talks
10:45-11:15	Morning Tea Grace Before Meals				
11:15-11:25	WHOLE SCHOOL MEDITATION				
11:20	J to the office for medication				
11:25-12:15	Maths Maths Mentals Imaths <i>Maureen</i>	Maths Fast facts Imaths <i>Maureen</i>	Phys Ed	Maths Maths Mentals imaths	Maths Fast facts imaths
12:15-1:15	Religion	Religion	Arts	Religion	Sport
1:15-1:45	Big Lunch – Grace Before Meals				
1:45 - 2	Quiet Reading		Library Borrowing	Quiet Reading	

2-2:45	Study Ladder	Geography/History	& Homework	Science	Art
2:45-3	Clean-up, collect notes, Afternoon Prayer				

RECONCEPTUALIST APPROACH

St Mary's Primary Religious Education Program identifies and articulates how entitlement to learning in the Religion Curriculum P-12 reflects a reconceptualist approach and is ensured through the balance and integration of all four strands, flexibility in offerings, effective timetabling and time allocation. This reconceptualist approach means that our Religious Education Program operates from an education framework rather than a catechetical framework.

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.



As St Mary's Primary consists of students with diverse and varied religious beliefs and practices the teachers at St Mary's Primary prefer to use non-judgemental and inclusive language to build student understanding through authentic, challenging, holistic teaching and learning experiences that utilise contemporary resources.

TIME ALLOCATION AND EFFECTIVE TIMETABLING

At St Mary's Primary we take a holistic view on timetabling to ensure that learning time is maximised for students across all areas of the curriculum and also supporting the student's development in other areas such as the physical, social, cultural and spiritual dimensions.

Staff are made aware of the expectations regarding time allocations for Religion through staff meetings and during timetabling and planning sessions with the APRE. At these meetings we also discuss the most effective ways to organise the weekly timetable including specialist

lessons and reflect on ensuring that students engage in different learning areas at prime appropriate times of the day.

TERM 3 APRE Planning/Resourcing Timetable 2016					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:45	Newsletter RE	Admin	Admin	9:30 Masses and Liturgies	Assembly
9:45-10:45	Principal /Admin meeting	WSS	REV	Masses and Liturgies	WSS
Morning Tea					
11:15-12:15	PREP-J Planning and resourcing	Year 1J Planning and resourcing	2J Planning and resourcing	5/6M Planning and resourcing	REV
12:15-1:15	PREP-M Planning and resourcing	Year 1M Planning and resourcing	2/3M Planning and resourcing	5J Planning and resourcing	4M Planning and resourcing
Lunch					

This expectation is also reviewed each term when class timetables and planning are uploaded. In addition to the expected number of hours for Religion, teachers are also expected to incorporate time for daily prayer, meditation, mass and liturgy practice.

St Mary's Primary has a designated whole school meditation time at 11:25 each day whereby the staff and students stop work, centre their thoughts and actions on prayer and reflection and participate for the allocated time duration. This allocated time duration varies from class to class and is responsive to the age and abilities of students.

Scope and Sequence

St Mary's Primary Scope and Sequence plan is a flexible working document that aims to maximise learning outcomes for students across the school. St Mary's Primary Scope and Sequence is used to create meaningful connections between classroom learning, activities in the religious life of the school and wider community. This document is revised each year to inform planning and to incorporate changes to curriculum, changes to liturgical year, community and Visible Learning Practices.

The year level Scope and Sequence documents demonstrate how we ensure that content descriptors, mandated texts and all elements of the achievement standard and reporting are covered throughout the year. In addition to this the St Mary's Primary Scope and Sequence demonstrates the progression and the connections with the religious life of the school and parish events.

The Admin team and teachers of St Mary's Primary work together to enhance continuity across year levels and that, at a class and individual student level, the Religious Education Program reflects a Catholic view of learning and teaching and is structured around the Model for Religious Education. While St Mary's Primary is a mainly two stream school with some composite classes, continuity of practice is assisted through: collaboration between year level teachers and the APRE; shared planning time across year levels; an established planning process that aligns the Religion Curriculum with the Religious Life of the School; and ongoing critical reflection of practices and plans.

21

Collaborative Planning

The class teachers at St Mary's Primary, with the support of the APRE, are responsible for developing units of work for Religious Education that align with the school RE Scope and Sequence and suit the unique classroom context and backgrounds of the students in their own classes. Teachers are required to demonstrate a Religion Curriculum that encompasses the needs of the learners and reflects beliefs about learners and learning in the Religion Classroom. The school administration team provides collaborative planning time for teachers to assist them in implementing the curriculum.

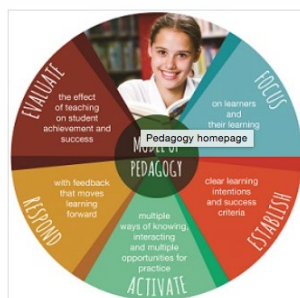
RE Unit Plan Checklist	Tick if completed
Year Level: _____	
Names of teachers	
Year	
Duration of unit (number of weeks)	
School name	
Vision for Religious Education	
Religious Life of the School	
General Capabilities	
Cross Curricula Priorities	
Year Level Description	
Achievement Standard By the end of year....	
Class context for Learning (including differentiation)	
Who are my learners?	
Class Needs & Individualised Learning Needs	
Catholics/non-Catholics – other faiths – practising/non-practising	
ASD – ADHD (abstract concepts may need further unpacking – visuals etc.)	
Adjustments	
Learning Intentions - By the end these learning experiences, students	
Success Criteria	
How will we know if students have achieved the desired results and met the standard?	
What will we accept as evidence of student knowledge, understanding and skills?	
Assessment	
Content Descriptions (Four Strands - Sacred Texts, Beliefs, Church, Christian Living each divided into sub-strands)	
The Religious Knowledge and Deep Understanding/Skills	
Significant Days and Celebrations	
<ul style="list-style-type: none"> What events/demands/celebrations are timetabled in the school for the duration of the unit? Religious Life of the School: Liturgies; Assembly Prayer; Feast days; Retreat Days; Social Justice Outreach etc. Check Ways to Pray Calendar for significant dates in Liturgical Calendar Plan to integrate these things into learning, not add on top. 	
Teaching and Learning Sequence - listed week by week	
Inquiry Process used - eg Tuning In/Finding Out/Sorting Out/	
Resources	
Teacher Background	
Mandated Scripture Texts	
Explicit Teaching about Prayer – which prayers will be explicitly taught during this year?	
Curriculum Connections - What connections can be made with other curriculum areas (eg history, geography, English)?	
Dimensions of Learning	

Our Religion Program is an evolving and working document which is renewed and developed in response to changing class needs, resources and best practice. Each teacher is issued templates for unit planning, liturgy planning, mass planning and unit checklist.

The screenshot shows the 'St Mary's Catholic Primary School MARYBOROUGH' staff portal. The 'Documents' tab is selected, displaying a list of curriculum-related documents. The list includes folders for 'Blank Planning Templates - year level specific', 'Line of Sight Documents', 'Resources', 'Scope and Sequences', 'Templates for Mass and Liturgies', 'Units of Work', and 'Year Level Focus Areas'. Each item shows its modification date and time.

Type	Name	Modified
Folder	Blank Planning Templates - year level specific	9/09/2016 12:54 PM
Folder	Line of Sight Documents	14/09/2016 4:21 PM
Folder	Resources	9/09/2016 12:55 PM
Folder	Scope and Sequences	9/09/2016 12:51 PM
Folder	Templates for Mass and Liturgies	9/09/2016 12:52 PM
Folder	Units of Work	9/09/2016 12:50 PM
Folder	Year Level Focus Areas	9/09/2016 12:51 PM

The school RE Scope and Sequence is reviewed each year by teachers and APRE to ensure that mandatory requirements in planning for teaching, learning, assessment and reporting of the Religion curriculum are regularly audited and monitored.



The BCE Learning and Teaching Framework and Model of Pedagogy are used with the school RE Scope and Sequence and RE line of sight documents to guide the planning and development of units of work.

Adjustments are made to suit individual student needs and recorded in unit and weekly planning and specialist teachers (Visual Arts, PE) are informed and included in enhancing the teaching and learning of RE and RLOS.

A unit planning template is provided with sections including information about the religious background of their students and their specific learning needs; links to RLOS, inquiry phases, resources, assessment, unit evaluation etc.

Religion Planning	Year: 2015
School: St Mary's Primary	Duration:
Fertile Question / Topic	
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 	
Learning Context - Significant Days and Celebrations	
<ul style="list-style-type: none"> What events/demands/celebrations are timetabled in the school for the duration of the unit? Religious Life of the School: Liturgies, Assembly Prayer, Feast days, Retreat Days, Social Justice Outreach etc. Check links to Day Calendar for significant dates in Liturgical Calendar Plan to integrate these things into learning, not add on top. 	

Year Level Description
The Religion Curriculum P-12 involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts.

Teachers are expected to provide a variety of learning opportunities for students to demonstrate their learning and all units of work are to be placed on the Staff Portal so that planning may be edited, adapted, improved and accessed at any time.

An APRE Religious Education planning timetable is issued to inform teachers of planning/resourcing contact each term.

Teachers support families from other religious backgrounds through the invitation to share symbols, stories and icons as part of prayer celebrations, sacred spaces and classroom learning when appropriate.

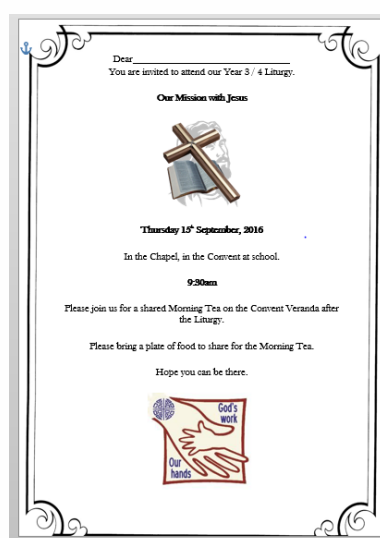
Class liturgies and masses regularly reflect the unit of work, mandated scripture and prayer being taught in the classroom.

COMMUNICATION to Parents

St Mary's Primary *"Values education as a partnership between parents, school, parish and wider community."* St Mary's Primary Mission Statement. 2016

Therefore communication of what we do and teach is a key component of being transparent and authentic with our key stakeholders in education. In addition to weekly updates provided by the APRE in the school newsletter and website, class teachers keep parents informed about the classroom learning and teaching of RE and RLOS. This communication identifies ways in which parents/carers can support student engagement in Religious Education and gives them ownership and belonging in school life.

St Mary's Primary communicates clear information to parents and the wider community about the religious content to be taught at each year level through term overviews, parent information nights, Parent Portal and Facebook page, school newsletter. Invitations to join class masses/liturgies and prayer assemblies are regularly provided.



St Mary's Web Page

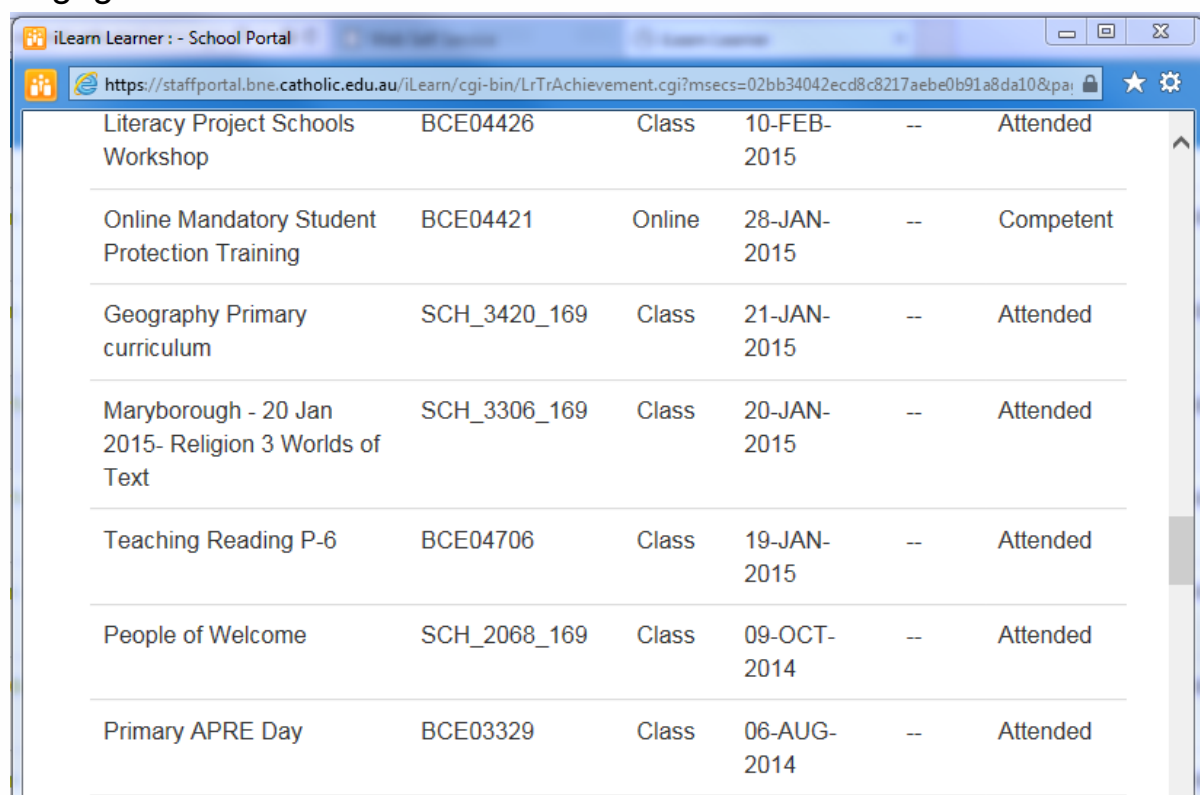
<http://www.smpmaryborough.qld.edu.au/curriculum/Pages/Religion.aspx>

High Quality Learning and Teaching

St Mary's Primary Religious Education Program is consistent with whole school approaches to learning and teaching across the curriculum. It identifies how these approaches are developed, communicated, supported and reviewed.

In teaching about the Catholic Christian tradition, teachers of religion give witness to the value they place on their personal religious beliefs as much by the authenticity of the teaching processes they employ, as by who they are as people of faith.

For this reason, teachers at St Mary's Primary are supported to achieve and maintain full accreditation to Teach in a Catholic school and to Teach Religion in a Catholic school; Teachers are provided with opportunities to access and undertake regular professional development in all aspects of Religious Education, curriculum, pedagogy and faith formation. Professional Development records identify school priorities and staff engagement.



The screenshot shows a web browser window titled "iLearn Learner : - School Portal". The address bar displays a URL from the BNE Catholic Education website. The main content area contains a table with the following data:

Literacy Project Schools Workshop	BCE04426	Class	10-FEB-2015	--	Attended
Online Mandatory Student Protection Training	BCE04421	Online	28-JAN-2015	--	Competent
Geography Primary curriculum	SCH_3420_169	Class	21-JAN-2015	--	Attended
Maryborough - 20 Jan 2015- Religion 3 Worlds of Text	SCH_3306_169	Class	20-JAN-2015	--	Attended
Teaching Reading P-6	BCE04706	Class	19-JAN-2015	--	Attended
People of Welcome	SCH_2068_169	Class	09-OCT-2014	--	Attended
Primary APRE Day	BCE03329	Class	06-AUG-2014	--	Attended

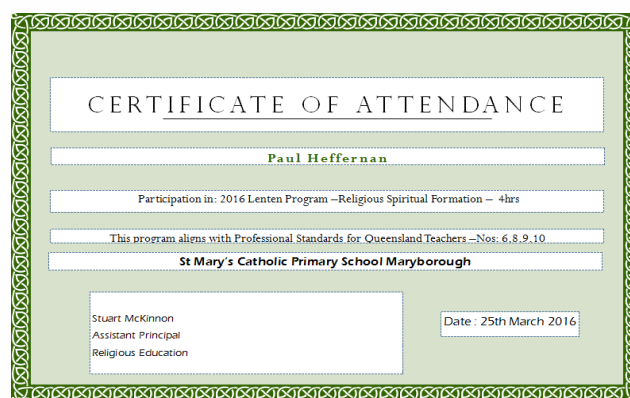
Professional Learning

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

Examples of Professional Development include:

- Religious Education focus for at least one full staff meeting per term as well as administration meetings.
- APRE keeps in regular contact with Education Officer Religious Education to assist with implementation of Religious Education Program.

- Staff members are kept well informed by email, personal contact and print media of upcoming faith formation and professional development opportunities.
- Staff who have interim accreditation are provided with support to complete REAP program and are encouraged by the Leadership Team to complete their accreditation requirements in a timely manner.
- Annual re-evaluation of scope and sequence for Religious Education program
- Feedback to staff at staff meetings as a result of professional development in Religious Education
- Professional dialogue during planning and preparation for CTJ
- Religious Education Professional Development resources are accessible on the school portal and on links to BCE website.



POWERFUL PEDAGOGIES

St Mary's Primary embraces the principles of Visible Learning to improve learning outcomes for all students. St Mary's Primary is an Extended Learning and Teaching school in the DELT program. Our Religious Education program applies these principles in conjunction with the BCE model of pedagogy to the teaching of Religion. 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- displayed in classrooms
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)



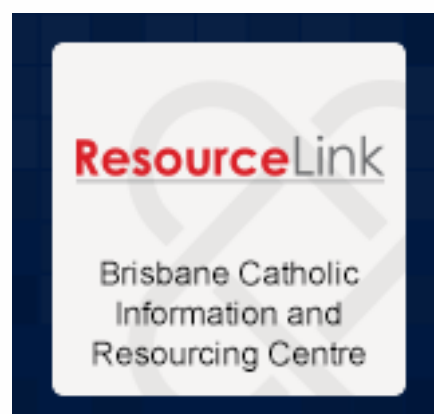
Inquiry based learning in Religious Education enables opportunities for deep conceptual understandings and critical thinking skills. Inquiry questions, learning intentions and success criteria for Religion units are constructed collaboratively, made explicit to students and parents and displayed in classrooms. Visible Learning practices applied in the Religious Education classroom allow for high quality and high equity learning outcomes for students and provide data for reflecting on student progress and achievement and teacher effectiveness. Reading to Learn strategies, the gradual release of responsibility process and context/text model are used to support student access to texts (including Scripture) and construction of texts in Religious Education.

RESOURCING FOR QUALITY LEARNING EXPERIENCES

St Mary's Primary places a high value on quality resources to be used to enhance the learning experiences of all students. Teachers access the BCE Religious Education portal to enhance their teaching of scripture (The Three Worlds of the Text), prayer, meditation and connecting to quick links on portal.

The Religious Education budget is used to purchase contemporary resources, general classroom liturgical and prayer needs such as: cloths, candles, icons, figurines, crucifixes, books, music and special guest presenters: Andrew Chinn; Michael Mangan; Gary Pinto; NED Show; etc.

The Religious Education budget is also used to make quality kits to support both the classroom learning and teaching of RE as well as the religious life of the school. Teachers have also received professional development from the staff of Resource Link to assist them to engage students with a broad range of quality Religious Education resources, including learning kits, eBooks and teacher background information. Teachers also use a variety of online resources such as: the RE class space in the school portal; Bible Gateway; BCE Learning Bytes, Judaism site, Ways to Pray Calendar; Liturgy Help.com; Catholic Mission Australia; Loyola Press and Caritas Australia. These are used to engage and enhance student learning.



Monitoring and Evaluation of Religious Education

ASSESSMENT & CONSISTENCY OF TEACHER JUDGEMENTS

Teachers at St Mary's Primary discuss student assessment in Religion both formally and informally with peer teaching partners, school Phase teams, the APRE and Principal. Assessment tasks are designed and adapted for student differentiation to meet the various needs of students in each class, and to provide multiple opportunities for students to demonstrate learning and achievement. These tasks can be performed independently or collaboratively and reflect current best practice in relation to digital technologies. Staff also engage in annual focused intra-school and interschool Consistency of Teacher Judgement (CTJ) opportunities, using annotated work samples to moderate on understandings of the Religious Education achievement standards.

PLANNING FOR EFFECTIVE ASSESSMENT

St Mary's Primary Religion Education Program identifies and articulates how year level and class level planning incorporate a range of effective assessment practices that enable each student to demonstrate the full extent of their learning against the achievement standard.

Using the BCE model of pedagogy to guide the planning, teaching and assessing of their Religious Education programs, teachers at St Mary's Primary are conscious of differentiating to meet the needs of each student so that all students can succeed. They are supported in making differentiation decisions to support student needs with assistance from members of the Student Support Team (Support Teacher Inclusive Education (ST:IE), Guidance Counsellor; APRE; Principal). Differentiation can be made in such areas as the choice of resources, the mode of presentation, the expectations, the scaffolding or time provided for tasks or the tasks themselves. This ensures that teachers link the needs of students to quality learning experiences and assessment practices as well as to curriculum.

This includes:

- Class and individual differentiation/adjustment checklists.
- Unit, weekly and daily plans identifying student differentiation needs and strategies.
- Differing assessment approaches, such as the use of digital technology to provide high quality assessment opportunities.
- Unit plans demonstrating multiple assessment opportunities
- Student folios/bookwork to track development and achievement.
- ST:IE/Teacher/Curriculum Teacher planning meetings

MAKING JUDGEMENTS

St Mary's Primary Religion Education Program identifies and articulates practices used to ensure consistency of teachers' judgement about student progress and achievement across the year level.

Teachers at St Mary's Primary discuss student assessment in Religion both formally and informally with each other, the APRE and/or Principal. Working in a mainly two stream school means that St Mary's Primary teachers have the opportunity to work with peer teachers at the same year level. Teachers are also encouraged to share student work samples informally and formally with phase teams during staff meetings, at planning times and in preparation for reporting to parents and interschool moderation (CTJ). Teachers at St Mary's Primary value the opportunity to share their judgements and learn from other teachers at their year level by participating in interschool moderation in October each year.

REPORTING STUDENT PROGRESS & ACHIEVEMENT

St Mary's Primary Religion Education Program identifies and articulates practices used at the year level for reporting to parents and caregivers individual student progress, achievement and development.

Teachers at St Mary's Primary provide multiple opportunities for students to demonstrate their learning against the achievement standard for Religious Education. They collect a body of evidence of student work to make judgements about each student's progress and achievement. This evidence assists with the reporting process and informs future planning. Twice-yearly written reports and parent/student/teacher interviews are supported by student portfolios of annotated work samples. Parents and teachers are able to contact each other via phone, email or note to arrange additional meetings across the year to discuss student progress and achievement as necessary.

Reports are uploaded to the Parent Portal where parents can access and download their child's report.

USE OF FEEDBACK

St Mary's Primary Religion Education Program identifies and articulates how feedback is used to enhance student learning, progress and development.

Teachers at St Mary's Primary provide timely and relevant feedback both formally and informally as an integral part of our Visible Learning pedagogy to progress student learning. Criteria sheets and annotated work samples are used to provide authentic feedback in relation to the success criteria and curriculum achievement standards. This allows teachers to work with students to see where they can make improvements. Individual conferencing and classroom discussions are used as informal feedback opportunities.

Other practices include:

- Annotated work samples.
- Criteria sheets related to the achievement standard.
- Microteaching videos of teachers providing feedback to students.
- Classroom evidence of student engagement and feedback strategies.

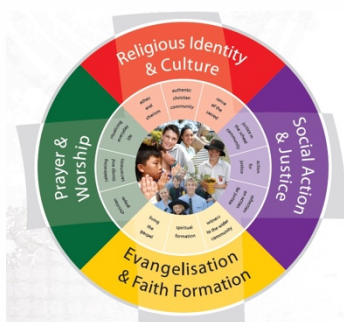
At St Mary's Primary collaborative practice is reflected in a shared approach to monitoring and evaluating student achievement and development. While the APRE supports the teacher in taking responsibility for monitoring student achievement, formal and informal dialogue between all stakeholders is ongoing and informs practice. Religious Education units reflect varied opportunities for students to demonstrate their learning in formative and summative assessments and to achieve success. Data in the BI tool and E Minerva is accessed by staff to review goals and inform future planning at the whole school level as well as at the year/class level and individual level.

This is supported through:

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

- Use of the BI tool during staff meetings (see minutes) to examine student achievement data (e.g. NAPLAN, SRS, Pat R results) to inform future planning in all learning areas.
- Intra-school moderation of work samples.
- Teacher use of assessment to provide feedback regarding the effectiveness of each unit of work.
- Annotated work samples and authentic feedback provided to students and parents in relation to assessment tasks in Religion.
- Annual school renewal of components to evaluate the learning and teaching of Religion and the religious life of the school and inform focus for improvements.

Monitoring the RELIGIOUS LIFE OF THE SCHOOL



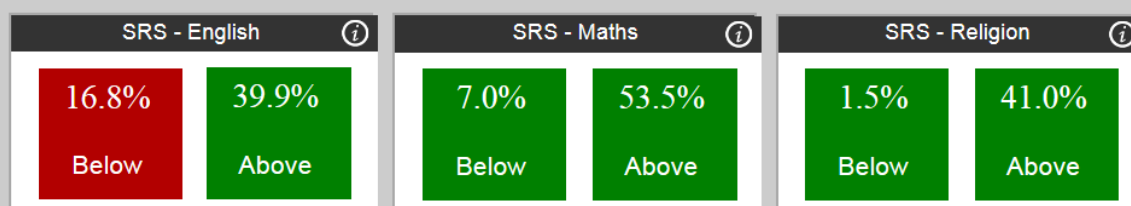
At St Mary's Primary, the Religious Life of the School P-12 document provides a foundation from which the school Leadership/Admin team (in consultation with staff, parents, carers, students and the local and wider community) sets goals to develop the religious life of the School. The goal setting is based upon the four interrelated components of the Religious Life of the School:

Religious Identity and Culture; Evangelisation and Faith Formation; Prayer and Worship; and Social Action and Justice. The Brisbane Catholic Education cyclical review process and strategic renewal framework is utilised to guide the collection of profile, process, perception and student learning data to inform annual school planning.

This is supported through:

- Annual school goals/achievements (published and distributed to stakeholders) and action plans.
- School cyclical review – evidence, evaluation and validation (recorded in Sparrow).
- School strategic renewal – goals, strategies and actions (recorded in Sparrow).

School Achievement



Select Period: Strategic Renewal Plan 2012-2016 Plan For: MARYBOROUGH, St Mary's Prim: Filter by priority: Filter by type:

1 Mission and Religious Education
1 GOAL

BG 1.1 Prepare for the 2016 Religious Validation.
Status: In Progress

Strategic Intent - Policies, programmes and practices which explicitly articulate the nature and purpose of Catholic schooling, within the broader evangelising mission of the Church.

S 1.1.1 This achievement of this goal will be through: - Formation of a Religious team to assist APRE - Review and reflect practice and processes after recommendations from last validation - Audit current practices -Form a peer support network (Northern Cluster Schools) and meet with Education Officer Religious Education (EORE) for assistance with plan formulation
Status: In Progress

Cyclical Review Evidence

Planning Evidence Individual Review ? School Review ?

Select Period: 2013-2017 Schools Cyclical Review Review For: MARYBOROUGH, St Mary's Prim:

Evidence Details

Evidence Title: Implementing Charitable Works

Description: One week of focused teaching with resources provided from APRE for Prep - Year 6 (with scriptural references of spiritual texts; provided classes with a text that was taught at their level using the 3 Worlds of the Text method. (Prep-2: What is the Story? 3-4: What does the story mean? 5-6: How does it relate to us?). This teaching has also provided students with opportunities to engage with guest speakers to raise awareness through fundraising. Each term, classes have focused on Who is the organisation? Why do we support them? How do we support them?. Then as a school community, a closure assembly/liturg was implemented to present the initial guest speaker/community member with funds.

Evidence Actions: Edit Delete

Back to List