As a School within Brisbane Catholic Education of the Archdiocese of Brisbane, we “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.”

(Vision for Religious Education. 2013, Brisbane Catholic Education)

Our Religious Education Program is developed and implemented within the St Agnes context in light of Brisbane Catholic Education’s P-12 Religious Education Curriculum.

Parents enjoy the privilege and prime responsibility to be shepherds for their children in their maturing in our Catholic Christian faith. At St Agnes, we seek to support the students and their families through the two distinct but complementary dimensions of our Religious Education Program. These two dimensions are the learning about religion from an academic perspective (the Religion Curriculum) and learning to be religious in our Catholic Christian tradition (the Religious Life of the School).

The fullness of learning for the students is realised through the mutual connections between what they learn through their formal academic curriculum and what they learn through the components of the Religious Life of the School. Their growing awareness of their own and others’ religious identity, their awareness of how the Christian story is expressed in the community’s culture, and their experience of commitment to social action and justice quickens the impact of their academic learning.

The Religion Curriculum a Key Learning Area in Catholic Schools.

The Curriculum is developed according to Year Level Statements, Achievement Standards, and Content Descriptors in four strands and three sub-strands. They are:
Sacred Texts – Old Testament; New Testament; and Christian Spiritual Writings and Wisdom;
Beliefs – Trinity: God, Jesus the Christ, Spirit; Human Existence and World Religions;
Church – Liturgy and Sacraments; People of God; and Church History; and
Christian Life – Moral Formation; Mission and Justice; and Prayer and Spirituality.

In these contexts, students develop knowledge, skills, behaviours and dispositions of the General Capabilities of the Australian Curriculum – literacy; numeracy; information and communication technology (ICT) capability; critical and creative thinking; personal and social capability; ethical understanding, and intercultural understanding.

In these contexts, the Cross Curriculum Priorities - contemporary issues about which the Australian Curriculum requires young Australians to learn - are nuanced to reflect a Catholic Christian worldview. They are:

- Aboriginal and Torres Strait Islander histories, cultures and spiritualities;
- Asia and Australia’s engagement with Asia in a multi-faith context; and
- Sustainability and Ecological Stewardship.

Students’ progress in cognitive knowledge, skills and understandings in the Religion Curriculum is evidenced through Assemblies, Liturgies, Celebrations of Learning, Open Classrooms Days and tasks which students take home to discuss with their families such as academic tasks in any of the Strands, or their preparation for engagement in activities related to the Religious Life of the School e.g. scripture texts and prayers to use in Celebrations, activities related to Social Justice, locally, within Australia or beyond. Students’ progress in cognitive knowledge, skills or understandings within the Religion Curriculum is assessed and reported to parents. Students’ faith development expressed in any activity is not assessed.

There are two official formal reporting periods – end of Semester 1 and 2. There are also Three-way Conferences (parent, child and teacher) in April and a second Conference in Semester 2 as required or requested. Teachers have procedures for inviting parents to
meetings as needed throughout the year and for parents to request meetings with teachers if necessary.

We espouse assessment practices that include as, for and of student learning:

- assessment as learning to give the students more control over their learning and to inform them about decisions they need to make for their learning
- assessment for learning (formative assessment) to inform the teacher concerning the needs of the students and curriculum practices, and
- assessment of learning – summative assessment of student achievement

The allocation of Standards for the Religion Curriculum complements the whole school approach in all curriculum areas:

- Working at Well-above expected Standard;
- Working at Above expected Standard;
- Working at Expected Standard;
- Working at Below-expected Standard; and
- Working at Well-below Standard.

Teacher judgement is based on assessment of multiple demonstrations of student achievement over time against the Year Level Achievement Standards. Assessment is made visible to the students. This can be through student-friendly criteria Sheets or rubrics which articulate higher order thinking, skills and understanding. Teacher judgement is often moderated collegially through ongoing Consistency of Teacher Judgement (CTJ) practices in Professional Learning Teams amongst the teachers of St Agnes School at an intraschool level as well as across schools through interschool CTJ processes.
The Religious Life of the School comprises four interrelated components three elements within each. Each of these components are mutually reinforcing and provides a significant focus on a distinctive aspect of the Religious Life of classrooms and the whole school:

**Religious Identity and Culture**
- *Ethos and Charism*; *Authentic Christian Community;* and *Sense of the Sacred*;

**Evangelisation and Faith Formation**
- *Living the Gospel;* *Spiritual Formation;* *Witness to the wider Community*;

**Prayer and Worship**
- *Christian prayer;* *Celebrating Liturgy and Sacraments;* and *Ritualising Everyday Life;* and

**Social Action and Justice**
- *Justice in the School Community;* *Action for Justice;* and *Reflection on Action for Justice*.

These experiences are rich formation experiences for students personally, as members of a community and as participants in a Catholic Christian tradition. Students’ participation in
In both dimensions of Religious Education for students, St Agnes seeks to adopt best educational practices – pedagogies, learning experiences, human and material resources including digital tools - to enhance students’ engagement in negotiating gifts and challenges we experience within society and within the mission of the Church.

We need Jesus Christ to be the centre of Religious Education and of all we do at St Agnes. People will be respected through the use of invitational rather than presumptive language. Through engagement with both dimensions of Religious Education, students at St Agnes are challenged and cultivated to be cultural agents of change – to be a religious voice in light of the Gospel message. In a range of religious experiences, they will learn explicitly ways of talking, acting, creating, communicating, critiquing, evaluating, learning, participating, ritualising, theologising, worshipping, reading, reflecting, and writing with others appropriate for a variety of religious and secular contexts - school-wide, life-wide and for their life post primary school.
ST AGNES SCHOOL SONG

From a Catholic School with Jesus as our Teacher,
in spirit with St Joseph, since 1962,
for the Light will guide us on our way,
striving each day for our best, our courage is put to the test.

Let your light shine for all the world to see.
Let your light shine for love of you and me.
Guided by the lighted star as proud as we can be,
at St Agnes Primary School, our courage guides us through.

White, Gold, Red and Blue, as the colours of our School,
Chi Rho – the Risen Christ – will help us as we go.
For the Light will guide us on our way,
striving each day for our best, our courage is put to the test.
So:

Let your light shine for all the world to see.
Let your light shine for love of you and me.
Guided by the lighted star as proud as we can be,
at St Agnes Primary School, our courage guides us through.

Let your light shine for all the world to see.
Let your light shine for love of you and me.
Guided by the lighted star as proud as we can be,
at St Agnes Primary School, our courage guides us through.
**St Agnes School Prayer**

**Loving God**

We gather at the foot of Kaggur Mabul,  
and praise You  
for the wonders of Your Creation.  
We come as learners thanking You  
for Your love and for Your hope in us.

With our St Agnes Community,  
we thank You for Jesus, our Way.  
calling us to truth and compassion,  
- to respect each person each day.

Holy Spirit guide us  
to wisdom and courage  
in every choice we make.  
In Your Light,  
may our light shine  
in our learning, faith and goodness.

Mary, the mother of Jesus, pray for us.  
St Joseph, pray for us.  
St Agnes, pray for us.  
St Mary of the Cross, pray for us.  
Fr Rosenskjær, pray for us.
Let It Shine: The Story of St Agnes School
2012. Music and Lyrics by Dermot Dorgan

1.
In the shadow of the mountain, the echidna found its rest.
So they called it Kaggur Mabul and the area was blessed
with abundant food and water and places set aside
for corroboree and burial – remembering those who died.

Those original custodians were the land’s first pioneers
and the spirit of those people burned brightly down the years.

CHORUS      Let it shine. Let it shine. It’s their spark of the Divine.
            It’s a sign that God was present in their hearts.

            Let it shine, let it shine, It’s their spark of the Divine.
            It’s a sign that God was present in their hearts, ..... and in their land.

2.
Our school began its journey in 1962 when parents built three classrooms,
as the population grew
- with a library of sixty books, and desks and chairs antique,
and with fees for every student set at half a crown a week.

And the Sisters of St Joseph were the teachers at the start,
and the spirit of those people made the school a place apart.

CHORUS      Let it shine. Let it shine. It’s their spark of the Divine.
            It’s a sign that God was present in their hearts.

            Let it shine, let it shine, It’s their spark of the Divine.
            It’s a sign that God was present in their hearts, ..... and in their land.

3.
And St Agnes School developed from its small but hopeful start
as parents, teachers, parish worked with hand and mind and heart.
The playing fields, buildings and gardens took their place.
as the students grew in number and in wisdom, strength and grace.

And the spirit of community grew deep and strong and true,
a spirit burning brightly as old gave way to new.
CHORUS Let it shine. Let it shine. It’s their spark of the Divine.  
It’s a sign that God was present in their hearts.

Let it shine, let it shine, It’s their spark of the Divine.  
It’s a sign that God was present in their hearts, ..... and in their land.

4.
And as much as any other thing, what made St Agnes grow 
was the spirit of Fr Rosenskjar, from many years ago.  
Once a wartime army chaplain, his wise, inspiring hand 
brought the school from its beginnings to where today it stands.

“O the people just inspire me,” Father Rosie often said,  
and in turn, his spirit lifted them and showed the way ahead.

CHORUS Let it shine. Let it shine. It’s his spark of the Divine.  
It’s a sign that God is present in his heart.

Let it shine, let it shine, It’s his spark of the Divine.  
It’s a sign that God is present in his heart, ..... and in his land.

5.
Now fifty years have gone since St Agnes’ Opening Day,  
and the gift we give the future is to follow Jesus’ Way:  
Be safe, be an active learner; show respect and be aware,  
and co-operate with others in this world we’re called to share.

On the shoulder of the ones who went before us now we stand,  
and our spirit is a lantern burning brightly in our hand.

CHORUS Let it shine. Let it shine. It’s our spark of the Divine.  
It’s a sign that God is present in our hearts.

Let it shine, let it shine, It’s our spark of the Divine.  
It’s a sign that God is present in our hearts, ..... and in our land.
Holland Park Mt Gravatt Parish Community

The first St Agnes Church was blessed and opened by Archbishop Duhig in 1921. When the Soldier Settlement Scheme developed along Nursery Rd in what is today Holland Park West, Archbishop James Duhig saw a need for a Church to be built for the good of the developing Catholic community. In 1921, along the throughfare of developing importance - Logan Rd - Archbishop Duhig joined the community to bless and open a wooden Church – the first St Agnes Church. As reported in “The Age” newspaper of the day, his arrival had been delayed by car troubles travelling over the poor road conditions from Ipswich from where he had come that day to Mt Gravatt. In fact, the rough road contributed to a wheel coming off his car! There is a story that the choice of the name “Agnes”, though referring to St Agnes of Rome, arose from the name of the sister of a person associated with what happened at that time. The community was a part of the Parish of St James, Stones Corner (Coorparoo). In 1936, St Joachim Parish was established embracing what is now St Agnes Community. In 1950, St Agnes Parish- extending to Woodridge – was established with Fr John Rosenskjar as the first Parish Priest. In 2003, St Agnes Parish and St Joachim amalgamated to form Holland Park Mt Gravatt Parish.

Sacramental Program

The sacramental programs of Holland Part Mt Gravatt Parish are based on the Brisbane Archdiocesan Sacramental Guidelines. The programs are planned and implemented by the Parish with Mrs Jo Sii as Sacramental Co-ordinator. The role of the school in supporting the parish programs is to continue the learning about each Sacrament from Prep through to Year Six and, with the parents, to engage the children in growth through prayer, reflection, service and liturgical literacy. The decision to enrol a child in a Preparation Program lies with the parents. You are very welcome to talk over any matter with Mrs Jo Sii, Sacramental Program Co-ordinator or Fr Joe. Please phone the Parish Office at 3349 2280.