



# St Agnes School Religious Education Overview

Religious Education Program

# **Contents**

**Introduction**

**Motto, Vision, Mission, and Values Statement**

**Vision for Learning**

**School's History**

**Brisbane Archdiocesan Vision**

**Brisbane Catholic Education Vision, Mission, and Values Statements**

**School's Charism/Traditions**

**Religious Life of the School Components**

**Element One: Students and Community**

**Element Two: Curriculum Structure and Organisation**

**Element Three High Quality Teaching**

**Element Four: Monitoring and Evaluation**

## Introduction

St Agnes Primary School was established in 1962 by the Sisters of Saint Joseph of the Sacred Heart and today we continue to educate students in the Josephite tradition. Our school is comprised of many families from many different ethnicities, cultures, races and religions and is proud of our diverse multicultural community. St Agnes is a co-educational Catholic primary school with a current enrolment of approximately 423 students from Prep through to Year 6. Our school offers the latest in teaching and learning, technology, extra-curricular activities and the benefits of being a high quality inclusive Catholic school.

## Motto

Let Your Light Shine

## Vision

In the light of the Gospel, to *Let Your Light Shine* through **life-long teaching and learning**, **life-enriching relationships**, and **life-giving spirituality**.

## Mission

At St Agnes, our mission is to nurture and inspire our children with a quality education, based on Catholic beliefs and traditions, within a positive community. This mission is enacted by following the *St Agnes Way* of Respect, Awareness, Co-operation, Active Learning, Acting Safely.

## Values

Compassion, Courage and Justice.

St Agnes Catholic Primary School is a place where we live out these values through:

- Liturgy, prayer, ritual and symbol
- Practices of acceptance and reconciliation
- Practices and structures that promote wellbeing and social justice
- Opportunities for evangelisation
- Supporting the learning of each individual consistently, explicitly and creatively
- Having high expectations for all
- Engagement in genuine conversation, reflection, and active listening
- Promoting creativity and sustainability
- Communion with others, the land, Father, Son and Spirit
- Witnessing faith through Compassion, Justice and Courage

## St Agnes Catholic Primary School



## Vision

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## Values

Compassion

Justice

Courage

Let Your Light Shine



# St Agnes Primary School

## Vision for Learning



St Agnes Catholic Primary School is a faith filled community, dedicated to fostering a love of learning through **Embracing Each Individual, Being Adaptable, Active Engagement** and **Positive Relationships** so that our students are empowered to proactively contribute to society.



### Embracing Each Individual

- Valuing each person in the image and likeness of God
- Building a sense of self by developing social emotional and cognitive skills
- Recognising and catering for the needs of all learners



### Being Adaptable

- Embracing evolving pedagogies and technology
- Utilising a range of resources and environments to facilitate learning



### Active Engagement

- Creating critical and productive learners who deepen their knowledge and justify their thinking
- Using feedback and student voice to guide teaching and learning that is motivating, challenging, and engaging
- Maintaining high expectations for each individual
- Igniting curiosity and creativity in learning



### Positive Relationships

- Fostering partnership with students, parents and the school community
- Supporting each learner through effective communication with all stake holders
- Nurturing connections between teachers and students to promote quality learning

## Let Your Light Shine

## School's History

After the World War II, Fr Rosenskjar returned from Papua New Guinea, and lived at St Joachim's Parish, Holland Park.

In 1950, Fr Rosenskjar became the Parish Priest of the new St Agnes Parish. A house was built to become the Presbytery.

During World War II, the Americans had built a hospital at Holland Park out of wooden army huts. After the war, many families lived in the huts.

When the families moved, Fr Rosenskjar bought two of the Huts to become St Agnes' first Hall.

In 1960, the people of the Parish helped Fr Rosenskjar, build a new St Agnes Church. It was dedicated to all who served and died at Milne Bay during World War II.

"At last, we have our Convent School!" said parents at the opening of St Agnes School, in 1962. 113 children were enrolled for Grades 1, 2 and 3 in three classrooms. There was no Government help. However, St Agnes could open because of the Sisters of St Joseph. The Sisters, lay teachers, parents, children and the whole Parish worked together with hand, heart and soul.

There was no office, no staff room, no library. The toilets were out the back. Once when there was so much rain, the children couldn't use the toilets, so all the children had to be sent home from School. The kitchen at the back of the old Army Huts became the Tuckshop.

Children walked to School, rooms were added, new toilets were built; and the P. and F. was formed to roster parents for cleaning the toilets, and to fill in the gully at the back of the school.

In 1963, a house was carried on the back of a truck from Cavendish Road to Tudor St. The house became the Convent for the Josephite Sisters working in the School and the Parish.

Parents worked hard to build the oval over the gully at the back of the school. They needed a lot of soil. The Council was digging trenches all over Brisbane to lay pipes for a new sewerage system. Council trucks brought left-over soil to St Agnes. There were so many rocks in the soil. The children had competitions each week making piles of rocks. Parents came weekend after weekend to take the rocks away.

St Agnes School has grown through the hard work and love of many people. Parents, parishioners, Josephite Sisters, teachers and many school officers have contributed to the wonderful school community we have at St Agnes today.

We continue our story of over 60 Years of Catholic Education at St Agnes. The seeds which have been sown over this time will ensure, in the future, as in the past, that St Agnes Catholic School will thrive as a faith-filled community, where we live with compassion, courage and justice, enabling all to let their light shine. May God bless each of us, and bless St Agnes School into the future, as God has in the past.

## **The Archdiocesan Vision – Jesus Communion Mission**

As an educational mission of the local church, Catholic schools share in the vision and priorities of the Archdiocese of Brisbane Catholic educators:

- Embrace the person and vision of Jesus
- Build communion with God and others
- Engage in Christ’s mission in our world

The Values of Catholic Education in the Archdiocese of Brisbane

- Our Catholic Christian tradition –journeying, growing, renewing
- Dignity and justice for all –recognition of human dignity and equality
- Catholic Christian community –service of others, a joyful presence
- Search for truth –zest for life, learning, quality achievement
- Collaboration and subsidiarity – “shared wisdom”
- Creativity –flexible and future orientated
- Stewardship –responsible, accountable, seek truth and the right way
- A mutual accountability –report on outcomes

## **Brisbane Catholic Education Vision Statement**

We are a faith filled learning community creating a better future.

- Fostering a love of learning
- Supporting a connected community
- Celebrating our Catholic culture
- Nurturing a professional workforce
- Embracing change and continuous improvement

## **Brisbane Catholic Education Mission Statement**

Our mission is to teach, challenge and transform through our service, support, and leadership for Catholic education in the Archdiocese of Brisbane.

## **Brisbane Catholic Education Values**

- Excellence
- Integrity
- Justice
- Hope

## **Josephite Tradition**

St Agnes is under the patronage of St Mary of the Cross (MacKillop), Foundress of the Sisters of Saint Joseph and St Agnes and therefore draws its charism from the ways of Mary MacKillop. Each year our new staff induction program focuses on the Josephite tradition and in turn its impact on the school's Vision and Mission.

On January 15, 1842 Mary MacKillop was born of Scottish parents, Alexander MacKillop and Flora MacDonald in Fitzroy, Victoria. From the age of sixteen, Mary earned her living and greatly supported her family, as a governess, as a clerk for Sands and Kenny and as a teacher at the Portland school. While acting as a governess to her uncle's children at Penola, Mary met Father Julian Tenison Woods who, with a parish of 56,000 square kilometres, needed help in the religious education of children in the outback. At the time, Mary's family depended on her income, so she was not free to follow her dream. However, in 1866, greatly inspired and encouraged by Father Julian Tenison Woods, Mary opened the first Saint Joseph's School in a disused stable in Penola.

Young women came to join Mary, and so the Congregation of the Sisters of Saint Joseph of the Sacred Heart was begun. Mary and the early Sisters, together with other Religious Orders and lay teachers of the time, had a profound influence on the forming of Catholic Education as we have come to know and experience it today. She also opened orphanages, providences to care for the homeless and destitute both young and old, and refuges for those who wished to make a fresh start in life.

Throughout her life Mary suffered ill health. She died on August 8, 1909, in the convent in Mount Street, North Sydney where her tomb is now enshrined. This great Australian woman inspired great dedication to God's work in the then new colonies. In today's world, she stands as an example of great courage and trust in her living out of God's loving and compassionate care of those in need.

Mary MacKillop was canonised on October 17, 2010 at St Peter's Basilica, Rome, and her feast day is celebrated August 8. To highlight the charism of St Agnes School, key buildings and house colours have been named which reflect our school's Patron Saint, Josephite charism and significant people in our school's history. These include: The Father Rosenskjar Resource Centre, Penola Support Rooms, MacKillop House, Joseph House and Rosenskjar. The names of the buildings and house colours are clearly named and visible in our undercover area named Mangarraba.



## House Colours – (MacKillop House, Joseph House, Rosenskjar House)



### **MacKillop House (BLUE)**

The MacKillop house colour is dedicated to St Mary of the Cross (MacKillop) who was a courageous woman of action. Born in Australia in 1842, she showed compassion and love for everyone. Mary believed in the power of education and set up many schools across Australia and New Zealand to make sure everyone had access to a Catholic education, including the disadvantaged and those living in remote areas. Mary MacKillop started the religious order of the Sisters of Saint Joseph of the Sacred Heart with Fr Julian Tenison Woods in 1866. She is the first Australian to be recognised as a Saint. Her feast day is August 8.



### **Rosenskjar House (RED)**

From our school's beginning in 1962 there was Fr Rosenskjar as the Parish Priest. What made St Agnes grow was the spirit of Father Rosenskjar, from many years ago.

Once a war-time army chaplain his wise, inspiring hand brought our school from its beginning to where today is stands.

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



### **Joseph House (GOLD)**

St Joseph was chosen to be the husband of Mary. He was also the foster father of Jesus. He is said to have been selected by God for this role because he could be trusted to watch over them.

St Joseph, who embraced truth and courage and was known by many titles including – the Dreamer; the Worker; the Protector; the Carpenter, and is the patron for the Josephite Sisters, founded by Mary MacKillop and Fr Julian Tenison Woods.



Elements of the Josephite tradition are also evident in our school song and school prayer.

## St Agnes School Song

1.

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 so

Let your light shine for all the world to see

Let your light shine for the 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

2.

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 the 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 the 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

***Written by: Natasha Muthukrishna, Anna Bowman and Jessica Worthington***  
***Music by: Jonathan Zorzetto***

## 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 hope for us.

With our St. Agnes Community,  
we thank You for Jesus, our Way,  
who calls 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.

Saint Mary MacKillop of the Cross, pray for us.

## **Religious and Cultural Identity**

*From the first moment that a student sets foot in a Catholic School, he or she ought to have the impression of entering a new environment, one illuminated by the light of faith, and having its own unique characteristics. The inspiration of Jesus must be translated from the ideal into the real. The Gospel spirit should be evident in a Christian way of thought and life which permeates all facets of the educational climate. (Religious Dimension of Education in a Catholic School, 1988, n.25).*

Jesus Christ is central to understanding Christianity. St Agnes introduces our students to a view of the world founded on Scripture and the ongoing tradition of the Church, embedded in the religious identity and culture of the school. This worldview is expressed through its beliefs, values and practices, quality relationships, the aesthetic, social and physical environment and its organisational structures and procedures. These expressions are shaped and developed in such a way as to maximise their positive impact upon the religious and spiritual formation of all members in the school community. Knowledge and skills of staff and students in dance, drama, digital technologies, music and visual arts are utilised to effectively communicate and promote elements of the religious identity and culture of our school.

St Agnes derives its identity and culture from its Catholic Christian character. We are called to be a real and living expression of the Church's pastoral mission in the world.

*The complexity of the modern world makes it all the more necessary to increase awareness of the ecclesial identity of the Catholic school. It is from its Catholic identity that the school derives its original characteristics and its 'structure' as a genuine instrument of the Church, a place of real and specific pastoral ministry. (The Catholic School on the Threshold of the Third Millennium, 1997, n.11).*

Thus, a true test of St Agnes' authentic identity and culture is the extent to which the Church is present in the school and the school is present in the Church. The curriculum (i.e., all the activities and experiences that promote students' learning and development as whole persons) is also an expression of our religious identity and culture. This is especially so in the ways in which areas of learning are presented and timetabled, classroom pedagogy is experienced, student engagement in learning is promoted, assessment and reporting processes occur, and student wellbeing is nurtured.

The tone and tenor of St Agnes' religious identity and culture make a statement about what is important and valued in our community and what things are excluded or ignored. As Elliot Eisner (1994) has reminded us, the explicit or formal curriculum is a small part of what is actually taught. Revising the content of this explicit curriculum does nothing to address the implicit curriculum.

## **Spirituality**

St Agnes Primary School is a ministry of the local Church and collaborates with the Mt Gravatt Catholic Parish, other Archdiocesan agencies and community/government agencies to serve the Mt Gravatt community.

The purpose of the Catholic school is the development of human beings steeped in the profound human values embodied in Jesus Christ. Catholic schools nurture students' faith and lead them to deepen their relationship with God through prayer and celebration, their growing knowledge and understanding of the Scriptures and Catholic Tradition, and action in the world for peace and justice.

Our goal is to enhance our Catholic identity, in a language that reflect and recognises God's presence permeating throughout St Agnes Primary School. We do this by strengthening the integration of faith, life and culture, inviting students to discover God's presence in their daily lives and engaging them in a dialogue between their life experiences and Catholic teaching.

In this way they may grow in understanding of themselves and their world in light of the Gospel and be empowered to take responsibility for themselves and for creating a just society.

Further, our goal is to build a community of faith and hope, where we are all inspired by the person and teachings of Jesus Christ and imbued with the Holy Spirit, and work together for the benefit of each member of the school community.

### **RELIGIOUS IDENTITY AND CULTURE**

St Agnes embeds and communicates the **ethos and charism** through:

- Promoting elements associated with the ethos and charism of our school (e.g., Josephite Values and key sayings from Mary MacKillop)
- Incorporating prayers associated with the school's charism into the life of the community (e.g., school's charism is evident in our school prayer and school song, Hail Mary, Rosary, Children's Prayer to St Mary of the Cross MacKillop)
- Celebrating days of religious significance to focus upon values associated with the school's ethos and charism (St Mary of the Cross MacKillop and St Agnes Feast Days)
- Researching and communicating the history and heritage of the school to enhance understanding of its ethos, charism, and Catholic identity
- Developing staff and student formation plans which embed the charism of the school and its contemporary application (e.g. staff and student formation plans)
- Communicating and promoting the distinctive identity and nature of the school to the wider community (e.g., online newsletter, School Facebook Page, Parent Portal/BCE Connect App, Digital Signs, Prayer, Religious Iconography)

St Agnes creates and values a **sense of the sacred** through:

- Establishing and maintaining sacred and reflective spaces in classrooms and around the school (e.g. classroom prayer spaces, Jubilee Prayer Garden.
- Displaying religious art and iconography around the school (e.g., displays around school)
- Using the natural environment to enhance a sense of the sacred (e.g., Mangarraba – undercover area with large gumtree)

St Agnes builds **authentic Christian community** through:

- Celebrating the cultural diversity of the school (e.g., Harmony Day)
- Acknowledging connections with the wider Church community (e.g., promoting parish youth events, parish sacramental program, supporting Catholic charities such as St Vincent De Paul and Catholic Missions)
- Welcoming, encouraging and supporting participation of families in the life of the school (e.g., school and year level Masses and Volunteer's Day, celebration of learning)

### **EVANGELISATION AND FAITH FORMATION**

St Agnes fosters the call to **live the gospel** through such ways as:

- Reflecting the life and message of Jesus Christ through routines and practices, e.g., hospitality (Father's Day Breakfast, Mother's Day Morning Tea) and outreach (parish altar server program and Year 6 Leadership Committees, Christian Servant Leadership)
- Establishing policies, practices and structures that promote inclusion and a sense of belonging to a Christian community (e.g. positive behaviour for learning, behaviour support policy and practices)
- Presenting the gospel message in engaging ways
- Supporting the parish Sacramental program, fostering school/parish relationships through collaborative planning and communication of school, parish and Archdiocesan events (e.g., school parish family Masses twice a year, school parish Masses for significant liturgical events (e.g. Ash Wednesday Mass), supporting parish programs through communication in the school newsletter, school webpage, Parent Portal and BCE Connect App.

St Agnes nurtures the **spiritual formation** of each individual through:

- Providing faith formation experiences for students, staff, and parents (e.g., spirituality days, staff and student formation plans)
- Providing opportunities to express spiritual awareness through the creative arts (e.g., Praying in colour, prayer journaling, exploring religious iconography)
- Celebrating the religious unity and diversity within the school community (e.g., Harmony Day)
- Responding to the religious diversity through programs, activities and experiences while being faithful to the Catholic Christian Identity of the school (using non-presumptuous language and analysis of Eminerva data when planning Religious Education learning cycles)

St Agnes are **witnesses to the wider community** through:

- Building collaborative relationships with the Parish and local Church (e.g., school/parish family Masses)
- Participating in the life of the local community (e.g., Anzac Day, youth ministry)
- Engaging with students from other schools to give witness to the beliefs and values of the Catholic tradition (spiritual formation days)
- Engaging servant leadership initiatives (e.g., Student Council, Sports House Leaders, Information Technology and Stewardship Leadership Committees)

## *School/Parish Masses and liturgies*



### **PRAYER AND WORSHIP**

St Agnes celebrates **prayer and liturgy and sacraments** through:

- Providing formation for staff, students and parents (e.g., spirituality days, school Masses and liturgies)
- Arranging the physical environment and providing resources for full and active participation in liturgy and Sacrament (e.g., classroom prayer boxes, well-resourced RE resource cupboards)
- Providing opportunities for the celebration of Sacraments within the life of the school (e.g., school Masses and liturgies)
- Supporting the Parish in significant celebrations (e.g., school/parish feast day celebrations, promoting parish celebrations in school newsletters, school Facebook page and Parent Portal.)

St Agnes recognises and ritualises the **sacredness of everyday life** through:

- Ritualising life events (e.g., baby blessings, beginning and end of year Masses, Farewell liturgies)
- Including prayer rituals in the day-to-day procedures and routines of school life (e.g., daily class prayer, staff prayer, whole school meditation three times a week)
- Inviting parental involvement in prayer rituals (e.g., school and year level Masses and liturgies, liturgies for special events and feast days)
- Participating in significant community celebrations (e.g., ANZAC Day March and services)





*Jubilee Garden - outdoor sacred space*

St Agnes **nurtures the Christian prayer life** of its community through such ways as:

- Teaching and using a variety of traditional prayers and devotions for individual and communal use (e.g., Hail Mary, the Rosary, The Lord's Prayer) in a range of indoor and outdoor settings including classrooms, parish Church and Jubilee Garden
- Scheduling time to allow for prayer and worship across the school (e.g., school calendars)
- Participating in staff prayer, school Masses and liturgies for significant feast days in the liturgical year (e.g., Ash Wednesday, St Agnes and St Mary of the Cross Feast Days) and ritualising school and life events (e.g., Beginning of School Year, Catholic Education Week, Graduation) and prayer assemblies, liturgies and masses across each term
- Immersing students in diverse experiences of prayer (e.g., meditation at midday for whole school three times a week)
- Year level Scope and Sequences and the whole school Religious Life of the School Overview provide links between both classroom learning and teaching and the religious life of the school
- Explicit teaching about prayer - classroom prayer and community prayer (e.g., explicit teaching of prayers in the Scope and Sequence)
- Explicit teaching about Church, community, and celebrations (e.g., learning cycles about Church, community and celebrations)
- Teaching about the charism of the Saints and school founders that their buildings and house colours are named after





### **SOCIAL JUSTICE AND ACTION**

St Agnes practises **justice within its own community** through such ways as:

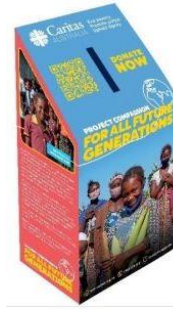
- Identifying, implementing and promoting policies, structures and practices that respect the rights and dignity of all members of the school community (e.g. student behaviour support plan, support policies and practices)
- Applying Christian stewardship to the resources and environment of the school (e.g., Paper Cut, recycling bins, online resources, school gardens, 'Containers for Change')
- Establishing just processes of discernment and critical judgement when making decisions (e.g., recruitment of staff processes)

St Agnes **acts for justice** through such ways as:

- Implementing policies and practices within the school that nurture a generosity of spirit (e.g., provision of concessional school fees, uniforms, and books for families in need, including refugee families)
- Engaging with student initiated and/or local justice projects as part of the curriculum (e.g., Catholic Mission 'Socktober', Caritas 'Project Compassion' and St Vincent De Paul 'Winter and Christmas Appeals')

St Agnes consciously **reflects on its action for justice** through such ways as:

- Incorporating practices of review and critique in relation to current actions for justice within the school community (e.g., Use of the Religious Life of the School Audit Tool, online surveys)
- Explicit teaching about social action and justice (e.g., learning cycles, student participation in activities and fundraising to promote Catholic charities (e.g., Caritas and Catholic Mission))



*Raising money and awareness for Catholic Missions*

# Element One – Students and Community

St Agnes Religious Education Program is responsive to the needs and religious backgrounds of students and the contemporary contexts for learning in the Religion classroom.

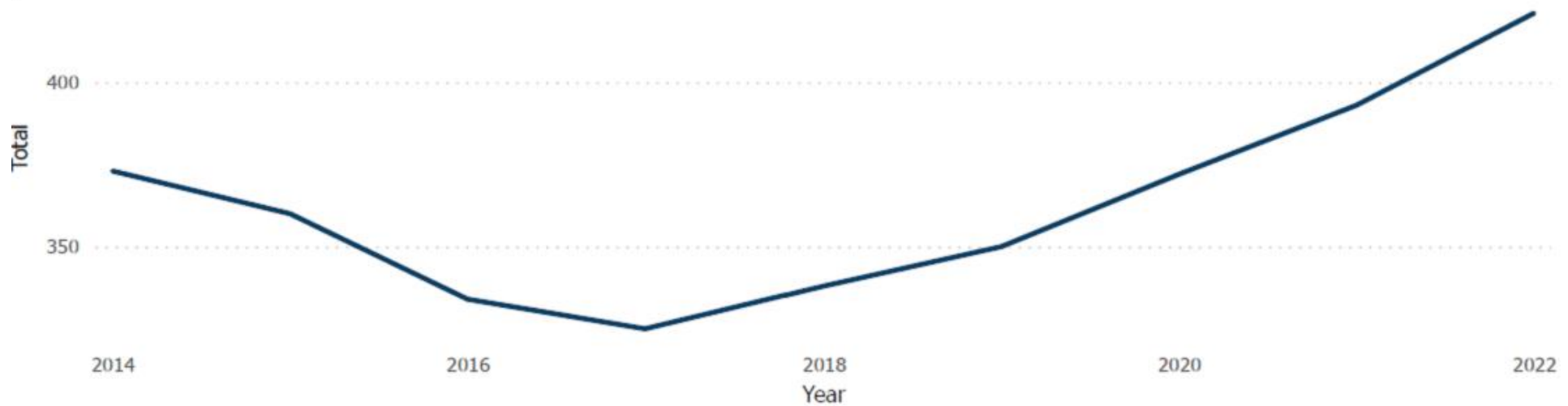
## **At The School Level**

St Agnes Catholic Primary School is a co-educational school with a current enrolment of 423 students from Prep through to Year 6. The majority of the students at St Agnes are Catholic (60.5%). A further 15% of students belong to another Christian religion. St Agnes School's Religion Program takes into consideration the demographics of the students, their families and the local community.

Every effort is made at St Agnes to ensure that all who seek to share and celebrate our Catholic Christian heritage (parent, students, staff) feel welcome and respected in their own faith journeys both through participation in our religion classes and celebrations and through opportunities to expand their knowledge of and commitment to their own faith traditions.

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

Teachers at St Agnes are released for 1-2 hours planning sessions each term with the APRE (Assistant Principal – Religious Education) to engage in collaborative planning sessions to develop a year level plan that responds to the reality of our students and families and their diverse needs. Teachers also arrange meetings with the APRE, STIE, PLL and Guidance Counsellor ongoing throughout the year as required to meet their students' needs.



Code	School Name	Suburb	Religion	2014	2015	2016	2017	2018	2019	2020	2021	2022
			<b>Total</b>	<b>373</b>	<b>360</b>	<b>334</b>	<b>325</b>	<b>338</b>	<b>350</b>	<b>372</b>	<b>393</b>	<b>421</b>
217	St Agnes School	MT GRAVATT	<b>Total</b>	<b>373</b>	<b>360</b>	<b>334</b>	<b>325</b>	<b>338</b>	<b>350</b>	<b>372</b>	<b>393</b>	<b>421</b>
			Anglican	19	22	11	21	25	33	34	41	43
			Australian Aboriginal Traditional Religions	1	1							
			Baptist						1	2	2	3
			Buddhism	2	2	2	2	2	1	1		
			Catholic	313	295	286	263	253	250	253	252	255
			Churches of Christ	2	1							
			Eastern Orthodox	13	14	13	14	16	16	22	25	29
			Hinduism				1	1	3	3	5	8
			Islam	1	1	1						
			Japanese Religions							1	1	1
			Lutheran	1	1	1	1	1			1	1
			Miscellaneous Religions									1
			No Religion	11	13	15	17	27	31	39	43	48
			Not Stated	4	2	2	2	5	3	4	4	12
			Oriental Orthodox									1
			Other Christian	3	3	1	2	4	7	7	11	11
			Pentecostal							3	2	2

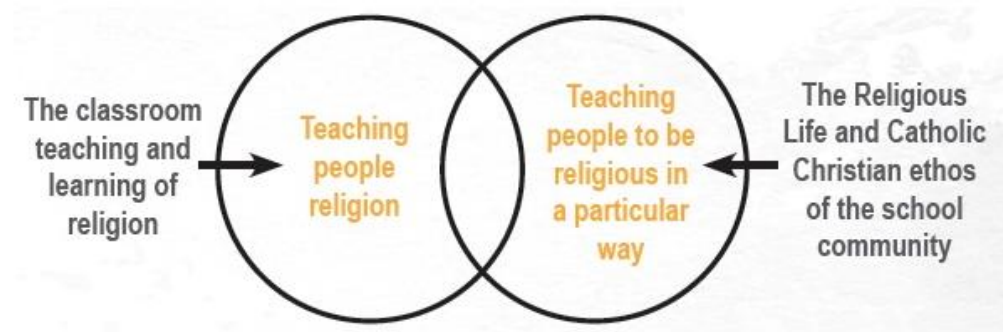
## Our Vision for Religious Education

The ***Vision for Religious Education*** in the Catholic Archdiocese of Brisbane emphasizes the complementarity of the two dimensions of Religious Education. St Agnes School shares and promotes the Vision for Religious Education articulated by Brisbane Catholic Education and the wider church which articulates our school's aspirations for students in terms of their religious literacy and faith formation in that sense the Vision for Religious Education begins with "the end in mind".

*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.*

(Religious Education Program, Brisbane Catholic Education, 2019)

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



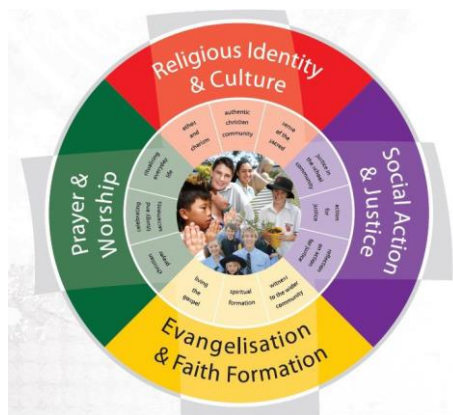
St Agnes seeks to understand and utilise the distinctiveness and complementarity of these two dimensions of Religious Education in the holistic education and the formation of students. Our school programs, activities and experiences for the classroom learning and teaching of religion, and the religious life of the school are responsive to religious diversity, while being faithful to the Catholic Christian identity of the school.

## **Dimension 1: The Religion Curriculum**

The Religion Curriculum P-12 ('Teaching people religion') involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and are taught in an integrated way that is appropriate to specific local contexts. At St Agnes all classroom teachers plan collaboratively with the Assistant Principal - Religious Education (APRE) every term and as required to develop engaging, purposeful and dynamic units of work which cater for our diverse learners. They engage in professional development in the teaching of Religion to maintain accreditation requirements to teach Religion in a Catholic School.

## ***Dimension 2: The Religious Life of the School***

The Religious Life of the School P-12 is focused on the second dimension of Religious Education, commonly referred to as "teaching people to be religious in a particular way". The Religious Life of the School P-12 comprises of four interrelated components: Religious Identity and Culture; Evangelisation and Faith Formation; Prayer and Worship; and Social Action and Justice. Each of these components, while mutually reinforcing, provides a significant focus on a distinctive aspect of the religious life of the school.



At St Agnes staff also engage in professional development regarding the religious life of the school which enables them to maintain their accreditation to teach in a Catholic school.

As a Catholic School we at St Agnes embrace Christ as the central focus of our community and strive to live the gospel values as we aim to live out our school Vision and Mission statement. We also strive to live out our school motto 'Let Your Light Shine' as we journey through our daily lives, which is espoused in our school prayer and school song.

## **The *Vision for Religious Education* challenges students to be a religious voice in the world.**

The Vision gives greater prominence and a renewed orientation to the critical interpretation and evaluation of culture. Through vibrant and engaging Religious Education, students become active constructors of culture rather than passive consumers. Religious Education at St Agnes seeks to develop the religious literacy of students in light of the Catholic Christian tradition, so that they might participate critically and authentically in contemporary culture.

In this school, religious literacy includes ways of talking, acting, creating, communicating, critiquing, evaluating, participating, ritualising, theologising, worshipping, reading, reflecting, and writing with others in a variety of religious and secular contexts. Examination of sample learning cycles, for example, will reveal how, in all learning cycles, teachers and students seek to integrate the two dimensions of religious education, so that religious literacy and faith formation can complement each other as students seek to find meaning in their place and time. The integration of both dimensions in the daily life of the school includes prayer in every classroom and the timetabling of the mandatory hours of classroom based engagement with the Religion curriculum at the school.

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

The Vision for Religious Education shapes the design and delivery of St Agnes School's Religious Education program. The Vision for Religious Education emphasises the connection between the two dimensions of Religious Education and articulates our school's aspirations for our students in terms of their religious literacy and faith formation. The Vision describes students who can articulate their faith and live it in an open and authentic way. The Vision for Religious Education is kept at the centre of the school's Religious Education Program. In addition, The Vision for Religious Education aligns with the Alice Springs (Mparntwe) Education Declaration, in the promotion of excellence and equity, with the aim that all students become confident and creative individuals, having 21<sup>st</sup> Century skills to enable them to be successful lifelong learners, and active and informed members of the community.

#### **Evidence of this is shown by-**

- The Vision for Religious Education can be found on the St Agnes School Website
- The Vision for Religious Education is used as a starting point during curriculum planning
- The Vision is focussed on periodically during staff meetings and professional learning sessions

## **The Contemporary Contexts: Religious Education**

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

### ***Our Societal Context***

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

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

#### **Evidence of this includes:**

- Positive Behaviour for Learning School Matrix expectations and positive engagement for learning
- Acknowledging Aboriginal and Torres Strait Islander culture at the beginning of assemblies, liturgies and Masses



- Utilising Caritas, Catholic Mission and St. Vincent De Paul resources to immerse children in a global world
- Raising funds and awareness via Project Compassion, St Vincent de Paul and Catholic Mission
- Acknowledging values demonstrated by school-wide (& societal) expectations via assembly awards
- Development of a school Reconciliation Action Plan
- Visits to community members in need (for e.g., nursing homes)
- Hosting school/community/parish events
- School website
- School Newsletter
- Parent Portal/BCE Connect App
- RE Scope and Sequence Charts
- RE Learning Cycles and Overviews

### ***Our Ecclesial Context***

At St Agnes as is the case with many Catholic schools in the Archdiocese, an increasing number of students and their families are less engaged with the formal life of the Church than in the past. Consequently, for many students, the culture and language of Religion is underdeveloped. This school, along with many Archdiocesan schools, increasingly provides the introductory and developmental understanding and experience of Church for students and their families. This is supported when the school is a place where students and their families encounter the mission and outreach of the Church, especially through pastoral care and the experience of Catholic Christian community.

### **Evidence of this in our community includes:**

- Year level liturgies (P – Year 4) and Year Level Masses once a semester
- Reconciliation (Year 3-6) once a year
- School Masses and Liturgies open to the school/parish community (e.g., Opening School, Ash Wednesday, St Agnes/St Mary of the Cross MacKillop Feast Days, End of School, Grandparent’s Day)
- Prayer Assemblies for significant liturgical happenings which are open to the school/parish community, e.g., Mother’s Day
- Student involvement in Parish Masses via altar serving, reading, offertory procession, music
- Classroom sacred spaces – classroom prayer rituals (e.g., liturgical cloths & candles)
- Visible sacred icons and imagery throughout the school
- Weekly staff prayer where staff engage in a broad range of prayer experiences prepared by staff using a roster prepared by the APRE
- Joint school/parish Masses (twice a year)

The above mentioned enables our school to promote knowledge, deep understanding and skills about the Catholic and broader Christian tradition within the broader evangelising mission of the Church.

### ***Our Educational Context***

St Agnes, along with each Archdiocesan school, seeks transformation of the whole person so that those in the school community are empowered to live the gospel of Jesus Christ in their everyday lives. In the Catholic Christian tradition, education is a work of love and service. At St Agnes, we seek to nurture and develop the faith of individuals in ways that are mindful of their cultural and religious identity.

**Evidence of this includes:**

- Praying for the world news issues/disasters/refugees
- Exploring Meditative Prayer Practice to develop reflective practice (Meditation music across whole school played at midday, three times a week)
- Being counter cultural – incorporating restorative practices into school life, Positive Behaviour for Learning Matrix
- Learning about the history of Catholic Christian faith – i.e., Jesus was Jewish, our school is Catholic
- Developing a rigorous approach to planning, teaching and assessing of the Religion curriculum
- Exploring and implementing innovative and creative pedagogies to improve the teaching and learning of the Religion curriculum, e.g. inclusion of digital technologies, animation, etc.
- Articulating international links between Religious Life of the School, Religious Life of the Classroom and Curriculum planning

Religious Education in the Archdiocese of Brisbane, including this school, builds on best practice of the broader educational community.

The classroom learning and teaching of Religion reflects the philosophy, content, structure, academic rigor and assessment and reporting modes used in other learning areas. The religious life of St Agnes forms and skills students to negotiate the tension of maintaining Christian integrity when confronted with the complexities of life in contemporary society.

***Our Digital Context***

St Agnes seeks to promote engagement of students in the creative and thoughtful use of digital learning tools, with particular focus on developing knowledge and skills to be a responsible digital citizen. St Agnes values and supports students and their families in connecting the school and wider community in a global context.

**Evidence of this includes:**

- Online & digital bible stories and hymns (YouTube & Apps) – careful discernment and supervision of YouTube and Apps selected for classroom use
  - Bible Gateway commentary – appropriate online Bible tools
  - Cybersafety education – Upper year levels whole school annual presentation as well as ongoing in classrooms
  - Appropriate ICLT use policy
  - BCE Resources e.g., ResourceLink, Ways to Pray Calendar and Spire
  - Online RE digital Apps and Resources, e.g Resource Link, Ways to Pray Calendar, Spire
  - Research (Ipads) – websites (e.g., Together at One Altar)
- 
- Digital Projectors in all classrooms
  - 1:1 Ipads in Years 3 - 6 and shared iPads in Prep – Year 2.

- Staff laptops for teaching
- Office 365 Suite of digital tools including One Note and Teams

This enables them to express their learning in rich and relevant ways and connect with individuals and communities in a global context.

### **Our Beliefs about learners and learning in the Religion Classroom**

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

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

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

- Adjusting the way in which students are taught and the means through which they demonstrate their learning.
- Using the extended general capabilities learning continua from the Australian Curriculum to adjust the focus of learning or to emphasise specific aspects such as higher order cognitive skills.
- Providing students with opportunities to work with content in more depth or breadth.
- Providing students with additional time and support; and drawing from content at different levels along the Prep to Year 10 sequence.
- Use of the requirement for diversity in assessment tasks required in the planning template.
- Consultation with specialist staff- e.g., STIEs, Speech Therapists, in order to make adjustments and develop appropriate learning and teaching strategies to enable success.

## **Collaborate Planning**

St Agnes has a population of 423 students, with three streams of each year level for Prep, Year 1, Year 2 and Year 4 and two streams for Year 3, Year 5 and Year 6, utilising a collaborative teaching approach and contemporary learning spaces. The planning and development of learning cycles in Religious Education therefore takes the following format(s).

### **Evidence of this includes:**

- Teachers engage in collaborative practice and professional dialogue with all staff and specialist teachers in ongoing daily conversations as well as planned meetings to review and adapt learning plans for students with special needs with the STIE, PLL and Assistant Principal Religious Education
- A consistent approach to planning is supported by an agreed template that informs mandatory expectations to support the learning and teaching framework (St Agnes Religious Education Planning Template)
- Co-teaching teams meet formally and informally with the PLL and Assistant Principal – Religious Education to ensure teaching and learning, assessment and reporting is consistent and relevant for each class for each year level
- Teachers also meet with other teachers from the same year level once a year for CTJ day where teachers discuss, share and moderate student RE assessment pieces
- Teachers meet to discuss the suitability of unit activities for their learners and evaluate units of work to ensure they meet the required standards.
- Assessment is planned using BCE's Principals of Assessment, the Achievement Standards, Learning Progressions, Learning Intentions and Success Criteria to ensure the planning of quality assessment pieces which enable students to demonstrate above the expected level in multiple ways and cater for different learning needs and to ensure there is alignment between all
- The Scope and Sequence, Achievement Standard and Learning Progressions are utilised to plan short cycles of learning for each year level
- A bank of assessment samples from each learning cycle in RE for each year level are collected and saved in a central location on the school portal to be used for moderation and future planning of assessment
- BCE's effective and expected practices which apply to Religious Education are utilised when planning short cycles of learning in RE, including but not limited to the Model of Pedagogy, Learning Intention and Success Criteria

## **Communication to Parents/Wider Community**

At St Agnes, every effort is made to ensure parents are informed and engaged in the Religious Education of students.

- Year level Curriculum overviews are sent to parents via email or via TEAMS at the commencement of each term
- Assessment criteria sheets and work samples are made available for parents to view at their request and during parent teacher conferences.
- Work samples are displayed around the classroom and some are also accessible to parents through TEAMS/One Note.
- All parents are invited to a Parent Information Evening early in Term 1. Each Class Teacher conducts an information session for parents outlining the teaching and learning program for the year including expectations, etc.
- Information is made available and regularly updated on the school website and Parent Portal/BCE Connect App.
- Information is also made available through other digital forms in different year levels, for example, teams, One Note, Class Blogs.

- Parents are kept up to date via emails, digital school newsletters, school Facebook page, Parent Portal/BCE Connect App.

#### **Evidence of this is shown by-**

- Information about the religious backgrounds of students is accessed and considered when developing learning cycles of work
- Participation in Harmony Day activities
- Inclusive (non-presumptuous language is used in the teaching of Religion)
- A variety of symbols are used for gathering students for prayer, e.g., lighting of candles, prayer clothes, prayer booklets
- Photographs and calendar events on our school website, Parent Portal, BCE Connect App and in school newsletters

The Vision for Religious Education shapes the design and delivery of St Agnes School's Religious Education program. The Vision for Religious Education emphasises the connection between the two dimensions of Religious Education and articulates our school's aspirations for our students in terms of their religious literacy and faith formation. The Vision describes students who can articulate their faith and live it in an open and authentic way. The Vision for Religious Education is kept at the centre of the school's Religious Education Program.

- Celebrations of Learning
- Staff and family participation in the Sacramental Program.
- Promoting parish activities, e.g., St Mary of the Cross Feast Day, Youth Mass, Parish Sacramental Program
- Sample learning cycles and assessment, photographs on our school website and Parent portal, curriculum newsletters

### **At The Year Level**

A number of processes are in place at St Agnes School to allow teachers to engage in collaborative planning to ensure that year level plans are developed to meet the needs of all students.

#### **Evidence of this is shown through:**

- Time is scheduled which releases teachers to plan with the PLL/APRE/Learning Enhancement Teacher/Guidance Counsellor, STIE, etc in year level teaching teams
- Further planning sessions may take place at other times as requested by the class teachers or APRE
- St Agnes School's Religion Scope and Sequence chart is evaluated at the beginning of each year. Teachers and the APRE collaboratively make any revisions needed
- Scope and Sequence chart and learning progressions are used for planning short term learning cycles (to be implemented 2022)
- All Religion learning cycles are placed in a common folder in the Religious Education Library on the school portal
- Religion Education resources to support teachers are placed in a common folder in the Religious Education library on the school portal
- A sample of 'an at expected level' and 'above expected level' of student assessment samples from each year level from each learning cycle are placed in a common folder in the Religious Education library on the school portal to assist with professional development, moderation for reflective practice to guide future planning of RE Assessment planning and moderation of judgments made about RE samples
- Specialist teachers (such as the Teacher Librarian and Guidance Counsellor) are able to access the Religion learning cycles of work. These teachers are encouraged to review and offer additional suggestions for resources and adaptations for students with special needs.

## **At the Class and Individual Student Level**

When planning at the class level, teachers make considerations for the interest, backgrounds and needs of the students in their class.

### **Evidence of this is shown through:**

- The learning cycle planning template used by teachers at St Agnes School directs teachers to include and reflect upon data regarding family/student religious affiliation
- The planning template requires teachers to consider who their learners are and to make note of specific needs and adjustments
- Teachers include information about differentiated learning and assessment
- Teachers provide a number of different opportunities for students to demonstrate their learning
- Teachers are encouraged to critically look at the learning cycles and make necessary changes before teaching the learning cycle to a new group of students
- Teachers use the Principles of Assessment when planning assessment to ensure assessment tasks are equitable

## **Element Two- Curriculum Structure and Organisation**

**St Agnes School's Religious Education Program articulates a Catholic view of learning and teaching and is structured around the *Model for Religious Education*. The Religious Life of the School P-12 is aligned to the Religion Curriculum P-12. Teachers at St Agnes School establish high expectations for all students to maximise learning and achievement in the Religion Curriculum P-12.**

### **A Catholic View of Learning**

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

### **Catholic View of Christian Anthropology**

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

At St Agnes, our whole school approach within our positive engagement for learning framework, leadership committees, Christian servant leadership programs including our buddies program and the many ways we live out our school motto, 'Let Your Light Shine' and follow in the footsteps of Jesus every day in the

religious life of our school, affirms each child's goodness and dignity promoting their rights and gifts, forming them in responsibility and with a sense of historical agency.

### **Catholic Perspective on Epistemology**

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

The Catholic tradition views the acquisition of knowledge as a lifelong and life wide enterprise. Reflective self-directed learning and teaching provides sacred spaces for teachers and students to interiorize knowledge. At St Agnes perspective on epistemology combines our religious life of the school with our curriculum to nurture a love of learning and inquiry, offer a multiplicity of learning experiences, promote ethical and lifelong learning, and above all foster learning that leads to wisdom. We do this through:

- Sacred spaces in classrooms, staffrooms and community spaces
- The Jubilee Garden which provides a quiet place for self-reflection.
- Fertile Questions within year level planning which is revisited throughout learning
- Multiple opportunities to demonstrate learning and understanding through engaging in relevant assessment tasks, formulated at learning cycle planning meetings between co-teaching teams as well as the APRE, PLL and Principal
- Individual prayer and reflection

### **Catholic Understanding of Cosmology**

Cosmology relates to how we understand our place in the universe and the choices we make to live within the integrity of creation. Through the elements of stewardship and sacramentality, Catholic Christians are called to respond to questions like: *'What is our place in the universe?'* *'How do we live within the integrity of creation?'* This understanding is supported at St Agnes through:

- Students appreciate their special role as stewards in the dynamics of creation through teaching the school rules which includes respect for our environment
- Participation in the whole life of the church, the sacraments, liturgy, devotions as well as witness to the gospel through virtuous living
- Stewardship Leadership Committee
- School Gardens
- Guided meditation at staff prayer and professional development
- Stewardship has been integrated with Science, Geography and Religious Education units as part of the curriculum
- Excursions to sacred spaces and environmental education centres

### **Catholic Christian Story and Tradition**



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

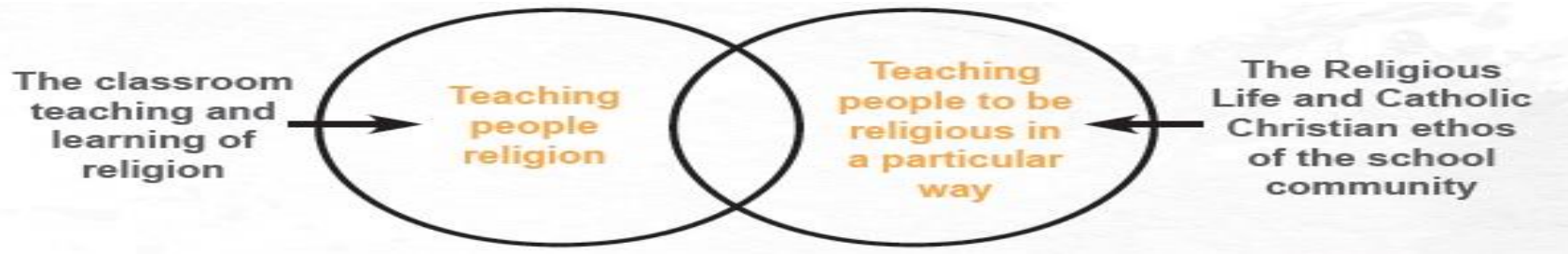
Ongoing spiritual formation for religious educators is as important as professional and theological learning. A person-centered understanding of spiritual formation begins with honouring and exploring the personal narrative of each individual's experience. At St Agnes such an approach is supported by our leadership team actively encouraging staff in individual spiritual formation through planning, professional development opportunities and goal setting.

Through learning at St Agnes we provide an example and living out of Gospel Values and aspiring to excellence in educational standards and opportunities. The motto of our school is "*Let Your Light Shine*" and through this we encourage the students to use their God-given gifts and talents in service of others.

The school offers a wide range of opportunities for students at many levels of development. The children are appreciated as individuals, each with enormous potential. However, each child is also a social being living within a community. As we are a Catholic School, the children are immersed in the Catholic faith and culture, and through the leadership of our parish priest (Fr Joson Anthony) and parish community (staff, parents and volunteers), the children are led to live the Gospel Message and take it forth into the wider community. St Agnes Catholic Primary School draws its values from the charisms of the Josephite Tradition and Marian charism as our religious identity reflects aspects of these traditions. St Agnes Church is central to our school and parish community as a place of worship.

### **Spiritual Formation**

Spiritual formation in the Catholic Christian tradition is a dynamic process of growth in the understanding and practice of Christian spirituality. Each year at St Agnes we provide opportunities for spiritual formation for our staff, students and families by adopting a yearly theme or focus (e.g. The school values of compassion, courage and justice) and provide access to and encourage staff to participate in ongoing professional development and professional dialogue. Staff also have access to many online digital resources, including spiritual development sessions through iLearn, Red Portal, Ways to Pray Calendar and Catching Fire resources. Staff and students also participate in various prayer rituals, liturgies and Masses throughout the year, including daily class prayer, staff prayer, celebrations of learning and meditation.



### **Model for Religious Education**

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

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

This school community seeks to understand and utilise the distinctiveness and complementarity of these two dimensions of Religious Education in the holistic education and the formation of our students. Our school programs, activities and experiences for the classroom learning and teaching of religion and the religious life of the school are responsive to religious diversity, while being faithful to the Catholic Christian identity of the school. For details on how we achieve this please see our Whole School Scope and Sequence Chart.

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

### **The Reconceptualist Approach to Teaching and Learning in Religious Education**

Since 2008, the classroom learning and teaching of Religion in the Archdiocese of Brisbane has been characterised by a reconceptualist approach. In short, it operates from an educational framework rather than from a catechetical or 'shared Christian praxis' framework. This means that the St Agnes Primary School, the classroom religion program becomes a primary arena 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* and *Powerful Pedagogies*.

### **Avoidance of Presumptive Language**

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

### **Teaching 'about' the Tradition**

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

### **Focusing on learners and their learning- Powerful Pedagogies**

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

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

### **Establishing clear learning intentions and success criteria**

At St Agnes the starting place for the classroom Religion program is the Religion Curriculum P-12. Religion teachers use the curriculum to create and make clear and visible the learning intentions and success criteria for all students from the achievement standard from the corresponding year level.

### **Time Allocation and Effective Timetabling of Religious Education at St Agnes**

As is evident in its practices and instructions to teachers, this school strongly supports the mandated minimum of 2.5 hours per week of Religion teaching from P-6. This equates to 92 - 100 hours per year, based on 37 - 40 available teaching weeks per year. Liturgy, prayer, hymn practice and other religious practices are not included in this provision. The effective timetabling of Religion classes is given high priority within the life of the school, as is evidenced by our class timetables.

### **Design Principles for Religious Education at St Agnes**

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

## **Catholic Christian Worldview**

In alignment with the content of the *Religion Curriculum P-12*, *Religious Education at St Agnes* unambiguously reflects a Catholic Christian worldview that integrates faith, life and culture. Where possible, content embraces an ecumenical perspective and is responsive to the multi-faith context and reality of contemporary Religion classrooms.

## **Seamless Curriculum**

The *Religion Curriculum at St Agnes* reflects the philosophy, content, focus, structure, academic rigour and assessment and reporting modes used in all other learning areas.

## **Pedagogical Direction**

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

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

Further, at St Agnes continuity in the Religion Curriculum is ensured within and between year levels, building on where students' learning in Religion is situated and leading onto where the students are heading in their learning which are evident in the Religious Education Scope and Sequence Documents.

## **Scope and Sequence**

The content of the strands and sub-strands of the *Religion Curriculum P-12* closely aligns with the components and elements of the *Religious Life of the School P-12*. This is evidenced in the Scope and Sequence Documents for each year level which indicates where that alignment occurs in each learning cycle.

## **At The School Level**

St Agnes School's Religious Education program articulates a Catholic view of learning and teaching; 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. St Agnes Schools' Religious Education program is structured around the Model for Religious Education. St Agnes School's Religious Education Program reflects a reconceptualist approach which is ensured through flexibility in offerings, effective timetabling and time allocation which meets the mandated minimum requirements.

### **This is evidenced by-**

- Teachers are familiar with the Model for Religious Education
- The Model is communicated to families e.g. at Orientation Days, in newsletters, school website.
- Learning Cycles, Scope and Sequences and RE Overviews identify content from the Religion Curriculum P-12 and identify links to the the Religious Life of the School Overview

- Activities are planned which highlight the connection between the classroom teaching of religion and the Religious Life of the School e.g. a class prayer may focus on what the students have been learning in class
- Teachers respond to religious diversity, while being faithful to the Christian identity of the school- a variety of prayer forms are used in the classroom
- Prayer assemblies focus on events such as Harmony Day and NAIDOC Week, National Sorry Day
- Prayer focuses on both secular and religious events which are occurring at the time e.g., Anzac Day, Feast of the Assumption, Feast of St Mary of the Cross
- Learning cycle planning templates reveal activities and resources that rely on the reconceptualist approach to the teaching of Religion- e.g. Worlds of the Text
- Scope and sequence charts for each year level include links to elements of the Religious Life of the School, mandated text and explicit prayer in unit descriptors

### **At the Year Level**

Leaders and teachers at St Agnes School ensure consistency within and between year levels. Year level planning sessions enable teachers to plan learning cycles which build on where students' learning in Religion is situated. There is a clear focus on the Scope and Sequence documents, deep and surface learning progressions, learning intentions and success criteria and assessment with alignment for all short learning cycles.

#### **This is evidenced by-**

- Timetabling allows teachers to have planning time together, when possible
- The provision of additional curriculum planning time each term through 'Inspire Time' and additional planning sessions with the APRE, PLL and other support staff
- Teachers meet regularly before and after school, during term time as well as preparation and planning time to collaboratively plan, review and reflect on their curriculum planning, learning and teaching progress
- During curriculum planning time, teachers collaboratively reflect on the effectiveness of their planning, the strategies employed and the achievement of students
- The APRE supports and promotes resources which the teachers can utilise in the learning and teaching of RE
- During planning sessions, teachers plan learning cycles utilising the Religion Curriculum for their year level while being aware of the relevant content and skills which are taught in the preceding and following years
- Teachers access the BCE Religious Education P - Year 10 Scope and Sequence during their planning sessions.
- An annual timetable of events in the Religious Life of the School is published for teachers to consult when planning learning cycles for the classroom teaching of Religion on a term calendar, annual school calendar, school portal calendar, Religious Life of the School Overview and Scope and Sequence documents
- There is a clear focus on alignment in year level planning
- At the beginning of each planning session teacher reflect on the previous learning cycle
- Teachers are given the opportunity to moderate student work samples to ensure a valid range of quality of achievement e.g. intra-school moderation and CTJ. This is supported by the collection of a bank of RE Assessment samples in a common folder in the Religious Education library

## **At the Class and Individual Student Level**

At St Agnes the Religious Education Curriculum class planning, routines and practices are organised to respond to the needs of students and teachers in a number of ways.

### **This is evidenced by-**

- Year level co-teaching teams meet at least once a week to discuss the next week's learning programs for their classes
- Teachers are encouraged to invite the APRE to assist with planning at this level, when required
- Teachers use an annual timetable of events in the Religious Life of the School to inform the everyday classroom learning and teaching.
- Teaching plans clearly timetable the classroom teaching of Religion and aspects of the Religious Life of the School
- For each class teacher at St Agnes, planning for class learning and teaching involves identifying the individual needs of students to allow for differentiated learning
- Classes participate in daily prayer. Classes participate in meditative prayer practice. There is quiet music played at midday three times a week where the whole school stops to meditate for a few minutes
- All classrooms have visible sacred spaces with the appropriate liturgical prayer cloth in line with the liturgical seasons
- Classes participate in a range of RLOS activities throughout the year as well as social justice initiatives and service-learning activities.

## **Element Three- High Quality Teaching**

**St Agnes school's Religious Education Program is consistent with whole school approaches to teaching and learning across the curriculum. It identifies how these approaches are developed, communicated, supported and reviewed. We promote excellence and equity in the Religion classroom through teaching that is visible, explicit and responsive in moving each student's learning forward. All teachers at St Agnes School are appropriately qualified and accredited. They work in authentic relationships for quality teaching and learning.**

## **At the School Level**

At St Agnes School there are many systems in place to ensure that the Religious Education Program is in line with learning and teaching approaches across the curriculum. School-wide pedagogical practices such as Visible Learning and Inquiry Learning are used in the development of Religion learning cycles. Teachers consider the needs of their students and provide a number of opportunities for students to demonstrate their learning. Teachers report student progress and achievement to students, parents/caregivers and the community. All teachers at St Agnes School are appropriately qualified and accredited; systems are in place to ensure accreditation requirements are met. Teachers are provided with many varied opportunities for professional learning in religious education each year.

### **Evidence of this is shown by-**

- All teachers meet accreditation requirements - interim or full accreditation

- Teaching staff engage in regular professional learning in Religious Education
- Professional learning relevant to working in a Catholic school is provided to all staff on a regular basis
- Professional learning for teachers to maintain accreditation is recorded and tracked through iLearn
- Learning cycles reflect the pedagogy practices of Visible Learning and Inquiry Learning
- A variety of assessment opportunities is evident in learning cycle plans
- Teachers are involved in moderation practices, such as collaborative planning of assessment, cross marking, rubrics and criteria sheets; intra-school and inter-school moderation procedures
- Students receive formal reports at the end of each semester.
- A parent teacher interview takes place during Term 1
- Parents and community members are invited to attend Celebrations of Learning to view the progress and achievements of students
- The school community is informed of moderation practices and procedures through the school newsletter and website
- Curriculum areas are integrated within Religious Education when possible
- Professional Learning in Religious Education always takes place during Pupil Free Days at the beginning of the year and at regular times throughout the year including cluster staff meetings (three times a year) in line with the school's annual goals and staff spiritual formation plan

### **At the Year Level**

At St Agnes School learning and teaching programs reflect sound pedagogy and consistent approaches to the teaching of Religion. School-wide pedagogical practices such as Visible Learning and Inquiry Learning are used in the development of Religion Learning Cycles.

#### **Evidence of this is shown by-**

- Learning intentions and success criteria are created for each learning cycle
- Learning intentions and success criteria are visible to all students
- Quality resources are accessed to provide meaningful and relevant learning experiences for all students; these are linked to learning cycles
- Teachers are encouraged to request additional resources to be purchased when required
- Teachers access resources from ResourceLink
- BCE online resources are used to support RE learning cycles
- Teachers use a range of effective assessment practices which enable students to demonstrate the full extent of their learning
- Teachers use planning time to reflect upon student learning and progress to ensure consistency of teachers' judgements about student achievement across the year level
- Student progress, achievement and development are reported to students, parents/caregivers in a number of ways including formal and informal processes e.g. information nights, parent/teacher interviews; celebrations of learning

### **At the Class and Individual Student Level**

At the class and individual level high quality teaching and learning is available to all students. Teachers consider the needs of their students and provide a number of opportunities for students to demonstrate their learning. Teachers report student progress and achievement to students, parents/caregivers and the community.

### **Evidence of this is shown by-**

- Learning intentions and success criteria are visible to students
- Students may be provided with assessment tasks which include clear instructions and scaffolding
- Learning cycles contain annotated lists of resources and/or links to resources that are engaging and meaningful
- Learning cycles contain effective assessment practices that allow for differentiation among learners and have clear links to the year level Achievement Standards
- Sample criteria sheets, rubrics, WAGOLs may be supplied or attached to assessment tasks as feedback to students

## **Element Four- Monitoring and Evaluation**

**St Agnes School's Religious Education Program specifies the processes used for monitoring and evaluating student achievement and development. Teachers evaluate and use evidence of the impact teaching has on learning progress and achievement for all Religious Education students. This data informs decision making for whole school, year level, class and individual planning.**

### **At the School Level**

St Agnes School has a number of processes in place which ensure the efficient and effective monitoring and evaluation of students' achievement and development. This data informs decision making in a number of ways at the whole school level.

### **Evidence of this is shown through**

- Teachers participate in professional learning about assessment and reporting to improve consistency of practice
- In conjunction with intra-school moderation, teachers share learning cycles and assessment samples across year levels by saving these onto the school portal where they are accessible to all teachers
- Teachers access the BI tool and SRS data to examine overall student achievement in Religious Education
- Teachers use assessment to provide them with feedback regarding the effectiveness of learning cycles which have been taught
- Annotated work samples and authentic feedback provided to students and parents in relation to assessment tasks in Religion
- Term Curriculum Overviews and RE learning cycle overviews provide outlines of RE learning to parents/guardians

### **At the Year Level**

At St Agnes School year level planning provides opportunities for teachers to use student learning data to inform decisions about curriculum planning, teaching and assessing.



**Evidence of this is shown through:**

- Teachers moderate on learning cycles during formal planning sessions e.g. intra- school and interschool moderation
- The effectiveness of year level planning is reviewed and evaluated each year and considered when planning the timetable for the following year e.g. ensuring that year level teams are provided with planning time together, where possible.
- The APRE/PLL monitors year level planning
- Assessment tasks are planned within the year level with the intention of consistency
- Year level plans are located in a shared year level folder on the Staff Portal to allow access by the APRE who ensures that these meet expectations
- Data is collated and used when reporting student achievement and development at formal and informal reporting times
- Reporting is uniform across the school

**At the Class and Individual Student Level**

At the class and individual student level a number of processes are used to monitor and evaluate student achievement.

**Evidence of this is shown through:**

- Teachers provide a number of opportunities for students to demonstrate their learning
- Teachers report student progress and achievement to students
- Teachers report student progress and achievement to parents/caregivers and the community
- Students are regularly sent to the office and other classrooms to share their good work and pleasing achievements
- The school planning template includes space to record and respond to student data- e.g. opportunities for differentiated learning; choice in tasks and assessment, alternative pathways depending on student engagement, a variety of formative and summative tools for monitoring progress
- The school planning template requires a variety of modes of student engagement with a variety of resources in response to student and teacher feedback
- The Staff Portal contains shared spaces for Year Level teachers to comment, provide feedback and evaluate units of work. These are updated each term.