

St Brigid's School

Nerang

2018 Religious Education Program



'Making Christ Present'

The Religious Education Program for St Brigid's School outlines the values, principles and processes involved in planning for quality learning opportunities in Religion that promote equity and excellence for our students. Our aim is that all students develop as confident, creative learners who can participate in society as empowered citizens who can shape their world, inspired by the Gospel of Jesus Christ.

This Program is designed to reflect the structure of Planning for Learning and Teaching as set out by Brisbane Catholic Education, considering:

- Students and Community
- Curriculum Structure and Organisation
- Quality Teaching
- Monitoring and Evaluation

Each section outlines the expectations and responsibilities of school staff at the Whole School, Year Level and Class Levels. The program is reviewed and updated annually and is made available to students, staff, parents and the St Brigid's Parish.

Prayer of St Brigid

Loving God,

You helped St Brigid to become a strong and gentle person.

Help us to see you in the people that we meet each day.

And to serve you as St Brigid did – with joy, courage when things get hard and love for those in need.

Amen

Students and Community

Whole School

St Brigid's School Religious Education Program is responsive to the needs and religious backgrounds of our students and the contemporary contexts for learning in the Religion classroom. Our vision aligns with the Archdiocesan aspiration for all students: to educate students for lifelong, critical participation within society as people who are challenged by the gospel of Jesus Christ to live wisely and authentically in communion with God and with others. We seek to do so in such a way as to nurture the faith development of students, ever mindful of the diversity of religious backgrounds and understandings represented in our community.

With Christ at the centre of all we do, our staff take every opportunity to be the face of the Catholic Church for families at our school, realising that many families will experience the formal life of the Church exclusively through their connection with our school. Hospitality, authenticity and inclusivity inform decisions made with and for learners and their families during their time in our community. Families who are less familiar with Catholic Christian traditions can be unsure about how to participate fully in the religious dimension of school life. To address this we seek to provide support and information for families to help them participate more fully in the life of our school. Our Religious Education Program is made available online for parents, students and staff members via school portals. Our Parish Priest is provided with an electronic copy, with yearly data updated at the start of each school year. Feedback is sought each term to identify areas of need that can be addressed within our Religious Education Program.

Student demographics are used as a starting point to shape the pedagogical and planning choices made by staff when implementing the curriculum. These decisions are further informed by the societal, ecclesial, educational and digital contexts of contemporary life and education. For many of our students this exposes them to a broader perspective on life and learning, allowing them to access a variety of quality learning experiences to nurture lifelong learning. Our beliefs about learners and learning in Religious Education are informed by quality professional learning, which in turn directs the curriculum choices made by teachers.

St Brigid's School, Nerang Student Data 2018

In the 2018 school year, 61% of St Brigid's students identify as Catholic. This has significant implications for the planning and teaching of Religious Education at our school. Up to half of every cohort comes to us with little or no background in the Catholic faith, and little experience with its beliefs, teachings, traditions or rituals. They may come from a family that aspires to these things, or may lack support for their learning and experiences in these areas. When planning for student learning in Religious Education, teachers access relevant data and consider the individuals and their backgrounds in order to differentiate curriculum delivery and address individual needs, allowing all children to have the opportunity to fully engage with the curriculum.

Student Religion Name	Student Religion Percentage
Catholic	48%
No religion	23.8%
Not stated	5.6%
Other Christian	20.7%
Other Religion	1.9%

Table 1: Student Religious Background

It should also be noted, however, that the diversity of student religious backgrounds at St Brigid's provides opportunities for students to learn about other Christian traditions and world religions. This builds an appreciation of, and tolerance for diversity. Often the children without any religious background are very interested in the Catholic Church and its teachings, and this provides energy within the Religious Education classroom that is of benefit to all.

Even within the group of children who are identified as Catholic, there is a wide range of prior experience and family support for Religious Education and faith experiences. The percentage of children at St Brigid's who have been baptised into the Catholic faith is only a small proportion of our student population. Therefore, it is critical that student background is factored into curriculum planning each year, to identify student knowledge in order to help each child progress.

Year Level Requirements

Year level planning opportunities in Religious Education are provided at least once a Semester during working hours. These sessions are supported by the Assistant Principal Religious Education (APRE) and Assistant Principal (AP) as learning leaders, and Education Officer – BCE Religious Education (EO-RE) by invitation, when available. Supported after-school opportunities are also offered on a needs basis. Individuals or teams are also able to use their curriculum planning time each week to arrange to meet with the APRE for ongoing support of planning. This occurs each term in the weeks following initial planning meetings.

The school portal has Curriculum and Religious Education Folders that are utilised by teachers to share and store planning documents and resources. This is a valuable source of ideas, materials and shared wisdom. At the beginning of each school year teachers meet to review and update their Year Level Scope and Sequence for Religious Education. Any changes are reflected in the online Religious Education Program and flagged with parents and our Parish Priest in Term 1 of the school year.

Pedagogy

Planning, teaching and learning, monitoring, assessment, feedback, reporting, and evaluation are essential components of the Religious Education Program at St Brigid's. The Brisbane Catholic Education Model of Pedagogy is used to steer the process at our school. The St Brigid's Religious Education planning template is designed to guide teachers to:

- Focus on learners and their learning;
- Establish clear learning intentions and success criteria;
- Activate multiple ways of knowing, interacting and multiple opportunities for practice;
- Respond with feedback that moves learning forward; and
- Evaluate the impact of teaching.

Therefore, all teachers of religion at St Brigid's are required to use the school planning template to document the key components of the teaching and learning process. A year level plan is to be submitted to the APRE by the end of week 4 each term.

Class Level Requirements

Each classroom teacher of Religious Education at St Brigid's is required to complete a separate version of the year level planning, to include the adjustments for individual needs in the teaching and learning sequence and the assessment tasks. Student religious background data must be included and used to inform planning decisions. Data about student learning is collected at the end of each term to provide direction for the next unit of work. Parent and student feedback about learning and teaching in the Religious Education program is collected by the class teacher each term to inform unit evaluation and reflection. To assist teachers in meeting these obligations, school planning template has links to all necessary documents and includes questions to prompt comprehensive coverage of each stage of the teaching and learning cycle. A complete class plan for Religious Education is required to be submitted to the APRE at the end of each term. This plan should include all evaluation, monitoring and assessment and record adjustments made to the year level plan to differentiate learning and assessment for individuals in each class.

Curriculum Structure and Organisation

Whole School

Our school's Religious Education program articulates a Catholic Christian view of learning and teaching and is designed around the Brisbane Catholic Education Model for Religious Education. That is, it involves both teaching students religion within the context of the classroom and teaching students to be religious in a particular way as they participate in the life of the St Brigid's Catholic community and thereby experience our Catholic Christian ethos.

In particular, as a community we strive to live the charism of St Brigid: charity, strength and hospitality, a love of learning and love for God. Our school motto 'Making Christ Present' is a regular reminder to all at St Brigid's that the knowledge we seek in the Religion Curriculum serves a purpose only when it informs our relationships with God and with others. Opportunities to involve children in application of their classroom learning to life in our community and beyond are planned for each term. A thorough knowledge of the Religion Curriculum and of the Religious Life of the School document allows teachers to make links between prayer, liturgy, ritual and sacrament and the theology and traditions behind those faith experiences with daily life in and beyond our community. In particular, action for justice at a local, national or global level can be a response to the learning undertaken as part of the Religious Education Program. Such links allow children to experience life as a member of an active Christian community and equip them for life beyond the school gates. The structure of our school Religious Education Program is designed to support lifelong learning.

At St Brigid's School, we are committed to a reconceptualist approach to the classroom teaching of Religion. That is, we acknowledge and embrace the diversity of our student body, their experiences with religion and being religious and the strengths and interests they bring to the teaching and learning experience. This means we avoid the use of presumptive language and teach about the tradition. This is done through the use of pedagogy where the focus is on learners and their learning. Expectations are high and processes for planning, teaching, assessment, reporting and evaluation are consistent with those in all other subject areas. An inquiry model is employed to foster active student engagement. Intentions for learning and success are made clear through Visible Learning (Hattie) strategies. Students are actively engaged in the learning process through the use of timely, specific feedback. Teachers use feedback and data to actively respond to the needs of learners in each teaching and learning cycle.

The planning template for Religion is designed to ensure that genuine links between the Religion Curriculum and the Religious Life of the School are planned for to maximise benefits for our learners.

A scope and sequence for learning in Religion forms part of our school Religious Education Program and is reviewed and updated annually by teaching staff under the co-ordination of the APRE.

The learning entitlement for classroom Religion is 2.5 hours per week. This is in addition to, but connected with experiences that enrich the religious life of our school such as prayer, faith formation, social action and community building.

Year Level Requirements

The Religious Education Scope and Sequence Chart is to be reviewed at the beginning of each school year. Time will be allocated for this during Professional Learning Days or at a curriculum meeting early in Term 1. Consideration should be given to evaluation of each unit of work undertaken in the previous calendar year to make decisions about the effectiveness of the sequence as planned. The chart, once reviewed, is provided annually to parents on the Parent Portal, and to our Parish Priest, via email.

The school's Scope and Sequence for Religious Education is then used to guide planning each term. The school planning template is designed to ensure that line-of-sight planning is undertaken: there should be obvious documented links between the Year Level Description, Achievement Standard, learning sequence and assessment undertaken by the students.

Year level teachers are expected to plan together to ensure consistency of expectations across the year level. This does not eliminate the need for differentiation of learning experiences to meet the particular needs of classes or individuals. Rather, it provides a common understanding of the learning required, allowing individuals the freedom to plan experiences that best meet the needs of their learners. Planning time will be provided by the school at least once a semester to support this collegial approach to planning. Further support can be accessed by arranging a time to meet with the APRE or other curriculum leaders.

A curriculum meeting at the end of each term will be set aside to allow time for teams to engage in activities to promote the consistency of teacher judgement when assessing student work in Religion. At the same meeting, time will be allocated to vertical grouping of staff to allow for sharing of understanding about expectations around assessment and reporting between year levels. Each teacher will be required to bring one or two annotated samples of student work to that meeting. Time will also be allowed for teachers to work on or complete the monitoring and feedback forms required to complete the documentation of each unit of work.

Class Level Requirements

The class teacher will modify the year level Religion unit to identify specific differentiation of tasks or assessment items for the students in that class. Events in the Religious Life of the school_ will be identified and specific teaching points included in the learning sequence. Those teaching points should originate in the year level curriculum content, description or standards.

The APRE has responsibility for supervision of the implementation of the Religious Education Program at St Brigid's. The classroom teacher should negotiate with the APRE as to how the implementation of the program will be shared. Options include providing the APRE with a copy of the daily teaching plans each term; meeting with the APRE each term to view the daily teaching plans and/or to discuss the unit of work being implemented or inviting the APRE to the classroom to view the daily teaching plans and discuss with the teacher and class some aspect of the current unit.

High Quality Teaching

Whole School

The St Brigid's Religious Education Program consistently adopts whole school approaches to teaching and learning across the curriculum. It identifies how these approaches are developed, communicated, supported and reviewed. The quality of teaching in every curriculum area relies on the expertise, knowledge and relational qualities of our teachers. Therefore, professional learning in the area of Religious Education is a priority at St Brigid's School.

The Teacher Accreditation Process and Goal Setting Process at St Brigid's School

Our beliefs about learners and learning in Religious Education are informed by quality professional learning, which in turn directs the curriculum choices made by teachers.

'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.'

This vision for Catholic Education is a challenge for all educators to be literate in contemporary faith contexts and wider society, in order that they might indeed challenge students to live the gospel of Christ, during their formal years of schooling and beyond. In order to succeed, it is necessary for educators to be life-long learners. A number of structures and processes at St Brigid's are designed to support this journey.

Accreditation

All Religious Education Professional Learning opportunities offered by this school are logged on iLearn. Teachers are requested to book into each session, thereby creating an online log of professional learning. All BCE-run courses booked into and attended will also be automatically added to the learning log. Any other courses attended will need to be manually added in iLearn.

Teachers who have Accreditation to Teach in a Catholic School are required to complete 25 hours (pro rata) of relevant Professional Learning over a five year period in order to maintain that accreditation.

Teachers who are accredited to Teach Religion in a Catholic School are required to complete an additional 25 hours (pro rata) of Professional Learning related to the classroom teaching and learning of Religious Education.

To assist teachers in accessing quality professional learning, opportunities in the area of Religious Education and in the Religious Life of the School are provided each term during scheduled professional learning days or during curriculum meetings. This professional learning is generally designed to support the attainment of school goals in Religious Education in the areas of curriculum,

Catholic identity, the school ethos and charism of St Brigid, and best practice regarding the contemporary context of Religious Education.

Teachers with interim accreditation need to complete a course of study in order to be granted continuing accreditation status. Teachers are encouraged to seek advice from the APRE regarding options and the timeline for completing these requirements. The REAP course, offered by BCE throughout the year, may be suggested as one pathway to begin this journey. Opportunities to access scholarships for further study are promoted by the leadership team.

Auditing of teachers accredited to teach in a Catholic school is the responsibility of the APRE. It is the responsibility of each teacher to maintain and log Professional Learning hours and to provide that information as requested for the purpose of auditing.

Goal Setting

As part of the annual goal setting and school improvement process at St Brigid's, teachers are required to set professional goals. Goals should have some alignment with broader school goals and should reflect our school mission:

'In the Spirit of the Gospel, St Brigid's School will endeavour to provide excellence in educational opportunities within a community where all persons are valued and respected.'

Some aspect of the role of teacher in a Catholic school/ teacher of religion should be considered within yearly goals. Goals for the year, with an outline of the steps to be undertaken to achieve those goals, will be requested by the Principal in early Term 1. A review of progress will be requested in late Term 4. Using a SMART goal setting model to support attainment of goals is recommended (Creating an Effective Learning Environment, K. Boyes).

Whole School Approaches to Teaching and Learning in Religion

In Religious Education, as in all curriculum areas at St Brigid's, we value and prioritise the learning entitlement for every student. Every learner is entitled to an engaging, flexible learning environment responsive to his or her needs and interests where excellence is promoted. This is provided through quality teaching of an in-depth curriculum where the focus is successful learning progress for every child.

Our school is actively engaged in professional learning based on the research of John Hattie (2009) into Visible Learning – those processes that set high expectations for each learner, make the learning intentions explicit for all in the community and provide regular, timely and specific feedback to the learner about his or her progress. All teachers use Visible Learning strategies to create an environment designed to maximise learning and be responsive to individual needs.

In order to further promote an engaging and relevant learning environment where students are active participants in their learning, our planning utilises an Inquiry model. In Religious Education our planning template is designed around a five part model where children are led through a process of tuning in to a topic or concept, finding out more about it, sorting out the various ideas generated, communicating the learning and then reflecting on the implications of what they have learned for their lives.

Principles and Practices for Effective Assessment and Evaluation at St Brigid's School

Underpinning all assessment practices at St Brigid's is a growth mindset. Every child is capable of learning and making progress and should be supported to do so. Quality assessment provides the evidence necessary to scaffold learning appropriately for every child in our school.

Assessment of student progress and achievement in Religious Education at St Brigid's follows the same principles and practices as all other curriculum areas. Assessment serves a number of purposes. It can be a form of learning, where children gain insight into their own progress, future needs and achievement. It can inform future planning and support differentiation of the curriculum to allow for high expectations and progress for every student. Assessment is also used to collect data about individuals and groups for both reporting and evaluation purposes.

At St Brigid's, teachers plan a number of key assessment tasks as a year level cohort to promote consistency of teacher judgement. This is an important element of year level planning sessions. The Religion planning template supports this process. Individual teachers can then make decisions about the students in their class and make adjustments to the assessment task or the assessment conditions if required for a particular learner or group of learners.

The Religious Education Achievement Standards are the basis for comparison when making judgements about learning. The Year Level Description and content areas are further sources of information to be considered when assessing student achievement.

Assessment data should be used in the next planning cycle to differentiate learning for individuals and groups and to ensure that high, attainable expectations are set for all students throughout the year to promote progress in learning. Class assessment data is collected each term and used by the class teacher for the following planning cycle. The same data is also used by the APRE to look for patterns in student attainment and progress in Religious Education to direct reflection and identify areas of particular need or adjustments required in the school Religious Education Program.

Consistency of teacher judgement is critical to continuity of learning for our students. Each term the teachers of religious education meet to be supported in the process of reflecting on the previous unit of work and student achievement. During that meeting the APRE will facilitate the sharing of annotated work samples and a discussion of the Achievement Standard assigned to the evidence.

In Term 4 of each year, our teachers participate in a more formal Consistency of Teacher Judgement (CTJ) process with teachers from other Archdiocesan schools. This process involves professional learning, intra-school moderation of annotated work samples in year level and vertical groupings and interschool moderation in year level groupings. In 2018, our partner school for CTJ is St Augustine's School, Currumbin Waters and Marymount Primary, Burleigh Heads.

Reporting and the Religious Education Program

Formal reporting of student achievement in Religious Education occurs in Semester 1 and Semester 2 each year. Achievement is reported on a 5 part scale. Effort is also reported on a 4 part scale. There is opportunity to provide comment on achievement, progress and effort in the general comment on the report card. This is consistent with reporting in all other curriculum areas.

Information about the Religious Education Program is provided to parents at the beginning of each year during Parent Information Night meetings. Any new information to be shared at all year levels is provided to teachers by the APRE prior to the night. The yearly scope and sequence chart is published on the Parent Portal and information about the program is included regularly in the school newsletter.

Role Holders involved in the Religious Education Program at St Brigid's

Authority for supervision is delegated by the Principal. The APRE has responsibility for the co-ordination of professional learning opportunities, auditing of teacher accreditation processes, resourcing, supervision of planning, teaching and learning, assessment and evaluation, liturgies, assemblies, staff prayer and the ongoing implementation and review of the Religious Education Program including the Validation process.

In addition, the AP/Primary Learning Leader is responsible for co-ordination of the CTJ process and is familiar with the planning process in Religious Education. The teacher/librarian assists with resourcing the Religious Education curriculum. The Music/Arts specialist teacher assists with liturgy preparation and music for liturgies and supports curriculum implementation through integration with The Arts.

The School Implementation Team is a committee working with the APRE to set goals, manage a budget and implement projects to support the ongoing implementation and development of the school Religious Education Program.

Year Level Requirements

Pedagogy

It is the expectation that all year level teachers will use the school planning template to cooperatively plan for learning and teaching in Religion. All requirements for planning and assessment and evaluation of a quality Religious Education Program can be met by carefully completing all sections of the school planning template.

Visible Learning strategies are used at St Brigid's to promote successful, creative, confident, active and informed learners who can use their learning to shape and enrich our world.

An inquiry model is to be used in planning for engaging and transformative teaching and learning cycles.

Planning time for year level learning teams will be provided at least once each semester. Teams are invited and encouraged to seek further support for planning or implementation of the curriculum from any of the role holders involved in Religious Education at St Brigid's.

Resourcing

Our school resources can be accessed through Oliver on the school portal (blue icon). Teams are invited to suggest resources that could be purchased to support quality teaching and learning in particular content areas. Our Resource Centre team is able to assist teachers in the search for relevant items. [Resource link](#) is an online service providing access to a collection of materials available for loan from BCE. Searches can be made for topics, year levels or learning bytes. The [Religious Education](#) tab on KWeb is a valuable resource for teachers of Religious Education (requires log in). The [Ways to Pray calendar](#) provides a variety of links to prayer experiences for each day of the school year.

Assessment

Line of sight assessment items are used to show evidence of learning and achievement. Clear links from the learning experiences and assessment to the Achievement Standard should be evident. Two annotated samples of assessment are required for consistency of judgement processes at the end of each term.

Assessment tasks should be stored in student portfolios to be sent home at the end of each term to share progress and results with parents. The work sample should be accompanied by a criteria sheet, rubric or short written explanation of the task.

Self-assessment, peer assessment and regular, specific [feedback](#) about progress, effort and achievement should all form part of classroom assessment over the calendar year.

CTJ

All teachers of religion are required to participate in processes designed to promote greater consistency of teacher judgement across year levels and between year levels. A curriculum meeting at the end of each term is provided to allow time to share assessment tasks and discuss common understanding of the Achievement Standards.

Reporting

A Parent Information Night is held at the beginning of each school year. The updated Religious Education Scope and Sequence chart should be shared with parents at this meeting. Any additional information to be shared with all year levels will be provided by the APRE prior to the meeting.

Parent teacher interviews are held at the end of Term 1 or beginning of Term 2. It is expected that teachers will make an effort to see every family at this time and that progress, achievement and effort in the Religious Education Program will form part of this discussion.

A formal report is sent home at the end of each Semester. Religious Education achievement is reported on a five part scale. Achievement is judged according to the year level Achievement Standard. Effort is reported on a four part scale. A comment may be made in the general comment section on the report card.

Class Level Requirements

Pedagogy

Visible learning strategies should be utilized to support learners. Focus questions should be displayed in the classroom and referred to throughout the unit of work. Key content and concepts should be written in child-friendly language and displayed and discussed. Criteria for successful demonstrations of learning should be shared with students prior to a task being completed.

Feedback

Feedback about learning and achievement should form a regular part of the teaching and learning cycle. Feedback should be specific, timely and acknowledge success. It should directly relate to the learning intention of the task and indicate where improvement can occur. Whenever possible, students should be given the opportunity to use the feedback to improve upon a task or demonstration of learning.

Resources

A list of general resources is included on the St Brigid's Religious Education planning template. Resources should be varied to allow for multiple ways of knowing and interacting. Digital media, quality books, hands-on materials and teacher background information should form the basis for resource selection. Unit resource lists should be amended at the end of each term.

Effective Assessment Practices

Differentiation of tasks to allow students to demonstrate learning should be considered, and noted on planning documents. Some means of differentiation to allow access to all students may include breaking the task or question up into smaller parts, allowing for a scribe or for the task to be completed orally, providing more time to complete the task or a number of attempts to complete similar tasks, teacher modelling or peer support.

A student's Individual Education Plan (IEP) should be a source of information on useful differentiation strategies. Learning support staff are also available to discuss strategies to support all learners. Task differentiation may be recorded on an Intervention Log for some students— Religious Education tasks should be included in the same way as all other curriculum areas. A bank of assessment tasks is being created and hard copies can be accessed in the APRE's office. Online samples are to be found in the St Brigid's online CTJ folder.

Portfolios

Samples of student work in Religious Education should be included each term in Student Portfolios. Work must be marked, should relate to the Religious Education Achievement Standards and provide information to parents as to how a judgement of standard was made (criteria sheet or task sheet). Photographs or self-assessments may take the place of a demonstration that is not easily recorded on paper.

Monitoring and Evaluation

Whole School

The processes used for monitoring and evaluating student achievement and development in Religious Education are integrated into the planning cycle at St Brigid's. A data collection sheet is completed by all classroom teachers of Religion at the end of each term. This collects assessment data for each student over the term. The sheet also allows for anecdotal data to be recorded. This allows teachers to record qualitative information about students in addition to the hard data of results. This is particularly useful when considering the impact of the Religious Life of the School on student progress. Using all of this information, teachers reflect on the unit of work and the success of the students in terms of both achievement and progress.

All of this information is collected by the APRE for analysis of implications for future planning, review of the school Religious Education Program and importantly, professional learning for staff. The APRE also uses the data provided to identify student progress in each year level. This information is useful when considering consistency of teacher judgement across year levels and can direct professional learning opportunities.

Year Level Requirements

A staff meeting at the end of each term is set aside for intra school moderation of student achievement and progress in Religious Education. All teachers of Religion are required to bring two annotated, marked work samples that are directly related to the Achievement Standard. The meeting dates will be included on the school meeting calendar at the beginning of each school year.

In Term 4, all teachers of Religion are required to participate in interschool moderation (CTJ). The same process applies as for intra school moderation and the same work samples may be used as were used in the intra school process at the end of Term 3.

A St Brigid's school template for annotation of student work for each year level can be found on the school portal in the Religious Education Program folder.

Class level Requirements

The purpose of monitoring and evaluation of Religious Education at St Brigid's is to ensure the delivery of high quality learning experiences for our students, to allow them to progress in their learning and to experience success.

The school planning template for Religious Education is designed to facilitate the monitoring and evaluation of teaching and learning experiences and student progress. By careful completion of the template each term, teachers of Religion will fulfil all monitoring and evaluation requirements.

A copy of the completed template for each class, including student results data and teacher analysis of that data, should be uploaded to the Religious Education Folder on the Staff Portal at the end of each term.