

# St Kieran's RE Program

Strength Through Caring



## The Vision

St Kieran's Catholic Primary School is committed to providing a faith-filled learning environment. In the spirit of Saint Kieran, we strive for a culture of growth, generosity and belonging as part of an inclusive community.

## The Mission

We encourage students to have a growth mindset so that they achieve their potential and become life-long learners. Together we value the role each member of our school community plays. Founded by the Canossian Sisters we continue to reflect their values by giving our best, having courage, doing the small things well, working as a team and never

giving up. We live our motto, 'Strength Through Caring' so that our students become successful members of society.

## OVERVIEW OF THE RELIGIOUS EDUCATION PROGRAMME AT ST KIERAN'S PRIMARY SCHOOL

"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. The Religious Education Curriculum is authoritative. This curriculum has been promulgated by the Archbishop for use in all Catholic and Ecumenical schools in the Archdiocese of Brisbane" (Betts, P. 2013. P.5).

### OUR KIERAN'S STORY – OUR STORY PRESENTATION, DISPLAYED IN SCHOOL FOYER



Images from Our Story Presentation.

### STATEMENT OF RELIGIOUS CHARACTER, CHARISM AND HISTORY

The Spirit of God has been in this land since the dawn of creation. The Yugarabul and Jagera people inhabited all of this area. The Turrbal people were a sub group, who occupied the area north of the Brisbane River. In Shorncliffe, the Ningy-Ningy clan had displaced the Turrbal people by the 1850's. This part of the coast was called Warra by those indigenous who lived here.

St Kieran's was the first school in Brisbane opened by the Canossian Sisters. It was the local Parish Priest, Father Tom Armstrong's idea to establish a school at Brighton. Archbishop Duhig of Brisbane asked the Italian order of Canossian Sisters to undertake this task. On 2nd February 1960, classes commenced with 72 children in Grades 1 and 2. Mother Mary Conti and Mother Mabel de Souza travelled daily to Brighton on public transport from Canossa House in Gregory Terrace.

The Charism of the Canossians calls us to apply full time commitment to, **strive to live and love as Jesus did**. The founder of the Canossian order, St Magdalene of Canossa believed we must, **"Above all make Jesus known! He is not loved because He is not known!"**

### SCHOOL MOTTO

Until 1997 there was no specific school motto and it was decided we needed one to pinpoint the charism of our school. When reflecting on the story of St Kieran's, key words emerged. It was concluded that the

strength we had as a community was because we cared. Consequently, the motto was developed. Our school motto, “**Strength through Caring**” encompasses the tradition of a remarkable woman, *St Magdalene of Canossa*. It was she who established the Canossian sisters, who in turn established our school. This motto guides our words and actions as our community strives to bring the love and knowledge of Jesus through attitudes of genuine caring and support of one another.

We are committed to caring by fostering the core values of love, justice and compassion. Christ is a visible expression of God’s love for us, so we inherit this calling to shape God’s dream for a better world. We pride ourselves on being an evangelising school, by reaching out to others and spreading the love of Jesus through our work.

In 1962 a convent was built to house the Canossian sisters. In March 1963, six Canossian sisters took possession of the new convent at Brighton. They worked at the school for many years but as their numbers gradually dwindled, their work focused on Eventide aged care facility. Finally, in 1987 the sisters vacated the convent.

In 1988 Father Peter Gatehouse, the Parish Priest, invited a Mercy nun, Sister Valerie Cuthbert, to take up the position of Pastoral Associate of Brighton Parish. She, along with several other nuns, took up residency in the convent. Over the years many Mercy sisters called Brighton home. Sister Val was the final resident to leave in 2012.

In 2010 we celebrated our 50<sup>th</sup> Jubilee. Musician and Liturgist Peter Kearney was commissioned to compose a new school song – *St Kieran’s Jubilee School Song*. This song was launched during the Jubilee celebrations. The lyrics of the song tell the story of the school and incorporate the school motto.

### SISTER VALERIE CUTHBERT

Sr Val was a woman of tremendous faith and action throughout her life. Her devotion to our students was reflected in her abundant energy and selfless support for the Brighton-Sandgate schools and parish communities over many years. She always contributed her own special gifts to reflect the lived expression of her faith. She was an accomplished musician and composer of sacred music for children. Her joy for life was felt whenever anyone was in her presence and her humility and humour endeared her to all who were lucky enough to meet her. Sr Val’s personal and enduring impact is woven into the fabric of our St Kieran’s community. Her portrait, painted by one of our student’s grandparents, takes pride of place in the school’s entrance foyer.



**Sr Valerie Cuthbert cuts the cake during the 50<sup>th</sup> Jubilee Celebrations in 2010**

## ST KIERAN

Our patron saint, St Kieran of Clonmacnoise (also known as St Kieran the Younger), was born in 517AD in Connacht Ireland. He inherited a love of learning from his mother. He was considered the most learned of monks and many miracles attest to his holiness. Brothers from all over Ireland came to study at the monastery he founded. We continue this tradition as we foster a love of lifelong learning.

At St Kieran's we value community and its members are treated as the special and unique people they are. We provide the educational foundation for our children's holistic growth - spiritual, academic, emotional and physical. Through our faith we promote excellent learning in an inclusive environment. We welcome new families to our community in a friendly and positive manner. We encourage all our students to show tolerance, understanding and kindness to all. Above all, we strive to make Jesus known so He can be loved.

## BUILDINGS

During 2010, the 50th Jubilee Year, it was decided to name all the buildings to reflect our heritage. The three Sport houses are; **Armstrong** (named after the priest who established the school), **Canossa** (named after the sisters who started the school), and **Cuthbert**, (named after Sister Valerie Cuthbert).

Other buildings were named; **Warra** (name given to land by the indigenous people), **Connacht** (birthplace of St Kieran), **Magdalene** (founder of the Canossian sisters), **Jubilee** (in celebration of 50th Jubilee), **St Kieran's place** (after our Patron Saint) and **Jacaranda** (as these trees were a focal point of the original school, but the school's expansion resulted in the removal of these trees).



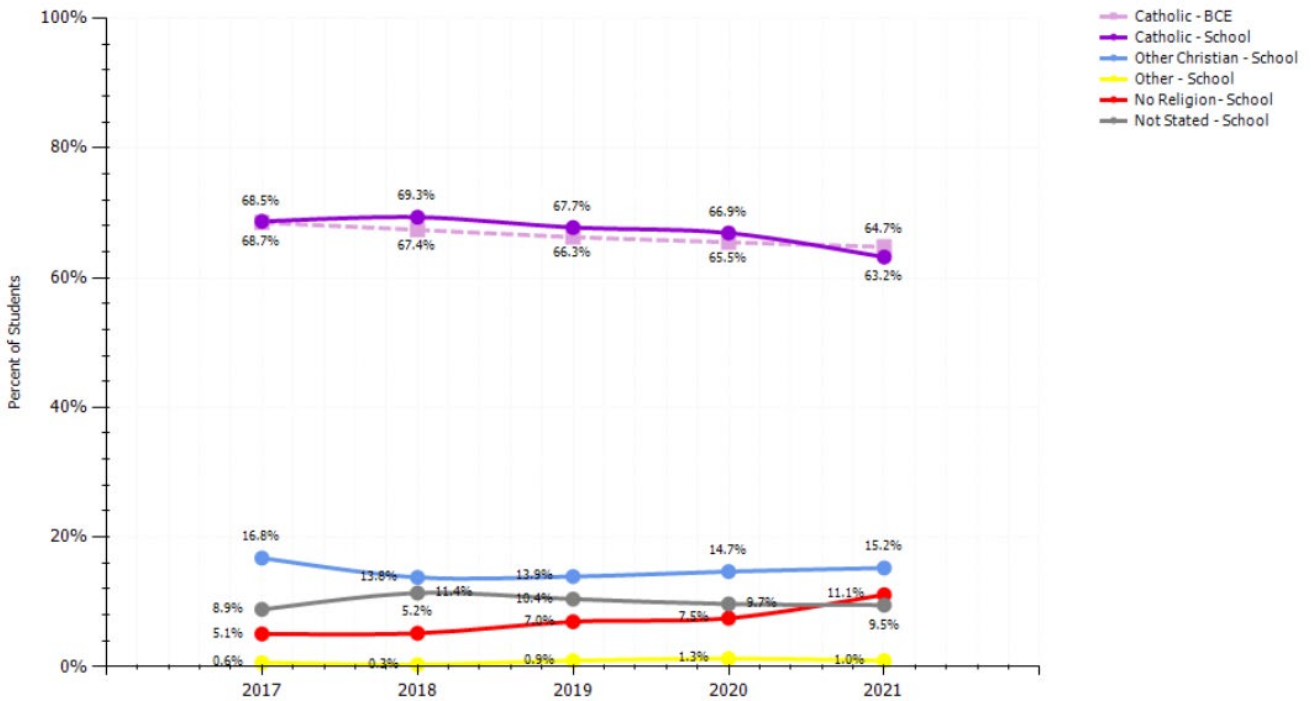
# STUDENTS AND COMMUNITY

## DEMOGRAPHICS

St Kieran’s Religious Education Program is responsive to the needs and religious backgrounds of students and the contemporary contexts for learning in the Religion Classroom.

St Kieran’s is a co-educational Catholic School situated in the beautiful bayside suburb of Brighton which is part of the Bramble Bay district within Moreton Bay. Over recent years, real estate prices have risen attracting a higher socio - economic demographic. Most of the students live in Brighton or the surrounding suburbs. The children are mainly from white collar workers with 2.5% of the population having an indigenous heritage. In addition, ESL students comprise 4% of the population.

The school itself is set in beautiful grounds, catering for around 303 students. Approximately 70% of our students are baptised Catholics, but very few families attend regular Sunday Eucharist. 20% of our student population are Christian, whilst 10% have not stated their religion or have declared themselves not to have a religion. St Kieran’s School has a strong connection to the Parish, particularly as the Parish Church and school are located on the same site. The students regularly attend school and Parish masses to encourage full and active participation.



Student Religious Profile - By Year Level - 2021

■ Catholic 
 ■ Other Christian 
 ■ Other 
 ■ No Religion 
 ■ Not Stated

### Graph to Show Religious Profile of the student Population

## HOW THE DEMOGRAPHICS INFLUENCE THE RE PROGRAM



Parents are the first and foremost educators in the faith for their children, but the staff at St Kieran's greatly support this role, as many parents are unchurched. Our Religious Education Program therefore focuses on explicitly teaching many practices: the need for reverence, rituals and prayers, so that the students are immersed in the Catholic faith on a daily basis.

We strive to ensure that all members of the community, parents, students and staff feel that their own faith journeys are respected and valued. We therefore encourage participation by all in our celebrations, lessons in Religion classrooms and opportunities that arise day to day in order to develop their commitment to the Catholic faith.

### **At St Kieran's this is evident through:**

- *Information about the Religious Background from E-Minerva is analysed by class teachers*
- *Information about Religious background is used when planning units of work*
- *Photos on parent portal and school website of school culture e.g. beach, St Kieran's Day*
- *Newsletter articles*
- *RE Scope and Sequence*
- *Class Overviews*
- *How the RE Program can be connected to other learning areas and specialist Programs*
- *RE Resources Folder*
- *Units of Work*

The staff respond to the fact that many students are unchurched and therefore incorporate flexibility in Religious Education classes to ensure that inclusive and evangelisation opportunities are instilled in the Religious Education lessons and prayer celebrations. Teachers engage in collaborative meetings in three

weekly cycles, to develop a plan that is responsive to the needs of the students and their families.

**At St Kieran's this is evident through:**

- Roster for **Three weekly planning**
- Units of Work
- Statement on the **Web Page (Teachers are engaged in three weekly planning meetings in RE and English or Maths) to develop units of work that meet the needs of the students and review and respond to the learning that is taking place.**

## **ST KIERAN'S VISION FOR RELIGIOUS EDUCATION**

St Kieran's adheres to the Vision promoted by Brisbane Catholic Education. This includes two dimensions of Religious Education: The Classroom teaching of Religion and the Religious Life of the School.

At St Kieran's, our aim is 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." (Archdiocese of Brisbane, 2013)

The Vision for Religious Education appropriately aligns with the goal for learning and teaching as articulated in the Brisbane Catholic Education (BCE) Learning and Teaching Framework (2012):

As a Catholic Christian community we educate all to live the gospel of Jesus Christ as successful, creative confident, active and informed learners empowered to shape and enrich our world.

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. In this way, students are challenged to live the gospel of Jesus Christ in their everyday lives. Pope John Paul II (1984) reminds Catholic schools to:

*Develop your culture with wisdom, ask culture what values it promotes, what destiny it offers, what place it makes for the poor and the disinherited, how it conceives of sharing, forgiveness, love.*

Religious Education at St Kieran's 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. Students become religiously literate as they develop the knowledge, skills and dispositions to interpret and use language confidently in and for faith contexts and the wider society.

At St Kieran's, 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. We aim to assist students to articulate their faith and live it in an open and authentic way.

**At St Kieran's this is evident through:**

- *St Kieran's Vision Document can be found on the website and Parent Portal- added*
- *The Vision for Religious Education is used as a starting point for Curriculum planning*
- *The Vision for Religious Education is referred to during regular professional development, including new staff induction and at the outset of each year*
- *The Vision for Religious Education is reviewed every two years*
- *Units of work where the two dimensions of Religious Education are integrated*
- *Religious Life of the School Scope and Sequence*
- *Religious Education Timetable*
- *Students doing morning prayer, saying grace, meditation*



**Students doing morning prayer.**

We want religious literacy and faith formation to complement the integration of the two dimensions, **Teaching People Religion** and **Teaching People to be Religious in a Particular Way**. This integration assists students as they seek to find meaning in their lives.

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. This deepens our charism, "To know Jesus is to love him." (Canossians). It also enables us to live out our Mission Statement and our School motto of "Strength Through Caring." This motto guides our words and actions as we strive to bring the love and knowledge of Jesus through attitudes of genuine caring and support of one another. We are committed to caring by fostering the core values of love, justice and compassion. Christ is a visible expression of God's love for us so we inherit this calling to shape God's dream for a better world. We embrace the Brisbane Catholic Religion Curriculum, whilst remaining faithful to the tradition of the Canossian sisters who founded our school.

As a Catholic community we:

- *Seek to know Jesus*
- *Treat people with compassion*



- *Promote the Common Good*
- *Strive for resilience*
- *Trust in God*
- *Love one another*
- *Welcome others*
- *Value lifelong learning*

References: Archdiocese of Brisbane (2013). Religious Education: Archdiocese of Brisbane. Archdiocese of Brisbane.

## **CONTEMPORARY CONTEXT OF SCHOOL RELIGIOUS EDUCATION**

At St Kieran's we acknowledge the significant impact of four contexts in our contemporary Catholic School. They are *Societal*, *Ecclesial*, *Educational* and *Digital*. Each of these contexts has its own opportunities and challenges in order to offer high quality education at this school.

### **Societal context**

St Kieran's, like many Catholic schools, operates in a complex and ever-changing environment. Our students are immersed in a global world and exposed to a range of values delivered through diverse media. Catholic Christian tradition is seen by many as one option amongst diverse cultures and belief systems of the world. It is a consequence therefore, to challenge our pupils and families to engage in Religious Education in rich and relevant ways. At St Kieran's we promote a Catholic Christian World view that integrates faith, life and culture.

#### **At St Kieran's this is evident through:**

- *Informing parents of the Religious Education Program during the enrolment process, at Orientation days and information evenings and school website*
- *Forms of communication between school and home e.g. Overviews on the website and regular class class information found on the portal*
- *Scope and Sequence on the Portal*
- *Units of work on the Portal*
- *Acknowledgement of Country at each assembly*
- *Immersing students in a Global World through Caritas, Catholic Mission and St Vincent de Paul Society*
- *Raising awareness and funds for Project Compassion, SVDP Christmas Hampers*

### **Ecclesial Context**

At St Kieran's we are aware that there are an increasing number of families who are less engaged in attending Eucharistic celebrations and so the culture and language of religion is underdeveloped. We acknowledge the need to increasingly provide introductory and developmental understanding and experience of church for students and their families.

Students and their families are involved in mission and outreach through a number of different experiences.

#### **These include:**

- *St Vincent de Paul Hampers*
- *Sleep out for homeless*
- *Mini Vinnies*
- *Faith and Mission Ministry*

- **Pastoral Parents supporting members of the community**



We seek to provide for the families to engage with the Catholic Christian tradition and its spiritual practices.

**At St Kieran's this is evident through:**

- *Inviting school community to attend Masses/Liturgies events e.g. Ash Wednesday, Anzac Day, Catholic Education Week, St Kieran's Day and Final End of School Year Celebration*
- *Sacred Space in each classroom*
- *Staff Sacred Space with weekly Prayer roster*
- *Visible sacred icons throughout the school*
- *Parish Priest as guest speaker in RE classes*



**Parish Priest speaking to class.**

These activities provide experiences of what being a member of a Catholic Christian Community involves. Our work at St Kieran's promoting knowledge, deep understanding and skills about the Catholic and broader Christian tradition, is situated therefore within the broader mission of the Church.

**Educational Context**

The Religious Education program at St Kieran's school, seeks to transform the whole person so that all in the school community are empowered to live the Gospel in their everyday lives. As we develop the faith of individuals we are mindful of their cultural and religious identity.

**At St Kieran's this is evident through:**

- *Ministries - Faith and Mission, Learning, Community, Culture and the Arts, Spirit and for our school leaders Provide photos)*
- *Year 5 Leadership Camp – “Who am I?” and “Who do I want to be?” Personal growth and servant leadership.*
- *Retreats*
- *Celebrations- Attending Mass at St Stephen’s Cathedral, Combined events with Sacred Heart*
- *Outreach to the poor- St Vincent de Paul Hampers,*
- *Outreach to the marginalised- Sleep out, Rice Day*
- *Care for Environment – Gardening Club, Environmental committee*
- *Social Action and Justice – assistance to those in need, Rice Day – See newsletter*
- *Peer Mentoring*
- *Support to charities e.g. Socktober, Catholic Missions, Caritas(Provide photos)*
- *Quality planning for teaching and learning including assessment and reporting*
- *Making links to other curriculum areas e.g. History*
- *Continuing professional development for teaching staff*
- *Reflecting on the BCE Model of Pedagogy during planning*
- *Articulating links between the Religious Life of the School and the Teaching of Religion*



We at St Kieran’s acknowledge the complexities of a contemporary society and therefore students require skills to enable them to promote a Christian perspective when dealing with different issues in today’s world. Religion is a rigorous academic subject in its own right. As in other learning areas, it therefore utilises best practice, high yield strategies, assessment and reporting and the BCE model of pedagogy in the classroom.

### Digital Context

Digital tools are both a necessity and a reality in our contemporary world and should therefore be used in the Religion Curriculum. Students need to demonstrate their learning in a range of rich and powerful ways by being engaged in the critical, creative and responsible use of digital tools in their learning activities. Responsible and appropriate use of these tools is encouraged through a digital citizenship program, which applies to both students and their families. Engagement with Digital tools provides flexibility and differentiated learning, whilst connecting the school and wider community in a global context.

### **At St Kieran’s this is evident through:**

- *Use of interactive whiteboards in all classrooms*
- *Use of 1 to 1 iPad devices*
- *Bank of iPads for students for class use*
- *Teachers and students use Bible Gateway and other appropriate online Bible tools*
- *Teachers use digital tools including Resource Link*
- *Demonstration of learning by the students using digital technology e.g. digital stories, power point*
- *Professional development for teaching staff on Religious Education and Pedagogical practices*



## BELIEFS ABOUT LEARNING IN THE RELIGIOUS CLASSROOM

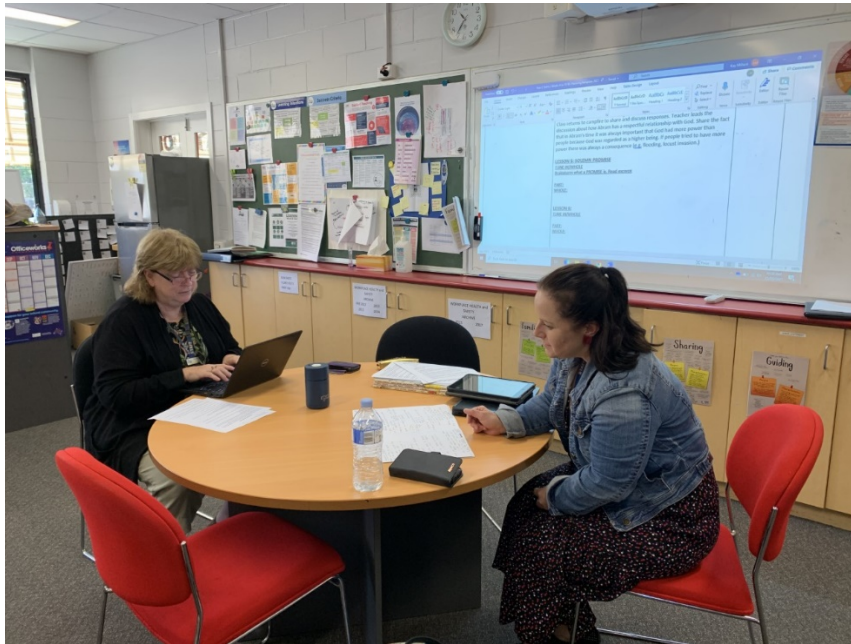
At St Kieran's our beliefs about learners have significant impact on the Religious Education Program. The BCE *Learning and Teaching Framework* of 2012 explicitly articulates the beliefs and responses that flow from these beliefs within our school.

- *Every learner is created in the image and likeness of God and inspired by the Spirit and 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 different but we respond creatively, flexibly and with a future 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 their experiences to contribute to a community in communion, empowered by the Spirit to be at the service of others.*

At St Kieran's school the interests, religious backgrounds and needs of individual students inform the development of the learning in the work units.

### **At St Kieran's this is evident through:**

- **Unit Plans which cater for individual student learning needs**
- **Planning sessions** where teachers plan collaboratively with key stakeholders who address the differentiated needs of each learner



### Teacher Planning Session.

At an individual and class level, data is retrieved from E-Minerva, the BI Tool and evidence of learning to inform planning decision for the next round of learnings. Teachers use this information to interpret the Curriculum flexibly to meet the individual learning needs of students and to personalize their learning.

#### **At St Kieran's this is evident through:**

- *Unit plans which are adjusted to show the way in which individual students are taught and the various 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 emphasize specific aspects such as higher order cognitive skills.*
- *Providing students with opportunities to work with content in more depth or breadth; e.g. using iPad for Web based tools.*
- *Organising additional time and support for students; and drawing from content at different levels along the Prep to Year 10 scope and sequence.*
- *Use of the requirement for diversity in assessment tasks required in the planning template*
- *Consultation with specialist staff- e.g. STIEs; workers in order to make adjustments and develop appropriate learning and teaching strategies to enable success.*

### COLLABORATIVE PLANNING

Within each year level the planning of RE for all 12 classes across P - 6 occurs twice a term for two hours. The two teachers in each year level are released to meet with the APRE during this time to support the planning process. The APRE encourages teachers who require further assistance, to meet more regularly after school or during their non-contact time. Teachers are required to use the St Kieran's template which is then saved on the school portal. This enables collaboration as it is accessible to all teachers. Our specialist teachers and learning support staff are able to view this planning to offer suggestions and adaptations when possible. These plans are reviewed by the teachers and APRE as part of an ongoing monitoring process. There is a shared folder for teachers to place any new and recommended resources.

#### **At St Kieran's this is evident through:**

- *BCE BI tool data on demographics and comparative class and year level data*
- *Year level planning review and evaluation after each unit of work*

- *Modification of assessment tasks*
- *Scope and Sequence for Religious Education which is renewed with the APRE and staff each year to ensure that mandatory requirements in planning learning assessment and reporting of the religious curriculum are regularly audited and monitored*
- *Scope and Sequence and Line of Sight documents are used when planning units of work*
- *Units of work are stored on the staff portal in the RE Folder*
- *Student profiles are passed on to the next year level*

## COMMUNICATION TO PARENTS AND THE WIDER COMMUNITY

At St Kieran's we try to ensure that our parents are informed and engaged in the learning of students in all subject areas. At St Kieran's our web site is for prospective parents, whilst our portal is for our existing parents. As such, the Religious Scope and Sequence is placed on both the webpage and our Parent Portal. Overviews of all subject areas are also accessible on both the Portal and web page. The parent body is informed of the assessment and success criteria on the Parent Portal. At our *Celebration of Learning*, students articulate their learning in Religion to their parents. Members of the school community can also find out more about the Religious Curriculum by attending RE information sessions. The newsletter and teachers' "What's On?" communications are also an invaluable way to find out about the Religion Curriculum. The electronic calendar and push notifications are useful tools to keep parents updated with all our liturgies and celebrations and the Religious Life of the School. Our school foyer, iconography and displays are other ways in which we communicate our school charism.



### **At St Kieran's this is evident through:**

- *Iconography and decoration of school foyer reflecting Catholic identity*
- *'Celebration of Learning'*
- *School website*
- *Parent portal*
- *Push notifications*
- *Calendar of RE*
- *Fortnightly School newsletter*
- *Parent/Teacher meetings each semester and at other times when required*
- *Invitations to events e.g. Morning Rosary before school and ANZAC Day Liturgy*



## IMPACT OF BCE SYSTEM INITIATIVES

St Kieran's School has undertaken to be a part of the Delivering Excellence in Teaching (DELTA) strategy and is beginning to adopt the high yield strategies in all subject areas, including Religious Education. As a TEACH school the purpose is to build the capacity of teachers to adapt pedagogy using data evidence and contemporary research. In 2014, selected teachers were involved in professional learning across the year and the learning was then disseminated to the rest of the staff. This process continues to be ongoing, with teachers focusing on the use of learning intentions and success criteria in all key learning areas. In 2016 we have used the 'Review and Response' process to identify which students are not making the required progress in RE and then have discussions as to what strategies teachers can use to improve their learning.

Teachers use the line of sight documents to assist in their planning. We have an RE data wall with SRS data and the teachers are beginning to reflect on how they can move their students forward. We have participated in the Catching Fire Program over the year and in 2017 we participated in the Leuven Project.

**At St Kieran's this is evident through:**

- Professional learning at staff meetings
- Use of BI data

## CURRICULUM STRUCTURE AND ORGANISATION FOR RELIGIOUS EDUCATION

At St Kieran's, the school religious education program articulates a Catholic view of learning and teaching and is structured around the Model for Religious Education. (Moran, 1991). Both dimensions of this paradigm, namely the classroom teaching and learning of Religion and the Religious life of the school reflect this Catholic view of Learning and Teaching. Therefore four core themes of *Anthropology, Epistemology, Cosmology and the Catholic Christian Tradition* are developed intentionally on the foundation of a Catholic theology and philosophy of Curriculum.

## CATHOLIC VIEW OF CHRISTIAN ANTHROPOLOGY



**Sacred Space**

A Catholic view of Christian Anthropology is centered on the person of Jesus. It recognises that each person is created in the image of God. It emphasises Jesus as teacher whose spirit infuses us with a hope-filled Vision of Life.

At St Kieran's the complementary nature of the Religious Life of the School and the Learning and Teaching of Religious Education reflects the BCE Model for Religious Education. This is strongly connected to our Canossian Charism which is characterised by inclusion, holistic and relational learning and action in community.

**At St Kieran's this is evident through:**

- *Religion Scope and Sequence. This is monitored by the APRE and teachers at the end of each unit and annually*
- *Planning- Units of Work. Teachers are expected to cover all mandatory requirements in their planning, teaching, assessment and reporting which is monitored by the APRE*
- *Year level units of work reflect events and activities that enhance the Religious Life of the School to student learning*
- *RE Lesson plans. The Leadership team ensures the mandated time allocation of 2.5 hours per week is adhered to*
- *Awareness of Social Action and Justice and responsibility for action*
- *Student Leadership Model*
- *School motto and charism*

## CATHOLIC PERSPECTIVE ON EPISTEMOLOGY



Epistemology is concerned with the act and nature of knowing. It explores such questions as, “How do we know?”, “Is all knowledge relative?”, “What are the best ways of communicating knowledge”

A Catholic perspective on Epistemology orients a Curriculum towards: rationality, holistic knowing, knowing and living, wisdom is the fruit of knowing and life-long and life-wide learning. The acquisition of knowledge in the Catholic tradition is viewed as a life-long and life-wide enterprise. Reflective learning and teaching nurtures this acquisition.

## CATHOLIC UNDERSTANDING OF COSMOLOGY

Cosmology relates to how we understand our place in the Universe and the choices we make within the integrity of creation. Through the elements of stewardship and Sacramentality, Catholic Christians are called to respond to questions “What is our place in the Universe?”, “How do we live within the integrity of creation?”



## CATHOLIC CHRISTIAN STORY AND TRADITION



From the very beginning of Christianity, the Christian community has been engaged in teaching. The person of the teacher is integral to the project of teaching. The transformative process of learning and teaching is captured in the Vision of Brisbane Catholic Education to *Teach, Challenge and Transform*.

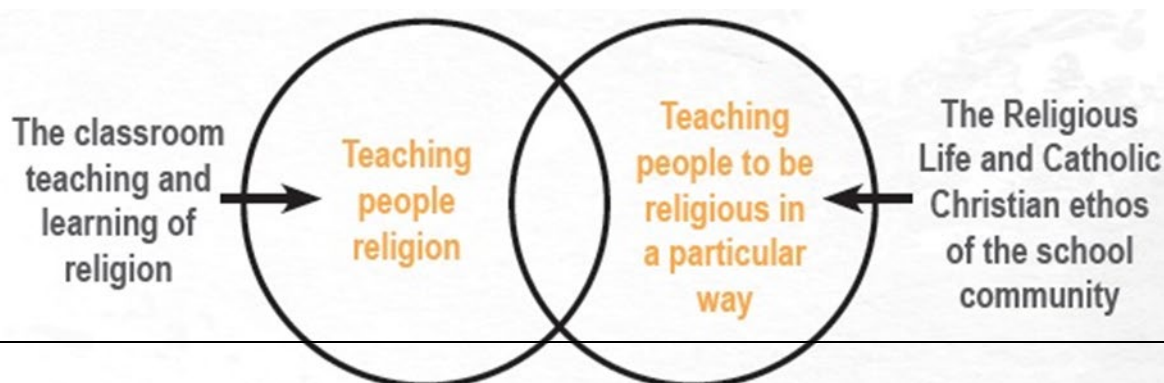
This Vision is realised at St Kieran's by everyday witness, and learning and teaching that challenges and transforms the culture and the world in which we live.

Ongoing spiritual formation for religious educators is as important as professional and theological learning. A person-centred understanding of spiritual formation begins with honouring and exploring the personal narrative of each individual's experience of *My Story*, through an approach that engages the head, heart and hands (experience, knowledge, practice and application). The individual experience of *My Story* can be found within the communal and narrative experience of *Our Story*. This in turn is encompassed in *The Story*. At our school this approach is supported by:

- *Weekly Staff prayer*
- *Weekly Meditation*
- *Professional development*
- *Reflection opportunity*
- *Development of Charism and iconography*

## OUR MODEL FOR RELIGIOUS EDUCATION

At St Kieran's, we utilise Gabriel Moran's Model (1991) for religious teaching which emphasises the distinct and complementary nature of both dimensions of Religious Education, these being, teaching people religion and teaching people to be religious in a particular way. Whilst drawing on the Catholic Christian Tradition, we are always mindful of local contexts and the ecumenical and multi-faith realities of contemporary culture.



Some examples of St Kieran's being responsive to religious diversity are as follows:

- *Celebration of Multi-Cultural Day*
- *Units of work e.g. Hannukah, Link with History unit*

The fullness of the *Vision for Religious Education* is realised through engagement in both dimensions. The learning activities within service learning especially, need to be accompanied by active participation in and reflection on, if we are to effectively fulfil the Vision for Religion Education. At St Kieran's, we recognise that the Model for Religious Education is developed beyond the length of time available in a school context and that it in fact, requires 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 at St Kieran's, 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 re-conceptualist approach, teachers are aware of the need to avoid using presumptive language and no assumptions about students' faith development based upon their particular religious affiliation. At St Kieran's, 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 re-conceptualist classroom is not simply a place for transferring facts and knowledge. At this school, a re-conceptualist 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.

### Powerful Pedagogies

The pedagogical practices embedded in the Brisbane Catholic Education Model of Pedagogy (2012) are essential for effective learning within the Religion Curriculum. In addition, the five high yield strategies are also to be addressed as it is a core goal of BCE. Both these pedagogical models are consistent with a reconceptualist approach to the teaching of Religion.

An examination of the sample units and the Template for Planning in RE will show that we support the five practices which provide a common language for planning and reflection of learning and teaching in the Religion Class. These practices include:

- *Focusing on learners and their learning*
- *Establishing clear learning intentions and success criteria*
- *Active multiple ways of knowing, interacting and opportunities to construct knowledge*
- *Responding with feedback to move learning forward*
- *Evaluating learning with students as activators of their own learning and resources for others*

We have undertaken professional development in this area to ensure that teachers utilise these practices effectively and confidently.

### Integration of Four Strands

Entitlement to learning in the Religion Curriculum is ensured through the balance and integration of all four strands: *Sacred Text, Beliefs, Church and Christian Life*. These strands are interrelated and taught in ways that are both integrated and appropriate to our local context.

## FOCUSING ON LEARNERS AND THEIR LEARNING

At St Kieran's a minority of families are connected to the local Parish and are literate in the Catholic Christian tradition. Nevertheless, it is a reality that an increasing number of students have low levels of religious affiliation and experience of the Catholic Religion and its expression.

Our religion teachers understand their learners, including the lack of awareness of the Catholic faith due to the contemporary secular society in which we live. As such, teachers address this reality by undertaking a re-conceptualist approach. They therefore build on the understanding that each learner brings to the religion classroom. They adopt an inquiry approach which incorporates a powerful questioning pedagogy that stimulates and supports authentic student engagement.

### **At St Kieran's this is evident through:**

The planning document which contains:

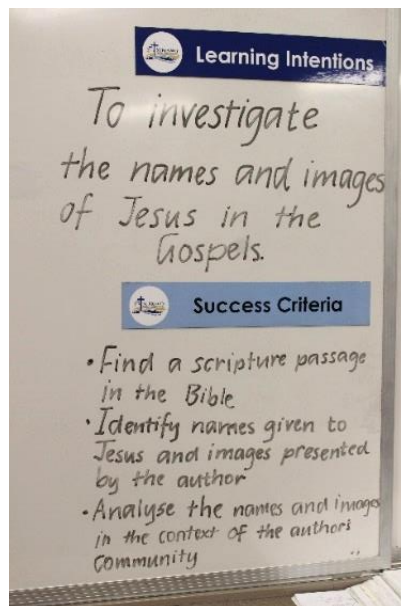
- *Inquiry questions*
- *Activities and resources that rely on a re-conceptualist approach e.g. worlds of the text*
- *Choice, variety and flexibility of learning*
- *Consistent approach to assessment*

- *Assembly Roster which shows direct links between teaching about Social Justice and peace and then opportunities for action*

## ESTABLISHING CLEAR LEARNING INTENTIONS AND SUCCESS CRITERIA

At St Kieran's, teachers have the responsibility to implement the Religion Curriculum. The planning template is located in the Curriculum Religion folder on the School Portal. The planned learning takes account of the capabilities and readiness of students, while at the same time ensuring a classroom that engages and challenges students. Time is made available every three weeks to assist teachers to collaboratively reflect on learning to establish the effectiveness of their planning, the teaching strategies employed and the achievement of students within a three week cycle. This process informs the teaching for the next cycle and subsequent years.

The Sample units of work provided illustrate how teachers make clear the learning intentions and success criteria required. Learning Intentions and Success Criteria for each RE lesson can be found on the



whiteboard in each classroom. In this way it is a visible reminder of what the students are learning and how they will know if they have achieved it.

At St Kieran's we ensure a valid range of quality assessment against the year level achievement through internal moderation of work samples. Every year teachers bring unmarked samples and collaboratively discuss and moderate these samples at staff meetings and during planning. (See Staff Meeting Roster) We have a St Kieran's online Portfolio which contains a variety of learning samples at each year level. External moderation occurs on CTJ day. This involves regularly reviewing the allocation of standards A to E



scale for each year level and making it visible on a data wall which is located in the board room.

## TIME ALLOCATION AND EFFECTIVE TIMETABLING OF RELIGIOUS EDUCATION AT ST KIERAN'S

The teachers at St Kieran's adhere to the mandated minimum hours of 2.5 hours per week of Religious teaching from P - 6. This equates to 92 – 100 hours per year based on 37 – 40 teaching weeks per year. Teachers are encouraged to have the R.E lessons during prime teaching time to optimize student learning. Liturgy, prayer, hymn practices and other religious practices are not included in this provision. The effective timetabling of religious classes is given high priority within the life of the school as evident in the procedures' folder, timetables and daily/weekly work plans which ensures that both dimensions are covered through the week. This is monitored each term by the APRE

New and inexperienced teachers at St Kieran's are involved in an Induction Process. This involves meeting regularly with the Principal and APRE. Part of the induction process includes professional learning in relation to Religious Education. Teachers will also meet regularly with their class mentor, whose role is to support them in the teaching of all subjects, including Religion.

Daily teaching plans clearly timetable the classroom teaching of Religion and aspects of the Religious Life of the School. A year overview of Annual Events in the Religious Life of the School can be found on the RE Roster and on the portal so that teachers can consult this when planning units of work for the classroom teaching of Religion.

### **At St Kieran's this is evident through:**

- *Procedures' Folder*
- *Daily/Weekly work plans*

## DESIGN PRINCIPLES FOR RELIGIOUS EDUCATION AT ST KIERAN'S

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 Kieran's.

### **Catholic Christian Worldview**

The content of the Religious Curriculum makes very clear that a Catholic Christian world view is to be evident. This in turn integrates faith, life and culture. Where possible, content embraces an ecumenical perspective, multi –faith context and reality of contemporary religion classrooms.

### **Seamless Curriculum**

The Religion Curriculum at St Kieran's reflects the philosophy, content, focus, structure, academic rigour and assessment and reporting modes used in all other learning areas. See for example, the assessment tasks in the sample units provided and the copy of the school's report card in the Validation Folder.

### **Pedagogical Direction, including Line of Sight**

The pedagogical direction of the Religion Curriculum is consistent with the BCE Model of Pedagogy (2012) and draws significantly on John Hattie's research, Visible Learning (2009). For the last two years the school has been a Learn school and has used many of the Visible Learning practices. This year we are involved in the Math's Learning Collaborative and have adopted the high yield strategies.

The Religion Curriculum P-12 promotes inquiry learning, a learner centred pedagogical approach to learning and teaching, that aligns closely with the directions taken in the Australian Curriculum.

We have taken these principles into consideration when developing our own planning template for Religious Education. By using BCE documents, these pedagogical directions have been adopted at our school.

At St Kieran's, continuity in the Religion Curriculum is ensured within and between year levels, through collaborative planning practices. Mapping the content across years P-6 enables teachers to design units of work that are developmental. This ensures teachers are building on where students' learning in Religion is situated, and leading onto where the students are heading in their learning. There is a clear focus on the Line of Sight in year level planning, which aligns with the RE curriculum. The planning template also identifies the Learning Intentions, Success Criteria, General Capabilities and Cross Curricula Priorities.

Teachers then articulate the teaching and learning sequence through an inquiry approach, via the Fertile Question which drives each unit. Students are provided with varied and multiple opportunities for assessment and various modes of assessment to allow students to meet the achievement standards for each year. The Procedures' Folder includes instructions regarding referring to the scope and sequence, not only of the current year level, but of those the year before and after. There is also a clear focus on the line of sight in year level planning: Year Level Description, Achievement Standard and Content Descriptions as evidenced in the planning template used for RE.

**At St Kieran's this is evident through:**

- *The Procedures' Folder*

**Alignment - 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. St Kieran's has mapped out a scope and sequence for the Religious Life of the School aligning it to celebrations and events within the liturgical year. The Charism of St Kieran is supported in a unit of work that occurs around the time of St Kieran's Feast Day. Catholic Social Teaching is evident in each year level and supports projects on Social Justice within the school e.g. Winter appeal for St Vincent de Paul.

**At St Kieran's this is evident through:**

- *The Scope and Sequence for each year level which indicates where that alignment occurs in each unit of work. It includes a brief summary of the content of each unit, specific reference using codes, the mandated texts studied in each unit and mandated prayers covered in each unit.*
- *St Kieran's Day liturgy*
- *Unit plans*
- *RE Roster aligned to liturgical events*

## HIGH QUALITY LEARNING AND TEACHING

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

## ACCREDITATION REQUIREMENTS

### Accreditation to Teach Religion in a Catholic School

All teachers at St Kieran's Primary School are required to teach religion and therefore must be accredited to teach in a Catholic School and also accredited to teach Religion. Every year an audit is conducted to keep our accreditation records updated. – See list of staff qualifications. This information is also in the BCE audit of accreditation which occurs every five years. Teachers who have provisional accreditation are encouraged to undertake REAP and further study in order to gain full accreditation. Currently at St Kieran's,

all teachers have Accreditation to Teach and all but two teachers have Accreditation to Teach Religion in a Catholic School. These two teachers have provisional accreditation and both have just participated in REAP.

### Maintenance of Accreditation

As part of their professional learning, all staff are required to maintain their accreditation status by engaging in the required numbers of hours (25hrs to teach in a Catholic School and 25hrs to teach Religion in a Catholic School every five years). The School provides opportunities on Professional Learning Days – See Calendar and offers these to both part-time and relief staff. Teachers are expected to find other opportunities in their own time to complete the requirements. The APRE puts the Religious Professional Education Calendar in the staff room and sends out regular e-mails to notify staff of other opportunities. The APRE ensures that staff attendance at professional learning is recorded on a sign on sheet and inputted into i-Learn and the Queensland College of Teachers. Staff are also encouraged to keep records of their own professional learning and upload them when necessary.

#### **At St Kieran's this is evident through:**

- *List of PD related specifically to RE*
- *Sign in book for PD*
- *APRE through emails informing staff of any Professional Learning and encouraging attendance*
- *List of Qualifications which identify who needs to do the REAP program*
- *Release time for SIT members- see Calendar*
- *Staff at CTJ or Internal Moderation or planning sessions*

### Professional Learning

Teachers of Religion at St Kieran's School engage in ongoing Professional Learning that focuses both on the Religious Life of the School and the teaching of Religion in the Classroom. At our RE Collaborative Meetings, teachers look at the RE Data and then focus on practices to enhance student learning in this area.

In 2021, staff undertook PD on Autopraxis, Actions not worlds to reinfuse it into the school. In 2021 the APRE and her team have focused on developing the charism of St Kieran's through telling the story to the community via Cornerstones, and iconography which includes a statue of st Kierana.

#### **At St Kieran's this is evident through:**

- *Professional learning record for Pupil Free Days*
- *PD undertaken – see copy of sign in book and photos*
- *Photos of iconography developed e.g. Cornerstones, Statue of St Kieran*

### Powerful Whole School Pedagogies at St Kieran's

As stated in the previous section, St Kieran's school supports the BCEO goal of Excellence in Teaching and Learning We have began to embed some of the practices and high yield strategies including Review and Response, data walls and learning walk and talks into our daily practice. We also adhere to the BCE Model of Pedagogy that ensures continuity of learning for all students within and beyond the religion Curriculum classroom.

The RE planning shows the key strategies, processes and requirements of these pedagogies used at our school to ensure that the Religious Education contains the same academic rigour and assessment practices as other Curriculum areas.

As outlined in the staff handbook, these processes are led by the Principal with support from the APRE, RE Team, Learning Support, Curriculum teachers, RE team leaders and Teacher-Librarian. Teachers also

work together to collaboratively lead the developing and monitoring of St Kieran's approaches to Curriculum, pedagogy, assessment and reporting across the year level.

**At St Kieran's this is evident through:**



- *Planning template*
- *Class room displays and anchor charts*
- *Open questions,*
- *Learning Intentions and Success Criteria are explicitly communicated to students and parents.*

**Meaningful Relevant Learning Experiences**

Teachers meet the needs of all learners by providing a range of engaging learning experiences. These are aligned to the Curriculum and the year level achievement standard. The diverse needs of students are catered for through differentiation of learning experiences.

**At St Kieran's this is evident through:**

- *Units of work*
- *Samples of learning*
- *Resource link bookings*
- *Access the Three Worlds of the Text resources*
- 
- **Quality of Resources**

Currently, teachers put their planning and engaging and meaningful resources on the School Portal to collaborate with their colleagues within their year level. There is an RE Resources folder on the Portal in which teachers can place resources that will be useful to everyone on a number of topics e.g. School Charism, St Kieran, Caritas, Catholic Mission. A number of resources are available in the library including a Jewish artefact box, big book, and puppets. New RE Resources are shared at briefing and displayed in the library so that staff are made aware of them.

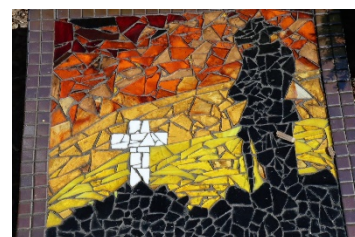
Each year the APRE has to put forward a proposed budget for the following year that aligns with the school's annual goals. This is approved by the school Principal.

During the last few years many resources have been purchased:



*resources purchased.*

- 2019-
- 2020 – *Teacher background information books, commentary, puppets, Class set of year 2 and 3*
- 2021- *Statue of St Kieran, stones, liturgical gowns, prayer*
- *Parents are informed of*



*Bible bibles for corner cloths new*

**Mosaic from ANZAC Garden**



RE is resources at St Kieran's through a budget submission which outlines the requirements for the following year. This is then negotiated with the Principal and finance officers. Requests are made for items via the Principal and if approved the purchase order is submitted. These resources need to be meaningful and relevant resources for students.

## EFFECTIVE ASSESSMENT

Assessment of student learning is an integral part of the classroom teaching of all learning areas, including Religious Education and complies with the BCE Model of Pedagogy. The assessment processes utilised, aim to improve learning and inform teaching. Teachers use assessment practices to identify, gather and interpret information about student achievement and learning. This information is used to improve, enhance and plan for further learning.

When teachers meet for RE planning, they review the learning that has taken place, then plan the next five weeks of work based on the findings of the review. Learning intentions and success criteria are identified as appropriate.

Evidence gathered must include the knowledge, deep understanding and skills described in the relevant achievement standards and reflected in the success criteria.

**Knowledge** describes the information, facts and principles specific to a learning area.

**Deep Understanding** relates to the concepts underpinning and connecting knowledge in a field/discipline and is related to a student's ability to appropriately select and apply knowledge to solve problems in a particular learning way.

**Skills** describe the way of working specific to a field/discipline and therefore focused on specific techniques, strategies or processes in a learning area.

### Tools for Assessment

Teachers at St Kieran's are encouraged to use a range and balance of assessment tools. (See example of assessment)

This range and balance of assessment tools allows teachers to cater for all learners and learning situations, to measure the impact of their teaching and plan for further learning and teaching. Assessment involves three core ideas:

- 1) *Teacher Observation: Observing students and monitoring their progress as they work*
- 2) *Student/Teacher consultation: Interacting with students either formally or informally*
- 3) *Focused analysis: Teachers examining in detail student responses to tasks or activities*

Assessment tools	Questioning	Reflective tools	Observation
Running Records Success Criteria Annotated work samples Written tests Extended response Group discussion	Think Pair Share Wait time Effective questioning Asking questions Question Matrix	Blogging Reflective journal writing Podcasting Reflective questions and prompts Learning logs	Anecdotal records Checklists

Oral presentation Drama Written tasks Portfolios Graphic organisers Concept maps	Bloom's Taxonomy	Thinking skills Peer feedback Teacher feedback Two Stars and a Wish Plus, Minus interesting Thumbs up, thumbs down	
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### Making Judgments

Making judgments and providing quality feedback is achieved through annotation and daily marking of work samples with comments, conferencing with students, as well as using annotated assessment samples, and jointly constructing success criteria.

### Moderation

Moderation of RE tasks occurs at a number of informal and formal levels at St Kieran's. As part of the **three weekly cycle planning** process, teachers engage in professional dialogues as they look at the evidence of learning and agree on standards. This occurs after reviewing the line of Sight between the Achievement Standard, Knowledge, Understanding and Skills and diverse assessment tasks which are similar in standard. Joint construction of success criteria by students and teachers, assists teachers to apply the same correction standards to student work – See example of work samples with success criteria.

Through discussion and annotation, teachers are able to establish equity in marking on assessment tasks.

A formal **intra-school moderation occurs in September, when** teachers bring annotated samples of work 'at standard' and 'above standard' to a staff meeting. Unmarked work is also moderated to help develop a consistent approach. We are also in the process of developing at St Kieran's, e-portfolios with examples of 'expected' and 'above standard' within each year level.

The school participates in inter-school moderation in October, when staff share annotated work samples from their year level, with colleagues from a cluster of schools.

### Feedback to Students

Self-assessment is regarded as vital to success at school. It involves teachers:

- *Ensuring students understand the learning intention*
- *Constructing with students the success criteria for each assessment activity so that students are clear on how they can be successful*
- *Explicitly teaching students how to apply those criteria to their own work*
- *Providing students with feedback to help them improve*
- *Helping students to set learning targets to achieve that improvement*

Peer feedback takes place when students offer each other suggestions as to the quality of their work highlighting:

- *What has been done well in relation to the learning intention and success criteria*
- *What still needs to be done*
- *Suggestions as to how to achieve that improvement*

As part of the School's commitment to DELT the three high yield strategies, namely Data Walls, Review and Response and Walk Through have been part of St Kieran's Culture in the teaching of all subjects. Students have been better able to articulate their learning through the use of the following key questions:

- *What are you learning?*
- *How are you doing?*
- *How do you know?*

- *How can you improve?*
- *Where do you go for help?*

At St Kieran's, teachers who have undertaken the practice of student self-assessment and peer assessment, have noticed that the responsibility of learning shifts from teacher to student. There also seems to be an increase in student motivation and their ability to use the feedback from the teachers on the learning, which in turn informs the next cycle of learning and teaching by the teacher.

**At St Kieran's this is evident through:**

- *Video clip of students in consultation with either teacher and /or peer*

### Consistency of Teacher Judgement

Consistency of Teacher judgement occurs through a number of ways at St Kieran's. Collaborative planning assists consistency of teacher judgement through the use of examining learning samples which in turn inform the planning. At this meeting teachers often have professional conversations around samples of learning. It can also be seen in the planning template, which includes learning intentions and success criteria. Teachers consult the line of sight documents, discuss commonality of standards in assessment tasks and the marking policy. At St Kieran's we have intra-school moderation of RE annually. A portfolio of annotated samples is available on the portal for each year level to assist with consistency of teacher judgement. For the last three years, RE has been part of the formal external CTJ process. As such, CTJ has been a key strategy for implementing the Religion Curriculum P – 12 and monitoring its effects on student learning. The procedure and processes for internal and external moderation can be found in the procedures' folder.

**At St Kieran's this is evident through:**

- *Internal moderation*
- *Agenda for CTJ Day*
- *Annotated samples from CTJ Day uploaded to BCE*



## Internal Moderation

### REPORTING STUDENT LEARNING – PROGRESS AND ACHIEVEMENT

#### Whole School Processes

There is a whole school planning procedure which details the requirements for planning in all curriculum areas

Religious Education is a curriculum area that is addressed as other subject areas. This means that it is taught, assessed, reported and evaluated in the same way as other subject areas. These processes for reporting, assessment and evaluating can be found in the procedures' folders – Add reporting/assessment process to the Procedures Folder Student achievement is recognised and celebrated in our school community in a variety of ways. These include; learning certificates at assembly, one to one feedback with students, Celebration of Learning events, performances and exhibitions.

We offer two parent - teacher interviews per year in which parents can find out about the progress of their children. In addition, teachers may contact parents if there are any concerns or to share success. In addition, parents can make an appointment to see teachers when required. We also have an RE information night for parents annually, to inform them about the Religion Curriculum.

#### Reporting

St Kieran's School uses the BCE online student reporting system, SRS, to give a summative report to parents twice a year. This system enables teachers and administrators to create, proofread, edit, verify and publish student reports. The process can be found in the procedures' Folder on the portal – See procedure for reporting. A report card has also been added to Validation Folder

#### ***At St Kieran's this is evident through:***

- *A report card*
- *Annotated work samples*
- *Parent/teacher conferences timetable*

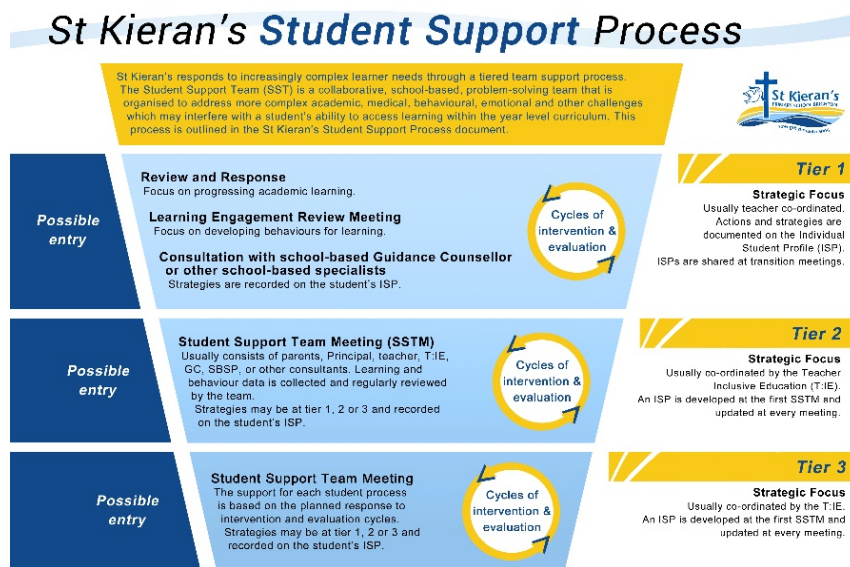
### MONITORING AND EVALUATION

#### Processes for Monitoring Student Achievement and Planning

This section of the St Kieran's Religious Education Program outlines how student progress and achievement is monitored to ensure high expectations for each student. It shows how data is used to evaluate current practice to inform decision making and action, related to the classroom teaching of Religion and the Religious Life of the School.

At St Kieran's all staff are responsible for, and have a role in, curriculum pedagogy assessment and reporting. The Principal, APRE, PLL and Learning Support teachers monitor the curriculum. The APRE lead implementation of the Religion curriculum. The data team, consisting of the leadership team, meet termly to examine the data in all curriculum areas across the whole school. They use the BI tool to look at student achievement across both individual and class levels. They also examine the work samples in our school portfolio to ensure consistency in achievement levels across classes. We have had a data wall which has the RE achievement level of each student gathered at the end of Semester is reviewed. This determines future action, including the professional learning required to assist teachers to meet the diverse needs of students in their classes. We also have professional learning sessions every semester where data is examined and acted upon by staff. The data team also examines the changing demographics of the school's religious population, to ascertain how this may affect planning for a re-conceptualist approach, as well as evaluating the current state of the Religious Life of the School.

Teachers meet every five weeks with the APRE to plan a new unit of work. This process starts with a review of the previous unit in which teachers examine the learning that occurred through learning samples, assessments tasks and student results. The suggestions, as a result of the evaluation of the unit, are saved on the Portal as part of the Unit plan. This enables them to be regularly monitored by the APRE, PLL and Learning Support Team Members. Any recommendations can therefore be acted upon by teachers next time the unit is taught. New units of work that have already been written in previous years have to be adapted to reflect the needs of the current students. This includes professional conversations around the data and learning samples provided, to ascertain the learning that has occurred and reflect on the learning that still needs to take place. These team members are working in collaboration with classroom teachers, building their capacity to ensure that they provide the necessary differentiation to the year's curriculum content and achievement standards in all subject areas. They, in turn, meet regularly with the Principal to discuss the learning that is occurring in all classes and address any issues that are impacting the learning



of the students. These opportunities to monitor and evaluate the planning prove to be very valuable.

At the beginning of each unit, the previous unit is reviewed by the RE Year level leader along with the APRE. This involves using the Line of Sight documents to ensure that appropriate planning and teaching is going to take place. At the end of term these leaders track and monitor the learning that has occurred by examining data, work samples and exercise books. These leaders are responsible for ensuring that teachers have high expectations for each student so that quality learning occurs.

Staff are notified of any changes in practices in the Religious Curriculum through e-mail (see examples), collaborative planning sessions, which the APRE attends and notices at briefing or staff meetings. Team leaders are also responsible for communicating to the rest of the year level, any changes to the current practices and they are also accountable for ensuring that these changes are implemented.

The regular internal moderation and participation in the BCE CTJ process are other ways which enable the evaluation of planning, learning and moderating assessment. After CTJ, the Data team reviews the CTJ material and checks that there is alignment with our St Kieran's portfolio. They also look at the CTJ reports and compare and contrast with previous data to give forward direction.

#### **At St Kieran's this is evident through:**

- *Data wall*
- *Calendar of planning sessions*
- *Work samples from St Kieran's portfolio The RE Planning template*
- *Respond to data*

- *Opportunities for differentiated learning*
- *Choice in tasks and assessment*
- *Alternative pathways depending on student engagement*
- *A variety of tools, summative and formative, for monitoring progress*
- *Variety of modes for student engagement*
- *Variety of resources in response to reflection on student and teacher feedback*
- *Have shared spaces for year level teachers to make comments on units, feedback and evaluation of units of work which are updated each time the unit is taught*

### Processes for Monitoring the Religious Life of the School

Processes for organising elements of the Religious life of the school can be found on the portal. These include:

- *Scope and Sequence*
- *Staff Prayer*
- *Liturgy*
- *Mass*
- *Procedures for prayer e.g. start day with prayer, Grace before and after meals, Close of day prayer*
- *Reconciliation*
- *Social Justice Activities*
- *Strategic Plan*
- *Weekly Meditation*

Both formal and informal processes assist the APRE and the RE Leaders to monitor how well the components of the RLOS are being addressed and taught. Elements of each component of RLOS that are addressed are recorded in the RLOS Scope and Sequences and the Religious planning template.

This monitoring also occurs at our regular monthly meetings with the Parish Priest, where the APRE and the Principal review the liturgical celebrations and prayer rituals in the team.

The leadership team has developed a five year Strategic Plan for '**The Religious Life of the School**'. The plan addresses the Vision, Mission, school prayer, song, motto and charism. These are presented to the school board for discussion. In 2015 the APRE reviewed the charism and led its development at a PD day in January 2016. Every year the Principal and APRE evaluate the Religious Life of the School when reflecting on the school goals as part of the BCE School Renewal process. We are very conscious of keeping the Catholic identity alive and the need for constant spiritual renewal of staff, so we provide engaging experiences on an annual basis. For instance, in 2016 staff at St Kieran's will participate in the Catching Fire Program. In 2017 the school will participate in the Leuven project. Each year the leadership team reviews the school's annual prayer and ritual calendar. For example, in 2015 it was agreed that the younger students would participate in liturgies rather than Eucharistic celebrations. The Social Justice and Outreach program is also reviewed every year in consultation with staff. For instance, in 2016 we have a proposed program which involves using our student leaders to lead our social justice and outreach activities.

#### **At St Kieran's this is evident through:**

- *Five Year Strategic plan developed by the Leadership Team*
- *Social Justice Program*

