

# RELIGIOUS EDUCATION PROGRAM

## OUR LADY HELP OF CHRISTIANS HENDRA



# Our Lady Help of Christians, Hendra

## Introduction

---

Our Lady Help of Christians, Hendra is a co-educational primary school located in the inner north of Brisbane. We have a current enrolment of 161 students from Prep through to Year 6. Our school offers the latest in teaching and learning, technology, extra-curricular activities, and the benefits of being a high quality inclusive Catholic school.

Our Lady Help of Christians School was named after the patron Saint of Australia. We acknowledge the Turrbal People as the first owners of the land on which the school was built.

The school was opened by the Right Reverend Monsignor James Benedict Lynch on 25<sup>th</sup> January 1937. Two Josephite sisters travelled to Hendra each day from the convent in Nundah to conduct classes at the school.

The Josephite Order continued St Mary MacKillop's teachings until 1977 when the school relinquished their responsibility to Brisbane Catholic Education. The Josephite Charism continues to guide the vision and mission of our school today, which is brought to life through the praying of our school prayer daily. This charism is the foundation of everything we do. We nurture this with our children, parents, staff and the wider community because we believe it is crucial to promoting God's love.

The Josephites have gifted us with their spirituality which endeavours to:

- have faith in God's presence in every circumstance or experience;
- seek right relationships with God, others, self and the earth;
- serve the disadvantaged, poor, socially deprived and neglected;
- draw on the strength and resilience of God's love, live simply, engage with others to meet human needs;
- be advocates for the voiceless, care for the earth, wonder at nature and create welcoming communities.

Our school motto of "*Faith, Courage, Action*" reflects the ideals of the Josephite Order and its founder St Mary MacKillop.

*In the Spirit of Mary our Mother and in the footsteps of St Mary MacKillop we are:*

- People of Faith who strive to live the gospel values through prayer, community spirit and celebration
- People of Courage who seek God's help, and support one another
- People of Action who welcome all, encourage positive relationships and build a happy and caring learning community.

Through our prayer and liturgical life, and our close relationship with the parish community, we strive to grow in the knowledge of Christ according to the Catholic Christian tradition.

# Our Lady Help of Christians, Hendra

## Element One – Students and Community

Our Lady Help of Christians' Vision and Context for Religious Education

OLHC's Religious Education Program is responsive to the needs and religious backgrounds of students and the contemporary contexts for learning in the religious classroom.

### At the School Level

#### DEMOGRAPHICS:

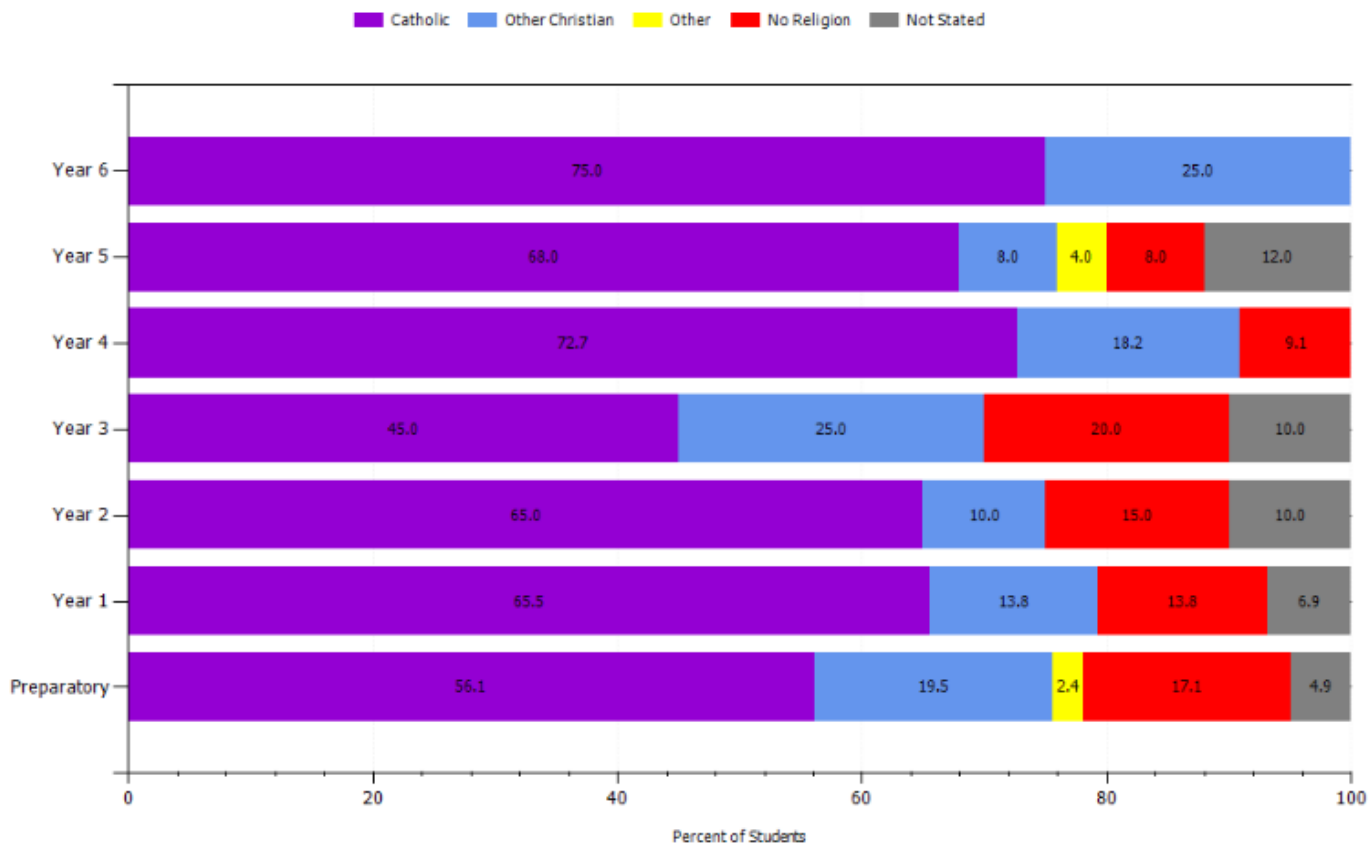
Our Lady Help of Christians is a co-educational school with a current enrolment of approximately 161 students from Prep to Year 6. OLHC has seen a steady increase in student numbers. 62.1% of our students are Catholic with a further 16.1% belonging to another Christian religion. 23.5% of our families identify as no religion or not stating a religion.

Student Religion	Percentage
Catholic	62.1%
No Religion	16.7%
Other Religion	1.2%
Not Stated	6.8%
Other Christian	16.1%

Communicating how we teach and interpret scripture to all in our community is important, especially to our families of Christian faiths other than Catholic, in particular with families of the Pentecostal faith who interpret scripture literally. Families of non-Christian faiths in our community appreciate the acknowledgement of certain celebrations and traditions of their faith throughout the year. Students of these faiths may need structures or allowances to be put in place. For example, a student of Islamic faith will need to be considered during Ramadan, especially if the class is doing Physical Education.

# Our Lady Help of Christians, Hendra

## 2020 Class Statistics



The percentage of Catholic students in our Year 3 class is the lowest for our school. This indicates that the importance of teaching the students with a reconceptualist approach is very important. We must ensure that teachers avoid presumptive language and teach 'about' the tradition.

Our Lady Help of Christians' Religion Program takes into consideration the demographics of the students, their families and the local community.

### This should be visible in the school through:

- Information about the religious background of students is accessed and considered when planning units of work.
- Sharing information in the school newsletter to ensure that all members of the community, who wish to share and celebrate our Catholic Christian heritage, feel welcome and respected in their own faith journeys, through opportunities to engage in religious celebrations.

# Our Lady Help of Christians, Hendra

- Parent information is shared on the school website to expand parent's knowledge of the Religion curriculum.

## **VISION FOR RELIGIOUS EDUCATION**

Our Lady Help of Christians shares and promotes the Vision for Religious Education articulated by Brisbane Catholic Education and the wider church. This vision includes the two dimensions of formation of student's religious literacy and their personal faith.

Our Lady Help of Christians, as a Catholic Christian community, educates all to live the gospel of Jesus Christ as successful, creative, confident, active and informed learners; empowered to share and enrich our world. We envisage a school where students and staff are active, confident and inquisitive through a purposeful and challenging curriculum. We are committed to building a learning community where learning and teaching is visible, explicit and responsive, creating equity and excellence for all learners; where all members demonstrate motivation, engagement, and empowerment in reaching their potential as life-long, enthusiastic learners.

Our mission is to develop students as life-long learners through a balanced curriculum enriched by Gospel values whilst empowering them to make a positive contribution to the community.

We believe that Religious Education at OLHC enables our students to be creative and informed learners who are literate in the Catholic Christian Tradition. This deep knowledge of our Catholic Identity empowers our students to participate critically and effectively in their world. Our Religious Education Curriculum is flexible and based on current pedagogy and provides opportunities for our students to achieve success.

We believe that there is an important link between the teaching of Religion and the Religious Life of the School. This is visibly expressed through our gathering as a community to pray and worship, as well as giving witness to the Gospel values in the way we welcome all, build positive relationships, support one another and celebrate as a community.

### **This should be visible in the school through:**

- The Vision for Religious Education can be found on the OLHC School website.
- The Vision for Religious Education is used as a starting point during curriculum planning.
- The Vision for Religious Education is focused on periodically during professional learning sessions.

# Our Lady Help of Christians, Hendra

## CONTEMPORARY CONTEXTS OF SCHOOL RELIGIOUS EDUCATION

At Our Lady Help of Christians, recognition is given to the four contexts identified as having significant impact on Religious Education in contemporary Catholic schools. They are the ***Societal Context, Ecclesial Context, Educational Context and Digital Context.***

### ***Societal Context***

Our Lady Help of Christians operates in a complex and ever-changing environment. Our students are immersed in a global world and from an early age are exposed to a range of values represented through diverse media. As a result of this, our school is continually challenged to engage families in Religious Education in rich and relevant ways. We respond to that challenge in a variety of ways.

#### **This should be visible in the school through:**

- Informing parents of the Religious Education program at Our Lady Help of Christians
  - During the enrolment process
  - During Prep Orientation days
  - At parent information evenings at the beginning of each year
  - Through the school newsletter
  - In Term overviews
- School behaviour expectations
- Our SOAR Matrix. Students SOAR with Faith, Courage and Action.
- Acknowledgement of Aboriginal culture at the beginning of each assembly and during significant events such as reconciliation week and NAIDOC week.
- Immersing students in a global world through the use of Caritas, Catholic Mission and St Vincent de Paul resources.
- Raising awareness and funds for Caritas, St Vincent de Paul and Children's Catholic Mission.

### ***Ecclesial Context***

Our challenge at Our Lady Help of Christians is to engage an increasing number of students and their families with the tradition, language and culture of the Church. We seek to provide opportunities for families to engage with the Catholic Christian tradition and its rich spiritual practices.

#### **This should be visible in the school through:**

# Our Lady Help of Christians, Hendra

- Inviting the school community to attend weekly school Masses as well as class liturgies and prayer assemblies.
- Weekly assemblies, praying our school prayer each morning led by students.
- Staff and family participation in parish Sacramental programs.
- Promoting parish activities, for example, Sacramental programs, children's liturgies, Ignite program, Keynote speakers.
- Whole school Masses every Wednesday and year level Liturgies of the Word in classes.
- School Masses and Liturgy of the Word celebrated for significant events such as beginning of school year Mass, Ash Wednesday, Holy Week/Easter, ANZAC Day, Mother's/Father's/Grandparents Day, Pentecost, Catholic Education Week, Feast days (St. Patrick, St. Joseph and Our Lady Help of Christians, Mary MacKillop), graduation Mass, conclusion of school year liturgy.
- Classroom sacred spaces featuring evidence of the liturgical year.
- Visible sacred icons and imagery throughout the school.
- Weekly staff prayer.
- School-Parish Masses each term.
- Students performing Altar Serving duties at our weekly Wednesday Masses as well as Sunday Parish Masses.
- Sister Francine Caesar, a Josephite nun is on staff working in a pastoral care capacity. She coordinates a virtues program, which is presented fortnightly by a class at our school assembly.
- School Chaplin employed to deliver further pastoral support and social justice lessons to upper primary.

## ***Educational Context***

Our mission at Our Lady Help of Christians is to develop students as life-long learners through a balanced curriculum enriched by Gospel values whilst empowering them to make a positive contribution to the community. The classroom teaching and learning of religion reflects the philosophy, content, structure, academic rigor and assessment and reporting models used in other learning areas.

### **This should be visible in the school through:**

- Quality planning for learning and teaching.
- Making links to other curriculum areas where possible.
- Quality assessment and reporting.

# Our Lady Help of Christians, Hendra

- Continuing professional development for teaching staff.
- Reflecting on the model of pedagogy during planning.
- Incorporating digital technologies into teaching and learning in Religious Education.
- Articulating intentional links between the Religious Life of the School and classroom teaching of Religion.

## ***Digital Context***

Our Lady Help of Christians seeks to engage students in the critical, creative and responsible use of digital learning tools, with a particular focus on developing knowledge and skills to be a responsible digital citizen. This enables them to express their learning in rich and relevant ways, connecting the school and wider community in a global context.

### **This should be visible in the school through:**

- Songs and hymns shared on school portal.
- Use of interactive TV's in all classrooms.
- We are a 1-1 device school, all students in Prep to Year 3 have iPads and all students in Year 4 to Year 6 have a PC.
- Demonstration of learning by the students using digital technology.
- Microsoft Teams and Onenote are prominent learning collaboration features.
- Teachers and students use Bible Gateway and other appropriate online Bible tools.
- iPad apps are used for prayer and meditation.
- YouTube Kids is accessed for reflective video clips.
- Teachers use the Ways to Pray Calendar and Loyola Press to access activities to support the Religious Life of the School.
- Appropriate ICLT user policy completed by all students.
- Teachers use BCE Learning Bytes and other digital resources including ResourceLink.
- Professional development for teaching staff to improve their skills in using ICT.
- ResourceLink (hands on resources, books etc)



# Our Lady Help of Christians, Hendra

## **Beliefs about Learners and Their Learning**

At Our Lady Help of Christians, we believe that every learner is created in the image and likeness of God and, inspired by the Spirit, responds with passion and creativity to life. We believe that all students are entitled to rigorous, relevant and engaging Religious Education programs, drawn from the BCE Religion Curriculum P-12, that addresses their individual learning needs. Our school Religious Education program caters for the diverse needs of our students.

### **This should be visible in the school through:**

- Religion curriculum is planned collaboratively including all appropriate key stake holders to address the differentiated needs of each learner (APRE, class teachers, STIE, PLL, parents, medical support etc)
- Adjusting the ways in which students are taught and the means through which they demonstrate their learning, including the provision for multiple opportunities.
- Providing students with additional time and support.
- Providing students with opportunities to work with content in more depth or breadth.
- Making adjustments for learning intentions and success criteria when planning units of Religion to enable all students to demonstrate their learning.
- Negotiated assessment tasks.

## **At the Year Level**

Teaching staff at Our Lady Help of Christians are required to meet in year levels with the APRE and other relevant key staff each term to develop units of work for Religious Education so that the learning needs for all students are met. This process assists teachers in implementing a curriculum that ensures mandatory requirements are met and that there is continuity and comprehensive coverage throughout the school.

### **This should be visible in the school through:**

- Teachers engage in planning with the APRE, PLL and other support staff four times per year to plan their Religion curriculum. Further planning time can be negotiated as required.
- Each unit of work is a 'working document' and teachers are encouraged to continue to make adjustments and add additional resources as they find them.
- Our Lady Help of Christians' Religious Education scope and sequence is a working document which is renewed with year level staff and the APRE to ensure that mandatory requirements in planning for

# Our Lady Help of Christians, Hendra

teaching, learning, assessment and reporting of the Religion curriculum are regularly audited and monitored.

- Scope and sequence and line of sight documents for Religious Education are used when planning units of work.
- All units of work are expected to be placed on the Staff Portal in the Religious Education folder.
- Specialist teachers (specifically Visual Arts) are involved in planning with the APRE to incorporate a religious context to the skills used in each year level at some stage during the year.

Our Lady Help of Christians' website communicates clear information to parents and the wider community about what students will be taught in the religion classroom at each year level.

## **This should be visible in the school through:**

- Year level term overviews, which clearly identify what is being taught in Religion are made available to parents on the school website (as well as being emailed directly to them). This document also identifies ways in which parents can support their child's engagement in Religious Education.

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

When planning at the class level, teachers' pay particular attention to the unique classroom context and backgrounds of the students in their own class.

## **This should be visible in the school through:**

- The unit planning template used at Our Lady Help of Christians ensures a consistent approach to planning and includes areas to record information about the religious background of their students and their specific learning needs.
- Teachers include information about differentiated learning and assessment.
- Teachers provide a number of different learning opportunities for students to demonstrate their learning. Real world contexts, such as; excursions and expert speakers.
- Year level teachers meet frequently and regularly, both formally and informally, to ensure teaching and learning, assessment and reporting is consistent and relevant to each class within a common unit of work.
- Teachers are encouraged to continue to add resources to the unit of work and refine teaching and learning activities throughout the unit to ensure that they are meeting the needs of all students.

# Our Lady Help of Christians, Hendra

- Our year 6 Student are each responsible for a Student Committee. The Students Committee are: Mission & Spirit, Social Justice, Environment & Sustainability and Sport & Activities.
- Our senior student leaders plan and lead our fundraising initiatives.

## Element Two – Curriculum Structure and Organisation

[Our Lady Help of Christian's Structure and Organisation of Religious Education](#)

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

### At the School Level

At Our Lady Help of Christians, a Catholic view about learning and teaching is reflected in both dimensions of Religious Education, namely, the classroom teaching and learning of Religion and the Religious Life of the School. We believe in life-long learning in religion and faith development. We believe in holistic learning; the gaining of wisdom, not just information; the connection between rationality and belief and the essential integration of knowing and living in the Catholic Christian tradition. Our Josephite charism, provides the school with a local lens through which teaching and learning of religion and how to be religious in a particular way, occur.

### **This should be visible in the school through:**

- Teachers are expected to cover all mandatory requirements in their planning, teaching, assessment and reporting of the Religion Curriculum.
- Year level units of work are planned to reflect events and activities that enhance the religious life of the school where appropriate to the student learning and assessment of achievement standards.
- Year level scope and sequence are annually audited and monitored.
- Timetabling of Religion is regularly monitored by the Leadership Team to ensure entitlement of mandated time allocation (2.5hrs per week).
- Year level curriculum is clustered into major themes across the school.
- Prayer assemblies and school Masses often use mandated scriptural texts, highlighting the connection between the classroom teaching of Religion and the Religious life of the school.

# Our Lady Help of Christians, Hendra

## **Our Lady Help of Christians' Religious Education Program is structured around the Model for Religious Education**

At Our Lady Help of Christians, teaching people religion and teaching people to be religious draw upon the Catholic Christian tradition in ways that are mindful of our local context and the ecumenical and multi-faith realities of our community's contemporary culture.

Our school Religious Education program seeks to understand and utilise the distinctiveness and complementarity of these two dimensions of Religious Education in the holistic education and the formation of students. Our classroom learning and teaching of Religion and the Religious Life of the School are responsive to religious diversity, while being faithful to the Catholic Christian identity of the school and the charism of our school. Our students extend their classroom learning about Catholic social teaching with active participation and critical reflection on social justice initiatives in order to ensure all students have the ability to participate in both dimensions of the model for Religious Education.

### **This should be visible in the school through:**

- Classroom Sacred Spaces
- Virtues program
- Engaging Evangelisation Brisbane to work with students
- Participation in Mini Vinnies days
- St Vincent de Paul sleepout
- Religious Education units of work identify content from the Religion Curriculum P-12 and the Religious Life of the School.

## **Our Lady Help of Christians' Religious Education Program identifies and articulates how entitlement to learning in the Religion Curriculum P-12 reflects a reconceptualist approach and is ensured through flexibility in offerings, effective timetabling and time allocation.**

At OLHC, teachers use a reconceptualist approach to Religious Education. Teachers embrace a pedagogy that ensures presumptive language and assumptions about student's faith development based upon their particular religious affiliation are avoided. Our Religious Education program focuses on allowing students to explore their own religious tradition whilst exploring and building empathy and understanding of the religious beliefs and practices of others. Students are given the opportunity to investigate and inquire about their own faith and the faith of others with enhanced understanding. Our Lady Help of Christians embraces the

# Our Lady Help of Christians, Hendra

principles of Visible Learning to improve learning outcomes for all of our students. Our Religious Education program uses these principles in conjunction with the BCE model of pedagogy to the teaching of Religion. Five practices provide a common language for planning and reflecting on learning and teaching in the religion classroom: focusing on learners and their learning; establishing clear learning intentions and success criteria; activating multiple ways of knowing, interacting and opportunities to construct knowledge; responding with feedback to move learning forward; and evaluating learning with students as activators of their own learning and resources for others.

## **This should be visible in the school through:**

- Class timetable
- Units of work with contemporary pedagogical practices

**Our Lady Help of Christians' Religious Education Program identifies and articulates a clear, collaboratively developed for learning and teaching in Religion based on the Religious Education Curriculum and reflecting sound design principles.**

The Religious Education scope and sequence is a working document that continues to evolve every year. The scope and sequence informs how the achievement standards and core content descriptors for each year level are linked to classroom teaching and learning at OLHC. Our Lady Help of Christians' scope and sequence clearly outlines the yearly progression of learning in Religious Education for every year level. It includes fertile questions that are linked to core content descriptors, mandated and supplementary texts, explicit prayers, Religious Life of the School and the school charism. This document is used to inform year level and classroom planning and allows alignment with Visible Learning practices.

## **This should be visible in the school through:**

- Our Lady Help of Christians Religious Education scope and sequence

### [At the Year Level](#)

At OLHC, the leadership team and teachers ensure consistency within and between year levels through collaborative planning practices within and across year levels. Year level planning sessions enable teachers to plan units of work which build on where students' learning in Religion is situated. There is a clear focus on the

# Our Lady Help of Christians, Hendra

line of sight in year level planning: year level description, achievement standard and content descriptors. The planning template also identifies mandated scripture and explicit prayer to be covered in the unit of work. Teachers then articulate the teaching and learning sequence through an inquiry approach which also reflects the Visible Learning principles. Students are provided with varied and multiple opportunities for assessment during and at the completion of the teaching cycles. The planning template also includes identified connections to the Religious Life of the School, other learning areas where appropriate and other local contexts.

## **This should be visible in the school through:**

- Our Lady Help of Christians Religious Education scope and sequence.
- Planning template.
- Completed plans for units, evidence of planning and assessment.
- Provision of one day per term for curriculum planning, inclusive of Religious Education.
- Teachers meet regularly at designated times, both within non-contact time and at mutually convenient times, to collaboratively plan, review and reflect on their curriculum planning, learning and teaching processes.
- During curriculum planning time, teachers collaboratively reflect on the effectiveness of their planning, the strategies used and the achievement of the students.
- Teachers plan units of work each term using the Religion Curriculum for their year level while being aware of the relevant content and skills, which are taught, in the preceding and following year.
- The line of sight for Religious Education for each year level is used during planning days.
- A reflective practice is used at the beginning of each planning session on the previous unit of work.
- Moderation processes are planned throughout the year to ensure a consistency of judgement across the year level.
- The APRE ensures that teachers have resources available to enhance the learning and teaching of Religion and to teach about relevant Feast Days.

## At the Class and Individual Student Level

At OLHC the Religious Education Curriculum class planning, routines and practices are organised to respond to the needs of students and teachers in the following ways.

## **This should be visible in the school through:**

- Teacher plans are available for the Leadership Team to monitor and provide feedback on.

# Our Lady Help of Christians, Hendra

- When required, the APRE assists with classroom planning.
- Weekly classroom timetables clearly show the teaching of Religion and aspects of the Religious Life of the School.
- All classrooms, the staffroom and the school reception have visible sacred spaces, reflecting the liturgical calendar.
- All classes are expected to engage in daily classroom prayer.
- All classes are expected to engage in a practice of meditation.
- Classes participate in a wide range of Religious Life of the School activities as well as social justice initiatives and service learning activities.
- Teachers refer to the Religious Life of the School annual planning document to inform their everyday classroom teaching and learning.

# Our Lady Help of Christians, Hendra

## Element Three – High Quality Learning and Teaching

### Our Lady Help of Christians' Learning and Teaching in Religious Education

Our Lady Help of Christians' Religious Education Program is consistent with whole school approaches to learning and teaching across the curriculum. It identifies how these approaches are developed, communicated, supported and reviewed.

### At the School Level

**OLHC's Religious Education Program identifies and articulates processes for ensuring religious educators meet accreditation requirements and engage in regular professional learning in Religious Education.**

Staff at Our Lady Help of Christians are regularly provided with Professional Development in Religious Education content, pedagogy and current best practice. One full day of PD and at least one staff meeting each term is devoted to Religious Education and is facilitated by the APRE, SIT or EORE. The content continues to be determined by the needs of the staff in relation to the successful implementation of the Religious Education Program and supports the growth of the Religious Life of the School.

### **This should be visible in the school through:**

- Professional Learning records for pupil-free days each year.
- Religious Education focus for at least one staff meeting/twilight per term.
- APRE has regular meetings with EORE to assist with implementation of Religious Education Curriculum.
- Release time for SIT members.
- Annual re-evaluation and tracking of scope and sequence
- Staff who have interim accreditation are provided with support to complete REAP program.
- Staff who have interim accreditation are encouraged by the Leadership Team to complete their accreditation requirements in a timely manner.

**Our Lady Help of Christians' Religious Education Program identifies and articulates powerful whole school pedagogies, embedded in the BCE model of pedagogy, which ensures continuity of learning for all students within and beyond the religion classroom.**

OLHC's pedagogies are framed by the characteristics of Visible Learning ensuring the continuity of learning for all students within the Religion classroom and beyond. Fertile questions, learning intentions and success criteria for Religion units are displayed in all classrooms and made explicit to students and parents. Visible



# Our Lady Help of Christians, Hendra

Learning practices allow for high quality and high equity learning outcomes for students. They are embedded in OLHC's processes to ensure consistency of teacher judgement and assessment in Religion. Our Lady Help of Christians plans for intra and inter school moderation processes throughout the year to allow for reporting student progress in Religion to all major stakeholders.

Teachers use an inquiry approach to plan and teach Religious Education, incorporating the use of digital tools to engage students.

## **This should be visible in the school through:**

- Key staff members have in-serviced staff on Visible Learning practices used in Religion and other classroom practices.
- Religion is reported to parents each semester using SRS.
- Moderation processes occur each term across year levels.
- Fertile questions, learning intentions and success criteria are explicitly communicated.

## **Our Lady Help of Christians' Religious Education Program identifies and articulates quality resources that are accessed to provide meaningful and relevant learning experiences for all students.**

OLHC places a high value on quality resources to be used to enhance the learning experiences of all students. The RE budget is used to purchase resources, including experiential kits for the early years, Jewish artifacts and other resources that support various units. Teachers have also received professional development from the staff of Resource Link to assist them to engage students with a broad range of quality Religious Education resources, including Web 2 tools.

In 2020, priority will be given to professional development for teaching staff in the Reading to Learn program, and strategies will be identified and utilised by teachers to assist student when accessing mandated scripture and developing an understanding of the Three Worlds of the Text. Teachers also use a variety of online resources such as Weebly websites, Bible Gateway, BCE Learning Bytes, At One Altar, BCE Ways to Pray Calendar and Loyola Press to engage and enhance student learning.

## **This should be visible in the school through:**

- Religious Education budget to purchase new resources
- Resource Link bookings
- Anticipated use of Reading to Learn strategies to access the Three Worlds of the Text

# Our Lady Help of Christians, Hendra

- Online resources
- OLHC RE website

**Our Lady Help of Christians' Religious Education Program identifies and articulates the school's principles and guidelines for effective assessment practices, including processes to ensure consistency of judgement in Religion.**

Staff at OLHC are required to meet each term in year levels to discuss student assessment in Religion. Assessment tasks are expected to meet the various needs of students in their class, and provide multiple opportunities for assessment to take place. These tasks are planned in various modes and reflect current best practice in relation to digital technologies. Staff also engage in annual CTJ opportunities and have annotated work samples prepared for intra and inter school moderation.

**This should be visible in the school through:**

- Unit plans that include multiple assessment opportunities related to the achievement standard.
- CTJ assessment task.
- Staff participation in intra and inter school moderation in Religious Education.

**Our Lady Help of Christians' Religious Education Program identifies and articulates processes for reporting student progress and achievement to students, parents/caregivers and the community.**

Each term, teachers at OLHC are required to provide an overview of content and assessment in Religion each term. These term overviews are accessed by parents on the school website. A copy is also sent home with the children. Parents/caregivers are also provided with a semester report that clearly identifies student progress in Religious Education.

Formal written feedback that outlines student progress in relation to the achievement standard in Religious Education is also provided in an end of semester report. Assessment is directly related to the expected achievement standard and multiple opportunities are provided for students to demonstrate their knowledge and skills in Religion. Feedback on these tasks is provided via informal conferencing with the students as well as written annotations. Criteria sheets/matrix are used to provide feedback and also highlight to both student and parents expectations in relation to the achievement standard.

# Our Lady Help of Christians, Hendra

## **This should be visible in the school through:**

- Each semester parents receive reporting on progress in Religious Education, including a comment.
- Annotated work samples and authentic feedback provided to students and parents in relation to assessment tasks.
- Term overviews provide outline of expectations in Religious Education.

## **At the Year Level**

**Our Lady Help Christians' Religious Education Program identifies and articulates how teachers enact whole school pedagogical practices making the learning intent and success criteria visible to each student, at both a year level and class level.**

OLHC embraces the guiding principles of Visible Learning to improve student outcomes for all students. This is implemented across all learning areas including Religious Education. It is expected that learning intention in Religious Education are explicit and that authentic feedback is provided to students. The 'visible' aspect enables students to become independent with their own learning, which in turn attributes to lifelong learners.

The inquiry approach to learning is used at OLHC to develop units of work in Religion. Inquiry based learning promotes a constructivist approach with the Religion Curriculum and enables deep conceptual understandings and critical thinking skills. Digital technologies are used to engage student learning.

## **This should be visible in the school through:**

- Learning intentions and success criteria are created for each unit of work.
- Learning intentions and success criteria are visible to all students.
- Differing assessment approaches to cater for all students.

**Our Lady Help of Christians' Religious Education Program identifies and articulates how year level and class planning incorporate a range of effective assessment practices that enable each student to demonstrate the full extent of their learning against the achievement standard.**

OLHC uses the BCE model of pedagogy throughout the planning, teaching and assessing process for all curriculum areas. This is used in conjunction with the context/text model and the gradual release of responsibility process. This ensures that teachers are providing quality learning experiences and assessment practices.

# Our Lady Help of Christians, Hendra

The process of assessing student learning provides opportunities for teachers and students to improve and plan for further learning. Assessment is undertaken for the purpose of: assessment for learning (sharing learning intentions, criteria for success and providing feedback); assessment of learning (gathering information to make professional judgements); and assessment as learning (student self-assessment). Teachers cater for the diverse needs of students by using a range of different assessment strategies to ascertain what each student has learnt and make judgements about the extent and quality of student's achievement in relation to the achievement standards. Student folios are used to track student development and achievement across the year.

## **This should be visible in the school through:**

- BCE model of pedagogy is reflected in the Religious Education planning template.
- Multiple assessment opportunities related to the achievement standard.
- Differing assessment approaches, such as use of digital technology, to provide multiple, authentic, high quality assessment opportunities.
- A whole school approach to sharing learning intentions and outlining success criteria.
- Student folios to track development and achievement.

## **Our Lady Help of Christians' Religious Education Program identifies and articulates practices used to ensure consistency of teachers' judgement about student progress and achievement across the year level.**

It is expected that teachers at Our Lady Help of Christians will plan in collaboration with other key staff members to ensure consistent, high quality student achievement. Planning days are planned throughout the four terms each year. Staff are required to meet with the APRE or PLL to ensure that learning experiences support students to demonstrate the achievement standards.

## **This should be visible in the school through:**

- Collaborative planning across each year level four times per year.
- Moderation processes as part of the reporting process.

## **Our Lady Help of Christians' Religious Education Program identifies and articulates practices used at the year level for reporting student progress, achievement and development to students, parents/caregivers.**

Religious Education is reported in written form twice yearly at Our Lady Help of Christians. This takes the form of an overall achievement and a comment outlining the student's achievement against the curriculum

# Our Lady Help of Christians, Hendra

achievement standard. Parents are also given the opportunity to formally meet with the teacher twice each year to discuss their child's progress. Sharing examples of student work, both digital and written, is also an important part of this process.

## **This should be visible in the school through:**

- Formal parent-teacher interviews.
- Formal semester report outlining student achievement.
- Annotated assessment items with authentic feedback.

**Our Lady Help of Christians' Religious Education Program identifies and articulates the role holders who collaboratively lead the development and monitoring of agreed approaches to curriculum, pedagogy, assessment and reporting across the year level.**

At OLHC, the Principal, APRE and PLL are the guiding coalition. In collaboration with the Resource Centre Coordinator, ST:IE and classroom teachers, lead the development and monitoring of agreed approaches to curriculum, pedagogy, assessment and reporting across the year levels and school. Assessment tasks are planned across year levels with the intention of consistency. Reporting is uniform across the school.

## **This should be visible in the school through:**

- Regular meetings of key stakeholders to develop and refine curriculum practices.
- Whole school approach to reporting.
- Units of work and assessment tasks planned in consultation with the Leadership Team.

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

**Our Lady Help of Christians' Religious Education Program identifies and articulates how feedback is used to enhance student learning progress and development.**

Teachers at OLHC use feedback as an integral part of our Visible Learning pedagogy. Feedback is provided both formally and informally to students. Criteria sheets and annotated work samples are used to provide authentic feedback in relation to the curriculum achievement standards. This allows teachers to work with students to see where and how they can improve their religious understanding. Individual conferencing and classroom discussions are used as informal feedback opportunities.

# Our Lady Help of Christians, Hendra

**This should be visible in the school through:**

- Annotated work samples.
- Criteria sheets related to the achievement standard.

**Our Lady Help of Christians' Religious Education Program identifies and articulates how the use of a body of evidence of student work is used to make judgements about each student's progress and achievement against the achievement standard.**

Multiple opportunities are provided to students to demonstrate their learning against the achievement standard for Religious Education. This allows a body of evidence to be collected and used to make judgements about the student's learning. This evidence informs future planning and assists with the reporting process.

**This should be visible in the school through:**

- Annotated work samples.
- Criteria sheets related to the achievement standard.
- Student folios used to track development and achievement.

# Our Lady Help of Christians, Hendra

## Element Four – Monitoring and Evaluation

Our Lady of Christians' Monitoring and Evaluation of Religious Education

Our Lady Help of Christians' Religious Education Program outlines how student progress and achievement are monitored to ensure high expectations for each student. It identifies how data is used to evaluate current practice and inform decision-making and action related to the classroom teaching of Religion and the Religious Life of the School.

### At the School Level

**Our Lady Help of Christians' Religious Education Program identifies and articulates processes for how the school monitors, reflects on and evaluates student progress and achievement. This data is used to evaluate the current state of the religious life of the school and inform future decision-making and action.**

Our Lady Help of Christians uses a variety of processes to monitor and evaluate student progress and achievement. This data informs decision-making in a number of ways at the whole school level. Scheduled weekly meetings with our parish priest and sacramental coordinator allows for an additional critique ensuring the religious life of the school, the classroom teaching of Religion and parish events and activities are closely aligned.

**This should be visible in the school through:**

- Teacher participation in professional learning about assessment and reporting to improve consistency of practice.
- Teachers access the BI tool to examine overall student achievement in Religious Education.
- Teachers use assessment to provide them with feedback regarding the effectiveness of units of work that have been taught.
- Annotated work samples and authentic feedback are provided to students and parents in relation to assessment tasks in Religion.
- Term overviews provide an outline of expectations in Religious Education.
- Annual school renewal of components helps evaluate the religious life of the school and to provide future direction.

# Our Lady Help of Christians, Hendra

## At the Year Level

**Our Lady Help of Christians' Religious Education Program identifies and articulates how student learning data is used at the year level and class level to inform decisions about curriculum planning and learning, teaching and assessing, and to monitor the progress and achievement of each student.**

At Our Lady Help of Christians, year level planning provides opportunities for teachers to use student-learning data to inform decisions about curriculum planning, teaching and assessing. Regular meetings held during non-contact time also enable teachers to become familiar with background knowledge to support planning, teaching and assessing and to ensure consistency across the year level. The monitoring and evaluating process at the year level includes professional dialogue with teachers during the annual inter-school moderation processes.

**This should be visible in the school through:**

- Teacher moderation of samples of work during intra and inter-school moderation.
- The use of the BI tool to examine student achievement and to inform future planning across all key learning areas.

**Our Lady Help of Christians' Religious Education Program identifies and articulates how the effectiveness of year level planning is reviewed and evaluated and how changes to year level planning is accommodated and communicated.**

Our Lady Help of Christians' scope and sequence is used to inform all Religious Education planning. The scope and sequence is reviewed each year and changed accordingly. At the conclusion of each unit, year level teachers and the APRE review the effectiveness of all elements of the planning and recommendations are noted before adding the unit to the Staff Portal.

**This should be visible in the school through:**

- Scope and sequence is treated as a working document and reflects the changes each year.
- Reflective practice each term provides a process for review and evaluation after teaching to inform future planning.
- On completion of the review, teachers upload the document to the RE folder allowing the APRE to access it and ensure that agreed expectations have been met.



# Our Lady Help of Christians, Hendra

## At the Class and Individual Student Level

Our Lady Help of Christians' Religious Education Program identifies and articulates how changes to class and student planning are communicated to key stakeholders so that learning entitlement and high expectations for each student is achieved. In addition, it identifies and articulates how a range of evidence about the learner is used to discern students who require differentiation to the year level curriculum content and achievement standards.

### **This should be visible in the school through:**

- Teacher overview and weekly/daily program.
- Student profiles.
- IEP/ILP
- Student support staff working alongside the class teacher.