

RELIGIOUS EDUCATION PROGRAM

Our Lady of the Angels' Catholic Primary School



Our Vision

Our Lady of the Angels' Catholic Primary School is a welcoming, supportive community, where a love of life and learning is nurtured and celebrated within the Catholic Tradition.

Shine with Life
Learn with Love
Grow with God

Our Mission Statement

As a Catholic community,
inspired by the lives of Nano Nagle and St. Francis,
we empower and celebrate all as lifelong learners and leaders.

We embrace joy, service and respect by shining with life,
learning with love and growing with God.



The land on which OLA was built was first inhabited by the Turrbal People.
It was later farmed by German Settlers, before being purchased by Archbishop Duhig.
In 1937 the Franciscan Friars built the first church named St Paschals'.

In 1950 a second church was built.

Also that year, the first school was opened by the Presentation Sisters and named Our Lady of the Angels'.

The current church of St Paschal was built in 1961.

Our Lady of the Angels' Catholic Primary School, together with Brisbane Catholic Education embrace a

Vision for Religious Education

that emphasises the complementary nature of the two dimensions of Religious Education and articulates aspirations for students in terms of their religious literacy and faith formation.

At Our Lady of the Angels' Catholic Primary School we aspire to educate and form students who are challenged to live the gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society.

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 and 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 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.

Religious literacy should not be confused with religious knowledge. The Vision describes students who can articulate their faith and live it in an open and authentic way. Religious literacy encompasses a set of ongoing activities and interactions among people. These include ways of talking, acting, creating, communicating, critiquing, evaluating, participating, worshipping, reflecting, and writing with others in a variety of religious and secular contexts.

For religious educators, this Vision is framed within a broad and expansive understanding of life that goes a long way beyond education as an end in itself.

Jesus Christ is the centre of this Vision. While knowledge and understanding of religious concepts is important, the truths and beliefs to which a student adheres must have some consequence in their life. Effective Religious Education requires teachers to be more than sources of knowledge and students are encouraged to be more than consumers of the tradition.

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

In testament to our beliefs and tradition we join as a community to sing our school song:

“Here At OLA”

We come together as God’s own family.

We live and celebrate in peace and harmony.

Something special’s living here it’s part of you and me,

Standing strong at Wavell Heights for all the world to see.



CHORUS: We love to live, we love to learn,

We try to open up our hearts and let God’s Spirit burn,

‘Cos we want to shine every single day,

We want to grow in love together and let God perfect our ways

Here at OLA.



We serve with kindness and Jesus shows the way.

We respect each other in all we do and say.

We play and pray together each and every day,

Growing and discovering here at OLA.



CHORUS

There’s beauty all around us from the mountains to the bay.

Our Lady of the Angels guides us on our way.

The Presentation spirit is with us every day

As we learn to let our lanterns shine here at OLA.



CHORUS

Prayer Cards for Charisms

St Francis and Nano Nagle



The Nano Nagle Prayer

Lord God,
You raise up people from age
to age to speak anew Your
word to us and to show us your ways.
Such is Nano Nagle.
In days when courage is needed,
You give us this woman of strength
to walk before us with conviction.
In days of great change,
You present us with a prophet
whose faith is firm.
As the light of her lantern brought
hope into the lives saddened by poverty
and oppression, so may she inspire us to
compassionate action for those
in need around us.
We ask this in Jesus' name.
Amen



Peace Prayer of St Francis of Assisi

Lord make me an instrument of your peace
Where there is hatred,
Let me sow love;
Where there is injury, pardon;
Where there is doubt, faith;
Where there is despair, hope;
Where there is darkness, light;
And where there is sadness, Joy.
O Divine Master grant that I may not so much
seek to be consoled as to console;
To be understood, as to understand;
To be loved as to love.
For it is in giving that we receive,
it is in pardoning that we are pardoned.
And it is in dying that we are born to eternal life.
Amen

Our Lady of the Angels' Community

Profile of Our Lady of the Angels' School

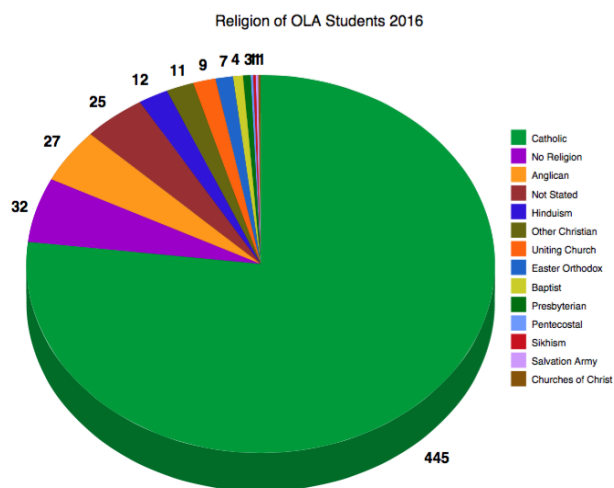
Our Lady of the Angels' Catholic Primary School is a Prep- Year 6 school, with 580 students currently enrolled. Located in the suburb of Wavell Heights on the north-side of Brisbane, we have a large cross-cultural mix, and respond to that by involving all parents in our school community.

Our dedicated staff includes 42 teaching staff (includes specialist teachers, support teachers and members of the leadership team), 23 school officers, a guidance counsellor and a Delta story dog, named Barkley.

Our Lady of the Angels' Catholic Primary School offers contemporary teaching and learning practices, new communication technologies and a variety of extra-curricular activities. We offer our students a faith inspired education that encourages personal growth based on Catholic social teaching. We encourage students to develop a knowledge of other cultures, languages as well as environmental and social issues. We encourage our students to be active participants in all aspects of the religious life of the school. Our Mission Statement proclaims that we offer an education that seeks to empower and celebrate all as lifelong learners and leaders who are inspired by the lives of Nano Nagle and St Francis. As a Catholic school, we strive to deepen the understanding of, and nurture a deep relationship with, God through an extensive Religious Education program and community worship opportunities based on Catholic teaching and traditions.



Demographic Profile of the OLA community



At OLA our current enrolment figures indicate 3% ESL (approximately 18 students) and 1% (approximately 6 students) Aboriginal or Torres Strait Islander. Regardless of their cultural background, the majority of our community identify as being Australian.

Religious Profile of OLA Students:

Catholic	78%	Uniting Church	1.5%
No Religion	5.5%	Eastern Orthodox	1.2%
Anglican	4.7%	Baptist	0.7%
Not stated	4.3%	Presbyterian	0.5%
Hindi 2.5% Sikhism; Pentecostal; Other Christian 1.9%			
Salvation Army; Churches of Christ 1.9%			

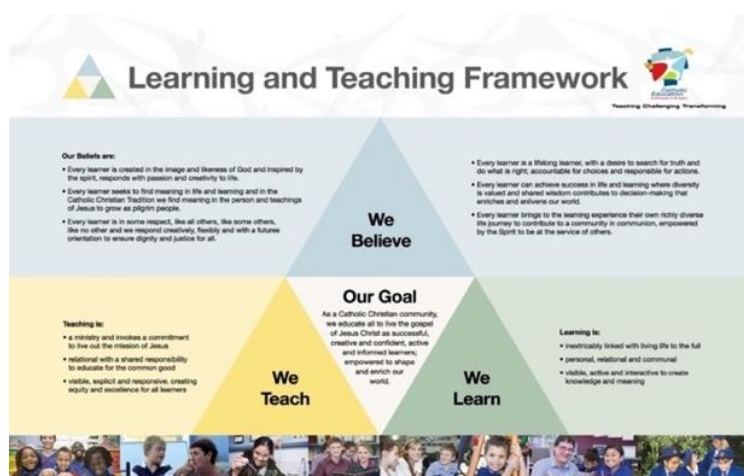
While the majority of our students are Catholic, OLA and in particular our Religious Education program acknowledges and identifies the significance of other religions within our world. We seek to facilitate an inclusive environment where students embrace diversity, respect and solidarity by welcoming students of all faiths and from all backgrounds. Students from other religious backgrounds are encouraged to share their celebrations, symbolism and beliefs. This is initiated by classroom teachers, through incidental rather than explicit learning opportunities. As a Catholic primary school informed by contemporary understanding “we go out to encounter other cultures, other religions, we grow and we begin that beautiful adventure called dialogue” (Pope Francis).

Although 78% of students identify as Catholic we do not assume that each of these students comes to school with high religious literacy. As such it is essential that all staff explicitly articulate and model religious literacy to ensure that each student understands key terms, practices and procedures that are a part of everyday life in a Catholic community. Targeted teaching opportunities are identified for class or whole school level implementation to further build and promote the Catholic identity of our school.

Beliefs about Learning and our Learners'

“Whoever welcomes this little child in my name welcomes me; and whoever welcomes me welcomes the one who sent me. For it is the one who is least among you all who is the greatest.” Luke 9: 48

The Brisbane Catholic Education Learning and Teaching Framework is designed to support teachers in their planning and teaching in our schools. It aims to inspire and guide us as educators building on our values and beliefs as a Catholic Christian community. This framework is central to our beliefs about learning and teaching. As members of a Christian community, we at OLA strive to **“Shine with Life; Learn with Love; Grow with God”** by showing love and respect for ourselves and for each other.



Our beliefs about learning unify and inform us when implementing proactive practices and interactions with others in a safe and supportive environment.

Personal and Social Capabilities are identified within the Australian Curriculum as an essential element required of all young Australians to become successful learners, confident and creative individuals and active and informed citizens. Enhancement of these capabilities inform staff in their decision making regarding the teaching of social skills, guided by sacred texts.

At OLA we believe that effective learning and teaching is based on the principles of consistency, equity, engagement and empowerment.

At OLA we believe quality learning outcomes value:

- School as pivotal in promoting intellectual, physical, social, emotional, moral, spiritual and aesthetic development and well-being of young Australians [Melbourne Declaration]
- A safe and supportive classroom environment where students, parents and teachers communicate effectively to develop positive relationships
- Visible learning opportunities to engage and empower students by providing authentic and timely feedback, promoting a positive growth mindset
- High expectations for learning and teaching, encouraging all to achieve to the best of their potential
- Positive approaches to develop student self-discipline
- **The 5 OLA Attributes of Learning:** - Being Creative, Reflective, Collaborative, Persistent and Self-Directed



All members of our OLA school community are supported in developing responsibility for their growth as a person. As a way of life Jesus is our mentor, and we are reflected in the image of God to all those people around us.

"Then God said, "Let us make humankind in our image, according to our likeness" Gen 1: 26

We are his representatives and our actions should reflect his values. Jesus made the comment that we are part of his family and that the ways we treat ourselves and others should be reflective of the way we would treat Jesus.

"Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me." Matt 25:40

At Our Lady of the Angels' Catholic Primary School it is our shared understanding that the teaching and learning of Religious Education provides an opportunity to empower each individual to articulate their faith and to interact in a society that embraces social and cultural diversity, using an explicit common language to articulate the Catholic social teaching of the dignity of the person and a shared commitment to the common good.

We believe that all students in P-6 have skills that are built on throughout their schooling. We envisage that all our learners articulate a religious literacy which is developed and fostered by:

- Achieving success in learning and seeing the value in learning
- Developing critical thinkers who are passionate about actively contributing to their community
- Ensuring learning is meaningful for each individual and is connected to real life
- Committing to faith-based learning as life-long
- Using traditional and new communication technologies to interact and share ideas
- Engagement with sacred texts and other religious literature
- Providing opportunities for differentiated instruction and catering for a variety of learning styles

- is progressive and consistent across the whole school
- is explicitly planned and taught
- is based on a shared understanding that all staff are teachers of Religious Education and models of faith
- is based on a shared understanding that all community members are teachers of religious literacy
- draws upon a flexible, evolving and dynamic repertoire of contemporary pedagogical practices when teaching the Religious Education curriculum
- is inspired by passionate and engaging teachers
- shares a common understanding and language of a contextualised curriculum, founded in faith development, tradition and catechesis

Our Lady of the Angels' Hi-5

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Communication to Wider Community

- Term learning intentions sent electronically to parents
- Communication between school and parish through newsletters
- Learning opportunities shared on class LIFE pages and RE LIFE page
- Sharing of information and events at assembly, sacred time & parent information sessions

Contemporary Contexts of Religious Education at OLA



Strengthening Catholic Identity

Our Lady of the Angels' Catholic Primary School is working in partnership with Australian Catholic University in an action research project focused on embedding Catholic social teachings as an explicit understanding within the context of the Religious Education curriculum and across other subject areas of the Australian Curriculum. Catholic social teaching is also taught through the personal and social capabilities of the curriculum (ethical understandings, critical thinking) and the Religious Life of the School (RLOS).

The planning and preparation of this project is based on a clear understanding that integration of Catholic social teaching within curriculum content provided the ideal situation whereby emphasis is placed on education not indoctrination. This project works in collaboration with the Effective and Expected Practice identified by the DELT strategies, by embracing the opportunity to select appropriate literature to teach content within developmentally appropriate context.

As with all curriculum planning it is essential to embrace a collaborative model whereby staff are encouraged to provide rigorous learning opportunities to enhance the learning and relevance of Catholic social teaching within the context of a contemporary, ever changing world.

The decision to become involved in this project was the identification that developing a common language with staff and students regarding Catholic social teaching was imperative to increasing Catholic identity and was well supported by the School Leadership Team. At OLA it is believed that by building and maintaining working relationships with other Catholic organisations we are better able to articulate and represent Catholic perspectives as being foundational and instrumental in sharing identity, mission and values, while informing decision making within our community.

Staff formation is another essential component for strengthening Catholic identity within our school context. Staff are involved in a wide variety of faith formation opportunities including whole school professional development, REAP, Spirit Fire and Post Graduate Religious Education and Theology scholarships. This priority is embraced at a school leadership level as education, together with opportunities for reflection and contemplation are believed to be foundational for leading others in faith formation.



High Quality Learning and Teaching

Curriculum Structure and Organisation

The school's Religious Education curriculum articulates a Catholic view of learning and teaching and is structured around the Model for Religious Education.

Catholic View about Learning and Teaching

The BCE Learning and Teaching Framework (2012) articulates some key messages that are foundational to understanding how the Religion Curriculum P-12 has been designed and is intended to be delivered in schools. Schools intentionally develop their Religious Education program on the foundation of a Catholic theology and philosophy of curriculum.

At Our Lady of the Angels' Catholic Primary School four core themes are central to the Religious Education Program:

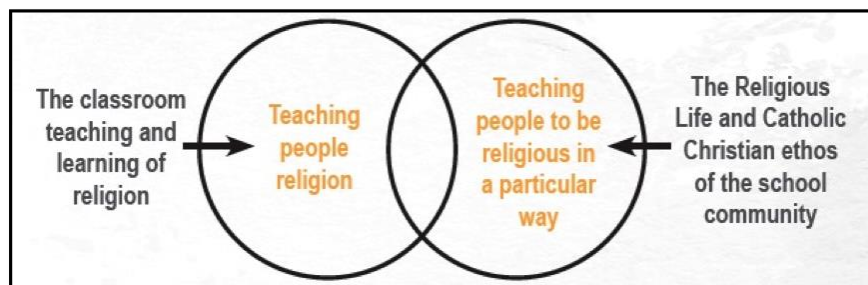
- Anthropology – Who are we and what is our destiny?
- Epistemology – What do we know and how do we know it? How are my actions informed by wisdom and lifelong learning?
- Cosmology – What is our place in the universe? How am I called to be a steward of God's creation? Where do I find God?
- Catholic Christian Tradition – How are my actions and words continuing the story of Christian faith?

At Our Lady of the Angels' the Catholic view about learning and teaching is reflected through both dimensions of Religious Education. There are whole school approaches in place which make intentional connections with the planning, teaching, assessment and reporting of the Religion Curriculum, the Religious Life of the School and the Religious life of our classrooms.

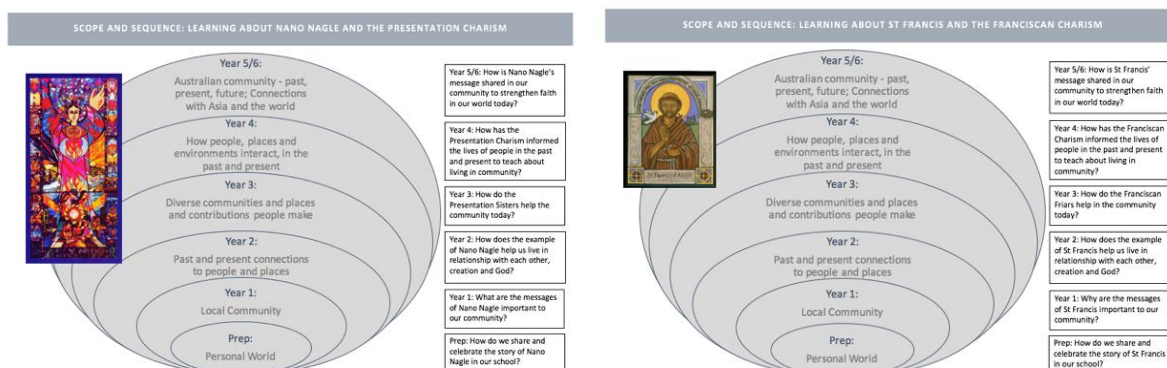


Model for Religious Education

At Our Lady of the Angels' Catholic Primary School the Religious Education program is structured around the Model for Religious Education. This model outlines the distinct and complementary nature of both dimensions of Religious Education:



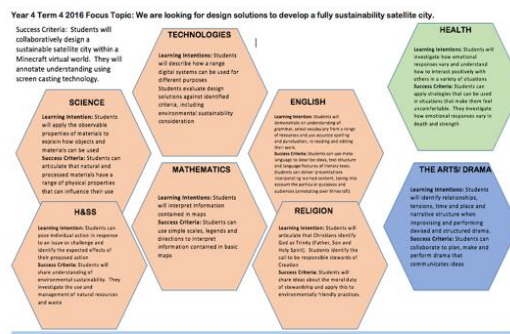
At Our Lady of the Angels' students are immersed in the Religion Curriculum P-12 (teaching people religion) and Religious Life of the School celebrations and practices (teaching people to be religious in a particular way). The story of Our Lady, St Francis, St Paschal and Nano Nagle provide the school with a local lens through which teaching and learning of religion and how to be religious in a particular way take place.



Collaborative Planning in Religious Education

All curriculum planning at OLA is orchestrated to support the effective and expected practice models and strategies promoted through the DELT initiatives, including an understanding that we need to cover less content over a shorter learning cycle, to ensure targeted and specific instruction. Such models of planning display an increased response to student needs as well as allowing for a deeper level of understanding to be reached for our learners.

Each term, year level teaching teams meet with additional teaching staff (APRE, APA, PLL, STIE, TL) to identify learning intentions and success criteria for all subject areas. Staff are informed by the Line of Sight documents and Year Level Scope and Sequence to identify focus inquiries relevant to the church calendar, school Charism, local and international events, and needs and interests of the students. Collegial discussions focus on **‘how** students can best learn the content’ rather than **‘what** students will learn’. Professional dialogue is focussed on learning, and informed by data to track progress. At a team level it is decided which deep learning from the achievement standard (Learning Intention) and which content descriptors (Success Criteria) will be covered over a short term learning cycle (approximately 5 weeks). Once focussed topics, including learning intentions and success criteria are identified, collaborative brain storming and concept-mapping is used to generate possibilities for classroom learning opportunities, high quality resources and rigorous assessment.



The curriculum structure and organisation for Religious Education at OLA is as follows: Teacher planning time is carefully organised and resourced as a priority to develop and improve best practice in planning and teaching with Assistant Principal Religious Education and Primary Learning Leader.

Year level focussed inquiries are planned to incorporate RLOS events, feast days and liturgical celebrations.

Teachers engage in frequent collaborative professional dialogue across their year level in order to monitor and moderate student learning and assessment (daily, ongoing, team and staff meetings). Teaching staff and the leadership team regularly review the *deep learnings* identified in the achievement standard for each year level to ensure an authentic range of quality learning evidence is planned for and created The OLA school planning template for Religious Education is used to ensure consistency of planning and assessment across year levels.

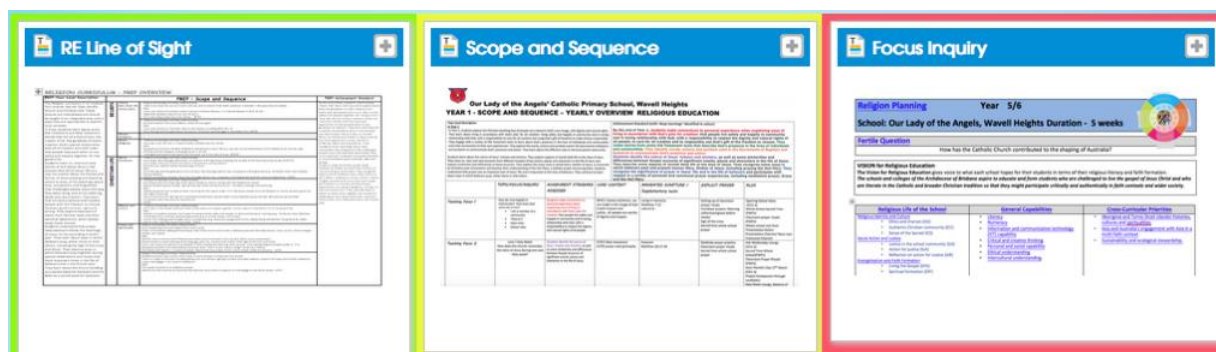
Scope and Sequence for all year levels are monitored and evaluated to ensure mandatory requirements for the teaching and learning of Religious Education curriculum, including the balance and integration of all four curriculum strands, which are Sacred Texts, Beliefs, Church and Christian Life.

Whole school overview of RLOS is clearly articulated in the Scope and Sequence documents.

Whole school planning ensures that curriculum progression is developmental across Prep to Year 6 in accordance with the framework of the Australian Curriculum.

Peer teachers are allocated where required to assist teachers in need of further support with Religious Education. Year level colleagues also support each other.

The APRE and SIT team are available to assist with continued and ongoing support to ensure the implementation of the school Religious Education program.



Reconceptualist Approach

In a reconceptualist approach, 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: Avoidance of Presumptive Language, Teaching 'about' the Tradition and Powerful Pedagogies.

Avoidance of Presumptive Language:

At Our Lady of the Angels' Catholic Primary School teachers do not use presumptive language and do not assume that students come to school with a high level of religious literacy. Teachers plan to use inclusive language to engage and empower all students. *When using non-presumptive language, teachers provide students with the freedom to respond in ways that do not assume a programmed response (Brennan and Ryan, 1996).*

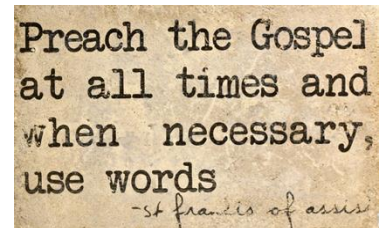
Teaching About the Tradition:

When teaching about the Catholic Christian tradition, staff at OLA display their personal religious beliefs by modelling authentic faith-filled interactions with others. They are witness to faith in actions and words.

Powerful Pedagogies:

Our whole school pedagogies are primarily framed by the characteristics of Visible Learning thus ensuring the continuity of learning for all students within the Religious Education program. Visible Learning practices allow for high quality and equitable learning outcomes. These are embedded in our Effective and Expected Practice to ensure consistency of teacher judgement and assessment in Religion. Intra and inter school moderation processes allow for consistent reporting of student progress.

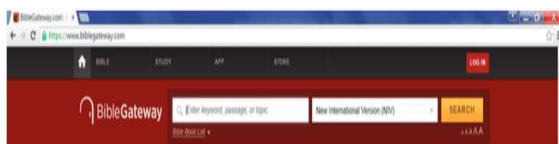
At OLA our pedagogical practices reflect those that are embedded in the Brisbane Catholic Education *Model of Pedagogy* (2012) and are also consistent with a reconceptualist approach to the teaching of religion.



Meaningful, Relevant Religious Education Learning Experiences and Quality Resourcing

At Our Lady of the Angels' Catholic Primary School, priority is given to the Religious Education budget for the purchase of resources to support best teaching practice and iconology to reflect the charisms of our school. Teachers are provided with ongoing professional development regarding access to Resource Link, with the intention of assisting them to engage students with a broad range of quality Religious Education resources. Informed by current practice, teachers are encouraged to identify resourcing requirements to enrich the Religious Education program and priority is given to funding these needs.

Priority has been given to professional development for all teaching staff so that they may assist students when accessing mandated scripture and comprehending 'Three Worlds of the Text'. A range of quality online resources including *BCE Ways to Pray calendar*, *BCE Learning bytes*, *Bible Gateway* and *At One Altar* are utilised by staff to engage and enhance student learning.



At OLA meaningful, relevant learning experiences are supported by:

- The Religious Education budget to purchase resources to support specific topics within the Religious Education curriculum
- Iconology that reflects the Charisms of Nano Nagle, St Francis, St Paschal and Our Lady including classroom and outdoor prayer spaces
- The use of Resource Link
- Access to iPads and laptops in every classroom
- Access to digital technology including online resources such as Bible Gateway, At One Altar, Learning Bytes
- Extensive resources for staff and students available in the school library
- Library budget to purchase recommended picture books to support mandated scripture texts

Time Allocation of Religious Education and Effective Timetabling

At Our Lady of the Angels' Catholic Primary School timetabling is given high priority and adheres to the mandated minimum time allocation for teaching of religion of 2.5 hours per week.

YR 4 TIMETABLE - 2016					
Week	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:40	Spornation	Class Prayer	Sacred Time	Class Prayer	Class Prayer
	FRANCIS NANO PE	RE (10:00-10:45) Homework review and preparation of next lesson Library borrowing	RE (10:00-10:45) Homework review and preparation of next lesson Library borrowing	Design Technology & Science (9:00-9:45)	Homework Maths facts test Spelling test
		Maths (10-10:45)	Maths (10-10:45)	Maths (9:45-10:45)	Library (10-10:45)
10:45-11:25			Lunch/Play/PS		
11:35	Quiet Reading WOW writing (11:45-12:00) Homework (11:35-12:00) Spelling (12:00-12:30) Maths (12:30-1:30)	Quiet Reading WOW writing (11:45-12:00) HASS (12:00-12:45) English (12:45-1:35)	Quiet Reading WOW writing (11:45-12:00) HASS (12:00-12:45) English/Arts (12:45-1:35)	Quiet Reading WOW writing (11:45-12:00) HASS (12:00-12:45) English (12:45-1:35)	Quiet Reading WOW writing (11:45-12:00) Maths (12:00-12:45) Science (12:45-1:35)
2:00	Assembly	Whole School	English/Arts	RE (12-12:45) Homework review and preparation of next lesson Library borrowing	Finishing tasks Student Leader work

This is one example of a class timetable, displaying the timetabling of the teaching and learning of Religious Education as being additional to the religious life of the school.

Time is also strategically allocated to embrace the Religious Life of the School. This includes Sacred Time, assembly, classroom prayer rituals, sacred singing, liturgical celebrations and other religious events.



Teachers as Professional Learners

Professional Development:

At Our Lady of the Angels' Catholic Primary School staff are provided with professional development opportunities in Religious Education including content, pedagogy and current best practice. All teaching staff at OLA engage in professional learning in Religious Education through:

- School based workshops – scripture focussed; exploring our school icons/ Charisms; unit planning; scope and sequence; staff prayer; SIT
- Timetabling of staff meetings to prioritise RE In-service.
- Regular meetings with EORE to assist with implementation of Religion Curriculum.
- Liaise with staff to design scope and sequence for RE program.
- Reflection and evaluation of RE program at staff meetings.
- Opportunities for professional dialogue promoted.
- BCE iLearn initiatives - RE and mission; staff formation; Catholic identity; Catholic social teaching; REAP; Education Officer: RE
- External professional learning – ACU action research; scholarships for post graduate certificates in religious education and masters in religion.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
2 October Week 1	3 QUEEN'S B'DAY PUBLIC HOLIDAY	4 St Francis' Feast Day First Day of Term 4 Swimming: Prep & Yr. 1 Staff Meeting: Team	5 Sacred Time: St Francis' presented by Student Leaders	6 Swimming: Prep & Yr. 1	7 Staff Prayer: Paul McGuinness Swimming: Prep & Yr. 1	8
9 Week 2	10 Chess starts Blessing of Pete Weiss St Paschal's 9.30am	11 Swimming: Prep & Yr. 1 Staff Meeting: Intra school Moderation: Religion OLA School Board Meeting 7pm	12 Sacred Time: 3P School Officer's Day - M/Tee provided by OLA P&F Curriculum Meeting: Evaluation of Religion Moderation	13 Swimming: Prep & Yr. 1 Religion Bread Day School Officer's Day	14 Staff Prayer: Sue Monten Swimming: Prep & Yr. 1	15
16 Week 3	17 Pupil Free Professional Development Day: Religion and The Arts Keynote: Evelyn Chapman Religion in the Aids CTJ Day @ OLA Waverly Heights with cluster schools St Anthony's; Q of A; St Dunstan's	18 Swimming: Prep & Yr. 1 Year 2P and 2F excursion to North Pine Dam Franciscan College Senior Strings performing at 11.40am Staff Meeting: General OLA P&F Meeting 7pm	19 Sacred Time: Year 1 Classes Year 2M and 2D excursion to North Pine Dam	20 Swimming: Prep & Yr. 1	21 Staff Prayer: Kathleen Galea Swimming: Prep & Yr. 1	22

Accreditation Requirements:

As part of the strategic plan at Our Lady of the Angels' Catholic Primary School the hours of school based in-service in Religious Education is offered to all teaching staff. Many staff choose to use their annual professional development allocation to access further professional development either through BCE iLearn or through external providers.

Assessment Practices

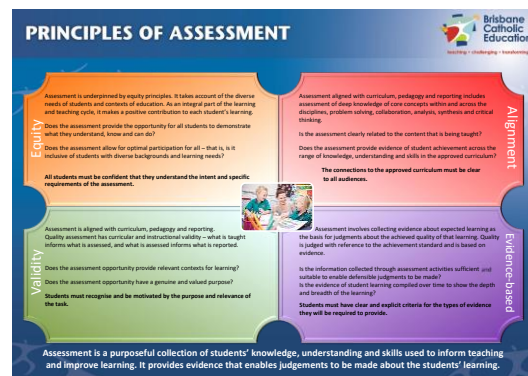
Effective Assessment

At Our Lady of the Angels' Catholic Primary School all Religious Education inquiry units demonstrate extensive opportunities for student engagement and these are used to inform assessment and reporting. All teaching staff meet each term to monitor student achievement. They design further inquiry and assessment tasks that meet the diverse needs of students and provide multiple opportunities for assessment within the Religious Education program. This allows for comprehensive formative and summative assessment to take place, recognising that each student has the potential to demonstrate his/her learning progress. Monitoring of self and peer reflection and feedback are embraced during the design, review and evaluation of learning, as an effective practice for making learning visible.

Assessing student learning is an essential part of monitoring and evaluating the Religious Education program. At OLA all assessment is informed by the Brisbane Catholic Education Principles of Assessment. This document articulates that assessment must be

- equitable
- valid
- aligned
- and evidence based

ensuring the *'purposeful collection of students' knowledge, understanding and skills'*.



The process of continual monitoring of student learning provides opportunities for teachers and students to evaluate, improve and plan for further learning.

The process of assessing student learning provides opportunities for teachers and students to evaluate, improve and plan for further learning. Assessment is undertaken for the purpose of:

- Assessment **for** learning - clear learning intentions, success criteria, timely and specific feedback
- Assessment **of** learning - formative observations to enlighten professional judgements
- Assessment **as** learning - success criteria, feedback, student self-assessment and peer-assessment.

Consistency of Teacher Judgement Processes

At Our Lady of the Angels' Catholic Primary School, Consistency of Teacher Judgement (CTJ) is a key strategy for implementing both the Australian Curriculum and the Religious Education Curriculum. Teaching staff understand the intent of CTJ as:

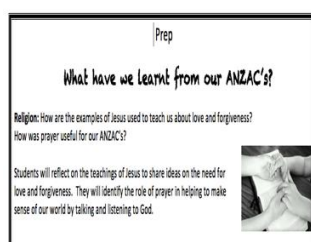
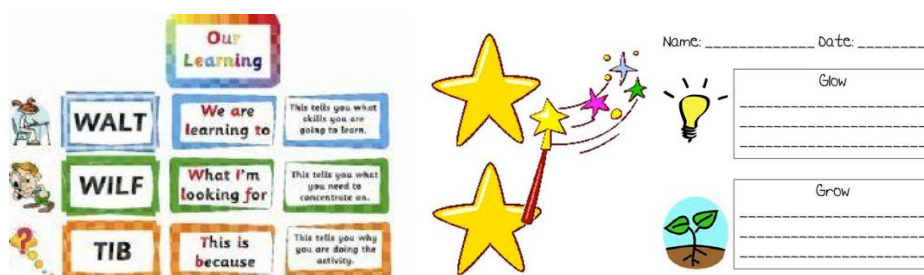
- supporting student learning
- building teacher capacity to engage with the curriculum
- determining and developing appropriate pedagogical practices
- making decisions about student learning.


At OLA CTJ is an ongoing process throughout the year, embedded in the learning and teaching cycle of planning, teaching and assessing student work. Engagement with CTJ strategies focuses on achieving consistency, comparability and consensus about the standard of student work. Moderation conversations promote consistency of teachers' judgements within and across BCE schools in the Archdiocese.

Reporting of Student Learning

At Our Lady of the Angels' Catholic Primary School, an overview of content and assessment in Religion is provided electronically each term and accessed via the Parent Portal . A link to this document is provided in the newsletter notifying parents of its availability. They provide parents and caregivers with ways that they can support, engage with and reinforce content covered in the Religious Education program. To ensure consistency of reporting student progress (against the Achievement Standard) a range of processes are implemented and include:

- learning intentions and success criteria are established at the beginning of each learning cycle
- informal conferencing between teacher and students, including written annotations
- teacher, peer and self evaluations
- feedback is shared using a variety of Visible Thinking Routines
- learning evidence is shared on LIFE
- learning evidence and Success Criteria are collated into Student Portfolios
- open classrooms provide opportunity for parents to see students as 'experts in residence'
- three way interviews are conducted twice yearly
- individual semester reports are published for each student



Religion Term 2			
Our God of Promise			
			
Religious Knowledge, Skills and Understanding:	Developing	Intermediate	Advanced
Recognise the sacredness of God and all creation by retelling scripture stories that reveal God's promises			
Identify the ways in which human beings are called to be co-creators and stewards of creation			
Compare their own actions and behaviours with the moral duty of caring for all creation			
Recognise that choices can harm relationships and identify the steps needed to reconcile differences			
Make connections between Jesus' teaching and actions and the way members of the Church community live today			
Suggest ways to pursue peace and justice out of respect for human life and all creation			
Create print, visual or audio texts that draw on their own experiences, imagination and knowledge about being co-creators and stewards of creation			

Reporting Schedule

Term One: Three way conference (Data Gathering); Portfolio; Digital Portfolio

Term Two: Three way conference; Portfolio; Digital Portfolio; SRS Reporting

Term Three: Portfolio; Digital Portfolio; Open Classrooms; Festival of the Arts

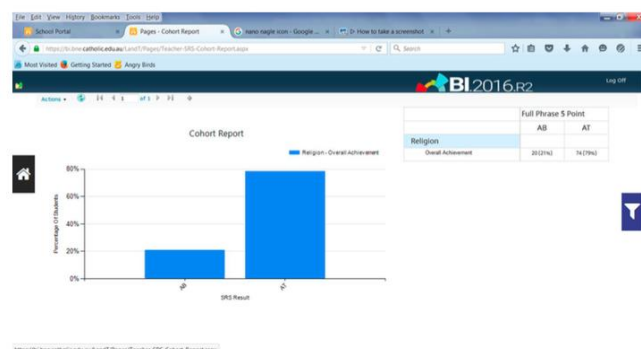
Term Four: Portfolio; Digital Portfolio; SRS Reporting

Monitoring and Evaluation:

The school's 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 Our Lady of the Angels' Catholic Primary School the planning and evaluating of the Religious Education program is undertaken throughout the year during allocated professional development days, designated scope and sequence review and planning sessions, staff meetings, as well as during weekly planning sessions in non-contact time.

During these planning sessions student learning data from the Business Intelligence tool is used to inform teachers about their learners, which then informs planning, teaching and assessing across each year level. The monitoring and evaluation of our Religious Education program extends to the exchange of professional dialogue and discussions with teaching professionals from other BCE cluster schools, facilitated during Consistency of Teacher Judgement.



Student Progress and Achievement in Religious Education

Monitoring Planning:

Our Lady of the Angels' Catholic Primary School uses a comprehensive variety of processes to monitor and evaluate student achievement and progression. Formal and informal dialogue and discussions occur during the planning and evaluating stages at the beginning and end of a learning cycle. This coincides with year level planning which is formally timetabled at the end of each term. Non-contact time is also allocated for year level teams and key staff to meet for evaluation of current focussed inquiries and developing further learning opportunities. These planning cycles are based on the BCE Model of Pedagogy.

Collaborative planning and review practices allow for the monitoring and evaluating of student achievement and include dialogue between classroom teachers, students, colleagues, teacher-librarian, primary learning leader, leadership team members, support teachers: inclusive education and guidance counsellor.



Monitoring the Religious Life of the School:



At Our Lady of the Angels' Catholic Primary School the monitoring of the Religious Life of the School is undertaken as part of the whole school planning process and is predominately informed by the Strategic Renewal Plan. Liturgical events are clearly stated on the school calendar and outlined within the Religious Education Scope and Sequence. When planning, staff link the liturgical calendar and OLA's Charisms with the Religious Education Curriculum. To further assist staff prayer and spirituality, resources are readily available on line from the BCE K-Web.

The Assistant Principal, Religious Education engages staff by promoting the Religious Life of the School through co-ordinating the timetabling, planning, monitoring and evaluation of:

- Parish Mass, children's liturgies and Pet Mass.
- Sacramental program by liaising with the parish co-ordinator
- Weekly whole school sacred time
- Assembly, classroom prayer, rituals and prayer spaces
- Daily Franciscan five
- Religious iconography throughout the school
- Arranging visits from special guests including the Archbishop, Presentation Sisters and Franciscan Friars.
- Partnerships with Australian Catholic University

Another significant form of data collection is our Annual Cyclical Review process. A schedule for review is carefully planned over a five-year cycle to ensure relevant data is collected and used to evaluate the two dimensions of Religious Education to inform future decision making and planned action.

The screenshot shows a web-based review interface. At the top, there are tabs for 'Planning', 'Evidence', 'Individual Review', and 'School Review'. Below these, there are dropdown menus for 'Select Period' (2013-2017 Schools Cyclical Review) and 'Review For' (WAVELL HEIGHTS, Our Lady of the Angels). A 'Print' button is also visible. The main table is titled 'Mission and Religious Education' and lists five components. Each component has a row of five checkboxes corresponding to the years 2013, 2014, 2015, 2016, and 2017. The checkboxes are marked with checkmarks to indicate the review status for each component.

Component	2013	2014	2015	2016	2017
1.1 Religious Identity and Culture	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Evangelisation and Faith Formation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.3 Prayer and Worship	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Social Action and Justice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.5 Learning and Teaching of Religion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>