



Our Lady of the Assumption Catholic School

Religious Education Overview

2022



INTRODUCTION

Our Story:

Our Lady of the Assumption School, Enoggera is a co-educational primary school located in the inner north of Brisbane. We have a current enrolment of 350 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 of the Assumption School was opened in 1919. It has been influenced by the charism of the Sisters of the Good Samaritan and the Rule of St Benedict, leading us to live our lives as people of God. We acknowledge the Turrabal People as the first owners of the land upon which the school was built.

OUR LADY OF THE ASSUMPTION



"After her life on earth had ended, Mary was reunited with Her Son. Because she was the Mother of God, she had been kept holy always by a singular gift of God. It was fitting, then, that she who gave bodily birth to Jesus should be with Him bodily in heaven as she adores Him in the glory of His risen body.

As early as around the year 500, the Eastern Church celebrated on August 15 the feast of Mary's "Dormition", her "falling asleep" in the Lord. Thus many centuries of belief and devotion were crowned when the doctrine of the Assumption was formally defined by Pope Pius XII on 1 November 1950. Like all the special graces and privileges bestowed on Mary through the merits of Christ's redeeming love, the Assumption does not separate Mary from the rest of the redeemed People of God but unites her more intimately with each one of us. Mary, in the Assumption, has not been separated from us. Instead, Mary remains



a sign of sure hope that each one of us is called to share as she has in the fullness of Christ's glory.

SISTERS OF THE GOOD SAMARITAN

The spirituality of the Good Samaritan Sisters is a spirituality of the twenty-first century which endeavours to:

- Have something to contribute to the real issues confronting our modern world and people's search for meaning.
- Be concerned with seeking God, prayer, relationships, stewardship of the planet and the common good.
- Provide for a way of life rather than a set of religious observances.
- Gives a framework to help all members of the Good Samaritan family to seek God in work and prayer, to welcome strangers as loved neighbours, and in the care of the earth.



The key sources for this spirituality are the Scriptures, especially the Gospel parable of the Good Samaritan, and the Rule of Benedict.

Our School motto “To Love and Learn” reflects the ideals of the Good Samaritan Order and the teachings of St Benedict.

Through our prayer and liturgical life and our close relationship with the Kedron Brook Parish Community and our Church St John the Baptist, we strive to grow in the knowledge of Christ according to the Catholic Christian tradition.



RULE OF ST BENEDICT

Blessed are you, people of Stability – you have helped us recognise that we are part of a community which is committed to continually seeking out God in all we do.

Blessed are you, people of Conversion – you have shown us through daily practice of prayer, work, study, and through relationships with other people, how to deepen our relationship with God.

Blessed are you, people of Community – you have shown us the importance of being able to look together in one direction to the love of Christ and the guidance of the gospel.

Blessed are you, people of Obedience – you have shown us the importance of listening. Listening to the word of God and listening to others who have heard the word of God speaking to them.

Blessed are you, people of Work – you have shown us the importance of a balance between work, prayer and relaxation to strengthen and refresh our body and soul.

Blessed are you people of Prayer – you have shown us God's presence in our lives.

Blessed are you, people of Hospitality – you have shown us how to accept each other's differences.

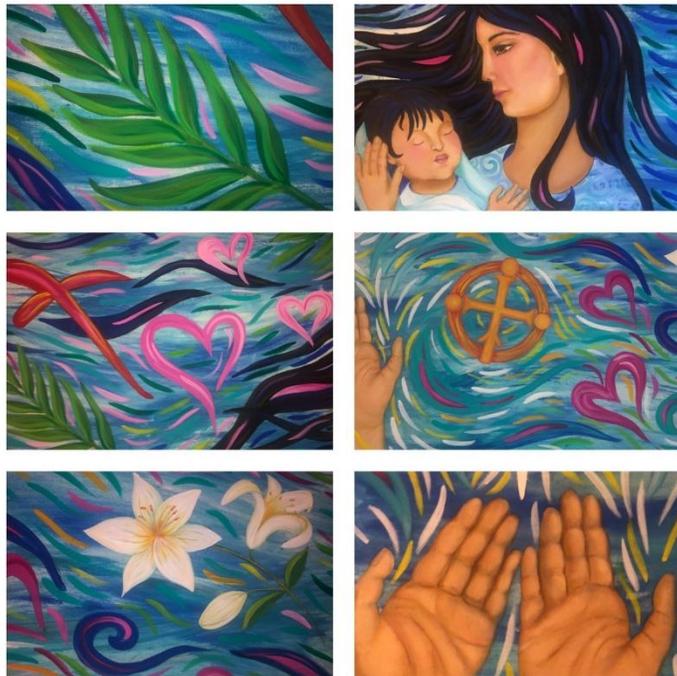
Blessed are you, people of Humility – you have shown us that God is the centre of our lives.

Blessed are you, people of Peace – you have shown us how to be at peace with what we have been given, what we are called to do, with one another and with ourselves.

Blessed are you, people of Compassion – you have shown us that compassion is a work of justice that respects another's dignity and calls for a response in word and action.



OUR LADY OF THE ASSUMPTION PILLARS



HOPE

Hope is the confident expectation of what God has promised. We try to achieve this through our learning and teaching.

Psalm 7:14

I will never give up hope or stop praising you.

FAITH

Faith is the living out of our belief in God, demonstrated in our actions, words and supported by the Gospel teachings of Jesus.

Hebrews 11:1

Now faith is confidence in what we hope for and assurance about what we do not see.



LOVE

Love is reaching out to others in practical ways that make us feel special. The simple is often the best.

1 Corinthians 13:13

And now these three remain: Faith, hope and love. But the greatest of these is love.

SERVICE

Service is living and doing for others in a way inspired by Jesus, which link us to God in community.

Mark 10:45

For the Son of Man came not to be served but to serve, and to give his life for many

JUSTICE

Justice encompasses co-operating in a safe environment, being non-judgemental and impartial, whilst accepting difference and keeping an open mind.

Psalms 106:3

Blessed are those who act justly, who always do what is right.

INTEGRITY

The quality of being honest and having strong moral principles.

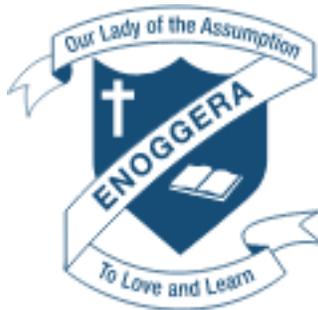
Matthew 5:36

Let your YES mean YES and your NO mean NO.



MISSION

As a faith community
we commit our talents and skills
to quality teaching and learning
in a caring environment
which integrates
faith, life and culture.



SCHOOL PRAYER

Mary our Mother,

Help us on our journey.

Our Lady of the Assumption School is named

in your honour, so please

watch over us and guide us

as you did the child Jesus.

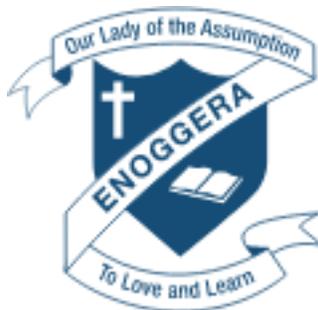
We pray that our school be blessed with peace and justice for all

so that we may be people who bring Christ to the world

through the way we act and believe.

We ask you this

through Jesus Christ, our Lord, Amen.



Element One - Our Students and Community

Our Lady of the Assumption's Vision and Context for Religious Education

Teaching and learning in Religious Education at Our Lady of the Assumption School (OLA) is responsive to the needs and religious backgrounds of students and the contemporary contexts for learning in the Religion classroom.

At a School Level

The religious community of Our Lady of the Assumption can be viewed below:

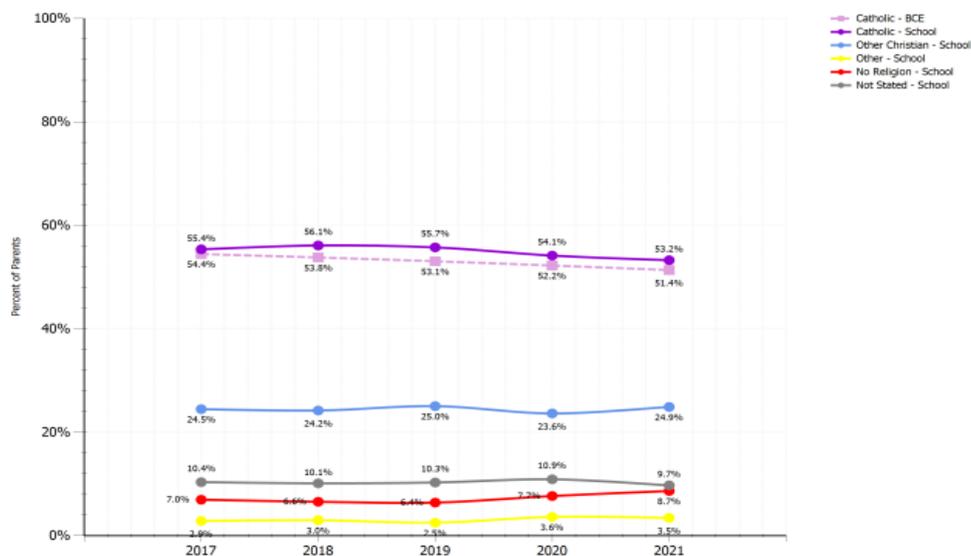
DEMOGRAPHICS:

Our Lady of Assumption is a co-educational school with a current enrolment of approximately 350 students from Prep to Year 6.

53.2% are Catholics with a further 24.9% belonging to another Christian religion

8.7% of our families identify as no religion or not stating a religion

Home > Parent Religious Profile



Student Religion Profile

	Enrolment Count	Student Religion Percentage
Catholic	223	68.2%
Other Christian	55	16.8%
No Religion	39	11.7%
Other	7	2.1%
Not Stated	3	1.2%

Our Lady of the Assumption School ensures that all who seek to share and celebrate our Catholic Christian heritage feel welcome and respected in their own faith journeys both through participation in our Religion classes and celebrations and in opportunities to expand their knowledge of and commitment to their own faith traditions.

Teachers and those responsible for leadership in Religious Education (RE) in the school constantly seek to incorporate flexibility in Religious Education classes to ensure that an inclusive and ecumenical spirit pervades all Religious Education and prayer celebrations.

At each year level at OLA school, teachers engage in collaborative planning to develop a year level plan that responds to the diverse needs of all students. Each year, one Pupil Free Day at the beginning of the year is dedicated to planning in RE with the Assistant Principal Religious Education and Support Teacher Inclusive Education Team members. We also schedule a staff meeting each term for planning and utilise the expertise of the Education Officer Religious Education to assist us when available.

Our Vision for Religious Education



OLA school 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 - namely, of students' religious literacy and their personal faith:

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 *Vision for Religious Education* also appropriately aligns with the **goal for learning and teaching** as articulated in the Brisbane Catholic Education (BCE) *Learning and Teaching Framework* (2019): *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.



Religious Education at OLA seeks to develop the religious literacy of students in light of the Catholic Christian tradition, so that they might participate critically and authentically in contemporary culture.

In this school, religious literacy includes ways of talking, acting, creating, communicating, critiquing, evaluating, participating, ritualising, theologising, worshipping, reading, reflecting and writing with others in a variety of religious and secular contexts. Examination of the sample units of work attached, for

example, will reveal how, in all units of work, teachers and students seek to integrate the two dimensions of religious education, so that religious literacy and faith formation can complement each other as students seek to find meaning in their place and time. The integration of both dimensions in the daily life of the school includes prayer in every classroom to start the day and the timetabling of the mandatory hours of classroom-based engagement with the Religion Curriculum at the school.



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

More information on BCE's vision for Religious Education can be found [here](#).

Our Lady of the Assumption – Vision Statement

As the faith community of Our Lady of The Assumption School we commit to developing an authentic Catholic School which:

- Is founded on the person of Jesus Christ and enlivened by Gospel values;
- Promotes the teachings of Jesus and the living out of the values handed down to us by our Catholic faith;
- Provides each individual with an experience of belonging to this community, leading to the enhancement of self-esteem and the encouragement of generous service;
- Develops the full potential of each person and ensures a balance between individual and societal needs;
- Provides a challenging curriculum which links faith, life and culture;
- Promotes our school as a place of quality learning and excellence;
- Promotes an active partnership between home, parish, school and community.

The Contemporary Contexts of Religious Education

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

Societal Context

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



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

This is visible at Our Lady of the Assumption through:

- Informing parents of the Religious Education program at Our Lady of the Assumption
 - 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
- Involvement in the Kedron Brook Parish Sacramental Program
- OLA Behaviour Matrix, Feed Forward Matrix and behaviour expectations
- Immersing students with social justice initiatives through the use of Caritas, Catholic Mission and St Vincent de Paul resources, Enoggera Centacare and raising funds for these organisations
- Acknowledgement of Aboriginal culture at the beginning of each assembly and during significant events such as reconciliation week and NAIDOC week.

Ecclesial Context

At Our Lady of Assumption, as is the case with many Catholic schools in the Archdiocese our mission is to engage an increasing number of students and their families with the traditions, language and culture of the Church. We seek to provide opportunities for families to engage with the Catholic Christian traditions and it's rich spiritual practices.

This school, along with many Archdiocesan schools, increasingly provides the introductory and developmental understanding and experience of Church for students and their families. This is supported when the school is a place where students and their families encounter outreach of the Church, pastoral care and the Catholic Christian community.



their families encounter outreach of the Church, pastoral care and the Catholic Christian



This is visible at Our Lady of the Assumption through:

- Weekly assemblies, praying our school prayer led by students, hymn singing led by our music teacher and school choir.
- Inviting the school community to attend Masses and Liturgies throughout the year. These include celebrating significant events such as beginning of the school year Mass, Ash Wednesday, Holy Week/Easter, ANZAC Day, Mothers’/Fathers’/Grandparents’ Day, Pentecost, Catholic Education Week, Feast days (Our Lady of the Assumption, Mary MacKillop), graduation Mass, conclusion of school year Mass.
- Staff and family participation in the Parish Sacramental program.
- Weekly staff prayer – Tuesday AM, Weekly staff meeting prayer.
- Classroom sacred spaces complementing significant times in our Church’s Liturgical year.
- Visible sacred icons and imagery throughout the school.
- School-Parish Mass each term.
- Sr Salvation – support for her charity work for homeless

Educational Context

Our Lady of the Assumption school, along with each Archdiocesan school, seeks transformation of the whole person so that those in the school community are empowered to live the gospel of Jesus Christ in their everyday lives. At OLA, we seek to nurture and develop the faith of individuals in ways that are mindful of their cultural and religious identity. We aim to engage an increasing number of students and their families with the traditions, 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.

Our Mission at Our Lady of the Assumption is to develop students as life-long learners through a balanced curriculum enriched by Gospel values whilst empowering their talents and skills to make positive contributions to the community. The classroom teaching and learning of Religion reflects the philosophy, content, structure, academic rigour and assessment and reporting models used in other learning areas whilst integrating faith, life and culture.

Religious Education in the Archdiocese of Brisbane, including this school, builds on best practice of the broader educational community. The classroom learning and teaching of religion reflects the philosophy, content, structure, academic rigour and assessment, and reporting modes used in other learning areas. The religious life of OLA forms and skills students to negotiate the tension of maintaining Christian integrity when confronted with the complexities of life in contemporary society.



This is visible at Our Lady of the Assumption through:

- Quality planning for learning and teaching
- Embedding the Catholic Perspective in all Key Learning Areas
- Quality and meaningful assessment and reporting
- Professional development in the areas of Religious curriculum and spiritual formation
- Providing multiple opportunities for students to learn including the use of digital technology
- Making links between the Religious curriculum and the religious life of the school

Digital Context

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

This is visible at Our Lady of the Assumption through:

- We are a 1:2 device school from Prep to Year 2 using iPads and all students are 1:1 from Year 3-6 using laptops and or iPads.
- The use of Microsoft Teams, OneNote, Sways and Power Point 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.
- Teachers use the Ways to Pray Calendar to access activities to support the Religious Life of the School.
- Appropriate ICLT user policies are completed by all students.
- Teachers use BCE Learning Bytes and Resource Link digital resources.
- Professional development is provided for teaching staff to improve their skills in ICT.





Our Beliefs about Learners and Learning in the Religion Classroom

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

This is visible at Our Lady of the Assumption through:

- Collaborative Religion Curriculum Planning with the APRE, PLL, Librarian, ICT and STIE to address the differentiated needs of each learner.
- Providing multiple opportunities for students to demonstrate their learning.
- Providing opportunities to increase students' knowledge about the deep and surface learning of mandated scriptures.
- Adjusting for learning intentions and success criteria when planning units of Religion to enable all students to demonstrate their learning.

[At the Year Level](#)

At a class and individual student level, the interests, religious backgrounds and learning needs of students informs the development of work units. Data retrieved from the BI Tool and other sources is consulted to inform planning decisions for learning. Teachers use this information to interpret the curriculum flexibly to meet the individual learning needs of students and to personalise their learning.



This is visible at Our Lady of the Assumption through:

- Year level term overviews, which clearly identify what is being taught in Religion are made available to parents via email/parent portal. This document also identifies ways in which parents can support their child's engagement in Religious Education.
- Educators engage in planning with the APRE, PLL, Librarian, ICT and STIE eight times a year to plan their Religion curriculum.
- Each unit of work is created from the Religious Curriculum and the Religious Education Scope and Sequence. This ensures the mandatory requirements in planning for teaching, learning, assessment and reporting of the Religion Curriculum are regularly monitored and adjusted.
- Scope and sequence and line of sight documents for Religious Education are used when planning units of work.
- All units of work are stored on the Staff Portal – Curriculum – Year Level – Year – Term Folder
- Specialist teachers are involved with APRE to incorporate a religious context to the skills used in each year level at some stage during the year.
- Adjusting the way in which students are taught and the means through which they demonstrate their learning.
- Using the extended General Capabilities Learning Continua from the Australian Curriculum to adjust the focus of learning or to emphasise specific aspects such as higher order cognitive skills.
- Providing students with multiple opportunities to work with content at greater depth.
- Providing students with additional time and support; and drawing from content at different levels along the Prep to Year 6.
- Use of the requirement for diversity in assessment tasks required in the planning template.

[At the Class and Individual Student Level](#)

When planning at a class level, teachers note their unique classroom context and backgrounds of students in their class.

This is visible at Our Lady of the Assumption through:

- The unit planning template used at Our Lady of the Assumption 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 e.g. real world contexts, such as excursions and incursions with expert speakers.
- Year level teachers meet frequently and regularly to ensure teaching and learning assessment and reporting is consistent and relevant to each class with a common unit of work.
- Teachers are encouraged to continue to add resources to the unit of work and refine teaching and learning activities through the unit that they are meeting the needs of all students.



- Our Year 6 students are each included in a leadership committee. The students committee are: Social Justice, Environmental, Spiritual and Community Activities and Wellbeing.
- Our senior students plan and lead our fundraising initiatives.



Element Two – Curriculum Structure and Organisation

Our Lady of the Assumption's Structure and Organisation of Religious Education

OLA's Religious Education Program articulates a Catholic view of learning and teaching and is structured around the Model of Pedagogy.

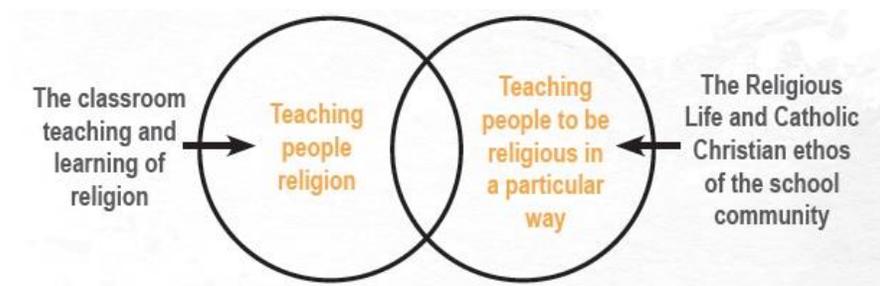
At the School Level

At Our Lady of the Assumption, 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 holistic learning; the gaining of wisdom, not just information and the connection between rationality and belief and the essential integration of knowing and living in the Catholic Christian tradition. Our St Benedictine and Good Samaritan charisms, provide the school with a traditional lens through which the teaching and learning of Religion and the religious life of our school occurs.

This is visible at Our Lady of the Assumption 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 incorporate events and activities that enhance the religious life of the school.
- Year level scope and sequence and yearly overviews are monitored and audited annually.
- Timetabling of Religion is regularly monitored by the Leadership Team to ensure entitlement of mandated time allocation (2.5 hrs per week).
- Masses and Liturgies often incorporate mandated scriptural texts, highlighting the connection between the classroom teaching of religion and the religious life of the school.

Our Lady of the Assumption's Religious Education Program is Structured Around the Model for Religious Education



At Our Lady of the Assumption, teaching people Religion and teaching people to be religious draws 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 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 teachings 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 of Religious Education.

This is visible at Our Lady of the Assumption through:

- *Classroom sacred spaces*
- *Religious Education units of work identify content from the Religious Curriculum P-6 and the religious life of school participation with Centacare – Enoggera*
- *Engaging with Catholic Mission, Youth IMARE Team and Caritas*

Our Lady of the Assumptions' Religious Education program identifies and articulates how entitlement to learning in the Religion Curriculum P-6 reflects a reconceptualist approach and is ensured through flexibility in offerings, effective timetabling and time allocation.

At Our Lady of the Assumption, educators use a reconceptualist approach to Religious Education. Teachers embrace a pedagogy that ensures presumptive language and assumptions about students faith development based upon their particular religious affiliation are avoided. Our Religious Education program focuses on allowing students to explore their own religious traditions 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. There are three key considerations for teachers using this approach: the Avoidance of presumptive language, teaching 'about' the tradition and powerful pedagogies.



Our Lady of the Assumption embraces the 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.

This is visible at Our Lady of Assumption through:

- Timetabled planning time with APRE, PLL, Librarian, ICT, STIE
- Class timetables
- Units of work with contemporary pedagogical practice

Our Lady of the Assumptions' Religious Education program identifies and articulates clear, collaboratively developed for learning and teaching in Religion based on the Religious Education Curriculum and reflecting on sound design principles.

The Religious Education Scope and Sequence is a working document that continues to evolve every year. This informs how the achievement standards and core content descriptors for each year level are linked to classroom teaching and learning at OLA. It clearly outlines the yearly progression of learning Religious Education for every year level. It includes fertile questions that are linked to core content descriptors, mandated and supplementary texts, explicit prayers, the religious life of the school, and the school charism. This document is used to inform at year level and classroom planning sessions and allows alignment with Visible Learning practices.

This is visible at Our Lady of the Assumption through:

- Our Lady of the Assumption Religious Education scope and sequence.

At the Year Level

At Our Lady of the Assumption, consistency within and between year levels is achieved through collaborative planning practices within and across year levels. Year level planning sessions enable educators to plan units of work which enhance students' learning. In Religion planning, there is a clear focus on the achievement standard, line of sight and content descriptors. The planning template also identifies mandated scripture and explicit prayer to be covered in each unit of work.

Educators articulate the teaching and learning sequence through an inquiry approach which also reflects the Visible Learning principles. Students are provided multiple opportunities for learning and assessment. The planning template also includes identified connections to the Religious Life of the School and spiritual formation opportunities.

This is visible at Our Lady of then Assumption through:



- Our Lady of the Assumption Religious Education Scope and Sequence.
- Planning templates.
- 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, e.g., within non-contact time 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.
- 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 Our Lady of the Assumption, 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 is visible at Our Lady of the Assumption through:

- Teacher plans are available for the Leadership Team to monitor and provide feedback on.
- When required, the APRE assists with classroom teaching.
- 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 area have visible sacred spaces that reflect the liturgical calendar.
- All classes engage in daily classroom prayer.
- All classes 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.



Element Three – High Quality Learning and Teaching

Our Lady of Assumptions Learning and Teaching in Religious Education

Our Lady of the Assumptions 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.

Design Principles for Religious Education at OLA

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*.

Catholic Christian Worldview

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

Seamless Curriculum

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

Pedagogical Direction

The pedagogical direction of the *Religion Curriculum P-12* is consistent with the *BCE Model of Pedagogy* (2019) and draws significantly on John Hattie's research, *Visible Learning* (2011) and the visible learning and teaching story outlined in *Visible Learning for Teachers* (2012).

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

By adopting the Planning Template for Religious Education from BCE, these pedagogical directions have been adopted by OLA.

Furthermore, at OLA continuity in the Religion Curriculum is ensured within and between year levels, building on where students' learning in Religion is situated and leading onto where the students are heading in their



learning. There is also a clear focus on the Line of Sight documents in year level planning: Year Level Description, Achievement Standard and Content Descriptions as evidenced in the planning template used for RE.

Alignment

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*.

At the School Level

Our Lady of Assumption'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 of the Assumption 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, PLL 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.

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

Professional Learning and Accreditation

Accreditation to Teach Religion in a Catholic or Ecumenical School

All teachers of Religion in Archdiocesan schools are required to be accredited to teach Religion. Currently, at OLA, all teachers have Accreditation to Teach in a Catholic school and all teachers of Religion also have accreditation to teach Religion in a Catholic school.



Maintenance of Accreditation

As part of their professional learning, all staff are required to maintain their accreditation status by engaging in the required number of hours (25 and 25 every five years) to maintain accreditation to Teach and to Teach RE. The school provides some opportunities on professional learning days each year and teachers are expected to find other opportunities in their own time to complete the requirements.

This is visible at Our Lady of the Assumption 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.
- Annual re-evaluation and tracking of Scope and Sequence
- Staff who have interim accreditation are provided with support to complete REAP/IFE program.
- Staff who have interim accreditation are encouraged by the leadership team to complete their accreditation requirements.

Our Lady of Assumptions' Religious Education Program identifies and engages in 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.

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



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

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



Student achievement is recognised and celebrated within our school community in a variety of ways: At informal meetings; one on one feedback to students, parent-teacher nights and celebrations of learning. The Student Reporting System (SRS) is Brisbane Catholic Education's online student reporting tool. SRS facilitates the reporting of student achievement to parents and caregivers by allowing teachers and administrators to create, proofread, edit, verify and publish student reports. As has been noted previously and is evident in the school's Religion Planning Template, Religious Education is taught and assessed with rigour and is flexible to enable each student to achieve and demonstrate what they have learned. Religious Education is reported at this school twice yearly on report cards and also through formal and informal parent/ teacher/ student meetings.

The teaching and learning identified in this Religious Education Program is consistent with whole school approaches to teaching and learning across the curriculum at OLA

This is visible at Our Lady of the Assumption by:

- 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 of the Assumption's Religious Education Program identifies and articulates quality resources that are accessed to provide meaningful and relevant learning experiences for all students.

Our Lady of the Assumption places a high value on quality resources to be used to enhance the learning experiences of all students. The Religion budget is used to purchase resources that support various units. Educators 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 2022, priority will be given to professional development for teaching staff to assist students 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 the Loyola Press to engage and enhance student learning.

Resourcing of RE at OLA takes many forms; from a dedicated budget to purchase materials (CDs, cloths, candles, classroom requests) library, Resource-Link; internet; Bibles; online resources, and other ways to provide meaningful and relevant resources for students.

This is visible at Our Lady of Assumption through:

- Religious Education budget to purchase new resources.
- Resource Link bookings.
- Online resources.
- Our Lady of the Assumption website

Our Lady of the Assumptions 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 Our Lady of the Assumption 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 classes and provide multiple opportunities for learning and 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 is visible at Our Lady of the Assumption through:

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

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

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

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/matrices are used to provide feedback and also highlight to both student and parent expectations in relation to the achievement standard.

This is visible at Our Lady of the Assumption through:

- Each semester parents receive reporting on progress in Religious Education, including a comment.
- Annotated work samples and authentic feedback is 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 of the Assumption's Religious Education Program identifies and articulates how teachers enact wholeschool pedagogical practices making the learning intent and success criteria visible to each student, at both a year level and class level.

Our Lady of Assumption 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 intentions 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 Our Lady of Assumption 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 is visible at Our Lady of Assumption 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 of the Assumption's Religious Education Program identifies and articulates how year level and class planning incorporates a range of effective assessment practices that enable each student to demonstrate the full extent of their learning against the achievement standard.

OLA 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.

Powerful Pedagogies

The delivery of excellence in teaching and learning (ELT) is a core goal of Brisbane Catholic Education. Our school supports that goal through its involvement in the formation of staff in such powerful pedagogies as Visible Learning.

Examination of the sample units and the Template for Planning in Religion demonstrates our support for the five practices which 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; 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.

Focusing on Learners and Their Learning

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

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

Establishing Clear Learning Intentions and Success Criteria

At OLA, the starting place for the classroom Religion program is the Religion Curriculum P-12. Religion teachers use the curriculum to create and make clear and visible the learning intentions and success criteria for all students. Again, this is clearly evident in the sample units of work provided.

In these units of work, the rigor of our school's approach to learning and teaching in the Religion classroom, drawn from the Knowledge and Deep Understanding and Skills of the P-12 Religion Curriculum document, takes into account the capabilities and readiness of students, while at the same time ensuring a classroom that engages and challenges students.

At OLA, assessing student learning is an integral part of the school classroom. It improves learning and informs teaching. It is the process through which teachers identify, gather and interpret information about student achievement and learning in order to improve and enhance teaching and plan for further learning.

As part of their planning, and teaching, employ the five key strategies for formative assessment, namely,

1. Clarifying, sharing and understanding learning intentions and criteria for success
2. Engineering effective classroom discussions, activities and learning tasks that elicit evidence of learning.
3. Providing feedback that moves learning forward.
4. Activating learners as instructional resources for one another (peer feedback).
5. Activating learners as the owners of their own learning (self-assessment).

At OLA, it is believed that evidence of achievement should reflect the knowledge, deep understanding and skills described in the relevant achievement standards and reflected in the success criteria.

Educators 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 students achievement in relation to the achievement standards. Student folios are used to track student development and achievement across the year. At OLA, assessing student learning is an integral part of the school classroom. It improves learning and informs teaching. It is the process through which teachers identify, gather and interpret information about student achievement and learning in order to improve, enhance and plan for further learning.

This is visible at Our Lady of the Assumption through:

- The BCE model of pedagogy 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 and 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 of the Assumption's Religious Education Program identifies and articulates practices used to ensure consistency of teacher judgement about student progress and achievement across the year level.

Educators at Our Lady of the Assumption 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 and PLL to ensure that learning experiences support students to demonstrate the achievement standards.

This is visible at Our Lady of the Assumption through:

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

Our Lady of the Assumption's 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 of Assumption. This takes the form of an overall achievement and a comment outlining the student's achievement against the curriculum 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 is visible at Our Lady of Assumption through:

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

Our Lady of the Assumptions 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 levels.

At Our Lady of the Assumption, the Principal, APRE and PLL are the guiding coalition. In collaboration with the Librarian, ST:IE and classroom teachers they 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.

High Quality Assessment is created with Three Core Elements:

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 area.

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

Tools for Assessment

Educators at OLA are encouraged to use a range and balance of assessment tools to allow educators to cater for all learners and learning situations, to measure the impact of their teaching and plan for further learning and teaching. Assessment revolves around three core practices, namely:

- Teacher observation: observing students and monitoring their progress as they work.
- Student/Teacher consultation: interacting with students either formally or informally.
- Focused analysis: Teachers examining in detail student responses to tasks or activities.

Examples of Assessment tools used at OLA include:

Assessment tools	Questioning	Reflective tools	Teacher Observation
Running records	Think Pair Share	Blogging	Anecdotal records
Criteria for success	Wait time	Voice thread	Checklists
Research projects	Effective questioning	Reflective journal	
Annotated work samples	Asking questions	Podcasting	
Written tests	Question matrix	Reflective questions and prompts	
Multiple choice tests	Bloom's Taxonomy	Learning logs	
Extended response		Thinking skills	
Group discussion		Peer feedback	
Oral presentation		Two Stars and a Wish	

Written tasks		Plus, minus, interesting	
Portfolios		Traffic lights	
		De Bono's Thinking Hats	
Graphic organisers			
Concept maps			
Concept mapping			

This is visible at Our Lady of the Assumption 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 of the Assumptions Religious Education Program identifies and articulates how feedback is used to enhance student learning progress and development.

Teachers at OLA 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

This is visible at Our Lady of Assumption through:

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

Our Lady of the Assumptions' 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 is visible at Our Lady of Assumption through:

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

Feedback to Students

At OLA, student self-assessment is regarded as vital to success at school. It involves teachers:

- Sharing with students the success criteria for each assessment activity
- Ensuring that students understand the success criteria
- 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 occurs when students offer each other advice about their work which incorporates reference to:

- What has been done well in relation to the success criteria
- What still needs to be done in order to achieve the success criteria
- Advice on how to achieve that improvement.

Element Four – Monitoring and Evaluation

Our Lady of the Assumptions Monitoring and Evaluation of Religious Education

Our Lady of the Assumption’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.

Processes are used at OLA for monitoring and evaluating student achievement and to plan development for the whole school, year levels, class and individuals.

At the School Level

Religious Education is not taught in isolation: It is a curriculum area similar to all other curriculum areas in the school. It is taught, assessed, reported, and evaluated in the same way as other subject areas. Our Lady of the Assumptions 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 of Assumption 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. Regular meetings with our parish priest and sacramental coordinator allows for additional collaboration and support which ensures the religious life of the school, the classroom teaching of Religion and parish events and activities are closely aligned.

This is visible at Our Lady of Assumption through:

- Educator participation in professional learning about assessment and reporting to improve consistency of practice.
- Educators accessing the BI tool to examine overall student achievement in Religious Education.
- Educators using assessment to provide them with feedback regarding the effectiveness of units of work that have been taught.
- Annotated work samples and authentic feedback 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.
- School staff handbook outlines general processes for assessment, reporting and evaluating
- School Report Card Sample

At the Year Level

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

Teachers as Professional Learners

Religious educators at OLA engage in ongoing professional learning focused on enhancing individual and collaborative practices as well as developing the capacity to improve student learning. Each year the school engages in the ongoing process of Consistency of Teacher Judgment, a key strategy for implementing the *Religion Curriculum P-12* and monitoring its effect on students' learning.

Regardless of whether RE is part of the formal CTJ process, Consistency of Teacher Judgment at each year level occurs at OLA when teachers of RE moderate in preparation for reporting.

At Our Lady of the Assumption, 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 each year level includes professional dialogue with teachers during the annual inter-school moderation processes where staff share with other teachers at their year level annotated samples of work. A degree of moderation occurs during the planning process for units of work: Teachers agree on the line of sight between the Achievement Standard, Knowledge, Understanding and Skills, and diverse assessment tasks which are similar in standard. The creation of a standards matrix or rubric for correction also assists teachers to apply the same correction standards to student work.

This is visible at Our Lady of Assumption through:

- Educator 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 of the Assumption's Religious Education Program identifies and articulates how the effectiveness of year level planning is reviewed and evaluated and how changes to year level planning are accommodated and communicated.

Our Lady of the Assumptions scope and sequence is document 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 is visible at Our Lady of Assumption through:

- The Scope and sequence document 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.

At the Class and Individual Student Level

Our Lady of the Assumptions 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 are 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 is visible at Our Lady of Assumption through:

- Teacher overviews and weekly/daily programs.
- Student profiles.
- PSPs
- Student support staff working alongside the class teacher.

Appendix 1

A Catholic View of Learning

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



Catholic View of Christian Anthropology

A Catholic view of Christian anthropology is centred 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 the whole curriculum with a hope-filled vision of life. At OLA, it is characterised by inclusion, holistic and relational learning, and action in community.

Catholic Perspective on Epistemology



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

The Catholic tradition views the acquisition of knowledge as a lifelong and life wide enterprise. Reflective self-directed learning and teaching provides sacred spaces for teachers and students to interiorise knowledge

Catholic Understanding of Cosmology

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

Catholic Christian Story and Tradition

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



Ongoing spiritual formation for Religious educators is as important as professional and theological learning. A person-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, the heart and the hands (experience, knowledge, practice and application)