

St John's College

Religious Education Program

2016

Religious Education

Introduction

College history

The College is the oldest independent secondary school on the Sunshine Coast and was established by the Good Samaritan Sisters on February 1st, 1940. Originally known as St Joseph's, it was a boarding and day school comprised of eight students, both male and female. The school was based at the Good Samaritan Sisters' convent in Currie Street, Nambour. From 1943 to 1979 it was predominately a girls' secondary school. To cater for the Sunshine Coast's increasing populace, the school was relocated to Perwillowen Road in 1979 with a class of 100 students consisting of both boys and girls. The College was renamed St John's in 1985 to distinguish it from St Joseph's Primary School in Nambour. From the first Principal (Sr Mary Kostka) to the current (Mr Chris Gold), there has always been an emphasis on caring and educating Sunshine Coast's young people. In 1977, BCE assumed governance of the college.

At the start of 1979, the College relocated to the present site on Perwillowen Road, Nambour for students in Years 8 to 10. With 11 staff and 99 students, only 23 of whom were boys, the College was officially opened at this site on March 21st, 1979. In 1985, the school was renamed St John's College and embraced the motto "Unbind and Set Free", a scriptural verse taken from St John's Gospel, chapter 11, verse 44. This motto has remained at the centre of our spirituality at St John's, along with the story of the Good Samaritan taken from the Gospel of Luke. In recent times, our prayer life has been enriched by the writings of St John the Evangelist, the rule of St Benedict and the values of the Good Samaritan Sisters, a true testament to our diverse and rich spiritual history.

School vision

St John's College is a Catholic learning community established by the Good Samaritan Sisters in the Benedictine Tradition. In a spirit of faith, hope and love, we strive to develop confident, reflective and compassionate young men and women who are committed to transforming the world through service and leadership.

"Unbind and set free" (John 11: 44)

With the motto 'Unbind and Set Free', the College has as its focus the life and the teaching of Jesus. Within the St John's community, we aim to pass on the richness of the Catholic tradition.

Element One – Students & Community

St John’s College – Vision and context for Religious Education

The school’s Religious Education Program is responsive to the needs and religious backgrounds of students and the contemporary contexts for learning in the Religion classroom.

At the whole school level

St John’s College’s Religion Program takes into consideration the demographics of the students, the individual learning needs of its students, their families and the local community. St John’s draws from a predominantly Christian local community.

Evidence of this is shown by:

- Information about the religious background of students is accessed from the BCE BI Tool and considered when planning units of work. This is significant considering the College draws from a range of schools which do not offer religious education as a subject in primary school, but have a religious background with one or more parent being Catholic or other Christian religion. This information allows for the accommodation of the minority who do not have a religious background
- Parent information is shared on the school website to expand parent’s knowledge of the Religion curriculum. Subject Yearly Overviews are posted on the College website and emailed home to parents at the beginning of each semester.
- All year 7 students undertake an orientation program within the first week of the year in which the College history, charism, traditions and significant rituals are explored. During this time students are made familiar with the sign of the cross, celebration of the Eucharist, College Song and how to do ritual in preparation for the Opening Mass with the aim of promoting inclusion and familiarity with the Catholic ethos.
- Information regarding opportunities for the community to share and celebrate in our Catholic Christian heritage is promoted in the College newsletter and emailed home.
- Individual Religious Education class teachers are encouraged to make contact with parents regarding units of work.

Students at St John’s College by religion as stated at enrolment (2016)		
Total enrolment	Number of students	Percentage
	778	100%
Catholic	497	63.9%
Other Christian	146	18.8%
Other religions	4	0.5%
Not stated	28	3.6%
No religion	113	14.5%

Total Christian enrolment: 643 students 82.6%
--

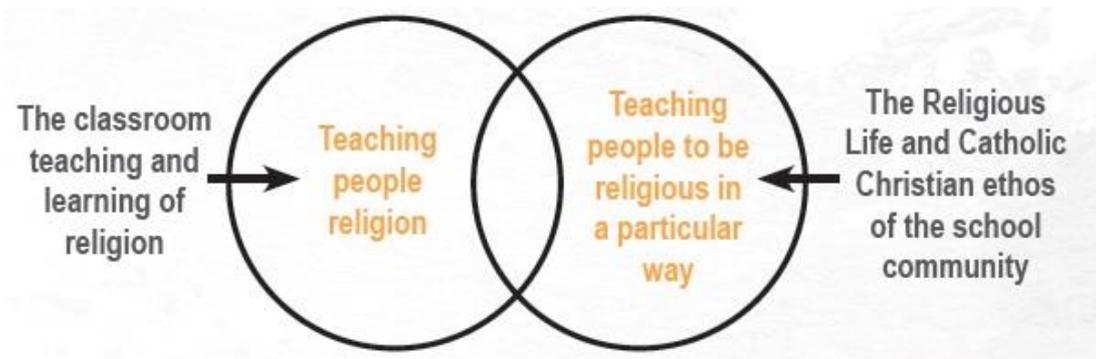
Students at St John's College by religion as stated at enrolment <i>by year level</i> (2016)						
Year level	Total enrolment	Catholic	Other Christian	Other religions	Not stated	No religion
7	136	95	28	1	2	10
	100%	69.9%	20.6%	0.7%	1.5%	7.4%
8	138	77	32	1	11	17
	100%	55.8%	23.2%	0.7%	8.0%	12.3%
9	114	72	17	1	5	19
	100%	63.2%	14.9%	0.8%	4.4%	16.7%
10	144	99	20	0	5	20
	100%	68.8%	13.9%	0%	3.5%	13.9%
11	126	75	23	0	2	26
	100%	59.5%	18.3%	0%	1.6%	20.6%
12	120	79	7	1	3	21
	100%	65.8%	5.8%	0.8%	2.5%	17.5%

Vision for religious education

The Religious Education program at St John's College aims to give our students an understanding of the Catholic faith and practice appropriate to their age and development as they are on a spiritual journey. The program assists students to develop a better appreciation of their relationships and understanding of self, peers, family, environment and God explored over six years at levels applicable to each age group. We seek to inspire and challenge students to live the Gospel of Jesus Christ so that they may participate critically and authentically in the wider society through service and leadership.

At St John's College, the complementary nature of the Religious Life of the School and the Learning and Teaching of Religious Education, reflects the Brisbane Catholic Education Model for Religious Education. The interrelated focus is on teaching people religion and teaching people to be religious. It is strongly connected to Catholic Christian teachings, the Good Sam's Sister's vision to be 'neighbour to all' and Benedictine traditions.

Model for Religious Education



As a Catholic community, established by the Good Samaritan Sisters in the Benedictine tradition, St John's College vision for religious education is holistically developed through an understanding of Jesus' mission and strives to educate all students in their faith journey. We challenge both our staff and students to live the gospel of Jesus Christ

as successful, creative, active and informed learners who are empowered and equipped to enrich and serve our world while listening with the ear of the heart. We strive to have respect for the sacred and honour our liturgical traditions that sanctify our time and place. We are committed to a purposeful and challenging curriculum that enables a transforming, reflective, inclusive, challenging and engaging learning community.

Evidence of this is shown by:

- The Vision for Religious Education can be found on the St John's College website
- The Vision for Religious Education is used as a starting point for curriculum planning for units of work in conjunction with the work program tab: [http://www.stjohns.qld.edu.au/school-life/Pages/Religious-Education-Curriculum-\(Complete-Outline\).asp](http://www.stjohns.qld.edu.au/school-life/Pages/Religious-Education-Curriculum-(Complete-Outline).asp)
- The Vision for Religious Education is focused on periodically during professional learning sessions e.g. Curriculum meetings, RE team level meetings, attending workshops offered by BCE and other professional development opportunities.

CONTEMPORARY CONTEXTS OF SCHOOL RELIGIOUS EDUCATION

At St John's College, recognition is given to the four contexts identified as having significant impact on Religious Education in contemporary Catholic schools. They are the Societal Context, Ecclesial Context, Educational Context and Digital Context.

Societal Context

St John's College acknowledges that it is part of a complex and ever-changing environment. Our students live in a global world that is interconnected and are exposed to a range of values delivered through diverse media. Therefore, the challenge of our school is to engage families (who have varied socio-economic and cultural backgrounds) in Religious Education in effective and relevant ways that reflect the essence of a Catholic Christian worldview. For our St John's context we have a number of students who come to us from state schools, but are either Catholic or Christian. Care is taken to ensure the Religious Education Program and Religious Life of the School events are mindful of the fact that students 'unchurched' or unfamiliar with ritual is addressed before any major school events. St John's College also has a history of Community Service in the Nambour area. Partnerships exist with local nursing homes, the Nambour Special School, The Shack and the homeless shelter. In partnership with Nambour St Vincent De Paul, a Youth Conference has been established which includes students and parents from St John's College, St Joseph's Primary School and St Joseph's Nambour Parish, who aim to address the social disadvantage and promote social welfare.

Evidence of this is shown by:

- Informing parents of the Religious Education at St John's College
 - During the enrolment process
 - Orientation days
 - At parent information evenings
 - Through the school website
- College behaviour management policy - RTI
- Acknowledgement of Aboriginal culture through Acknowledgement of Country at celebrations, parent evenings, whole staff PD and Stewardship and Culture committee meetings and through significant events such as NAIDOC, guest speakers, Sorry Day. Where possible for significant celebrations Welcome to Country is pursued following appropriate protocols.
- Immersing students in a global world through the use of Caritas, Catholic Mission and St Vincent de Paul resources

- Raising awareness and funds for Project Compassion, (Caritas) Catholic Mission (Catholic Mission Month), St Vincent de Paul (Blanket Appeal, sleepouts, SWAG bags, Undies and personal items, Christmas hampers), Good Sam's Youth Conference (part of SVDP – Parish, Primary School and St John's)
- Nambour Soup Kitchen, donations to SVDP Nambour 'God's Pantry'
- Community Service – nursing homes, Primary Buddy System
- Religious Education Units and assessment tasks are set in a contemporary context in order for students to relate to a global perspective

Ecclesial Context

The challenge for many Catholic schools is that many students and their families are disengaged with the formal life of the Church and therefore, the culture and language of religion is underdeveloped for many students. The College offers opportunities for the community to engage with the tradition, language and culture of the Church. We seek to provide for families to engage with the Catholic Christian tradition and its rich spiritual practices. St John's actively seeks to connect school and parish. As part of St Joseph's Parish Nambour, our local priest is present in our community and classrooms. Opening and closing masses are celebrated by Father Graham Gatehouse. Prior to these events conversations are held between students and priest. Although two kilometres away, the Church and parish center are made present in the school with visual reference to St John's beginnings, by utilising historic photos and incorporating the convent in the student diary and significant prayer rituals. Our parish priest conducts mass at the Year 12 retreat and reconciliation when possible at the Year 10 retreat.

Evidence of this is shown by:

- Inviting school community to attend school and class Masses/ liturgies and significant Church calendar events
- House Pastoral Care Groups alternate to lead prayer on College Assemblies.
- School Masses and Liturgy of the Word celebrated for significant events such as beginning of school year Opening Mass and induction of College Leaders, Ash Wednesday, Easter, ANZAC Day, Father's/Mother's Day, Pentecost, Catholic Education Week, St John's Day, End of Year Mass, Year 12 Graduation Ceremony, Year 12 Farewell Rituals, conclusion of school year Christmas Liturgy.
- Classroom sacred spaces, with Pastoral Care Group prayer every morning
- Staff sacred space with morning prayer two days a week and Staff prayer Thursday Morning Prayer Roster
- Visible sacred icons and imagery throughout the school.
- Parish priest as Guest Speaker in RE/SOR classes
- Connections with the Good Sam's Sisters
- Promoting St Joseph's Parish activities via College newsletter, Morning Notices, assemblies – for example, youth group, Lenten programs, sacramental programs

Educational Context

St John's College seeks to nurture and develop students as life-long learners. This is done by offering breadth through a balanced curriculum enriched by Gospel values whilst enabling them to make a positive contribution to society. The classroom teaching and learning of religion is aligned to the philosophy, content, structure, academic rigour and assessment and reporting models used in other learning areas. St John's has a whole school pedagogy of TRICE which are the Principles/Philosophy that informs and influences all our teaching and learning.

Transformational – learners are transformed and will be able to transform their world confidently and compassionately through life-long and life-giving learning, example and leadership.

Reflective - Independent, critical thinker, with ownership of learning through deep thinking, being spiritual, responding to challenges, striving for personal best, and having a variety of approaches to learning and living

Inclusive – acceptance, welcoming, differentiated, supportive, flexible, empathetic, connected, effort and achievement are both valued.

Collaborative – teachers and students are challenged to broaden their own learning, while being supported in their learning, expectations and goals; connecting to parish and local and global communities, using technology, valuing input from all, sharing best practice and developing strong partnerships between parents, teachers and students.

Engaged Learners – active, creative and dynamic learning environments using a multitude of strategies and incorporating ICLT's including social media and using personal devices.

Evidence of this is shown by:

- Quality planning for learning and teaching
- Making links to other curriculum areas where possible
- Quality assessment and reporting
- Continuing professional development for teaching staff
- Reflecting the College pedagogy of TRICE and the BCE model during planning
- Incorporating Visible Learning strategies and DELT
- Incorporating digital technologies into teaching and learning in Religious Education
- Articulating intentional links between the Religious Life of the School and classroom teaching of Religion

Digital Context

The College seeks to engage students in the critical, creative and responsible use of digital learning tools, with a particular focus on developing knowledge and skills to be a responsible digital citizen. The religious education curriculum aims to enable students to effectively use and work with digital tools at their disposal. This enables them to express their learning in rich and relevant ways, provides flexibility and differentiated learning whilst connecting the school and wider community in a global context.

Evidence of this is shown by:

- Issuing of all students with a laptop under the College's Computer Use Policy
- Demonstration of learning by the students using digital technology - padlets, digital stories, power point, trading cards
- Teachers and students use Bible Gateway and other appropriate online Bible tools
- Teachers use the Ways to Pray Calendar to access activities to support the Religious Life of the School
- Teachers use BCE Learning Bytes and other digital resources including Resource Link
- Professional development for teaching staff on Religious Education and Pedagogical practices incorporating ICT tools and devices (Middle Leader ICT)
- A wide range of digital databases to assist students in their research of specific questions

Beliefs about Learners and Their Learning

We believe that every learner is created in the image and likeness of God and, inspired by the Spirit, responds with passion and creativity to life. Every student and teachers is an individual and this needs to be taken into account when implementing the Religious Education Curriculum. Therefore students need to be engaged in multiple ways of learning and knowing, to allow for an authentic education process to exist in order to have genuine student engagement. Teachers should ensure that students should know from the outset what they are going to learn and how they are going to achieve (Dimensions of Learning; Visible Learning concepts – Where have we been? What are we going to do now? How is it important for where we are going? Framework for learning intentions)

Evidence of this is shown by:

- The Religion Curriculum is planned collaboratively including all appropriate key stake holders to address the differentiated needs of each learner (APRE, class teachers, STIE, Middle Leaders for Teaching and Learning and Information and Technology Integration, parents, Pastoral Leaders)
- Adjusting the way in which students are taught and the means through which they demonstrate their learning, including the provision for multiple opportunities as outlined by the Principles of Assessment
- Modifying assessment tasks to suit students' needs for verified students and scaffolding and or modifying for those students of lesser ability
- Specific attention and support for students on Independent Learning Plans (ILP) and ESL
- Encouraging the use of tutorial rooms at lunch for students seeking additional time and support
- Providing students with opportunities to work with content in more depth or breadth
- Designing and reviewing learning intentions and success criteria when planning units of Religion to enable all students to demonstrate their learning e.g. colour coding
- Embedding teaching strategies, such as graphic organisers, an acronym mindset tools, feedback from Dimensions of Learning and Visible Learning Frameworks
- Auditing of assessment styles periodically for each year level to ensure variety, breadth and scope

Impact of System Initiatives on Religious Education

St John's College began under the governance of the Good Samaritan Sisters and in 1979 became operational as a Brisbane Catholic Educational school. Due to this history, our Catholic identity is shaped by our vision and charism. A five year Cyclical Review 2013 – 2017 guides the planning for the school and involves initiatives which impact on Religious Education. In 2015 St John's became a 'Visible Learning' school and focus began on best teacher practice, classroom walk-throughs, Professional Learning Communities, learning intentions and success criteria.

Evidence of this is shown by:

- Cyclical Review 2013 – 2017
- DELT – Delivering Excellence in Learning and Teaching
- Visible Learning
- St John's College Strategic Plan for each year

At the year level

Teaching staff at St John's College meet as a Department and as Year Level Teams to plan, develop and review units of work for Religious Education so the learning needs of all students are accommodated. This process assist teachers to implement a curriculum that ensures mandatory requirements are met and that continuity and comprehensive coverage occur throughout the school.

Evidence of this is shown by:

- Whole Religion Department meetings which are held at the beginning of the year and then once throughout each term. These meetings are followed up with Year Level Team meetings organized by teachers as required. These allow for collaborative planning and provides for the learning needs of all students.
- Meeting at the Curriculum Leaders level to ensure Religious Education adheres to the assessment policies and procedures expected of all subject areas. This also allows for the filtering of information on develops in DELT and Visible Learning to staff.
- Religious Education Overview and Yearly Overviews for each grade articulate how the syllabus informs each unit and make up the scope and sequence. They are reviewed while planning, developing and reviewing units of work to ensure the auditory and monitoring of mandatory requirements for teaching, learning, assessment and reporting of the Religion curriculum.

- The placement of all units of work on the school’s server – s drive (Staff Share Drive) which is a shared zone for teachers to add new resources for units of work
- Teacher access to specialist teachers from Learning Support to review and offer adaptations to assessment to accommodate students with special needs and extend others
- Email communication is used to distribute class activities and resources in a timely manner with notification that they have been placed on the s drive.

The school’s website communicates clear information to parents and the wider community about what students will be taught in the religion classroom at each year level.

Evidence of this is shown by:

- Under Faith Life tab on the website focus areas for each year level clearly identifies what is being taught in religion
- Religious Education Subject Outlines for each the year are emailed home to parents and published on the Parent Portal

At the class and individual level

Teachers need to know their students. In knowing their students as learners and as young adults, teachers can best respond to student needs and inform the development of units of work and activities that engage students and are relevant to students’ lives. Although cohorts generally have similar characteristics, the cohort is the sum of its parts, and each student brings a unique mixture of interests, religious background and familiarity, and learning style and progress path. In understanding who the students are, teachers can plan and adapt learning activities that meet the needs of their particular classes and students. Each teacher has a different teaching style and implements lessons to meet their own classes’ needs.

Evidence of this is shown by:

- Unit planning template used in the Religious Education Department to ensure a consistent approach to planning
- Teacher documentation about differentiated learning and assessment via reporting
- The provision of a variety of opportunities for students to demonstrate their learning
- MySite tools for uploading student resources
- Units of work reveals a variety of activities and assessment opportunities which clearly identify efforts to differentiated learning
- Year level teacher communication is frequent, regular, formal and informal, to ensure that teaching, learning, assessment and reporting are consistent and relevant to each class within a common unit of study
- The evaluation of units by students and teachers
- The encouragement given to teachers to continue developing resources and refining teaching during the unit to meet the needs of all students

Element Two – Curriculum Structure and Organisation

The St John's College Religion Education Program articulates a Catholic view of learning and teaching and is structured around the *Model for Religious Education*.

At the whole school level

The Catholic View about Learning and Teaching

At St John's College, 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. In our St John's context, the values of the Sisters of the Good Samaritan are evidenced in various aspects of school life. Each year a theme is chosen from the Good Samaritans Benedictine values that will be repeated and guide the year's liturgical celebrations. Students are continually reminded of the Benedictine tradition and the expectations this traditions asks of them.

Catholic View of Christian Anthropology

A Catholic view of Christian anthropology is centred on the person of Jesus. It recognises 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 St John's 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 Sabbath 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 St John's 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.

Evidence of this is shown by:

- Teachers are expected to cover all mandatory requirements in their planning, teaching, assessing and reporting of the Religion Curriculum.
- Year level units of work are planned to reflect events and activities that enhance the religious life of the school to the student learning and assessment of the achievement standards.
- Overview of Junior Religious Education is monitored and updated annually (or more frequently as needed).
- Year level scope and sequence documents are annually audited, monitored and updated.

- The Leadership Team timetables Religion classes to ensure meeting of mandated time allocation.
- Masses are offered at the College once a month. All staff and students are invited to attend.
- The recent inception and implementation of a school prayer, reinforced through masses and assemblies.
- Various visual reminders around the school: the values are printed on the entrance doors to the school office and banners are displayed and used during liturgies masses, and in the Good Samaritan Centre in between celebrations.

Model for Religious Education

The St John's College Religious Education Program is organised and structured around the Model for Religious Education. The approach is a holistic one, being mindful of the purpose and mandate of teaching the Religion Curriculum, as well as being mindful of the local context, ecumenicity of our community, and multi-faith realities of the wider community. The classroom teaching and learning of Religion, as well as the experience of the Religious Life of the School, are sensitive to the religious diversity of our local community while being faithful to the Catholic Christian Benedictine identity of the College. Students have the opportunity to participate in the organisation of prayer and liturgy as well as social justice initiatives through school committees.

Evidence of this is shown by:

- Religious Education units identify aspects of the Religious Life of the School and important liturgical celebrations that fall during the teaching of a unit
- Sacred spaces are used in all Pastoral Care rooms
- The Year 10 Social Justice unit develops students' understanding of Catholic Social Teaching on social justice issues and initiatives
- Pastoral Care classes are involved in creating and presenting a whole school prayer each year.
- Retreats and reflection days exist for students of all year levels.

Reconceptualist Approach/Time Allocation and Effective Timetabling

A critical appreciation of one's own religious tradition is required, while at the same time being empathetic of and respectful towards the understanding of others' religious beliefs and practices. A reconceptualised approach to Religious Education can help St John's College become firmer in our identify by an awareness and understanding of the things we are not. Students are given the opportunity to investigate and enquire about their own faith and the faith of others. This allows both teachers and students to return to their religious traditions with enhanced understandings. Presumptive language is avoided in order to remain invitational and welcoming to all students, regardless of religious background and level of exposure.

Year planners and units balance and integrate the four strands of the Religion Curriculum: sacred texts, beliefs, church and Christian life, each with its own distinct body of knowledge.

Evidence of this is shown by:

- The Leadership Team timetables Religion classes to ensure meeting of mandated time allocation.
- The introductory Year 7 topic assumes no prior knowledge.
- The Overview of Junior Religious Education document and all unit outlines highlight the Religious Education strands taught in each unit. Each unit integrates content from at least two strands.
- Some direction of classroom practices is based on student feedback within the parameters of the mandated content. Evidence is shown through lessons taught on refugees as a social justice issue during the height of the European refugee crisis in 2015.

Scope and Sequence

St John's College uses a clear, collaboratively developed scope and sequence for learning and teaching in Religion based on the *Religious Education Curriculum* and reflective of sound design principles. The documents for each year level change every year based on reflection and feedback from year level teachers, and how well received the units were by students. The document is used to inform unit planning, assessment planning, and lesson planning, and allows alignment with practices of Visible Learning.

Evidence of this is shown by:

- Scope and sequence document for year levels 7-10 that show that teaching and learning is meeting requirements in terms of achievement standards, appropriate content, mandated scripture and assessment.

At the year level

Scope and Sequence

Continuity is ensured within and between year levels, building on where students' learning in Religion is situated and where students are headed in their learning.

Evidence of this is shown by:

- The scope and sequence documents for various year levels.
- The Year 7-10 Overview of Religious Education document allows teachers to see what students have covered in previous years of Religious Education. This is particularly useful for teacher new to the subject/year level.
- Sequencing of topics is structured in a way that both knowledge and skills are ordered and progressive. Year 7 and 9 topics have been reordered to allow this.
- Year 7 "Power of Words" assessment introduces students to skills of physically using a bible and familiarising themselves with scripture, referencing, and interpreting scriptural language – skills that will be used in subsequent topics.
- Each student has a profile folder containing all assessment tasks they complete from Year 7-10 showing progression
- All resources and assessment tasks are available on a shared staff folder, giving staff the opportunity to view previous and future units and assessment items.

The Religion curriculum is connected to the religious life of the school, cross-curriculum areas, global and local contexts and student interests.

Evidence of this is shown by:

- Regular contact between year level team teachers takes place to share resources, discuss learning activities, assessment and feedback.
- Regular discussions take place with the APRE regarding upcoming activities and assessment tasks.

At the class and individual level

Scope and Sequence/Line of Sight

Teachers keep a clear focus on the line of sight. Scope & sequence documents are available to all teachers. The Year Level Descriptors and Achievement Standards are both located in each unit outline as well as the yearly overview.

This is particularly important for content mapping and ensuring that all content is covered within the year level and all aspects of the achievement standard are addressed.

Evidence of this is shown by:

- The scope and sequence documents are available to all teachers.
- The line of sight documents are available and these clearly highlight which content and skills are covered in which unit, ensuring that all aspects are covered by the end of the year level.
- Unit outlines are standardised and all begin the fertile question, mandated scripture, explicit prayer experiences, context for learning, religious life of the school, class context, year level description and achievement standard. The religious knowledge, understanding and skills are included in this document.
- The Year 7-10 Overview of Religious Education document allows teachers to see what students have covered in previous years of Religious Education.

The Religion Curriculum is aligned with the Religious Life of the School at the classroom planning level.

Evidence of this is shown by:

- Unit outlines contain a section highlighting the context for learning – what is happening in the wider school environment during the teaching of each unit. This allows flexibility during the teaching program to include specific content about upcoming celebrations or when other needs are identified.
- Regular communications from the campus minister inform staff about various resources available to support the teaching of Lent, Advent, community events, Project Compassion and social justice and reflection days.
- Integration of “Liturgical Seasons” across multiple topics allows a teaching and learning focus to address different aspects at appropriate times during the year.

Teachers collaboratively reflect on the effectiveness of their planning and the progress and achievement of students within a learning and teaching cycle.

Evidence of this is shown by:

- Teachers annotate assessments with feedback for the following year
- Feedback is sought by the APRE at the end of units and assessments. Suggestions are implemented and added to unit outlines for subsequent years where appropriate.
- Through a collaborative, reflective process, assessment tasks have been modified and clarified (or re-written) to better support the students learning (Year 9 Term 1, Year 10 Term 1).
- Time is allocated during staff meetings to break into year level teams to plan.

Element Three – High Quality Learning and Teaching

St John's College – Learning and teaching in Religious Education

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

At the whole school level

Accreditation Requirements and Professional Learning

Teacher accreditation at St John's College is monitored by the APRE and Principal. Staff engage in ongoing professional learning experiences that focus on enhancing individual and collaborative practices as well as the capacity to improve student learning. A twilight and a full day session are devoted to the teaching of Religious Education. This ensures that all teachers meet the hours of spirituality professional development required to teach in a Catholic school. Additional opportunities are provided throughout the year through BCE iLearn and other providers.

Evidence of this is shown by:

- An audit of teacher qualifications is kept on the shared drive at school.
- Professional learning records are maintained for in-school PD.
- Staff are provided with support to complete the REAP program.

Powerful Pedagogies

St John's College's pedagogies are framed by the characteristics of Visible Learning, ensuring the continuity of learning for all students within the classroom and beyond. Fertile questions, learning intentions and success criteria for Religion are explicit on unit planners and student task sheets. Visible Learning practices allow for high quality and high equity learning outcomes for students. Teachers use a variety of learning activities and digital tools to engage students and relate content to students' own lives where practically possible.

Evidence of this is shown by:

- Staff have undertaken Visible Learning professional development over an extended period of time.
- Learning Intentions are made explicit in the unit plans as well as by teachers during lessons.
- Fertile questions, learning intentions and success criteria are explicitly communicated.
- Religion is reported to parents/caregivers each reporting cycle.

Meaningful and Relevant Learning Experiences

Quality resources are located, created, adapted and shared to provide meaningful and relevant learning experiences for all students. Many resources are cited in the unit outlines and links to when and how to use various resources in a teaching and learning sequence. The Religious Education budget allocates funds for the purchase of quality resources. Both teacher and student resources are available to all staff in the APRE office. Supplementary materials

are found in the storage cupboard in the Good Samaritan Centre, including equipment for creative and liturgical activities.

Evidence of this is shown by:

- The RE Department budget for purchase of resources
- Resources are available on a shared network drive. The folders for each unit match the Core Content Areas for year unit. Resources from previous years are kept to provide a starting point for future resources and assessments. This allows for growth to be seen from year to year and resources to develop into meaningful and relevant educational tools.
- Some year levels have a website with relevant learning activities and ICT tools integrated. This acts as both a communicative tool for students (who have access to the sites) and a collaborative tool for teachers.

Effective Assessment

The St John's College procedures and assessment policies include processes to ensure consistency of teacher judgement in Religion. The BCE Principles of Assessment tool is used during the planning of assessment tasks to ensure that tasks are equitable, valid, aligned with curriculum, and evidence-based.

Evidence of this is shown by:

- The school assessment policy and the RE Department handbook outline procedures for assessment. The BCE Principles of Assessment tool is used during assessment task development.
- Assessment criteria sheets follow a particular structure that allows teachers to evaluate student work using the achievement standards. To eliminate ambiguity, the words of the achievement standards are used.
- Teachers cross-mark with other year level teachers to ensure teacher judgement is consistent across the school.
- Samples of student work are saved, where possible, in electronic form, to the shared network drive so that exemplars and examples of student work are available for subsequent years. This is particularly useful for teachers new to the year level.
- Staff participate in inter- and intra-school moderation in Religious Education.

The St John's College Religious Education Program articulates the processes for reporting student progress to relevant stakeholders. Each semester, topic overviews are emailed to parents regarding content and assessment for each year level. Assessment is directly related to the term's content and achievement standard. Formal feedback is given to parents and caregivers in the form of student reports. Informal feedback is provided to students throughout the teaching and learning sequence, related to both assessment tasks and in-class activities.

Evidence of this is shown by:

- St John's College has separate Assessment Policies for the junior and senior years outlining assessment procedures.
- The processes for reporting on student progress are detailed in the RE Department Handbook. This covers both formal reporting processes as well as making contact with parents outside of reporting periods.
- Parents are emailed a unit outline for the current semester detailing both content covered and assessment processes for reporting
- Each semester parents receive a report on progress in Religious Education, including a comment. A portfolio of student work is shown at parent-teacher interviews.

At the year level

Across the school, learning intentions and success criteria are made available to students, at both a year level and class level. This transparency is implemented to make tasks accessible to students and clarify content focuses for teachers. This embodiment of the principles of Visible Learning gives students greater responsibility and encourages them to become life-long learners.

Evidence of this is shown by:

- Learning intentions are in the process of being embedded into each unit outline. These are for use by all classes in a particular year level.
- Criteria sheets for assessment tasks are available to all students.
- A professional learning session for all staff was undertaken at the commencement of the 2016 school year, focusing on the use of learning intentions as a tool to make students more aware and responsible for their own learning.

Year level planning incorporates a range of effective assessment practices that enable students to demonstrate their learning against the achievement standard. Assessment is undertaken for the purpose of: assessment for learning (sharing learning intentions, criteria for success and providing feedback); assessment of learning (gathering information to make professional judgements); and assessment as learning (student self-assessment). Teachers cater for a range of educational needs and abilities. Student folios of assessment tasks provide evidence of student learning against the achievement standards.

Evidence of this is shown by:

- Unit outlines reflect the BCE model of pedagogy.
- A range of assessment strategies are used for students in each year level. Some tasks give students the option to write or orally present their response, to choose certain text types, or respond in a creative or analytical manner. This enables students to demonstrate their learning against the achievement standard in multiple, authentic, high-quality opportunities. When student choice is a factor, it is made clear that both options are being assessed on the same achievement standards.
- Assessment tasks may be modified for students with special learning needs. This takes place in the form of templates, assistance with structure, clarifying instructions and cues.
- Student folios of work provide evidence of progress and learning against achievement standards.

Consistency of Teacher Judgement Processes

Measures are taken at St John's College to ensure that teacher judgement of student progress and achievement is consistent across year levels and classes. Teachers engage in moderation processes for all assessment tasks. Teachers liaise with the APRE and year level team leaders to ensure that learning experiences support students in demonstrating the achievement standards.

Evidence of this is shown by:

- Collaborative planning and input into assessment items is undertaken for each unit.
- Assessment tasks are all marked using a common criteria sheet.
- Assessment tasks are cross-marked by year level teachers or the APRE. Samples of student work are circulated.
- Some work samples are saved on the shared network drive for reference in subsequent years.

Reporting of Student Learning

Teachers in the RE department follow procedures that allow student progress and achievement to be reported to both students and parents/caregivers. Twice-yearly, formal grades are reported to parents. Students' work habits are communicated more regularly. Report comments are generated to align relevant content and the achievement standards with the students' progress. Parents are given the opportunity to meet with teachers, twice-yearly, to discuss student progress in detail.

Evidence of this is shown by:

- Regular reporting cycles communicate students' academic progress as well as classroom work habits.
- Parent-teacher interviews may be requested. Most parent-teacher interviews are booked by parents for twice-yearly interview sessions.
- A folio of each student's work is taken to parent-teacher interviews to show achievement in religious education and progress over time.
- Teachers are encouraged to make contact with parents by phone or email.

Meaningful and Relevant Learning Experiences

The development and monitoring of approaches to curriculum, pedagogy, assessment and reporting is carried out collaboratively. The Principal and APRE are the guiding coalition and contact is made with the EORE for feedback and direction. Within the school, teachers experienced with a particular year level are usually responsible for the dissemination of information from previous years and reflecting on feedback on suitable and relevant resources. All unit outlines and assessment tasks are available on the shared network drive and teachers are encouraged to add resources and place them into learning sequences in an appropriate space in the unit outlines.

Evidence of this is shown by:

- Units of work are planned in consultation with the APRE and year level teachers
- All relevant documents are available on the shared network drive, editable by all teachers
- RE Department meetings focus on the development of units and monitoring of agreed approaches to curriculum, pedagogy, assessment and reporting across the year levels and school.

At the class and individual level

Feedback is used to enhance student learning progress and development. This is in the form of verbal, written, individual and group feedback. Feedback is an important part of student learning at St John's College, and is undertaken across all subject areas both formally and informally, as part of the Visible Learning pedagogical approach. Teachers work with students to improve their religious understanding.

Evidence of this is shown by:

- A drafting process is used for each assessment task at all year levels of Religious Education.
- Formal feedback for assessment drafts may be in the form of verbal, written, individual and group feedback.
- Checklists are used for many year levels to clearly outline how appropriately students are addressing the achievement standard.

Consistency of Teacher Judgement Processes

Teachers use a body of evidence of student work to make judgements about each student's progress and achievement against the achievement standard. This evidence informs future planning and assists with the reporting process.

Evidence of this is shown by:

- With repeated (or similar) assessment tasks, examples and exemplars of previous students' work is made available through the shared network drive. These include completed, graded, and annotated tasks.
- Folios of student work contain all student assessment in Religious Education from Years 7-10, with separate folios used in senior years.

Element Four – Monitoring and Evaluation

St John's College – Monitoring and evaluation of religious education

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 the whole school level

St John's College 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.

Evidence of this is shown by:

- Teacher participation in professional learning about assessment and reporting to improve consistency of practice
- Use of the Business Intelligence tool to examine student achievement in Religious Education.
- Feedback is sought from both teachers and students about the effectiveness of various units of work
- Reflective practice - assessment items are circulated for feedback and generally updated and improved upon each year

Enrolment statistics are currently being analysed and made available through unit outlines, with specific reference to the religious make-up of St John's College students. This is particularly pertinent for Year 7 teachers as staff need to be aware of the diverse religious backgrounds of the students being taught. The statistics are not static and are intended to be updated as each year level progresses through the school

Evidence of this is shown by:

- Use of the Business Intelligence tool to examine past student achievement
- Integration of elements of the Religious Life of the School into every unit outline – specific for each term
- Use of enrolment statistics by year level and religion

At the year level

Where possible, teachers use data to inform decisions about curriculum planning, teaching and assessing. The Business Intelligence tool was introduced to teachers during a RE department meeting to show how student achievement can be examined in order for teachers to establish their learners' previous level of achievement and inform future planning in religious education.

Evidence of this is shown by:

- Teachers moderate samples of work
- Teachers converse across subjects to determine student progress across curriculum areas.

Year level teachers are provided with opportunities to give feedback both during and at the conclusion of the teaching of a unit of work. This is done to ensure consistency throughout the year level. Occasionally feedback is

also sought from staff outside of the RE department, for example, from the Learning & Teaching Leader and Technology Integration Leader. Feedback is also provided to the APRE.

Evidence of this is shown by:

- Teacher feedback for each unit and assessment are completed and provided to the APRE
- Feedback and suggestions from teaching staff beyond the present year level teachers
- Assessment tasks are discussed in collaboration with staff both within and beyond the RE department
- Cross Curriculum Reviews provide feedback on assessment tasks to ensure consistency across departments
- Roles and responsibilities are clarified for teachers and leading teachers for each year level and outlined in the RE Handbook.

The school's scope and sequence documents and unit outlines are treated as dynamic, working documents. They are constantly reviewed and changed year-to-year based on past and present feedback. This reflective practice provides a process for review and evaluation to inform future planning. The most current documents are immediately available to all teachers on the shared network drive.

Evidence of this is shown by:

- Relevant scope and sequence and unit outlines available on shared network drive
- Teacher feedback forms for each unit are completed and provided to the APRE
- Units have been reordered in response to teacher feedback and student success. The academic rigour of each assessment task is considered with regard to the development of both skills and knowledge throughout the year level.

At the class and individual level

Alternate assessment tasks are developed in collaboration with Learning Support and communicated to the APRE. Students with alternate learning needs are identified to all staff members during professional learning days at the beginning of the school year and their files are accessible online. This ensures staff are aware of students' individual learning needs.

Evidence of this is shown by:

- Where appropriate, modified assessment tasks are saved to the shared network drive. This keeps track of how and to what extent tasks have been modified for particular students in order to make the curriculum accessible.
- Where alternate tasks are completed, students' report comments reflect this. This requirement is outlined in the RE Department Handbook.
- Students have options on how to present their assessment tasks so they can communicate their understanding
- The drafting process as formative assessment

A range of evidence about learners is used to discern students who require access to differentiated curriculum and achievement standards. For older students, folios of work provide evidence of students' previous attempts to demonstrate the achievement standards. Files of students with recognised learning needs are accessible on the

shared network drive. The needs of particular students are highlighted at the beginning of school years and folders containing information about students' Individual Education Programs are available to all teachers. Teachers liaise with other staff, and particularly Learning Support staff, to ascertain appropriate adjustments that allow students to access and obtain meaning from the curriculum.

Evidence of this is shown by:

- IEPs and suggested modification and learning & teaching strategies available to all teachers
- Primary school information is used for incoming Year 7 students
- Options given in unit outlines for teachers to select an activity to best suit their learners