

*Mary Immaculate  
Primary School*



*Religious Education  
Program 2022*

## Contents

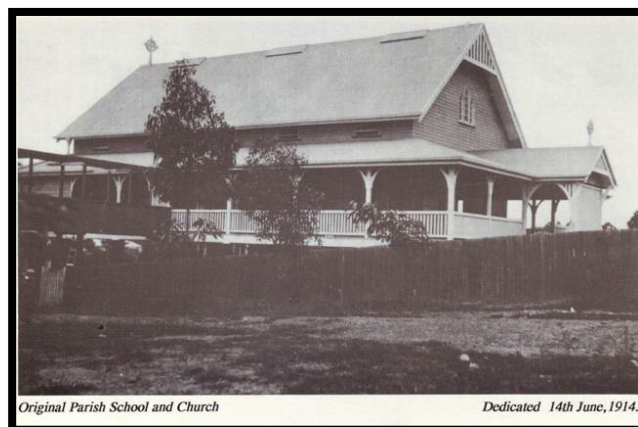
<i>Mary Immaculate History, Logo &amp; Motto</i> .....	3
<i>Vision and Mission Statement</i> .....	4
<i>Values, Spirituality &amp; Charism</i> .....	5
<i>House/Planning Room/Awards &amp; School Prayer</i> .....	6
<b><i>Element One – Students and Community</i></b> .....	7
DEMOGRAPHICS & CONTEMPORARY CONTEXTS .....	7
VISION FOR RELIGIOUS EDUCATION .....	8
CONTEMPORARY CONTEXTS FOR RELIGIOUS EDUCATION .....	9
OUR BELIEFS ABOUT LEARNERS AND LEARNING IN THE RELIGION CLASSROOM.....	11
COLLABORATIVE PLANNING.....	12
IMPACT OF ARCHDIOCESAN & BCE SYSTEM INITIATIVES AND DIRECTIVES .....	13
COMMUNICATION TO PARENTS AND WIDER COMMUNITY .....	13
<b><i>Element Two – Curriculum Structure and Organisation</i></b> .....	14
CATHOLIC VIEW OF LEARNING AND TEACHING.....	14
MODEL FOR RELIGIOUS EDUCATION.....	15
A RECONCEPTUALIST APPROACH TO TEACHING AND LEARNING IN RELIGIOUS EDUCATION .....	16
TIME ALLOCATION AND EFFECTIVE TIMETABLING .....	17
DESIGN PRINCIPLES FOR RELIGIOUS EDUCATION.....	18
RELIGIOUS EDUCATION SCOPE AND SEQUENCE .....	19
LINE OF SIGHT .....	19
<b><i>Element Three – High Quality Learning and Teaching</i></b> .....	20
ACCREDITATION REQUIREMENTS & PROFESSIONAL LEARNING .....	21
WHOLE SCHOOL APPROACHES TO PEDAGOGY.....	21
LEARNING EXPERIENCES.....	22
EFFECTIVE ASSESSMENT.....	22
CONSISTENCY OF MONITORING PROCESSES .....	23
REPORTING OF STUDENT LEARNING .....	24
<b><i>Element Four – Monitoring and Evaluation</i></b> .....	25
PROCESSES FOR MONITORING STUDENT ACHIEVEMENT .....	25
PROCESSES FOR MONITORING PLANNING .....	26
PROCESSES FOR MONITORING RELIGIOUS LIFE OF THE SCHOOL .....	27
<b><i>Religious Life of the School</i></b> .....	28

## *History of Mary Immaculate Catholic Primary School*

The Sisters of the Sacred Heart opened Mary Immaculate Catholic Primary School on 30 April 1917, on the site where the Our Lady's College Hall (originally the Mary Mac Community Centre) now stands. It was originally called the *Ipswich Road Convent School* and lessons took place in the church building during the week. In December 1919 the Sacred Heart Sisters moved to Stuartholme and were replaced by the Sisters of St Joseph. The name of the school was then changed to *St Joseph's Convent School*. In 1932, when the present church was built, classrooms were included in the lower section to cater for increasing numbers. In the 1950's the name was changed once again, to *Mary Immaculate Catholic Primary School*, in line with the name of the church that stands on the corner of Ipswich Road and Ferndale Streets.

In 1954, the double story block of classrooms, including the Administration Area, was built and when the Mary Mac Community Centre was built in the 1970's, two classrooms and a general-purpose area were included underneath. A Preschool was opened in January 2004 and this brought an exciting new dimension to the school. As part of the government's stimulus package in 2009/2010 a covered sports area and Art room were constructed. Enrolments peaked in the 1950's, with approximately 525 students, and began to decline in the 1970's due to changing demographics in the local area.

The Sisters of St Joseph continued to run the school for 72 years (1919-1991). The first lay Principal was appointed in January 1991. The Mary Immaculate School Community still has a very close association with the Sisters of St Joseph. The charisma and spirit of St Mary of the Cross MacKillop is promoted throughout the school, particularly through our Student Leadership Program. We are proud to be a school that is associated with Australia's first saint.



### *Logo*

The logo provides a visible articulation of the school, its connection to the community and the school's religious identity. The visual symbolism of the logo:

- Star – dedicated to Mary Immaculate, our Patron Saint
- Cross - commitment to the Christian faith as we follow the teachings of Jesus and our
- Motto - (Inclina Cor Meum – Incline your heart) - commitment to reach out to those who are less fortunate

### *Motto: INCLINE YOUR HEART (Inclina Cor Meum)*

The Sisters of the Sacred Heart gave the school its motto in 1917. From the Latin, Inclina Cor Meum (which means Incline My Heart) the motto was changed to Incline Your Heart – with the intent that those in the school would “change” their heart and/or give their heart to God...

*To learn and act justly,  
To love and care tenderly,  
And to walk humbly with God  
(Micah 6:8 Paraphrased)*

# *School Vision and Mission Statements*

## Mary Immaculate PRIMARY SCHOOL ANNERLEY



*Incline Your Heart  
To learn and act justly,  
To love and care tenderly,  
And walk humbly with your God.*

(Micah 6:8 Paraphrased)



## Vision

Mary Immaculate Primary School is a diverse, faith-filled community learning and growing stronger together for a better future.



## Mission

Through the principles of Christian living, we promote and strengthen relationships that are inclusive, respectful and based on trust.



## *School Values, Spirituality &*

### *Charism*

Mary Immaculate Primary School recognises the unique cultural, social and spiritual significance of the Jagara and Turrbal people, the first owners of the land on which our school stands.

Under the patronage of St Mary of the Cross (MacKillop), Foundress of the Sisters of Saint Joseph, and Mary, Jesus' mother, Mary Immaculate Catholic Primary School draws its charism from the ways of Mary MacKillop and Mary Immaculate. All classes have a curriculum focus to Mary and prayer throughout the month of May, Mary's month and all students attend Mass on The Assumption – the holy day of obligation for the feast of The Assumption of the Blessed Virgin Mary (August 15<sup>th</sup>).



Mary Immaculate Primary School is a learning community bound by its motto, *Inclina Cor Meum* (paraphrased as *Incline Your Heart*) and centred in the spirit of St Mary of the Cross MacKillop, which embraces a truly Australian spirituality.



Mary MacKillop lived the Gospel story through her outreach to the education of children most in need, while also ensuring that each school was inclusive so that all students were welcome. Therefore, Mary Immaculate School draws on the inspiration of St Mary of the Cross MacKillop's story to be a community of welcome, where meeting the educational needs of all students is a core priority. It is a community that integrates social justice, prayer and the spirituality of all students. As a Catholic school, Mary Immaculate School gives witness to and celebrates the life of Jesus.

*"Never see a need without doing something about it."*

*Mary MacKillop 1871*

Mary Immaculate Primary School proudly acknowledges and celebrates its links with the Josephite sisters, especially through our association with the Sisters of St Joseph. It draws from the values of the Gospel, as shown through the life and teaching of St Mary of the Cross MacKillop.

In particular, her commitment to:

- *Compassion*
- *Justice*
- *Humility*

## *House/Planning Room/Award Names*

### St Mary of the Cross

The MacKillop house colour, planning room and award is dedicated to St Mary of the Cross (MacKillop) who was a courageous woman of action. Born in Australia in 1842, she showed compassion and love for everyone. Mary believed in the power of education and set up many schools across Australia and New Zealand to make sure everyone had access to a Catholic education, including the disadvantaged and those living in remote areas. Mary MacKillop started the religious order of the Sisters of Saint Joseph of the Sacred Heart with Fr Julian Tenison Woods in 1866. She is the first Australian to be recognised as a Saint. Her feast day is August 8.

### Fr BT McLaughlin

The McLaughlin house colour, planning room and award is dedicated to Fr BT McLaughlin, a former priest of the Mary Immaculate Church. Fr McLaughlin has a special history in our community. A parish priest he highly valued Catholic Education, attributing his education and further studies to the kindness of good Christian people who supported young learners through an education bursary. Fr McLaughlin who wanted to repay his kindness in the same way. Each year, a bursary is awarded to a diligent student who has applied themselves to their studies with success. The successful student demonstrates a strong faith commitment and is loyal to their religious duties at school and in their family.

## *School Prayer*



### Mary Immaculate Prayer

God of love and compassion,

You give us guidance to strive for peace and justice.

Our school is inspired by the example of Saint Mary of the Cross MacKillop  
to:

Act justly, Love tenderly and

Walk humbly with you, our God.

Incline our hearts to work in harmony with others,

embracing the gifts and talents of all in our school community.

Give us the courage to say yes to you, as Mary our mother did,

so that Mary Immaculate School will be an example of your kingdom on  
Earth.

Amen

# Element 1: Our Students and Community

Teaching and learning in Religious Education at Mary Immaculate Primary School is responsive to the needs and religious backgrounds of students and contemporary contexts for learning in the Religion classroom.

## DEMOGRAPHICS & CONTEMPORARY CONTEXTS

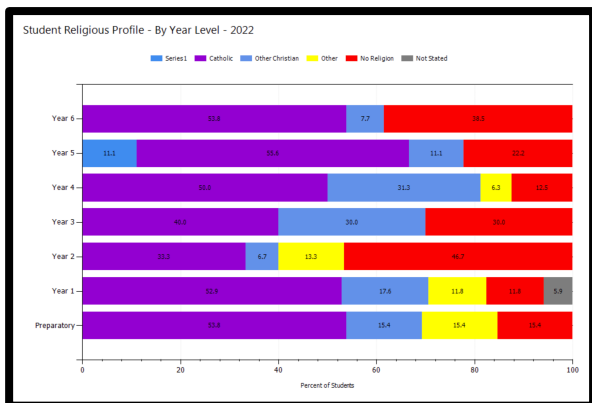
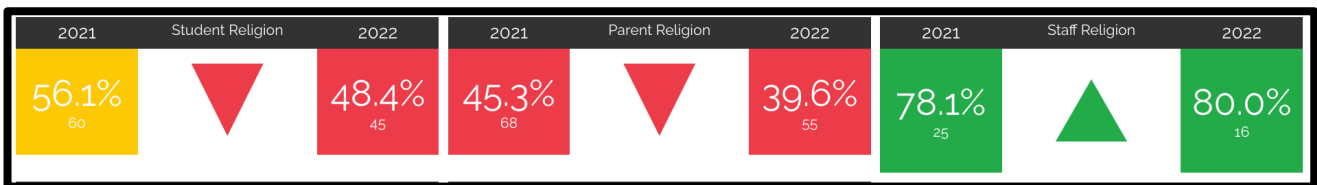
The community of Mary Immaculate Primary School is co-educational school with a current enrolment of 90 students from Prep through to Year 6. The majority of the students at Mary Immaculate are either Catholic (48.4%) or belong to another Christian religion (17.2%). Therefore, Mary Immaculate Primary School’s Religion Program takes into consideration the demographics of the students, their families and the local community.

At Mary Immaculate Primary School, every effort is made to ensure that all who seek to share and celebrate our Catholic Christian heritage (parent, student, staff) 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 in the school constantly seek to respond to the reality of students’ lives by incorporating flexibility in Religious Education classes to ensure that an inclusive and ecumenical spirit pervades all Religious Education and prayer celebrations.

Teachers are released for 1-2 hours planning sessions each term with the APRE (Assistant Principal – Religious Education) to engage in collaborative planning sessions to develop a year level plan that responds to the reality of our students and families and their diverse needs. Teachers also arrange meetings with the APRE, STIE, PLL and Guidance Counsellor ongoing throughout the year as required to meet their students’ needs.

### Mary Immaculate Religious Profile:



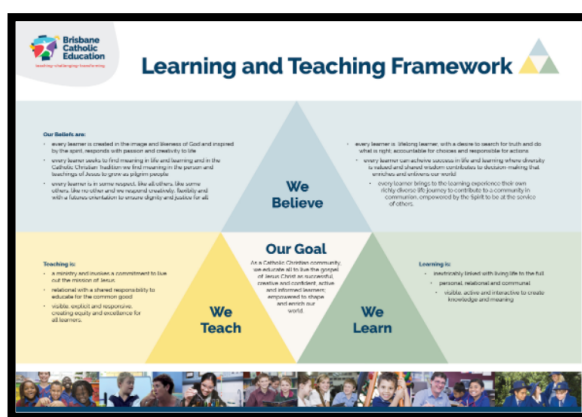
## VISION FOR RELIGIOUS EDUCATION

Mary Immaculate Primary 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 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):

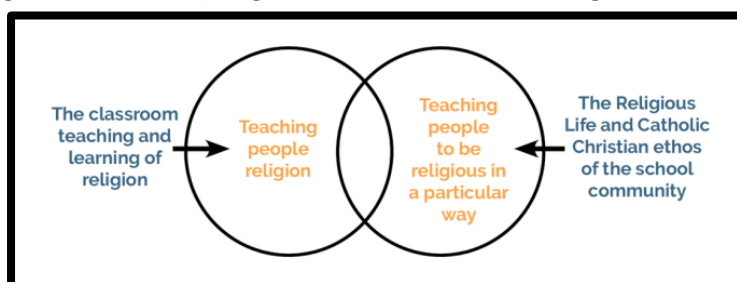
*As a Catholic Christian community, we educate all to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners empowered to shape and enrich our world.*



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 Mary Immaculate School aligns with the Brisbane Archdiocese Religious Education Framework and embraces the Religious Life of the school, through our motto: *Inclina Cor Meum* (Incline your heart) and the Micah (6:6) scripture: *To learn and act justly, To love and care tenderly, And to walk humbly with God.* We strive for religious literacy for all our students and provide them with opportunities to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners, empowered to shape and enrich our world and participate critically and authentically in faith contexts and the wider society. We foster the students’ faith by following in the footsteps of Jesus.

Our RE vision aligns with our school vision. The BCE Vision for Religious Education is realised through the joining of the two dimensions of Religious Education (Religion Curriculum and the Religious Life of the School).



In this school, religious literacy includes ways of talking, acting, creating, communicating, critiquing, evaluating, participating, ritualising, theologising, worshipping, reading 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 the Vision. Engagement in both dimensions of RE is developed and articulated through classroom planning of Religion, which clearly connects with the RLOS. This is evidenced in our Scope and Sequence document as well as unit plans. Classroom learning and teaching about Catholic social teachings is combined with active participation in, and critical reflection on, social justice initiatives and service-learning activities. We are active in Caritas, St Vinnies Winter Appeal and nurturing and care for our disadvantaged families. Our classes are actively engaged in preparing and participating in Liturgies for our special celebrations of: Opening Liturgy, Holy Week & Easter, Sorry Day, NAIDOC, Mother's Day, Catholic Education Week, Father's Day, Grandparents Day and Year Six Graduation.



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

## CONTEMPORARY CONTEXTS FOR RELIGIOUS EDUCATION

At Mary Immaculate Primary 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*.

### Our Societal Context

Like all Catholic and ecumenical schools of the Archdiocese of Brisbane, Mary Immaculate Primary 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.



Consequently, our school is continually challenged to engage families in Religious Education in rich and relevant ways. At Mary Immaculate 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 this school.

### Evidence of this includes:

- School newsletter – summaries of content of work
- Classroom Term overviews
- Weekly class overviews
- Acknowledging Aboriginal and Torres Strait Islander culture at the beginning of assemblies, liturgies and Masses

- Utilising Caritas, Catholic Mission and St. Vincent De Paul resources to immerse children in a global world
- Raising funds and awareness via Project Compassion, St Vincent de Paul and Catholic Mission
- Acknowledging values demonstrated by school-wide (& societal) expectations via assembly awards
- Development of a school Reconciliation Action Plan
- Hosting school/community events

### **Our Ecclesial Context**

At Mary Immaculate Primary School as is the case with many Catholic schools in the Archdiocese, an increasing number of students and their families are less engaged with the formal life of the Church than in the past. Consequently, for many students, the culture and language of religion is underdeveloped.

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 the mission and outreach of the Church, especially through pastoral care and the experience of Catholic Christian community.



### **In this community, such activities include:**

- Special liturgies/feast days (e.g. Opening Liturgy, Ash Wednesday, Mother's day, St Mary of the Cross)
- Prayer spaces
- Visible, sacred icons
- Religious celebrations
- Big Breakfast for Project Compassion
- Mother's & Father's day stalls
- Parish mass attendance & church visits

The above mentioned enables our school to promote knowledge, deep understanding and skills about the Catholic and broader Christian tradition within the broader evangelising mission of the Church.

### **Our Educational Context**

Mary Immaculate Primary 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. In the Catholic Christian tradition, education is a work of love and service. At Mary Immaculate Primary School, we seek to nurture and develop the faith of individuals in ways that are mindful of their cultural and religious identity.

### **Examples include:**

- Learning about the local Aboriginal and Torres Strait Islander cultural history, community, school and parish.
- Learning about the history of Catholic Christian faith i.e. Jesus was Jewish, our school is Catholic.
- Developing a rigorous approach to the planning, teaching, and assessment of the Religion Curriculum.
- Collaborative planning days each term to reflect on learning and teaching and to plan for future learning.
- Professional development opportunities for teaching staff.
- Exploring and implementing innovative and creative pedagogies to improve the teaching and learning of religion (i.e. digital technologies) and to maintain relevance for learners.
- Exploring Meditative prayer practices to help create moments and opportunities for prayer at an individual, class and whole school level – for example Holy Week prayer spaces, Marian prayers for the Month of Mary (May) and Month of Rosary (October), assembly prayers, staff prayer.
- Responding to contemporary issues in meaningful, prayerful and active ways.
- Ensuring every student has equitable access to the curriculum with appropriate support where required.

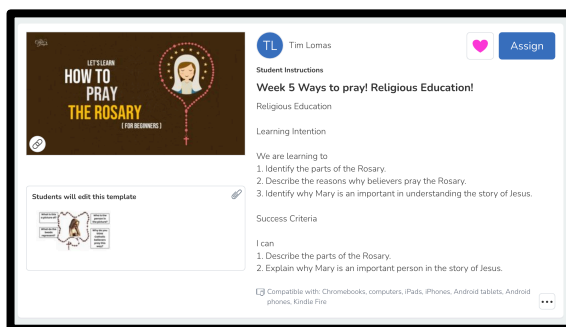
Religious Education in the Archdiocese of Brisbane, including this school, builds on best practice of the broader educational community. The classroom learning and teaching of religion reflects the philosophy, content, structure, academic rigour and assessment and reporting modes used in other learning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

### Our Digital Context

Religious Education at Mary Immaculate Primary School seeks to engage students in the critical, creative, and responsible use of digital tools which is an important component of digital citizenship. It includes provision and use of one-to-one ipads across the whole school. This enables them to express their learning in rich and relevant ways and connect with individuals and communities in a global context.

### Evidence of this includes:

- One to one iPad use across the school
- TV screens/Apple TV in all classrooms
- Digital response to RE tasks using Seesaw
- Appropriate use of online Bible tools by staff and students, i.e Bible gateway
- Teacher use of online site to enhance teaching and learning of RE and RLOS (e.g. YouTube, Together at One Altar, Weekly Parables, Australian Catholics, Wordle)
- Teacher use of BCE sites to support classroom learning of RE and RLOS (e.g. Ways to Pray Calendar, Light a Candle website, Planning of RE, BCE Library App)



## **OUR BELIEFS ABOUT LEARNERS AND LEARNING IN RELIGIOUS EDUCATION**

Foundational to the shared work of teachers at Mary Immaculate Primary School are the beliefs they have of the learners they serve. The BCE Learning and Teaching Framework (2012) explicitly articulates the beliefs and the responses that flow from these beliefs within schools in the Archdiocese:

- Every learner is created in the image and likeness of God and, inspired by the Spirit, responds with passion and creativity to life.
- Every learner seeks to find meaning in life and learning and, in the Catholic Christian Tradition, we find meaning in the person and teachings of Jesus to grow as pilgrim people.
- Every learner is a lifelong learner, with a desire to search for truth and do what is right; accountable for choices and responsible for actions.
- Every learner is in some respect, like all others, like some others, like no other and we respond creatively, flexibly and with a futures orientation to ensure dignity and justice for all.
- Every learner can achieve success in life and learning where diversity is valued and shared wisdom contributes to decision-making that enriches and enlivens our world.
- Every learner brings to the learning experience their own richly diverse life journey to contribute to a community in communion, empowered by the Spirit to be at the service of others.

At a class and student level, at Mary Immaculate, we are aware of the religious and cultural diversity amongst our students and therefore foster a critical appreciation of one's own religious tradition, along with an empathetic understanding and celebration of the religious beliefs and practices of others. Teachers use the religion curriculum flexibly to meet the differentiated learning needs of students in our context, and to personalize their learning.

**At Mary Immaculate, we demonstrate this through:**

- Collaboratively planning the Religion curriculum with the APRE and PLL to address necessary adjustments (curriculum, instructional, communication/language, social/emotional needs, health/safety, environmental) to suit individual needs.
- Creating RE Units using an inquiry approach, with multiple opportunities to demonstrate learning.
- Links made, where possible, to other curriculum areas.
- Embedding a Catholic perspective across other curriculum areas.
- Adjusting the learning to achieve the learning intentions and success criteria, when planning units of Religion, to enable all students to be successful.
- Consultation with specialist staff, e.g. STIE, Speech Therapists, Occupational Therapists to make adjustments and develop appropriate learning and teaching strategies to enable success for all.

### ***COLLABORATIVE PLANNING***

Mary Immaculate Primary School has a population of 90 students, with 5 multi-age classes. The planning and development of units of work in Religious Education therefore takes the following format(s):

All teachers at Mary Immaculate receive 3 hours of planning twice a term. Teachers work in their teams (Early Years or Middle School) with PLL, APRE and STIE to plan for the following 5-week cycle.

Within this time, teachers receive an hour (timetabled) to work one-on-one with the APRE to reflect on previous units and gain direction for future planning.

The teacher, together with the APRE:

- monitors the scope and sequence collaboratively compiled for the multi-age classroom and makes any required adjustments
- reflects and reviews the previous unit taught
- follows the Mary Immaculate planning checklist to complete the assigned planning template for the next cycle of learning (Mary Immaculate Planning Template)
- plans the learning process and assessment tasks, ensuring the assessment is equitable, accessible, aligned, valid and evidence based
- makes adjustments for learning intentions and success criteria to enable all learners to demonstrate their learning (multiple opportunities)
- Seeks out new and effective resources and refine the unit and learning activities to ensure the needs of the students are met

The teacher plans the learning sequence, which the APRE sights/endorse as part of the monitoring process. Guidance and support for teachers to plan the learning sequence, develop and source quality resources for upcoming units and create criteria sheets is provided by the APRE throughout the term.

## IMPACT OF SYSTEM ARCHDIOCESAN AND/OR BCE SYSTEM INITIATIVES AND DIRECTIVES

At the end of 2014, Mary Immaculate Primary School began their journey in Delivering Excellent Learning and Teaching (DELT) initiatives and in 2017 continued the journey of BCE's strategic direction of Excellent Learning and Teaching, Strong Catholic Identity and Building a Sustainable Future. Mary Immaculate has embedded effective and expected practices, incorporating the Gradual Release of Responsibility Model, Context/Text Model, Whole/Part/Whole, establishing positive growth mindsets and using effective feedback to advance learning. Since 2018, staff have implemented Catholic Perspectives across curriculum areas. The Religious Education planning template used by the school incorporates key elements of these initiatives. The document has embedded line of sight documents and teachers use the learning progressions to plan from. Teachers use the core and complementary scripture texts document and the Three Worlds of the Text to support Scripture learning.

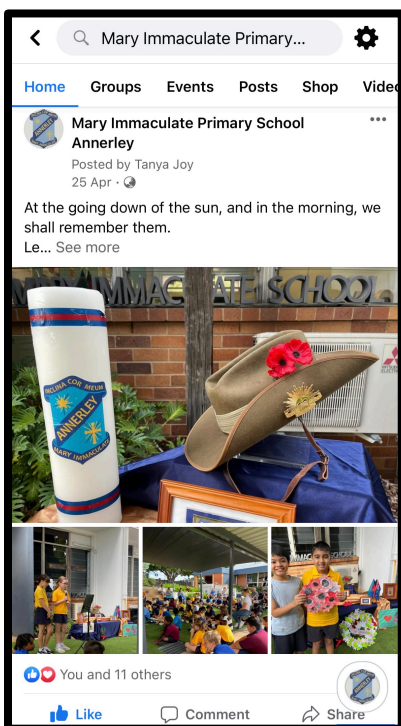
RELIGION		Year 45	Learning Cycle Title:
		Term 2, 2022	
		Duration:	
<b>ACHIEVEMENT STANDARD</b>			
<b>Year 4</b>	<b>Year 5</b>	<p>In the end of Year 5, students should be able to identify and explain the significance of the Bible to the Catholic Church. They identify different books and their types in the Old and New Testaments and the Bible's contribution to the Catholic faith. They explain the Bible's role in the Catholic Church. They identify and explain some historical aspects of the Bible. They explain the Bible's role in the Catholic Church. They identify and explain some historical aspects of the Bible. They explain the Bible's role in the Catholic Church. They identify and explain some historical aspects of the Bible. They explain the Bible's role in the Catholic Church.</p>	
<b>LEARNING INTENTIONS:</b>			
<b>Subject Learning:</b>			
<b>Success Criteria (What am I looking for?):</b>			
<b>ASSESSMENT TASKS:</b>			
<b>ASSESSMENT FOR (AF), Assessment AS (AA) and Assessment OF (AO) Learning:</b>			
<b>LEARNING PROCESS</b>			
<b>ADJUSTMENTS:</b>	<b>TUNING IN:</b>	<b>FINDING OUT:</b>	
<b>RELIGIOUS LITERACY (Vocabulary):</b>	Reflecting:	Reflecting:	
<b>SORTING OUT (Applying):</b>	<b>COMMUNICATING (Creating):</b>	<b>EVALUATION &amp; REFLECTION (by student):</b>	
Reflecting:	Reflecting:	Reflecting:	
<b>CORE TEXTS:</b>			
		<b>COMPLEMENTARY TEXTS:</b>	
<b>LESSON SEQUENCE</b>			
<b>Lesson 1</b>	Sequence	Adjustments	Assessment of the learning
<p>Lesson 1</p> <p>I am learning to:</p> <p>SC1: I am successful when I:</p>	Whole		
	Part		
	Whole		

## COMMUNICATION TO PARENTS AND WIDER COMMUNITIES

At Mary Immaculate Primary School, every effort is made to ensure parents are informed and engaged in the religious education of students. A very active and committed Parents Engagement Group is evident so, throughout the year, there are multiple opportunities for connections between parents and other school stakeholders to be created.

### At Mary Immaculate, we achieve this with:

- Term Overviews, shared via email and Seesaw, which highlight what is being covered in Religious Education in the classroom
- A fortnightly newsletter that informs parents of important liturgical celebrations or feast days, along with curriculum updates and any professional development attended by staff.
- Class 'Week ahead' notices via email or Seesaw
- Weekly prayer assemblies
- Sharing the Social Justice events at the weekly Prayer Assembly.
- Showcasing the Religious Life of the School Events on the School Website and School Facebook.
- Invitations to join classes for Masses and Prayer Assemblies.
- Classroom displays of learning intention and success criteria.
- Students work samples on Seesaw
- Parent teacher interviews to discuss students learning in RE, both formal and informal.
- Display of Liturgical Season and Religious Life of the School Events in School Office Foyer.
- Parish Priest is invited to classrooms to join in class prayer and to support Religious Education lessons.



## **Element 2: Curriculum Structure and Organisation**

### **A CATHOLIC VIEW OF LEARNING AND TEACHING**

The Religious Education Program articulates a Catholic view of learning and teaching and is structured around the Model for Religious Education. The Religious Life of the School P-12 is aligned to the Religion Curriculum P-12. At Mary Immaculate Primary School, 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 a foundation of a Catholic theology and philosophy of curriculum. Four key 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 hope-filled vision of life.

At Mary Immaculate Primary School, we affirm each child's goodness and dignity, promoting their rights and gifts, forming them in responsibility and with a sense of historical agency through our whole school 'Active learner' ways of working framework and the many ways we live out our school motto, 'Inclina Cor Meum' (Incline your heart) and follow in the footsteps of Jesus every day in the religious life of the school.

#### **Catholic perspectives on Epistemology**

A catholic perspective on epistemology orients a curriculum towards rationality; holistic 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.



At Mary Immaculate Primary School, some examples include:

- Sacred spaces in classrooms, community spaces and during prayer assemblies
- Multiple opportunities to demonstrate learning and understanding through engaging & relevant assessment
- Meditative prayer
- Individual prayer and reflection

#### **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?'*

This understanding is supported at Mary Immaculate Primary School through the recent introduction of Laudato Si via School Assembly and prayer experiences on the Green.

## Catholic Christian Story and Tradition

From the 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 Mary Immaculate Primary School through everyday witness; and learning and teaching, that challenges and transforms the culture and the world in which we live.



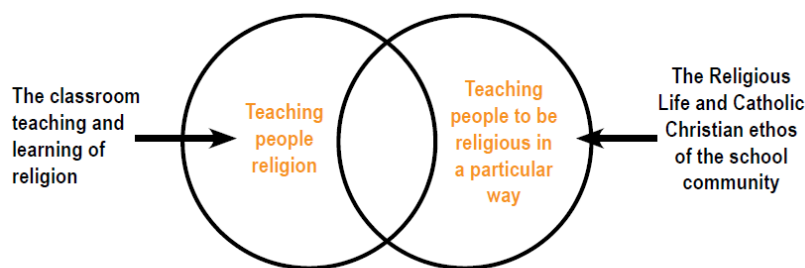
Ongoing spiritual formation for religious educators is as important as professional and theological learning. A person-centred understanding of spiritual formation begins with honouring and exploring the personal narrative of each individual's experience of *My Story* through an approach that engages the head, the heart and the hands (experience, knowledge, practice and application).

At Mary Immaculate Primary School, such an approach is supported by:

- Links to the parish, school motto, St Mary of the Cross & Mary Immaculate
- Staff Professional Development, such as REAP or the Spirituality Formation modules
- Wellness Week

## MODEL OF RELIGIOUS EDUCATION

At Mary Immaculate Primary School, as in all schools and colleges of Archdiocese of Brisbane, teaching people religion and teaching people to be religious draw upon the Catholic Christian tradition in ways that are mindful of local contexts and the ecumenical and multi-faith realities of contemporary culture. Since 2008, the distinct and contemporary nature of both Religious Education has been conceptualized in the following *Model for Religious Education*:



Model adapted from Gabriel Moran, 1991

This school community seeks to understand and utilise the distinctiveness and complementarity of these two dimensions of Religious Education in the holistic education and the formation of our students. Our school programs, activities and experiences for the classroom learning and teaching of religion and the religious life of the school are responsive to the religious diversity, while being faithful to the Catholic Christian identity of the school.

This school recognises that the *Vision for a Religious Education* and the *Model for Religious Education* take a big picture view; for while both take place within the physical and temporal context of this Catholic school, they presuppose a broader context and length of time not available to a school: a whole lifetime.

Teaching people religion is an educational activity focused on the teaching and learning of religion and utilising a range of learning processes and resources. Teaching people to be religious is identified with the religious life of the school and is a faith development activity focused on nurturing the religious, spiritual and faith growth of students.

A scope and sequence provides direction and clarity for teachers in all year levels. Through their teaching and learning, teachers provide each learner with the opportunity to achieve.

## **THE RECONCEPTUALIST APPROACH TEACH TEACHING AND LEARNING IN RELIGIOUS EDUCATION**

Since 2008, the classroom learning and teaching of religion in the Archdiocese of Brisbane has been characterised by a reconceptualist approach. In short, it operates from an educational framework rather than from a catechetical or 'shared Christian praxis' framework. This means that at Mary Immaculate Primary School, the classroom religion program becomes a primary arena for dealing with the critical religious issues and concerns of life. There are three key considerations for teachers using this approach: the *Avoidance of Presumptive Language*, *Teaching 'about' the Tradition* and *Powerful Pedagogies*.

### ***Avoidance of Presumptive Language***

In a reconceptualist approach, teachers avoid using presumptive language and do not start with assumptions about students' faith development based upon their religious affiliation. At Mary Immaculate Primary School, teachers are required to use language that is invitational and educational to better engage students in the religion classroom. Students who can readily identify themselves as Catholics are affirmed by this approach. Further, when using non-presumptive language, teachers provide students with the freedom to respond in ways that do not assume a programmed response.

### ***Teaching 'about' the Tradition***

A reconceptualist classroom is not simply a place for transferring facts and knowledge. At this school, a reconceptualist approach to teaching religion entails "exploring the meaning of one's own religious life in relation to both those who share that life and those who do not" (Scott, 1984, p.334). This educational focus requires a critical appreciation of one's own religious tradition and an empathetic understanding of the religious beliefs and practices of others.

### ***Powerful Pedagogies***

At Mary Immaculate, powerful pedagogies are used to engage students with the richest resources of the Catholic tradition. In the teaching of Religious Education, the BCE Model of Pedagogy (2012), five practices are consistently embedded to ensure there is a common language for planning and reflecting on learning and teaching in the Religion classroom.16



## 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, identifies learners' levels of thinking and builds on the attributes each student brings to the religion classroom. It incorporates a powerful questioning pedagogy, within the context of a community of thinking, that stimulates and supports genuine, active and authentic student engagement. Throughout the inquiry process of learning, students at Mary Immaculate reflect on their learning as a class and individuals.

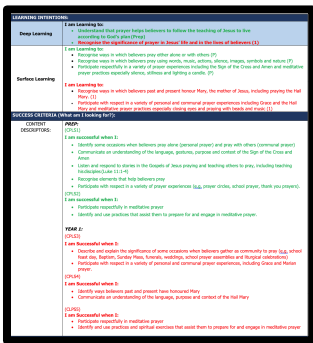
**Reflecting:**

**YEAR 3**

- How do the Beatitudes communicate ideas about what is important to God?
- Why might the Gospel authors have included the Beatitudes?
- Why are there two different versions of the Beatitudes?

**YEAR 4**

- What might these texts (laws / Covenant) have meant to Jewish people thousands of years ago?
- Could these texts have the same meaning and relevance for people of faith today?



## Establishing clear learning intentions and success criteria

At Mary Immaculate Primary School, the starting place for the classroom religion program is the Religion Curriculum P-12. Teachers use the curriculum to create and make clear and visible the learning intentions and success criteria for all students.

## TIME ALLOCATION AND EFFECTIVE TIMETABLING

At Mary Immaculate Primary School, the Leadership Team strongly supports the mandated requirement of Brisbane Catholic Education, which is 2.5 hours per week of Religion teaching from P-6 allocated at various times of the week. This ensures effective teaching and learning and maximises the opportunities for students to develop religious literacy. Liturgy, prayer, hymn practice and other religious practices are not included in this provision. In addition, Prayer Assemblies are scheduled weekly and each class participates in morning and afternoon prayer. Each teacher is responsible for developing a timetable that is reflective of the high priority religion classes within the life of the school.

Year 1/2 Term 1 2022 Timetable					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:35 - 9:00			Roll / Daily calendar / Jobs / Prayer		
9:00 - 9:10	Phonics	Phonics		Phonics	Phonics
9:10 - 9:30	9:10 - 9:30 Guided Reading	9:10 - 9:30 Guided reading	8:50 - 9:50 Art (Tanya) (NON-CONTACT)	Handwriting	9:10 - 9:30 Guided reading
9:30 - 9:40	English	English		9:30 - 10:10 Digital Technologies (NON-CONTACT)	English
9:30 - 9:55	Fruit Break - Modelled Reading				
9:55 - 10:05					Fruit Break
10:05 - 10:30	English	English	9:50 - 10:50 PE (NON-CONTACT)	Fruit Break	Maths
10:30 - 11:00	Morning Tea				
11:00 - 11:35					
11:40 - 12:00	Maths	Maths	English	English	Additional Curriculum Areas
12:00 - 12:40	Library / Home Readers / Homework	Additional Curriculum Areas	Maths	12:30 - 1:00 Speech & Drama (Henry)	Religion
1:40 - 2:00	Snack Break				
2:00 - 2:45	Assembly	Religion	Additional Curriculum Areas	Religion	Golden Time
2:45 - 3:00	Clean up / final prayer / daily reflection				

## DESIGN PRINCIPLES FOR RELIGIOUS EDUCATION

The *Religion Curriculum P-12* has been developed around four design principles: embracing a *Catholic Christian Worldview*; modelling a *Seamless Curriculum*; setting a clear *Pedagogical Direction*; and strengthening *Alignment*. These principles have been put into practice at Mary Immaculate Primary School.

### **Embracing a Catholic Christian Worldview**

In alignment with the content of the *Religion Curriculum P-12*, Religious Education at Mary Immaculate Primary School 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.

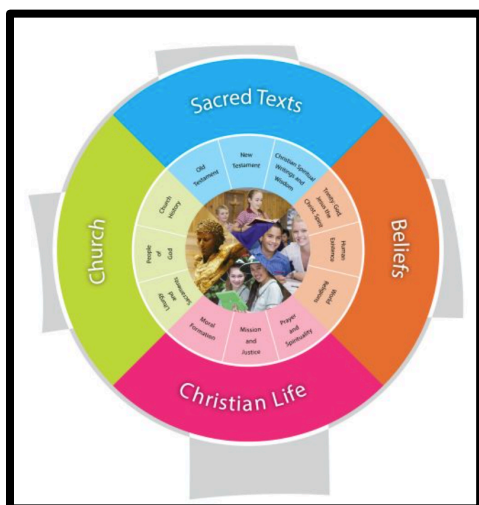
### **Seamless Curriculum**

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

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

The pedagogical direction of the *Religion Curriculum P-12* is consistent with the *BCE Model of Pedagogy* (2012) and draws significantly on John Hattie's research, *Visible Learning* (2009), and the visible learning and teaching story outlined in *Visible Learning for Teacher* (2012). The *Religion Curriculum P-12* promotes inquiry learning, a learner centred pedagogical approach to learning and teaching, that aligns closely with the directions taken in Australian Curriculum.

The Planning Template that is used at Mary Immaculate has the BCE pedagogical directions infused in it. Further, at Mary Immaculate Primary School, continuity in the Religion Curriculum is ensured within and in between year levels, building on where students' learning in the Religion is situated and leading onto where the students are heading in their learning. The Checklist for planning on the Staff Portal includes instructions regarding referring to the scope and sequence, not only of the current year level, but of those the year before and after. There is also a clear focus on the line of sight in year level planning: Year Level Description, Achievement Standard and Content Descriptions as evidenced in the planning template used for RE.



### **Alignment**

The content of the strands and the sub-strands of the *Religion Curriculum P-12* closely aligns with the components and elements of the *Religious Life of the School P-12*.

## ***RELIGIOUS EDUCATION SCOPE AND SEQUENCE***

Mary Immaculate's Religious Education Program is a clear, collaboratively developed plan for learning and teaching in Religion, based on the Religious Education Curriculum and reflecting sound design principles. It is a working document that evolves annually, reflecting a changing context. The Scope and Sequence informs the linking of the Achievement Standards and core Content Descriptors for each year level to classroom teaching and learning at Mary Immaculate Catholic School. The school's Scope and Sequence outlines the yearly progression of learning in Religious Education for every year level. It includes the core Content Descriptors, Core and Complementary Scripture texts, Explicit Prayer and Religious Life of the School.

### **At Mary Immaculate, we demonstrate this through:**

- Mary Immaculate's Religious Education Multi-age Scope and Sequences.
- Teachers planning short cycle units of work, using the Religion Curriculum for their multi-age year levels, while being aware of the relevant content and skills which are taught in the preceding and following years.
- Ensuring classes are engaged in daily classroom prayer and have resources to support this.
- Assisting classroom teachers with different prayers, including the practice of meditation.
- Supporting classes to participate in a wide range of Religious Life of the School activities, as well as social justice initiatives and service learning activities.
- Providing teachers with a Religious Life of the School term calendar to inform their everyday classroom teaching and learning

## ***LINE OF SIGHT***

At Mary Immaculate Primary School, the Leadership Team and teachers ensure consistency within and between year levels through collaborative planning practices within and across year levels, using the Line of Sight document. Planning sessions enable teachers to plan units of work, which build on where students' learning in Religion is situated. There is a clear focus on the line of sight in multi-age unit planning: year level description, achievement standard with deep learning and content descriptors. The Mary Immaculate planning template incorporates the Line of Sight document, achievement standard, core and complimentary texts, content descriptors and explicit prayer. It also identifies the Religious Life of the School pertaining to the teaching and learning. From the Line-of-Sight document, teachers articulate the teaching and learning sequence through an inquiry approach. Students are provided with varied and multiple opportunities for assessment during and at the completion of the teaching cycles. Teachers plan assessment that is equitable and relevant.

### **At Mary Immaculate, we demonstrate this through:**

- The multi-age year level Religious Education Scope and Sequences
- Mary Immaculate's Planning checklist and consistent planning template
- Term calendars, timetables and rosters outlining planning times, professional development and RLOS activities, for teachers to access when planning.
- Completed unit plans and evidence of planning and assessment.
- Regularly planned units of work, using the Religion Curriculum for their multi-age year levels
- Ensuring that teachers have access to quality resources to enhance the learning and teaching of Religion and teaching about relevant special days.
- Staff meetings to support and develop the Religion Curriculum and the Religious Life of the School.

## **Element 3: High Quality Teaching in RE at Mary Immaculate Primary School**

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

### **ACCREDITATION REQUIREMENTS**

Teachers, when educating about the Catholic Christian tradition, are witnesses to the faith and the value they place on their personal religious beliefs is reflected in the authenticity of the teaching processes they employ. To ensure teachers at Mary Immaculate Primary School are supported to achieve and deliver a high level of religious education, they are supported to maintain full accreditation to teach religion in a Catholic school and are given the opportunity to undertake regular professional and faith formation opportunities.

#### **Accreditation to Teach religion in a Catholic School**

There are several administrative priorities that all schools in the Archdiocese of Brisbane need to address in the delivery of high-quality Religious Education curriculum across Prep – Year 12. At Mary Immaculate, all teachers have Accreditation to Teach in a Catholic School, and all teachers of Religion have Accreditation to teach Religion in a Catholic School.

#### **Maintenance Accreditation**

As part of their professional learning, all staff are required to maintain their accreditation status by engaging in the required number of hours (5hrs to teach in Catholic School and 5 hrs to teach Religion in a Catholic School each year). The school provides opportunities on Professional Learning days each year and teachers are expected to find other opportunities in their own time to complete the requirements.

### **PROFESSIONAL LEARNING**



All teaching staff at Mary Immaculate engage in ongoing professional learning which focuses on enhancing individual and collaborative practices, as well as the capacity to improve student learning. At Mary Immaculate, teachers have regular access to relevant and engaging professional development to increase their capacity to teach the Religious Education Curriculum. Many of these opportunities for professional development arise from areas of interest and areas of need identified by the teachers themselves. Professional Development includes a range of experiences and professional learning opportunities during staff meetings, twilights and staff development days, to provide a wide variety of opportunities for staff renewal and formation. Staff are also encouraged to seek opportunities within Brisbane Catholic Education or external agencies, to enhance and support their professional development. Marist based staff professional learning opportunities allow teachers to strengthen their own faith and prayer life and are a unique feature of our school community. A yearly professional development calendar is designed to ensure that teachers are given appropriate support in the area of Religious Education.

### At Mary Immaculate, we demonstrate this through:

- School professional development days and BCE iLearn professional development (an iLearn record reflects the learning and development of RE in the school).
- Staff accreditation and PD reports (iLearn) that demonstrate higher than required levels of professional development in RE.
- Regular contact with EORE for school planning and development of RE through support of APRE and teachers.
- Continued communication with staff members in regard to opportunities for faith formation, professional development and resources.
- Ensuring all staff have accreditation to teach religion, are provided with support to complete the REAP program and are encouraged by the Leadership Team to complete their accreditation requirements in a timely manner.
- Planning for classroom teaching and learning.
- Providing a broad range and quantity of Religious Education Professional Development resources (links on SPIRE).

### **WHOLE SCHOOL APPROACHES TO PEDAGOGY**

Mary Immaculate Primary School has a collaborative approach to teaching and learning, where the Principal, APRE, PLL, STIE, specialist teachers and classroom teachers work together to implement and monitor approaches to teaching and learning. Teachers at Mary Immaculate embrace the guiding principles of Excellent Learning and Teaching strategies to improve outcomes for all students. They follow the BCE Model of Pedagogy and use an inquiry approach to plan and teach Religious Education, incorporating the use of digital tools to engage students. Inquiry based learning promotes a constructivist approach with the Religion Curriculum and enables deep conceptual understandings and critical thinking skills. Inquiry questions, learning intentions and success criteria for Religion units are made explicit to students and parents and are displayed in classrooms. Effective and expected practices, applied in the Religious Education classroom, allow for high quality and high equity learning outcomes for students and provide data for reflecting on student progress and achievement as well as teacher effectiveness. The gradual release of responsibility process and context/text model are used to support student access to texts (including Scripture) and construction of texts in Religious Education.



### At Mary Immaculate, we demonstrate this through:

- Displaying learning intentions, success criteria and inquiry questions in the classroom.
- Class unit plans, which demonstrate clear consideration of all aspects of the model of pedagogy.
- Communication to parents regarding the Excellent Learning and Teaching directions (Class newsletters, signs/displays, assemblies).
- Liaising with Education Officer: Religious Education to obtain feedback to guide further direction.
- Applying Excellent Learning and Teaching strategies and pedagogy to Religion.
- Differing assessment approaches to cater for all students — equity, validity, alignment and evidence-based.
- Use of five contexts for learning in Early Years pedagogy

## **LEARNING EXPERIENCES**

Teachers at Mary Immaculate Primary School meet the needs of all learners by providing a range of engaging learning experiences. These are aligned to the Curriculum and the year level achievement standard. The diverse needs of students are catered for through differentiation of learning experiences. This is evident at Mary Immaculate, in the sample units of work.



Mary Immaculate Primary School places a high value on quality resources to be used to enhance the learning experiences of all students. Teachers are encouraged to use the BCE RE portal to enhance their teaching of scripture by using the Three Worlds of the Text as well as the Core and Complementary Texts document. The allocation of funds ensures that high quality contemporary resources, including big books, picture books, prayer items and liturgical resources are purchased to support various units. Each class is supplied with kits to support prayer and the Religious Life of the School. Teachers are encouraged to use The BCE “The Library” app to obtain a broad range of quality Religious Education resources, including learning kits, eBooks and teacher background information. Teachers also use a variety of online resources such as: the RE workspace in the school portal; Bible Gateway, RE Portal, Ways to Pray Calendar; Living Faith Prayers; At One Altar and Caritas Australia. These are used to engage and enhance student learning.

## **EFFECTIVE ASSESSMENT**

At Mary Immaculate Primary School 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.

Teachers at all year levels, as part of their planning, and teaching, employ the five key strategies for formative assessment:

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. Peer feedback
5. Self-assessment

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

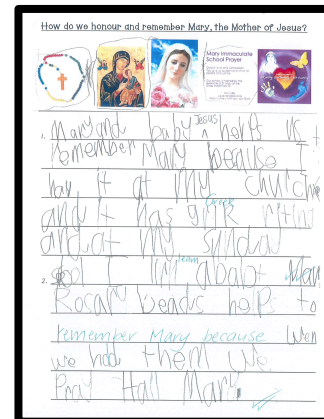
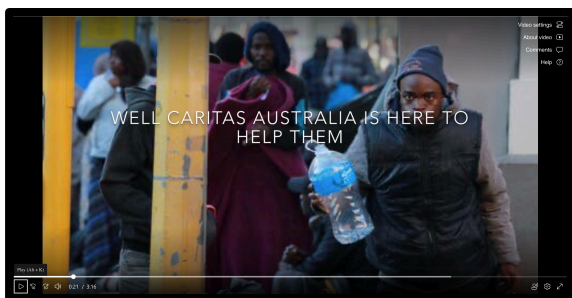
### **Tools for Assessment**

Teachers at Mary Immaculate are encouraged to use a range and balance of assessment tools. This allows them to cater for all learners and learning situations, to measure the impact of their teaching and plan for further learning and teaching.

Teachers gather the range of information about student learning through observation, consultation (through small group work or independently), as well as focused analysis where teachers examine, in detail, student responses to tasks or activities.

At Mary Immaculate, we demonstrate this through:

- Differing assessment approaches, such as using digital technology, to provide multiple, authentic and high-quality assessment opportunities.
- Ensuring that assessments show equity, validity, alignment and are evidence-based.
- Unit, weekly and daily plans, indicating differentiation strategies.
- Unit plans demonstrating multiple assessment opportunities.
- Classroom discussions, activities and displays
- Student samples of work
- Displays of work within school environment



Sample annotated assessment and criteria sheets are provided in the appendix.

## CONSISTENCY OF MONITORING PROCESSES

### Moderation

Consistency of teacher judgement occurs through several processes at Mary Immaculate Primary School. Consistency in teaching and learning occurs firstly through a process of collaborative planning. The use of a common planning template ensures that language is consistent and that learning intentions, success criteria and the line of sight align with the Achievement Standard and the assessment task. The development of clear criteria enables learners to have a clear understanding of what is expected in their learning. Intra and inter school moderation processes ensure that opportunities exist to moderate student work and to help plan for future student learning.

At Mary Immaculate, we demonstrate this through:

- Unit plans that include multiple assessment opportunities related to the achievement standard
- CTJ assessment task with coversheet and annotated work samples
- Staff participation in intra-school and inter-school moderation in Religious Education each year

## Effective Feedback to Students

Mary Immaculate Primary School teachers provide effective feedback, both formally and informally, as an integral part of our Excellent Learning and Teaching strategies to progress student learning. Criteria sheets and annotated work samples are used to provide authentic feedback in relation to the success criteria and curriculum achievement standards. This allows teachers to work with students to see where they can make improvements to their religious understanding. Individual conferencing and classroom discussions are used as informal feedback opportunities.

### At Mary Immaculate, we demonstrate this through:

- Classroom evidence of student engagement and feedback strategies.
- Sharing with students the learning intention and success criteria for each lesson and assessment activity.
- Ensuring that students understand the learning intention and success criteria.
- Explicitly teach students how to apply those criteria to their own work.
- Providing students with feedback to help them improve.
- Annotated work samples.
- Criteria sheets related to the achievement standard.
- Collaborative planning between teachers and APRE
- Moderation processes as part of the reporting process.

Religion Criteria Year 5/6 – Mary Unit 2018		Name: Mackenzie	Result: above
Content	Well Above Expected level	Above Expected level	At Expected level
They analyse information from a variety of online texts including Scriptural references.	Effective, clear and concise analysis of information from a variety of online texts, including Scriptural references.	Clear and concise analysis of information from a variety of online texts, including Scriptural references.	Some clear and concise analysis of information from a variety of online texts, including Scriptural references.
They examine Mary's role as mother of Jesus and mother of the Church.	A detailed and clear description of Mary's role as mother of Jesus and mother of the Church.	A mostly detailed description of Mary's role as mother of Jesus and mother of the Church.	A description of Mary's role as mother of Jesus and mother of the Church.
They describe the elements and features of some Marian prayers (including the Hail Mary, the Rosary and the Litany of the Mary of Nazareth).	A detailed and clear description of the elements and features of some Marian prayers (including the Hail Mary, the Rosary and the Litany of the Mary of Nazareth).	A mostly detailed description of the elements and features of some Marian prayers (including the Hail Mary, the Rosary and the Litany of the Mary of Nazareth).	A description of some the elements and features of some Marian prayers (including the Hail Mary, the Rosary and the Litany of the Mary of Nazareth).
They describe the role of Marian prayer in the lives of believers past and present.	A detailed and clear description of the role of Marian prayer in the lives of believers past and present.	A mostly detailed description of the role of Marian prayer in the lives of believers past and present.	A description of the role of Marian prayer in the lives of believers past and present.
Written presentation	No evidence of spelling, punctuation or grammatical errors. Very high standard of presentation.	1-2 spelling, punctuation or grammatical errors. High standard of presentation.	Some spelling, punctuation or grammatical errors. Appropriate standard of presentation.

## REPORTING OF STUDENT LEARNING

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.

Student learning and progress is reported to parents twice per year in semester reports. Assessment is developed from the 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. The use of criteria sheets/matrix allow teachers to provide feedback to both students and parents in relation to the achievement standard. Formal parent/teacher interviews are offered twice a year, to discuss the students' progress in Religion.

### At Mary Immaculate, we demonstrate this through:

- Showing evidence of success in Semester Reports that is recorded in the Student Reporting System (SRS).
- Annotated work samples and authentic feedback provided to students and parents in relation to assessment tasks.
- Oral feedback to students and parents at parent/teacher interviews.
- Term overviews that provide outlines of expectations in Religious Education.
- Criteria sheets related to the achievement standard.
- Units of work and assessment tasks planned in consultation with the Leadership Team.
- Moderation processes as part of the reporting process.

## Element 4: Monitoring and Evaluation

Mary Immaculate’s Religious Education Program outlines how student progress and achievement are monitored to ensure continued improvement for each student. Data is used to inform the teaching and learning and to evaluate practice. Data informs not only the Religious Education curriculum but the continued development of the Religious Life of the School.

### PROCESSES FOR MONITORING STUDENT ACHIEVEMENT

At Mary Immaculate Primary School, a whole school culture valuing collaborative practice is reflected in a shared approach to monitoring and evaluating student achievement and development. While the APRE supports the teacher in taking responsibility for monitoring student achievement, formal and informal dialogue between all stakeholders is ongoing and informs practice. Religious Education units reflect multiple opportunities for students to demonstrate their learning, in formative and summative assessments, and to achieve success.

Data collected from these assessments (as well as eMinerva student data) is analysed to identify trends, anomalies, inform practice about classroom teaching and learning of Religion and the Religious Life of the School to ensure consistency and maximise student achievement. Data in the BI tool is accessed by staff to review goals and inform future planning at the whole school level, as well as at the year/class level and individual level.

#### At Mary Immaculate, we demonstrate this through:

- Teacher participation in professional learning about assessment and reporting to improve consistency of practice.
- Teacher access to the BI tool and SRS data to examine overall student achievement in Religious Education
- Term curriculum overviews that provide an outline of learning in Religious Education to parents/carers.
- Teacher use of assessment to provide feedback regarding the effectiveness of each unit of work.
- Annotated work samples and authentic feedback provided to students and parents in relation to assessment tasks in Religion.
- Annual school renewal of components to evaluate the learning and teaching of Religion and the Religious Life of the School and inform focus for improvements.
- Use of BI Tool to focus discussions on learning and student achievement in Religious Education.
- Intra-school moderation of work samples, as well as preparation for and participation in interschool moderation
- The APRE monitoring year level and multi-year level planning
- Data is collated and used when reporting student achievement and development at formal and informal reporting times

**Learning Intentions (Deep Learning and Surface Learning) (WALT):**  
**All About Mary:** Recognise the significance of prayer in Jesus’ life and in the lives of believers.  
**Students learn that Mary, Mother of Jesus has been honoured in many ways by Christians both past and present.**

**Task:** Select an image of Mary. Explain why you chose this image and why it is special. Explain any personal connection you may have to the image or how it made you feel. Have you seen this image somewhere in your life or in a Bible story? What can this story teach us?

**Task:** Write a prayer of thanks. The prayer may be thanking God for Mary, Mother of Jesus; or it may be a prayer to Mary, giving thanks for your own mother. What are you thankful for? Why is it important to give thanks to Mary, Mother of Jesus? Why is it important to give thanks to our own Mother?

**Task:** Select a symbol/s and explain how these symbols help us to remember and honour Mary, Mother of Jesus. Where do we find these symbols?

	At	Above
TASK 1 Image of Mary	<p>is able to explain why they chose the image and why it is special.</p> <p>is able to recognise where they have seen the image or a Bible story it relates to.</p>	<p>is able to explain why they chose the image and why it is special.</p> <p>is able to recognise where they have seen the image or a Bible story it relates to.</p> <p>is able to make a personal connection to the image and discuss what the image or Bible story it relates to teaches us.</p>
TASK 2 Prayer of Thanks	<p>is able to create a prayer of thanks using the structure of prayer.</p>	<p>is able to create a prayer of thanks using the structure of prayer. Is able to express what they are thankful for and why it is important to give thanks.</p>
TASK 3 Symbol of Mary	<p>is able to explain why the selected symbol helps us to remember and honour Mary.</p>	<p>is able to explain why the selected symbol helps us to remember and honour Mary. Is able to make personal connection to the symbol or explain where they have seen, or where we can find these symbols.</p>

*quite simple that's Mary's prayer*

## PROCESSES FOR MONITORING PLANNING

Mary Immaculate's Religious Education Scope and Sequence informs Religious Education planning. This document has been designed to be a working document, that is reviewed and refined as necessary. Teachers and the APRE review the effectiveness of all elements of unit planning to make recommendations for future improvements. The School Leadership Team annually records and reviews whole school goals and action plans for the learning and teaching of Religion and the Religious Life of the School. Differentiation is recorded in whole class and individual student tracking documents as well as in unit/weekly/daily planning. The monitoring and evaluating process includes professional dialogue with colleagues during the annual inter-school moderation processes.

### At Mary Immaculate, we demonstrate this through:

- Treating the school RE Scope and Sequence as a working document which changes as required.
- Reflective practice, when evaluating units, to allow teachers to make adjustments to provide more effective and efficient learning and teaching.
- Storing units on the School Portal to allow shared access, promoting consistency, transparency, responsibility and sustainability. APRE and PLL review planning documents.
- Annual school goals (published and distributed to stakeholders) and action plans.
- Setting teacher goals that assist students to continually advance their knowledge and understanding in Religion.
- Teachers moderating samples of work during intra-school and inter-school moderation each year
- Whole class and individual student differentiation records evident in planning documents and Personalised Learning Plans
- Unit templates that provide space for recording differentiation, a range of learning and assessment opportunities, diverse resources and unit evaluation.
- Teacher overview and weekly/daily programs.
- Student profiles and portfolios with work samples.
- IEP/PLP documentation.
- Support staff working alongside the class teacher.
- BCE Listens Survey to use data from parents and community members to reflect on school practices.



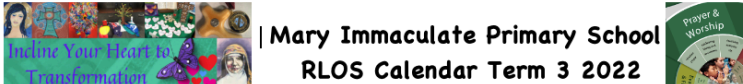
## PROCESSES FOR MONITORING RELIGIOUS LIFE OF THE SCHOOL

Mary Immaculate Primary School, through the Religious Life of the School P-12, provides opportunities for the Leadership Team (in consultation with staff and the wider community) to develop opportunities and set goals to develop the Religious Life of the School. Both formal and informal processes are used to monitor how well the components of the Religious Life of the School are being addressed and taught. Each of the four interrelated components: Religious Identity and Culture; Evangelisation and Faith Formation; Prayer and Worship; and Social Action and Justice, while mutually reinforcing, provide a significant focus. The BCE Cyclical Review Process and Strategic Renewal Framework are utilised to guide future directions and to inform annual school planning.



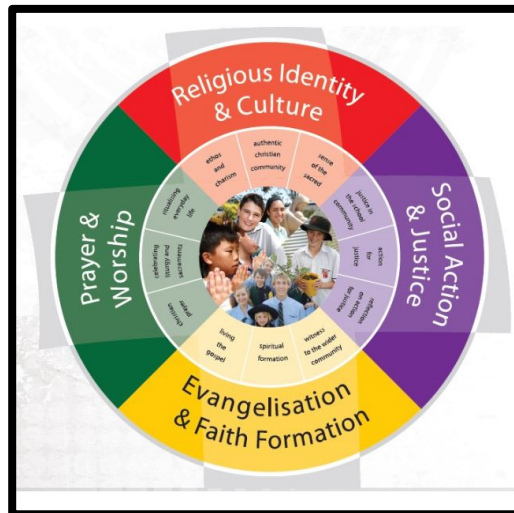
### At Mary Immaculate, we demonstrate this through:

- Annual school goals/achievements (published and distributed to stakeholders) and action plans.
- School cyclical reviews – evidence, evaluation and validation
- Elements of each component being addressed in units of work and the Scope and Sequence for each year level.
- The Principal and APRE meeting regularly to plan liturgical celebrations and prayer rituals in the school.
- The Leadership Team discussing and reviewing the school’s Social Justice programs.
- The APRE planning and developing the Yearly prayer, social justice and liturgical calendar.
- The review of the school’s Vision and Mission in 2021.
- School policies and procedures which are reviewed in light of the school’s charisms and mission statement.
- The BCE Listens Survey to use data from parents and community members to reflect on school practices

 <b>Mary Immaculate Primary School</b> <b>RLOS Calendar Term 3 2022</b>				
TERM TWO - CHURCH CALENDAR	MONDAY PARISH MASS 9.00am	MONDAY PRAYER ASSEMBLY 2.10pm	LITURGY & CELEBRATION	WED STAFF MEETING PRAYER
Week 1 10 <sup>th</sup> July 15 <sup>th</sup> Week in Ordinary Time NAIDOC WEEK	N/A	ASSEMBLY NAIDOC WEEK <i>Led by Leadership</i> Incline your Heart Award N/A	No Event	Emma
Week 2 17 <sup>th</sup> July 16 <sup>th</sup> Week in Ordinary Time	Mary Immaculate Year 6	ASSEMBLY <i>Led by Leadership</i> Incline your Heart Award Alison	No Event	Tim
Week 3 24 <sup>th</sup> July 17 <sup>th</sup> Week in Ordinary Time Catholic Education Week	St Elizabeth's	ASSEMBLY Catholic Education Week <i>Led by 4/5</i> Incline your Heart Award Marisa	Soup Kitchen (Yrs 3-6) Friday 29 <sup>th</sup> July 3.00pm - 7.00pm	Alison
Week 4 31 <sup>st</sup> July 18 <sup>th</sup> Week in Ordinary Time Transfiguration of the Lord - 6 <sup>th</sup>	Mary Immaculate Year 1/2	ASSEMBLY <i>Led by Leadership</i> Incline your Heart Award Leanne	No Event	Marisa

## Religious Life of the School

The Guidelines for the Religious Life of the School (RLOS) assist school communities in the Archdiocese in the development of faith of their members by providing a lens through which their religious life may be viewed and developed. These Guidelines assist school communities to engage in practical ways in implementing the Vision Statement for Catholic Education in the Archdiocese of Brisbane, particularly its call to Teach, Challenge and Transform. The RLOS document outlines four components in the religious life of a school.



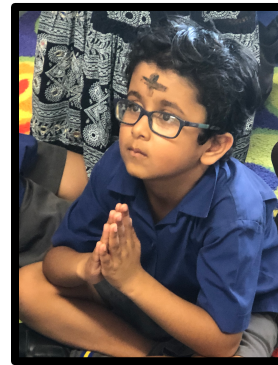
### RELIGIOUS IDENTITY AND CULTURE

Mary Immaculate Primary School embeds and communicates the **ethos and charism** of St Mary of the Cross MacKillop and Mary the mother of Jesus, through:

- An annual spiritual and Religious Theme – for example 2022 ‘Incline Your Heart to Transformation’ which allows the community to specifically explore the key themes, images and ideas of the School Motto Micah 6:8, Mary Immaculate and Saint Mary of the Cross MacKillop. In 2022 we explore the rich theme of the transformative power of God through Jesus and the spirit to change lives. Saint Paul is the touch stone scripture story and the symbol of God, as the potter, and we are the clay brings transformation to life.
  - Images and symbols created and made visible in class spaces and common areas
  - Weekly assemblies contain references to the theme and symbols
  - Using the theme to focus Year 6 leadership opportunities and thanksgiving celebration
  - Focus on Mary MacKillop and Mary Immaculate at specific times during the year using the theme as a touch stone
- symbols
  - images - Mary Immaculate and St Mary of the Cross MacKillop
  - timber cross on the green
  - hand painted Aboriginal and Torres Strait Islander Crosses in classrooms and common spaces,
  - mosaics celebrating the 100-year celebration of Mary Immaculate School)



- prayer
  - the School Prayer
  - school Song, which features at significant whole school celebrations
  - weekly staff prayer
  - staff Lenten prayer program
  - weekly assembly class prayer liturgy
  - daily prayer in class
  - Staff end of term prayer liturgy
  
- celebrating days and weeks of religious significance
  - Jesus, Julian and Mary MacKillop (JJAMM) Day – celebrated 8th August
  - Shrove Tuesday,
  - Ash Wednesday
  - Feast of the Assumption, the Annunciation
  - Our Lady Help of Christians
  - St Patricks’ Day
  - Weekly Mass
  - Catholic Education week
  - NAIDOC Week
  - Reconciliation Week
  - Refugee Week
  - Harmony Week
  
- displaying the Vision and Mission Statements, School Song, School Prayer, Vision for Learning, Annual plan including Religious Life of the School, Annual theme



The school builds **authentic Christian community** through ways such as:

- celebrating the cultural diversity of the school through Catholic Education week, Refugee week, Harmony week, Reconciliation and NAIDOC week
- providing practical support through the social justice activities of the winter appeal and soup kitchen which provide practical resources for Annerley St Vincent de Paul
- acknowledging connections with the wider church community
- acknowledging connections with local Catholic Primary and High schools and the wider community
  - staffing coming together for Professional Development and religious celebrations
  - Beginning of year Mass with St Elizabeth’s staff
  - JJAMM Day
  - Modern Mary’s
  - CTJ
- welcoming, encouraging and supporting participation of families in the life of the school
  - Welcome BBQ
  - Welcome Liturgy and morning Tea
  - Class mass celebrations
  - Whole School prayer liturgy celebrations for key days
  - Parent Engagement group meetings
  - Parent and sibling stay and play activities
- Sacramental Program support



Mary Immaculate Primary School creates and values a **sense of the sacred** through ways such as:

- establishing and maintaining sacred and reflective spaces in classrooms and around the school
- providing professional learning for staff on religious and spiritual awareness
  - Spiritual formation modules
  - Using the Catching Fire resources
  -

## PRAYER AND WORSHIP

Mary Immaculate Primary School nurtures the **Christian prayer life** of its community through ways such as:

- Teaching and using a variety of traditional prayers and devotions for individual and communal use
  - Whole school focus on Mary and Marian Prayer in May
  - Morning and Afternoon prayers
  - Grace before meals
  - Class led prayer assembly
- Scheduling time to allow for prayer and worship across the school
  - The school has adopted an expectation that prayer liturgy follows a standard Weekly Assembly with opportunities to be creative within that format
  - A term RLOS document lists the key Religious and social events that classes can focus their prayer on for example ANZAC Day, May month of Mary or a theme in combination with a change in the liturgical seasons
  - Welcome Liturgy
  - Graduation – Thanksgiving Liturgy
  - Class Liturgies
  - Mothers’ and Fathers’ Day celebrations, Catholic Education Week
  - Grandparents’ Day
  - End of School Year liturgy
- Immersing students in diverse experiences of prayer
  - meditation,
  - personal prayer
  - traditional prayer
  - wellness week reflection and meditations
- Understanding the meaning of the School Prayer



Mary Immaculate Primary School **celebrates liturgy and sacraments** through ways such as:

- providing formation for staff, students and parents
- arranging the physical environment and providing resources for full and active participation in liturgy and the sacraments
- providing opportunities for the celebration of the sacraments within the life of the school
  - Shrove Tuesday
  - Ash Wednesday
  - Holy Week
  - Catholic Education Week, Grandparents' Day
  - Reconciliation Week
  - End of Year Thanksgiving Liturgy
- supporting the Parish Sacramental Program

Mary Immaculate Primary School recognises and **ritualises the sacredness of everyday life** through ways such as:

- ritualising life events
  - rites of passage
  - beginning and end of year
  - Birthday blessing
  - Social justice opportunities such as NAIDOC week, Harmony Week and Refugee Week.
  - Under 8s week
- including prayer rituals in the day-to-day procedures and routines of school life
- inviting parental involvement in prayer rituals



## EVANGELISATION AND FAITH FORMATION

Mary Immaculate Primary School fosters the call to **live the gospel** through ways such as:

- reflecting the life and message of Jesus Christ through routines and practices
  - School behaviour support processes
  - Active Learner award
  - Incline Your Heart award
  - School Liturgies
- establishing policies, practices and structures that promote inclusion and a sense of belonging t
- presenting the gospel message in engaging ways
  - scripture
  - children's' bible, video
  - stories and various online media
  - Christmas concert and nativity play
  - music/songs



Mary Immaculate nurtures the **spiritual formation** of each individual through ways such as:

- providing faith formation experiences for students, staff and parents
  - Sacramental program
  - class liturgies at Assembly
  - leadership reflection and formation for Year 6 beginning/end of year
  - Weekly staff prayer at staff meeting
  - Social justice activities, Winter appeal and soup kitchen
- providing opportunities to express spiritual awareness through the creative arts
  - Staff prayer
  - Way of the Cross – Easter prayer reflections
  - Nativity play
  - prayer by colour
  - Accessing various technology and media
  - School Choir formation

Mary Immaculate Primary School **witnesses to the wider community** through ways such as:

- building collaborative relationships with the parish and local Church
  - sacramental program
- participating in the life of the local community,
  - service organisations
  - St Vincent de Paul (winter appeal, Christmas hamper)
  - Multicultural Festival in 2016 and 2018
- engaging with students from other schools to give witness to the beliefs and values of the Catholic tradition
  - involving senior students in community service projects
  - Modern Mary's support for homework club
  - JJAMM with Our Lady's College
  - Year 6 Transition day with St James', Coorparoo
  - Launch of Catholic Education Week and Project Compassion, attending Mass at St Stephen's
  - Attending all schools ANZAC service in Brisbane City

## SOCIAL JUSTICE AND ACTION

Mary Immaculate Primary School practises **justice in the school community** through ways such as:


- identifying, implementing and promoting policies, structures and practices that respect the rights and dignity of all members of the school community
  - Vision and Mission
- applying Christian stewardship to the resources and environment of the school
  - water tanks for toilets
  - recycling
  - drought resistant plants
- establishing just processes of discernment and critical judgement when making decisions
  - Student behaviour support plan
  - Enacting BCE policies and procedures

Mary Immaculate Primary School **acts for justice** through ways such as:

- implementing policies and practices within the school that nurture a generosity of spirit
  - fee concessions
  - Caritas
  - Mission Week
  - Annual Catholic Campaign
  - SVDP Winter and Christmas appeal
  - Funding relationship with SVDP for camp
  - NAIDOC week celebrations
  - Harmony Week celebrations
  - Formation of Reconciliation Action Plan
- reviewing and monitoring the complexity and expense of experiences offered by the school in light of Catholic social teaching Yearly review
- engaging with student initiated and/or local justice projects as part of the curriculum
  - Archdiocesan Campaign
  - St Vincent de Paul Winter and Christmas appeal
  - Project compassion
  - Harmony Week
  - Refugee Week



The school consciously **reflects on action for justice** through ways such as:

- incorporating practices of review and critique in relation to current actions for justice within the school community
  - School Improvement agenda
  - Annual plan and goals
  - Annual Spiritual and Religious theme
-  building a reflective component into school social justice practices, celebrations of significant events, and prayer life
  - Feast day Mary Mackillop,
  - Assumption, prep birthday celebrations,
  - prayer farewell for staff,
  - mother's day/father's day liturgy, grand-parents day Liturgy.