

St Ita's Religious Education Program



ST ITA'S
CATHOLIC PRIMARY SCHOOL
DUTTON PARK

Table of Contents

Our Story

Our Students and Community

- • Demographics
- • Our Vision for Religious Education
- • Contemporary Contexts of Religious Education
- • Our Beliefs about Learners and Learning in the Religion Classroom

Our Curriculum Structure and Organisation for Religious Education

- • A Catholic View of Learning
- • Our Model for Religious Education
- • Reconceptualist Approach to the Teaching of Religion
- • Timetabling of Religious Education
- • Design Principles for Religious Education

High Quality Teaching and Learning

- • Professional Learning and Accreditation
- • Powerful Pedagogies
- • Reporting Student Progress and Achievement
- • Resourcing Religious Education
- • High Quality Assessment

Monitoring and Evaluation

- • Whole School Processes
- • Moderation
- • Reporting
- • Evaluating Student Achievement

Student Ministries

Family Mass

Introduction: Our Story

St Ita's Catholic Primary School is a Catholic, systemic parish primary co-educational school founded in 1919, located in the riverside suburb of Dutton Park, Brisbane. The school has a yearly enrolment of approximately 350 students from Prep through to Year 6. Archbishop Duhig established the St Ita's Parish in response to the need to unite the local Catholic community in the area.

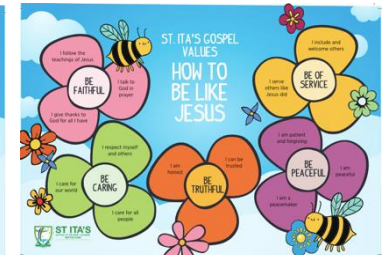
St Ita's School is named after St Ita from Killeedy, Ireland, who dedicated herself to prayer, fasting, simplicity and spirituality. St Angela Merici, and her Sisters' of the Ursuline Order, who were established from dedicated, Christian young women dedicated to the education of the poor and marginalised, founded the school. The Ursuline charism 'Serviam' is embedded in the vision, mission, learning and teaching at St Ita's and emphasises accepting people as they are and encouraging them to become the best they can be. These values are reflected in our School Vision and Mission Statements.

As a Catholic Christian community journeying together, the school commits to the following Vision:

- Challenge those educated to live in unity with God, others and creation;
- Recognise and value the unique God given gifts each person brings; and strive to be a learning community that embraces the principals of Respect, Responsibility, Forgiveness and Equity;
- Work in partnership with all members of the school community to create a culture of excellence in teaching and learning.

The school Mission follows the spirit of the Ursuline tradition 'Serviam', which is to:

- Follow the teachings of Jesus
- Respect the individual and the environment
- Strive for unity
- Aim high in all they do.



St Ita's Vision and Mission statements align with the school's 'Hive of Learning' and the School Gospel Values.

1. Our Students and Community

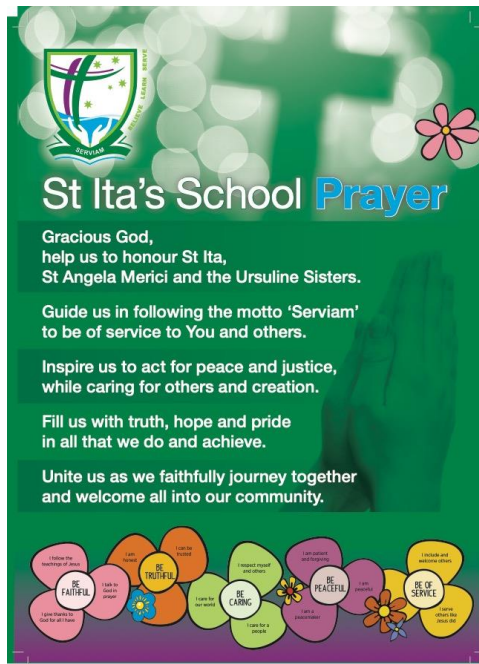
Demographics

The St Ita's School Religious Education Program is responsive to the needs and religious backgrounds of students and the contexts for learning in a contemporary Religious classroom.

Demographically, the school has seen a consistent flow of students from various cultural and religious backgrounds, which varies yearly. The community of St Ita's is predominantly Catholic. 53% of the students are Catholic, with a further 17% belonging to other Christian religions. 16% of the students belong to the Greek Orthodox Church, 1% Buddhism, 0.7% Judaism, 0.3% Oriental Orthodox, 0.3 % Hinduism, and 11% of our families identify as no religion or not stating a religion.

The school endeavours to prepare students holistically so that they are prepared to enter the new environment of their secondary school with a sense of self and an understanding of their personal journey. Every effort is made at St Ita's to ensure that all who seek to share and celebrate the Catholic Christian heritage (families, students, staff) feel welcome and respected in their own faith journeys. This is achieved through both participation in religion classes, celebrations, and in opportunities to expand knowledge of and commitment to own faith traditions. The school's Religious Education program reflects the demographics of the students. This is evidenced by -

- Information about the religious backgrounds of students is accessed and considered when planning units of work.
- Sharing information in the school newsletter.
- Parent information is shared on the school website to expand parents' knowledge of the Religion Curriculum.
- Adjustments are made to units of work to include the various cultural and religious backgrounds of learners.
- The school is mindful and inclusive of students' various faith traditions during school celebrations. This is evidenced on the school <https://www.stitasduttonpark.qld.edu.au/Pages/default.aspx>:



School Song

**Proud our school we celebrate
St Ita's spirit brings us nearer
Friends from all around the world
Come together by the river**

**Brave always aiming high
Always use our imagination
Sure that each will find our way
With God with others and creation**

**Here at St Ita's
we're gathering together
Here at St Ita's
we're gathering together**

**Shining like the sun
Amazed by all that we are achieving
Sing St Ita's song
Praise the vision that we believe in**

Here at St Ita's

Over a two-year period teachers, in collaboration with the APRE, created a scope and sequence, and unit plans, intended to be used as a foundation for planning. Teachers have the opportunity to review and re-plan units during their Planning and Preparation Time, accessing assistance from the STiE and APRE.

Each month the Principal and APRE meet with the St Ita's Parish Priest. Staff often organise for the Parish Priest, and the Parish Sister that is involved with the school and sacramental program, to visit the classroom to share their understanding of concepts being taught in Religious Education.

Each term the 'Catholic Identity School Improvement Team' meet to collaboratively work on developing and enriching our approach to Religious Education and the Religious Life of the School, with a particular focus on the Explicit Improvement Agenda.

The Vision for Religious Education

St Ita's school shares and promotes the Vision for Religious Education articulated by Brisbane Catholic Education and the wider church, which includes the two dimensions of Religious Education (religious life of the school and teaching of religion), therefore, enhancing the students' religious literacy and faith formation.

The schools and colleges of the Archdiocese of Brisbane aspire to educate and form students who are challenged to live the gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society.

The *Vision for Religious Education* also appropriately aligns with the goal for learning and teaching as articulated in the Brisbane Catholic Education (BCE) Learning and Teaching Framework (2012):

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

The *Vision for Religious Education* challenges students to be a religious voice in the world. The Vision gives greater prominence and a renewed orientation to the critical interpretation and evaluation of culture, where students become active constructors of culture rather than passive consumers. Jesus Christ is always the centre of this Vision. Through engagement with both dimensions of Religious Education, students are challenged to be cultural agents in light of the Gospel; authentic witnesses to the mission of Jesus Christ in the world today.

Religious Education at St Ita's seeks to develop the religious literacy of students considering the Catholic Christian tradition, so that they might participate critically and authentically in contemporary culture. Religious literacy includes ways of talking, acting, creating, communicating, critiquing, evaluating, participating, ritualising, theologising, worshipping, reading, reflecting, and writing with others in a variety of religious and secular contexts. In all units of work, teachers and students seek to make connections between 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 mandatory hours of classroom-based engagement with the religion curriculum at the school.

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

More information on BCE's vision for Religious Education can be found here <https://www.bne.catholic.edu.au/vision#culture>



The Contemporary Contexts of Religious Education

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

Societal Context

Like all Catholic and ecumenical schools of the Archdiocese of Brisbane, St Ita's 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.

As a consequence, our school is continually challenged to engage families in Religious Education in rich and relevant ways. At St Ita's School, Religious Education seeks to reflect a Catholic Christian worldview that integrates faith, life and culture in rich and relevant ways whilst embracing an ecumenical perspective and reflecting the multi-faith context of this school.

<https://www.stitasduttonpark.qld.edu.au/curriculum/Pages/Religious-Education.aspx>

Evidence of this in our community includes:

- During the enrolment process
- Through the school website
- During Prep Orientation Day
- At parent information evening at the beginning of the year
- Through the school newsletters
- Facebook and Instagram accounts
- School behaviour expectations (Be Respectful, Be Safe, Be Responsible)
- Acknowledgement of Indigenous culture at the beginning of each assembly
- Immersing students in a global world by supporting organisations, such as: Emmanuel City Mission, Caritas, Catholic Mission and St Vincent de Paul
- Raising awareness and funds for the aforementioned charitable organisations and other school ministry initiatives
- Performing for, and spending time with the school and extended community (eg. Grandparent's Day, local aged care facilities, parish social group)
- Acknowledging values demonstrated by school-wide (and societal) expectations via assembly awards.



Ecclesial Context

St Ita's School is proud of the close relationship with the Dutton Park Parish especially through the regular interactions with the parish priest and staff. For many students though, the culture and language of religion is underdeveloped due to an increasing number of families less engaged with the formal life of the Church.

The school 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.

Evidence of this in our community includes:

- School masses/liturgies and monthly family masses (where each year level acts as the host and the community are invited to attend)
- Weekly prayer assemblies, focusing on events in the liturgical season and/or significant events in the liturgical season and/or significant events and days (eg. ANZAC Day, Mother's Day, Father's Day and holy days of obligation)
- Class assembly presentations reflecting classroom teaching and learning in Religious Education
- Classroom sacred spaces featuring evidence of the liturgical year
- Weekly staff prayer
- Parish Masses
- Support for parish fundraisers, charity endeavours and social events
- Staff support and family participation in the Parish Sacramental Program



Educational Context

St Ita's 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 St Ita's School, we seek to nurture and develop the faith of individuals in ways that are mindful of their cultural and religious identity.



Evidence of this in our community includes:

- Exploring Prayer Practices such as: Meditative Prayer, Liturgies, Prayer Celebrations
- Learning about the history of Catholic Christian faith
- Developing a rigorous approach to planning, teaching, and assessing of the religion curriculum
- Articulating interconnected links between the Religious Life of the School, Religious Life of the Classroom and Curriculum.

Digital Context

Religious Education at St Ita's 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 responsible use of digital tools which is an important component of digital citizenship. 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 in our community includes:

- Online and digital bible stories (internet sources and apps) – careful discernment and supervision of internet sources and apps selected for classroom use
- Songs and hymns (YouTube, Andrew Chin, John Burland, site license)
- Bible Gateway commentary – appropriate online Bible tools

Jesus Is Baptised

Matthew 3:13-17

Matthew's version of this story includes more detail that gives a better idea of the story. In this version John exclaims that Jesus should be baptising him and tries to change his mind.

Luke 3:21-23

other people had been baptised before. He was praying when heaven opened. The Holy Spirit came in a bodily form.

Mark 1:9-11

Mark's version of the story was a lot shorter it still had detail but it was more of a summary rather than a full recount. John doesn't exclaim that Jesus should be baptising him instead he just goes along with it.

Commonalities:

- they both mentioned doves.
- They both said heaven was opened.
- they all included the same characters.
- All have the same main part to get Jesus baptised.
- They were all baptised by John in the Jordan.
- at the end they both ended with you are my dear son I am pleased with you.
- They both said and a voice came from heaven.

Other details:

- In both stories the baptiser was not at a distance.
- God is pleased with Jesus being his son in both stories.

Student work: ✓ Handed in View history

Venn Diagram 3.pages

Take action in student view

Feedback: Enter feedback

Points: No points

Return

Our Beliefs about learners and learning in the Religion Classroom

Foundational to the shared work of teachers at St Ita's 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 at St Ita's 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 individual student level at St Ita's School, the interests, religious backgrounds and learning needs of students inform the development of work units. Data retrieved from the BI Tool, such as diversity of faiths and student abilities, has been used to inform planning decisions for learning. Teachers use this information to interpret the curriculum flexibly to meet the individual learning needs of students and to personalise their learning by:

- Adjusting the way in which students are taught and the means through which they demonstrate their learning;
- Using the extended general capabilities learning continua from the Australian Curriculum to adjust the focus of learning or to emphasise specific aspects which as higher order cognitive skills;
- Providing students with additional time and support; and drawing from content at different levels along the Prep to Year 10 sequence.
- Use of the requirement for diversity in assessment tasks required in the planning template.
- Consultation with specialist staff – eg. STiEs, Speech Therapists, to make adjustments and develop appropriate learning and teaching strategies to enable success.

Impact of System and/or Religious Institute Initiatives

St Ita's School has undertaken to be a part of the Delivering Excellence in Learning Teaching pillar of Brisbane Catholic Education and currently is beginning to roll out this initiative in Religious Education and other curriculum areas. The RE Planning Template used by the school incorporates key elements of these initiatives:

- Line of sight
- Deep and Surface Learning from the Achievement Standard
- Learning Intentions
- Success Criteria
- Self-directed, inquiry learning.

2. Curriculum Structure and Organisation For Religious Education

A Catholic View of Learning

At St Ita's School, a Catholic view about Learning and Teaching is reflected in both dimensions for Religious Education, namely the Religious Education Curriculum and the Religious life of the School. Teaching and Learning in Religious Education is intentionally developed on the foundation of a Catholic theology and philosophy of curriculum. Four core themes are central: Anthropology, Epistemology, Cosmology, and the Catholic Christian Tradition.

Catholic View of Christian Anthropology

A Catholic view of Christian anthropology is centred on the person of Jesus. It recognises 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 Ita's School, it is characterised by inclusion, holistic and relational learning, and action in community.

Evidence of this in our community includes:

- Teachers are expected to cover all mandatory requirements in their planning, teaching, assessment and reporting of the Religion Curriculum.

- Year level units of work, where appropriate, reflect events and activities that enhance the religious life of the school.
- Through the school leadership ministries, the students are encouraged to take active roles in promoting pastoral care and social justice initiatives.
- Year level scope and sequence are annually audited and monitored.
- Timetabling of Religion ensures entitlement of mandated time allocations (2.5 hours per week)

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 lifelong and life-wide learning. The Catholic tradition views the acquisition of knowledge as lifelong and life-wide enterprise. Reflective self-directed learning and teaching allows for rich opportunities for teachers and students to interiorise knowledge.

Evidence of this in our community includes:

- Sacred spaces in the classroom and office.
- Multiple opportunities to demonstrate understanding through engaging and relevant assessment tasks.
- Meditative prayer

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 Ita's School through everyday witness, as well as learning and teaching that challenges and transforms the culture and the world in which we live.



St Ita's Catholic Primary School - Dutton Park
23 m · 🌐
Another incredible effort to raise Project Compassion donations. Emma and Albert made over \$50 with their book stall. Well done!



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

Spiritual formation in the Catholic Christian tradition is a dynamic process of growth in the understanding and practice of Christian spirituality.

Evidence of this in our community includes:

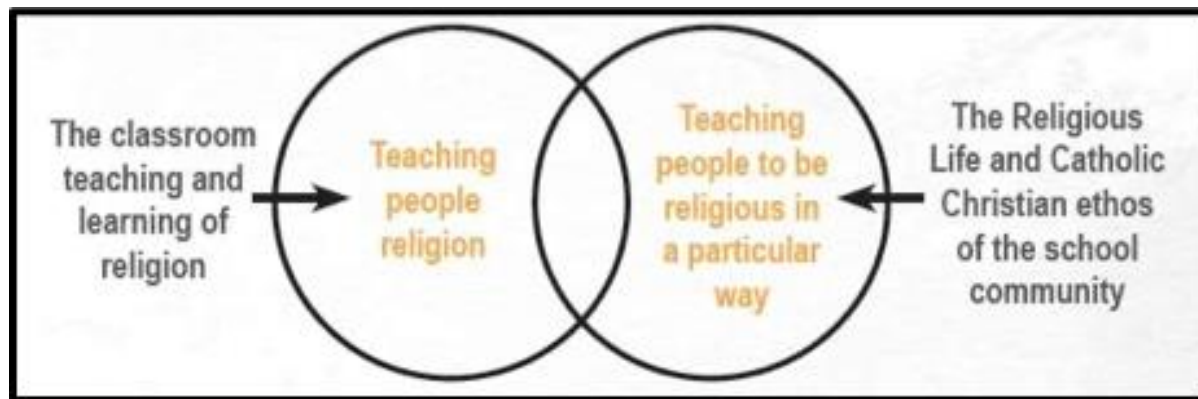
- A yearly Religious Education Theme. For example: Be Truth to Self, to Other and to God; Aspire to Inspire.
- Participating in BCE staff formation opportunities, such as the Formation Modules & REAP
- Regular instruction for students and staff in meditative practices.
- Ongoing spiritual formation for religious educators through Professional Dialogue, working relationships with the parish through the Sacramental Programs, and Professional Development
- Various annual Liturgies – Easter, Christmas, Mother's/Father's/ Grandparent's Day, All Saints Day, St Ita and St Angela Merici Feast Day
- While spiritual formation is primarily the responsibility of the individual, both school leadership and Brisbane Catholic Education Centre leadership have key expectations – setting, resourcing and support roles to play – opportunities are provided through ongoing professional development

- Teaching and planning of Religious Curriculum, linking to formation experiences, by ensuring students are exposed to experience, knowledge, practice, and application.
- The aim of a spiritual formation within our teaching program is to facilitate and nurture that internal encounter with God through communal support and resources provided in a range of ways.

Our Model for Religious Education

At St Ita's School 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.

The distinct and complementary nature of both dimensions of Religious Education has been conceptualised in the following Model for Religious Education.



The 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 the students.

The St Ita's School programs, activities and experiences for the classroom learning and teaching of religion and the religious life of the school provide a holistic education and spiritual formation of students, and are responsive to religious diversity, while being faithful to the Catholic Christian identity of the school.

Evidence of this in our community includes:

- The religious education units demonstrate the connectedness between the religious life of the school and the teaching of religion.
- Religious Education Scope and Sequence
- Religious Life of the School Prayer, Worship, Sacraments and Service Scope and Sequence
- The school is mindful and inclusive of students' various faith traditions during school celebrations.

The school recognises that the ***Vision for Religious Education*** and the ***Model for Religious Education*** take a bit 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.

The Reconceptualist Approach to Teaching and Learning in Religious Education

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 St Ita's, 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 on their particular religious affiliation. At St Ita's 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-resumptive 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 St Ita's, 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). The 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

The delivery of excellence in teaching and learning is a core goal of Brisbane Catholic Education. At St Ita's we follow the BCE Learning Framework ensuring that:

- Planning clearly communicates the Learning Intention and Success Criteria of units or work, and investigations.
- The leadership team identify, plan, and assist in building the capacity of staff through Professional Development in effective pedagogical practices.
- We develop systemic leadership for improved learning by training in and implementing the effective use of data at system, school and classroom levels, using protocols and processes for effective Review and Response Cycles for improved progress, and Learning Walks and Talks.
- Planning is encouraged to make use of problem-based learning, problem-solving approaches and other strategies that clearly aim to build skills in analysis, synthesis, evaluation, and hypothesis testing.
- Year level planning sessions
- Teaching staff model respectful and culturally competent interactions with students and acknowledge the value of student input.
- Teaching practice embeds literacy knowledge and skills within all strands of the RE curriculum.
- Different assessment types provide multiple opportunities to demonstrate required religious knowledge and skills.

- Unit plans are structured to ensure that students have the opportunity to acquire information literacy skills to support all aspects of their learning.
- Strategically and systematically blend online and other ICT learning experiences in combination with high quality face-to-face learning environments to enhance and differentiate student learning.
- Unit planning encourages students to collaborate with each other as part of the learning process, in activities, such as group work and peer assessments.

The Religion Curriculum P-12 is academically rigorous and promotes inquiry learning, a learner centred pedagogical approach to learning and teaching, that aligns closely with the directions taken in the Australian Curriculum. Furthermore, at St Ita's, continuity in the Religious Education Curriculum is ensured within and between year levels, building on where student's learning in Religion is situated and leading onto where the students are heading in their learning. There is a clear focus on the line of sight in year level planning: Year level Description, Achievement Standard (Deep and Surface Learning) and Content Descriptions as evidenced in the planning template used for RE.

Time Allocations and Effective Timetabling

As evident in its practices and instructions to teachers in the Staff Handbook, this school strongly supports the mandated minimum of 2.5 hours per week of religion teaching. This equates to 92-100 hours per year based on 37-40 available teaching weeks per year. Liturgy, prayer, hymn practice and other religious practices are not included in this provision.

3. High Quality Teaching in RE at St Ita's

The teaching and learning identified in this Religious Education Program is consistent with whole school approaches to teaching and learning across the curriculum at St Ita's.

Professional Learning and Accreditation

Accreditation to Teach Religion in a Catholic School

All teachers of religion in Archdiocesan schools are required to be accredited to teach religion. At St Ita's the APRE monitors the accreditation status of all teaching staff and engages in discussion that outlines accreditation requirements so that all teachers are fully informed. All our classroom teachers are either accredited to teach religion or have interim accreditation and are studying to gain full accreditation.

Maintenance of Accreditation

As part of their professional learning, all staff are required to maintain their accreditation status by engaging in 5 hours to Teach in a Catholic School PD and 5 hours to Teach Religion in a Catholic School PD. The school provides the opportunities to engage in professional development to maintain accreditation. However, if staff do not attend, they are required to undertake the opportunities provided by BCEO and complete this outside of their work hours.

Teachers as Professional Learners

Religious educators at St Ita's engage in ongoing professional learning focused on enhancing individual and collaborative practices as well as the capacity to improve student learning. The strategy of Consistency of Teacher Judgement also allows for monitoring its effect on student learning and moderation.

Professional Development opportunities are discerned and organised according to staff professional goals and the school's annual goals. Staff are expected to set professional goals to inform the strategic process of allocating professional development days, meetings and twilights according to whole school needs.

Evidence of this includes:

- Professional development during Pupil Free Days (QCT and iLearn).
- Timetabling of staff meetings to prioritise Religious Education In-Service (staff meeting agenda and minutes).
- Planning meetings with EORE to assist with implementation of Religion Curriculum.
- Liaise with staff to design scope and sequence for Religious Education program.
- Professional dialogue during planning and preparation for Consistency of Teacher Judgement (CTJ).

Powerful Whole School Pedagogies at St Ita's

As stated previously, St Ita's supports the BCEO Learning and Teaching Strategic Goals. The principals that underpin these goals cover principals, such as visible learning, knowing thy impact, inspired and passionate teachers and effective feedback. The staff at St Ita's are expected to make learning visible and to measure the impact of teaching and how this, in turn, impacts upon learners. Teachers see learning through the eyes of the student and students see themselves as their own teachers.

This process is in action in the form of the St Ita's Hive of Learning that directs our attention to the premise that every student can 'be' an effective learner. The Hive of Learning firmly places each learner at the centre. The Hive of Learning consists of seven learning dispositions, which are explicitly taught and practised through the school in all areas of the curriculum. The dispositions are: Be Curious; Be Brave; Be Reflective; Be Respectful, Responsible and Safe; Be Self-Motivated; Be Persistent; and Be a Collaborator.

Effective Assessment

At St Ita's assessing student learning is an integral part of the school classroom. Assessment provides opportunities for students to demonstrate to what depth they achieved the success criteria from the achievement standard, 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, namely:

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

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

Knowledge describes the information, facts and principles specific to a learning area.

Deep Understanding relates to the concepts underpinning and connecting knowledge in a field/discipline and is related to a student's ability to appropriately select and apply knowledge to solve problems in a particular learning area.

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

Tools for Assessment

Teachers at St Ita's are encouraged to use a range and balance of assessment tools, which allows teachers to cater for all learners and learning situations, to measure the impact of their teaching and plan for further learning and teaching. Assessment revolves around three core practices, namely:

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

Examples of Assessment Tools used at St Ita's

Assessment Tools	Questioning	Reflective Tools	Teacher Observation
Running records Criteria for success Research projects Annotated work samples Written tests Multiple choice tests Extended response Group discussion Oral presentations Written tasks Portfolios Graphic organisers Concept maps Concept mapping Role-playing	Think-pair-share Wait time Effective questioning Asking questions Question matrix Marzano's taxonomy	Blogging Voice thread Reflective journal Podcasting Reflective questions and prompts Thinking skills Peer feedback Two stars and a wish Plus, minus, interesting Traffic lights	Anecdotal records Checklists

Making Judgements

Teachers at St Ita's use such approaches as Criteria for Correction Matrices and Quality Annotations to make judgements and provide quality feedback to students. This can also be achieved through conferencing.

Moderation

The moderation of assessment tasks occurs on a number of informal and formal levels at St Ita's.

- A degree of moderation occurs during the planning process for units of work: teachers agree on the line of sight between the Achievement Standard, Knowledge, Understanding and Skills, and diverse assessment tasks which are similar in standard. The creation of a standards matrix or rubrics for correction also assists teachers to apply the same correction standards to student work.
- At a given year level teachers meet at the end of a unit with sample assessment tasks from their class and attempt to establish equity in marking through discussion and annotation.
- Cross marking occurs at year levels where common tasks allow it.
- A formal intra-school moderation occurs prior to CTJ where teachers bring to a staff meeting annotated samples of work "at standard" and "above standard".
- The school participates in inter-school moderation at CTJ where staff share with other teachers at their year level annotated samples of work.

Feedback to Students

At St Ita's teachers view assessment opportunities through a feedback lens, encouraging learners to think more critically about their work, apply these thought processes to future work and view them as opportunities to improve the quality of work produced.

TEACHERS	SO THAT STUDENTS...
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<ul style="list-style-type: none"> • Use clear LEARNING INTENTIONS derived from the achievement standard • Use challenging SUCCESS CRITERIA derived from the curriculum content descriptors • Use a range of LEARNING STRATEGIES that support and provide extensive opportunities for students • KNOW when students are not progressing • Provide FEEDBACK • Visibly learn themselves 	<ul style="list-style-type: none"> • Understand what they are learning and what they should expect as outcomes • Understand what they need to demonstrate as evidence • Develop a range of learning strategies and are able to access curriculum at their level, with opportunity to extend themselves • Know when they are not progressing • Seek feedback • Visibly teach themselves
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At St Ita's student self-assessment is regarded as vital to success at school. It involves teachers:

- sharing with students the success criteria for each assessment activity
- ensuring that students understand the success criteria • explicitly teaching students how to apply those criteria to their own work
- providing students with feedback to help them improve
- helping students to set learning targets to achieve that improvement.

As noted above, Correction Criteria Matrices and Annotations provide feedback. Peer feedback occurs when students offer each other advice about their work which incorporates reference to:

- what has been done well in relation to the success criteria.
- what still needs to be done in order to achieve the success criteria
- advice on how to achieve that improvement. Teachers who engage students in self-assessment see the responsibility for learning shifting from them to the students, see an increase in student motivation and are able to use the feedback from their students about how they learn to shape future teaching and learning.

Consistency of Teacher Judgement

Consistency of Teacher judgement occurs through a number of processes at St Ita's school. At the planning stage, consistency in teaching and learning, which assists consistency of teacher judgement, occurs through collaborative planning, use of a common planning template which

requires learning intentions, success criteria, line of sight with the Achievement Standard, commonality of standard in assessment tasks and the development of correction criteria and rubrics.

Each year this school engages in the ongoing process of Consistency of Teacher Judgment, which at present includes religious education- a key strategy for implementing the Religion Curriculum P-12 and monitoring its effect on students' learning.

The school Staff Manual outlines the procedures and processes for internal moderation and external moderation as required by Religious Education Services and indicated on the Learning and Teaching portal. (You may wish to give further details about with whom you moderate etc.)

Whole School Processes

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 achievement is recognised and celebrated within our school community in a variety of ways including at informal meetings; one on one feedback to students; parent-teacher nights; Bee Awards.

The school's Student Reporting Tool facilitates the reporting of student achievement to parents and caregivers by allowing teachers and administrators to create, proofread, edit, verify and publish student reports. As has been noted previously and is evident in the school's Religion Planning Template, Religious Education is taught and assessed with rigour and is flexible to enable each student to achieve and demonstrate what they have learned.

Further, as part of the school's commitment to visible learning, the three core practices of Data Walls, Review and response and Learning Walks and Talks have become part of the teaching and learning of RE, and students are becoming familiar with articulating responses to the three questions around their progress and achievement.

Reporting

Reporting occurs formally, in terms of reports issued, twice a year. The school's reporting processes are as follows:

SRS Reporting Term 2 and Term 4

Resourcing Religious Education

The St Ita's Library and resources are well managed by our teacher librarian, leadership, staff, school officers, parents and student helpers. The resources are reviewed and replenished regularly to ensure resources are in good condition, up to date, meaningful and relevant to learning experiences.

- Religion resources are primarily purchased from the Religious Education budget. In addition, resources can also be purchased from individual class budgets.

Some of the most recent purchased Religion resources include:

- Rights to music
- Resources for ministries
- Jewish resources
- Religious Applications for iPads/Laptops
- Resources for religious celebrations and worship
- Art resources for religious teaching and learning and professional development

4. Monitoring and Evaluation in RE at St Ita's

Processes for monitoring student achievement:

At St Ita's school, planning and evaluating the effectiveness of assessment processes occurs when:

- teachers meeting to plan a new unit of work review the previous unit, including assessment tasks and student performance and annotate the unit for the information of teachers the next time the unit is used.

- the APRE/PLL/Principal uses the BI tool to evaluate the awarding of standards across year levels and at individual class levels. This leads to discussions and professional learning opportunities, such as diversity of assessment; depth in tasks to extend students; assessing students with special needs.
- the APRE and the CST also use the BI tool to evaluate learning and teaching of religion and other curriculum areas in the school. This leads to whole school discussions and professional learning on assessment.

Processes for monitoring student achievement:

As our school engages further with its chosen powerful pedagogies, more formal methods of monitoring planning will be developed. As stated previously, the size of the school and the release time made available to staff for planning impact on the degree of collaborative planning and the availability of specialist teachers to partake in and monitor planning. As indicated at various points in this document, the school currently employs the following processes:

- There is a whole-school planning checklist which outlines the requirements for planning in all curriculum areas, including the requirement for annotating and noting success and challenges in the teaching of the unit for when it is taught next time before planning begins for the next unit.
- Teachers plan with the APRE/PLL who is then able to monitor the planning.
- Completed units of work are posted on the school portal, enabling oversight by the APRE/PLL.
- Internal Moderation processes enable evaluation of planning and the recording of this evaluation on the scope and Sequence charts/Unit plans on the portal.
- Participation in CTJ and review of the CTJ reports enable a critique of the school's planning processes and procedures.

Processes for monitoring the Religious Life of the School:

At St Ita's school, both formal and informal process are used to monitor how well the components of the RLOS are being addressed and taught. Formally, this occurs when the codified elements of each component being addressed in units of work are recorded in the Unit Plans and the Scope and Sequence Tables for each year level.

This monitoring also occurs as part of the ongoing formal and informal school renewal processes – for example, when:

- The APRE meets with the Parish Priest/Ministers/Pastoral Workers and Parish/School family members to review and plan liturgical celebrations and prayer rituals in the school.
- The Leadership Team, in conjunction with the Catholic Identity School Improvement Team and staff, evaluates and reviews the school's annual Prayer and Ritual calendar.
- The Leadership Team, in conjunction with the Catholic Identity School Improvement Team and staff, discusses and reviews the school's Social Justice and Outreach program(s).
- Teams of staff evaluate and review the Religious Education and Evangelisation Element of the School Renewal Process, both internal and external.
- The APRE and campus Minister plan and develop the Year's prayer and Outreach calendar.
- The school undertakes to review its mission statement/prayer policy/school prayer/motto.
- School policies and procedures are reviewed in light of the school's charism and mission statement.
- The school undertakes to renew its understanding and commitment to the charism of its founding religious institutes.

Other Inclusions

Ministries

St Ita's School has student Ministries that the senior Year Six students lead, covering areas such Catholic Identity, Pastoral Care and Social Justice Ministry. Ministry meetings occur once a week and a teacher or a leadership member oversees each ministry. The ministries are responsible for some reoccurring proceedings, such prayer life and student voice, as well as reoccurring school events, such as the St Ita and St Angela Merici Feast Day, and incidental events, such as fundraising events that the students choose to become a part of.

Family Mass

Each month the St Ita's Parish Church holds a family mass where families are encouraged to attend and participate in. Over the years this has been run through different formats with a heavy involvement of a group of parents in conjunction with the parish sisters, in particular Sister Loretta. From 2022 the school and Parish priest decided to extend a greater welcoming and inclusive invitation for attendance and involvement to more families throughout the school, to encourage a greater community focus. Each Family Mass focused primarily on a year

level of students and their families, who would assist in preparing parts of the mass, such as the Prayers of Intercession, as well as doing readings, processing the symbols and gifts, and engaging in liturgical dance.

During the Family Mass the Parish Priest ensures that he is inclusive of the children throughout the mass and invites them to join him at the altar to engage in an interactive homily. This is not only a rich learning experience for the children but is also a non-threatening opportunity for parents to further their understanding of the Gospel messages for us today. This is another example for the interconnected links between the Religious Life of the School, Religious Life of the Classroom and Curriculum Planning.

Religious Life of the School Scope and Sequence

Term 1	Term 2	Term 3	Term 4
Prayer			
<i>Start of day at P-2 area</i> School Prayer <i>Start of day at Merici assembly area</i> Monday: School Prayer Tuesday: Our Father Wednesday: Hail mary Thursday: Glory Be Friday: Assembly prayer	<i>Start of day at P-2, Merici assembly areas:</i> Our Father <i>Start of day at Merici assembly area</i> Monday: School Prayer Tuesday: Our Father Wednesday: Hail mary Thursday: Glory Be Friday: Assembly prayer	<i>Start of day at P-2, Merici assembly areas:</i> Hail Mary <i>Start of day at Merici assembly area</i> Monday: School Prayer Tuesday: Our Father Wednesday: Hail mary Thursday: Glory Be Friday: Assembly prayer	<i>Start of day at P-2, Merici assembly areas:</i> Glory Be <i>Start of day at Merici assembly area</i> Monday: School Prayer Tuesday: Our Father Wednesday: Hail mary Thursday: Glory Be Friday: Assembly prayer
<i>Before eating:</i> Bless us, O Lord And these your gifts Which we are about to receive Through Christ our Lord Amen	<i>Before eating:</i> Bless us, O Lord And these your gifts Which we are about to receive Through Christ our Lord Amen	<i>Before eating:</i> Bless us, O Lord And these your gifts Which we are about to receive Through Christ our Lord Amen	<i>Before eating:</i> Bless us, O Lord And these your gifts Which we are about to receive Through Christ our Lord Amen
<i>End of day:</i> Thank you for a lovely day	<i>End of day:</i> Thank you for a lovely day	<i>End of day:</i> Thank you for a lovely day	<i>End of day:</i> Thank you for a lovely day

For friends and food and work and play Keep me safe along the way Amen	For friends and food and work and play Keep me safe along the way Amen	For friends and food and work and play Keep me safe along the way Amen	For friends and food and work and play Keep me safe along the way Amen
Whole School Masses			
Opening and Leadership Mass Ash Wednesday Mother's Day Liturgy		Grandparent's Liturgy (Catholic Education Week) Mary MacKillop Liturgy Father's Day Liturgy St Ita and St Angela Merici Feast Day Mass (Last day of Term)	All Saint's Day Mass Graduation Mass Last Day Liturgy
Family Mass			
Fourth Saturday of each month	Fourth Saturday of each month	Fourth Saturday of each month	Fourth Saturday of each month
Classroom Liturgy			
One Prayer Liturgy in whole year level. In classroom or another area of choice. Priest and parents/carers invited. Student involved in process of preparing Liturgy, as well as speaking the readings and singing the hymns.			
Sacraments			
Penance for students in Yr 5 and up, who have completed Confirmation, and First Holy Communion.	Confirmation for students in Yr 3 and up.	First Holy Communion for students in Yr 4 and up, who have completed Confirmation.	Penance session in Church for students in Yr 5 and up, who have completed the sacrament.
Assembly Performance			
Each class does one per semester, and each year level one per semester. These assemblies may have a religious focus.			
Catholic Calendar Days of Recognition			
Shrove Tuesday Lent Easter Story/Stations of the Cross St Patrick's Day The Annunciation	Pentecost	Assumption of Mary Sts Joachim and Anne Feast Day St Mary MacKillop Feast Day	Advent All Saints' Day All Souls' Day
Service			

<p>Project Compassion Harmony Week Rice Day Service Lunch Club: Letters or a painting to an Aged-care Facility</p>	<p>Crazy Hair or Accessory Day – Emmunual City Mission National Reconciliation Week Service Lunch Club: PNG Stationary Drive</p>	<p>Pyjama Day (Read a book to buddies) – Starlight Foundation Catholic Education Week Year 6 Bake Sale on Feast Day Service Lunch Club: Whole school gardening and environmental care</p>	<p>Socktober – Daniel Morcombe Day St Vincent de Paul Christmas Appeal Service Lunch Club: Letters or a painting to an Aged-care Facility</p>
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