

St Joseph's Catholic Primary School
Nambour



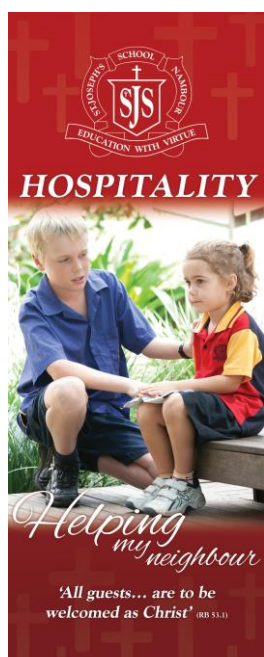
Religious Education Program
2016



St Joseph's School Story

St Joseph's Primary School is a Catholic, co-educational, two stream-school offering placements from Prep to Year Six. St Joseph's Primary School is situated in the green, country setting of Nambour, a rural town nestled in the hinterland of the Sunshine Coast. The school has been referred to as Nambour's 'best kept secret' as the facilities and playing fields are largely hidden from sight to the passer-by.

Founded in 1925 by the Sisters of the Good Samaritan, St Joseph's School stands strong in its traditions and history within the parish of Nambour. It draws upon this history in achieving its mission today – to seek God, to value the dignity of others and to promote the connectedness that belonging to both family and community offers. The presence of the Benedictine Charism provides a rich platform on which to express our Catholic Faith and identity. This is reflected in our school values of Hospitality, Stewardship, Justice and Peace and Community.



St Joseph's School currently has an enrolment of 404 students, who are drawn from the Maroochy area, but with the majority living in Nambour itself. St Joseph's students are 'country kids', generally easy-going, resilient, resourceful, generous, well-mannered and willing to get involved. This is most evident in times of crisis, whether that be responding to the call to support families in need in the local community or the way they look out for each other in the playground. Visitors often describe them as 'welcoming' and 'happy', two qualities that enhance their capacity for learning and indicate a readiness to positively contribute to our rapidly changing world.

Our school has a proud reputation for its family-oriented, inclusive approach to education, embracing and catering for the needs of its diverse learners including several students with disabilities. Joey's is a vibrant learning community, busy with the core business of providing a quality Catholic education for our 21st century learners.

Complementing the broad curricula offered, the school has a special focus on the social-emotional wellbeing of all students. Programs such as Peer Support and Rock & Water ensure that all students are given every opportunity to grow into young people who have a positive sense of self, who believe they can achieve and who are seeking to positively contribute to our rapidly changing world.

Opportunities to participate in school camps, interschool sport, eisteddfods, dance competitions and debating competitions enhance such learning. Other distinctive features of the school include its emphasis on The Arts and the study of Indonesia.



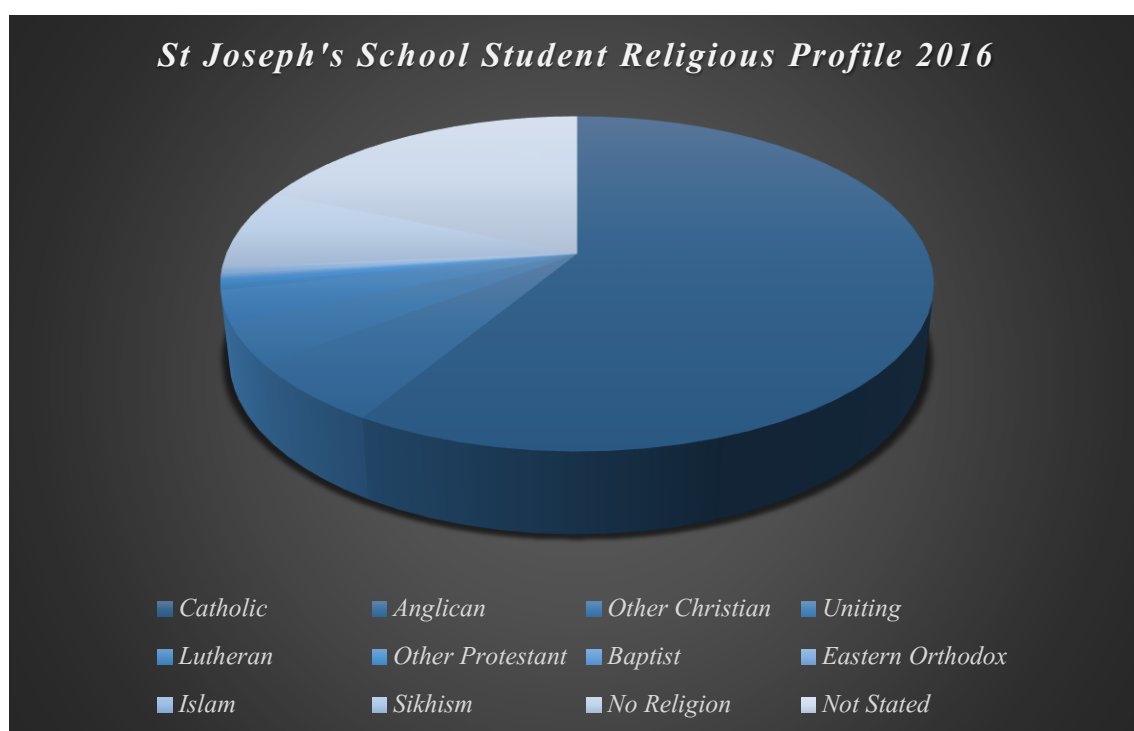
The school is integral to the local community. Parental involvement is valued and encouraged at St Joseph's Primary, acknowledging both that parents are the 'first educators of their child' and that there are competing demands on families in the complexity of today's society. The range of ways parents may be involved varies from being elected to the School Board to active membership of the P. & F. Association committee and activities, daily classroom support to tuckshop volunteers, or being extra hands on excursions. Such contributions are invaluable, adding richness to not only the life of the school but giving the message to the child that the school is an extension of the family.

Our staff work collaboratively to meet the educational and pastoral needs of every learner in our school. We encourage our students to strive for personal excellence in all areas of the curriculum, believing that given the right support and time, all will be confident and engaged learners capable of achieving the high standards necessary for their future as life-long learners in the 21st century.



Faith and Family Demographics

St Joseph's School has a range of socio-economic and cultural backgrounds represented. Of a population of 404 students, 59% are Catholic, with 14 % identifying as other Christian denominations and the remaining 27% of the student population being made up either Other, No Religion or Not Stated.



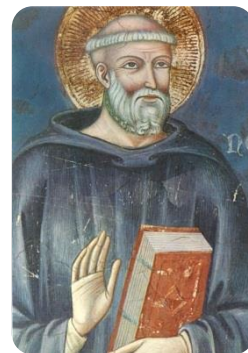
The St Joseph's School community has families who are involved in our parish, however many families do not take an active part in the worshipping community. St Joseph's School works in close partnership with our Parish Priest Fr Graham Gatehouse to build connections between our school and parish communities and encourage participation in regular worship. School staff play an active role in supporting the Parish Sacramental Program and the number of students from St Joseph's celebrating the sacraments of Reconciliation, Confirmation and First Holy Communion continues to grow each year. St Joseph's families do support our Catholic Christian Ethos and the Religious Life of our school is strongly valued in our community.



Our Benedictine Values

Hospitality

St. Benedict sees hospitality as openness to the other. At St Joseph's School we strive to extend hospitality to each member of the educational community, especially to those new to the community. We seek to cultivate curricular and co-curricular ways to recognize the needs and call forth the talents and gifts of persons of differing capacities and dispositions, of diverse races, cultures and backgrounds.



Stewardship

Stewardship is the responsible use of creation, culture and the arts. At St Joseph's School we seek to foster awareness that we are part of a larger ecology and that the environment – human as well as non-human – has been given by God for the sake of all. We encourage the creative and sustainable use of resources and their just distribution for the good of all. We seek to sharpen awareness of noteworthy contributions – past and present – to the well-being of society and the earth itself, trying to keep strong the memory and practice of human creativity and generosity. At every turn, we strive to promote the study and practice of the arts, aware of their capacity to bring all to a deeper recognition of the nature and purpose of life itself.

Justice and Peace

The aim of the Benedictine life is to find peace. It is not something that we sit about and wait for – we must pursue it, work for it, set out trying to achieve it. St Benedict offers us a way to find peace in our hearts and beyond. Peace is a feature of just communities; for peace to reign, justice is fundamental. In our St Joseph's School community we have an inherent desire to bring about justice. We ensure that our policies and procedures are directed to creating a just and peaceful community. Central to our purpose as a Benedictine Good Samaritan school is the empowering of our students to create a just society where peace is actively pursued.

Community

St Benedict describes community as a call to serve the common good. At St Joseph's school we provide students with a tangible experience of community, deepened by curricular and co-curricular programs, to help them make the connection between the individual and the communal, the local and the global, the present and the past. In so doing, we seek to ensure that students cultivate the disposition to serve others, near and far, in meeting their most critical needs.





Vision for Religious Education

St Joseph's Catholic Primary School shares and promotes the Vision for Religious Education articulated by Brisbane Catholic Education to

“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.”

(Religious Education, Archdiocese of Brisbane Curriculum P-12, 2013)

As a Catholic Christian community, St Joseph's Primary School educates all to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners empowered to shape and enrich our world. Our vision “Community, Learners, Contribution” gives witness to the teachings and values of Jesus Christ and challenges students to participate critically and authentically in contemporary society.

COMMUNITY

Founded by the Sisters of the Good Samaritan in 1925, St Joseph's School stands strong in its traditions and history within the parish of Nambour. We draw upon this history to constantly find new ways of nurturing and encouraging each member to seek God, to value the dignity of others and to promote the connectedness that belonging to both family and community offers.

LEARNERS

As a Catholic school, St Joseph's is committed to providing a quality curriculum that nurtures the spiritual, intellectual, physical, social-emotional and creative development of our diverse learners. We value and encourage the different gifts, interests and abilities of our students as we aim to instill in them a zest for learning for life.

CONTRIBUTION

St Joseph, the father of Jesus, models the values of commitment, constancy, humility and hard work, all for the good of others. At St Joseph's School, we strive to have children who, upon leaving our school will be young people who have a positive sense of self, who as a result of their efforts believe they can achieve and who are seeking to positively contribute to our rapidly changing world.





Contemporary Contexts for Religious Education

Brisbane Catholic Education identifies four contexts of Religious Education that have a significant impact on our contemporary Catholic school. St Joseph's Primary School endeavours to deliver high quality authentic Religious Education that is responsive to challenges in the Societal, Ecclesial, Educational and Digital Contexts.

Societal Context



Our Religious Education Program seeks to reflect a Catholic Christian worldview that integrates faith, life and culture in a contemporary and multi-faith context. St Joseph's School is a place where students and their families encounter the mission and outreach of the Church. Our students and our families experience our Catholic Christian values and traditions. We respond to the societal context of Religious Education by

- ◆ *Using census information about our children and families to identify the Religious and cultural backgrounds so as to consider this when developing units of work*
- ◆ *Acknowledging the traditional custodians of our land at the beginning of school celebrations and assemblies*
- ◆ *Accessing and utilising resources from Caritas, Catholic Mission, St Vincent de Paul and from the Sisters of the Good Samaritan to immerse children in the context of our global world*
- ◆ *Raising funds and awareness through Project Compassion, Give me Five for Kids, Day for Daniel, Socktober Catholic Mission and St Vincent de Paul Christmas campaigns*
- ◆ *Performances by our Choir, Wind Ensemble, Rock/Lit and Concert bands for our school and wider community*
- ◆ *Participation in St Joseph's Community Masses once a term*
- ◆ *Acknowledging students who demonstrate our school and wider community values with termly commendation awards*

Ecclesial Context



At St Joseph's School we support our students and families by connecting them with the Catholic Christian Tradition – with a particular emphasis on the Benedictine Tradition. We seek to provide opportunities for our students and families to connect and build relationships with our Parish Priest and members of the Parish community. We also provide staff opportunities to engage in Spiritual Formation through the Brisbane Catholic Education Catching Fire Programs and the annual Good Samaritan Partnership Gathering held in Sydney. We respond to the ecclesial context of Religious Education through

- ◆ *Inviting families to join in our St Joseph's Community Masses with the Parish each term*
- ◆ *Class participation in weekly Parish Masses (Years 3-6) and Reconciliation (Years 4-6)*
- ◆ *Whole school Masses and Liturgies open to all in our community (Opening Mass, Ash Wednesday, Mother's Day, Grandparents Day, Father's Day, End of Year Mass)*
- ◆ *Weekly staff prayer using the Catching Fire Spiritual formation resources*
- ◆ *Class daily prayer*
- ◆ *Staff and family participation in the Parish Sacramental Program*
- ◆ *Staff involvement with Parish Ministries (Children's Liturgy, Eucharistic Ministry, Reading, Choir)*
- ◆ *Acknowledgement of Benedictine Values each term – focus assemblies, prayer and student commendation awards*



Educational Context



At St Joseph's School we value the academic expectations of Religion in the same way that we do in all learning areas. We expect that all staff follow the mandatory requirements of BCE for planning, teaching, assessing and reporting of all learning areas including Religious Education. We encourage each other to remain true to our vision for learning and teach Religion in a way that is engaging, inspiring and transformational. Our commitment to the Making Learning Visible Collaborative sees our school using all three high yield strategies – data walls, learning walks and talks and review and response cycles.

As we continue to refine these strategies they will influence and become common practice in Religious Education. Examples of current ways in which we respond to the evolving educational context of the 21st century include:

- ◆ *Our clear Vision for learning in Religious Education and our defined Beliefs about Learners that has been developed in accordance with the BCE model of pedagogy and teaching and learning framework*
- ◆ *Our continuous effort to develop a consistent and rigorous approach to collaborative planning, teaching and assessing in Religious Education and attempts to participate in moderation with cluster schools on termly basis*
- ◆ *The timetabling of Religious education lessons effectively across sessions and days of each week*
- ◆ *Embedding and referring to particular elements of the Religious Life of our School in our unit planning*
- ◆ *Embedding the language of Catholic Social teaching into the Religious Life of our School and unit planning*

Digital Context



At St Joseph's School we seek to promote engagement of students in the creative and purposeful use of digital learning tools. We recognise that our students enter our classrooms with confidence and creativity in using digital technologies and that this has an impact on the types of learning and teaching experiences that we implement. Our teachers seek to respond to developments in digital technology by encouraging the

- ◆ *Use of digital tools in Religious Education – Bible Gateway, Catholic Children's Bible App*
- ◆ *Use of websites – Catching Fire, Ways to Pray Calendar*
- ◆ *Use of BCE resources including the Learning Bytes, Three Worlds of the Text, Curriculum Weebly's, Religious Education Portal*
- ◆ *Use of Labora online tool for developing School Liturgies and Masses*
- ◆ *iPad and Laptop banks in classrooms as well as access to the Library computer lab for all classes*
- ◆ *Providing opportunities for student to use digital/computer software to when completing assessment tasks or learning activities*
- ◆ *Songs and Hymns accessed from School Software – Andrew Chinn, Michael Mangan, John Burland*



Beliefs about our Learners and Learning in the Religion Classroom

As a Catholic school, St Joseph's is committed to providing a quality curriculum that nurtures the spiritual, intellectual, physical, social-emotional and creative development of our diverse learners. We value and encourage the different gifts, interests and abilities of our students as we aim to instill in them a zest for learning for life.

Our beliefs about learners are based on the BCE Learning and Teaching Framework (2012) and these beliefs are articulated in the St. Joseph's context in this manner

- *Every learner is unique, created in the image and likeness of God, and they each bring to their learning experience their own richly diverse life journey.*
- *Learners seek purpose and meaning in life. Through the Catholic Christian tradition, they grow to become more like Jesus and find meaning in the person and teachings of Jesus.*
- *Every learner is a life-long learner, who seeks answers through creative problem solving and meaningful reflection on success and failure.*
- *Every learner can achieve success in life, and as a result of their efforts can positively contribute to our rapidly changing world.*
- *Successful learners are able draw upon a range of interconnected disciplines. They are innovative and reflective, willing to take risks and able to communicate in meaningful ways.*

All students are entitled to rigorous, relevant and engaging learning experiences drawn from the Religion Curriculum P-12 that addresses and caters for individual learning needs. The three dimensional design of the curriculum provides teachers with the flexibility to cater for the diverse needs of learners through consideration of



Learning and teaching experiences at St Joseph's are designed using the following considerations:

Prep – Year 2

- ◆ *Use simple language and experiences with specific religious terminology*
- ◆ *Use non-presumptive language*
- ◆ *Create opportunities for exploration and creativity that challenges what they believe*
- ◆ *Encourage children's sense of wonder with open ended questions, stimulating resources and flexible learning experiences*
- ◆ *Explore students' prior knowledge and connect to new knowledge*
- ◆ *Use play to develop understanding and make sense of their world*
- ◆ *Connect learning experiences in religion across all KLAS*
- ◆ *Use stories and storytelling to accurately involve learners in the sacred text*
- ◆ *Connect learning to real world experiences*
- ◆ *Consideration of the dynamics of students' interest, time-frames, interests and situations*



Year 3 – 4

- ◆ *Connect learning experiences in religion across all KLAS*
- ◆ *Use non-presumptive language*
- ◆ *Connect learning to real world experiences*
- ◆ *Focus on exploring the three worlds of the text*
- ◆ *Explore the language and meaning of the texts*
- ◆ *Engaging students in outreach and social action*
- ◆ *Developing respect for the Bible as a sacred document of the Catholic Church*
- ◆ *Allowing students to articulate and question their faith*
- ◆ *Challenging students to justify reasons for their own thinking*
- ◆ *Opportunities to explore religious knowledge and develop their understanding*
- ◆ *Integrate the Arts in the RE classroom*
- ◆ *Encourage children's sense of wonder with open ended questions, stimulating resources and flexible learning experiences*
- ◆ *Create opportunities for students to explain their thinking through open learning (digital learning)*

Year 5 – 6

- ◆ *Connect learning experiences in religion across all KLAS*
- ◆ *Use non-presumptive language*
- ◆ *Encourage children's sense of wonder with open ended questions, stimulating resources and flexible learning experiences*
- ◆ *Connect learning to real world experiences*
- ◆ *Focus on exploring the three worlds of the text*
- ◆ *Create opportunities to express opinions*
- ◆ *Challenging students to justify reasons for their own thinking*
- ◆ *Engaging students in outreach and social action*
- ◆ *Posing big questions that require exploration and investigation*
- ◆ *Opportunities to explore religious knowledge and develop their understanding*
- ◆ *Challenging students to be role models, living out the Benedictine values*
- ◆ *Create opportunities for students to explain their thinking through open learning (digital learning)*





Curriculum Organisation and Structure

A Catholic View about Learning and Teaching

St Joseph's School's Religious Education Program documents how we provide the entitlement of each student to knowledge, understanding and skills in Religious Education that provides a foundation for successful and lifelong learning consistent with our Vision for Religious Education. Teaching and learning in Religious Education is intentionally developed on the foundation of Catholic theology and philosophy of curriculum with four central themes.

Catholic View of Christian Anthropology

A Catholic view of Christian anthropology is centered on the person of Jesus. Our program recognises that each person in our community is created in the images and likeness of God and emphasizes Jesus as our teacher and model. At St Joseph's we pride ourselves on being an inclusive community that seeks to provide a holistic education for all students that supports them in recognising essential dispositions towards learning that will enable them to develop the essential skills for participating critically in their world.

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/ life wide learning. At St Joseph's School we recognise and embrace the intellect, emotions, and imagination and life experiences of our students. We support our students to be reflective, self-directed learners and communicators who embrace risk taking, creativity and resilience in their quest to understand life and the presence of God in their everyday lives.

Catholic Understanding of Cosmology

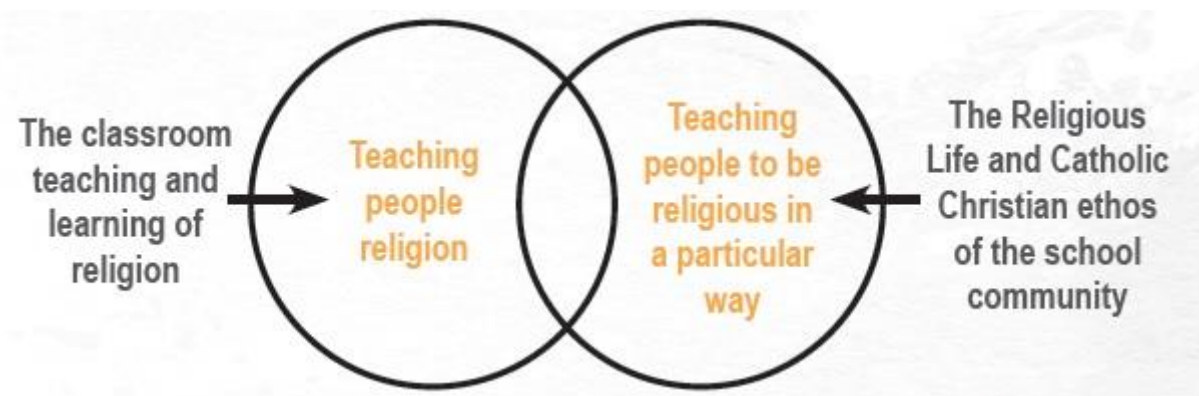
Cosmology relates to how we understand our place in the universe and challenges us to think about our role as stewards of God's Creation and recognise that as a sacramental people we experience God's presence in our everyday world. At St Joseph's School we uphold stewardship as a significant value of our community. Our Students see that stewardship challenges everyone to act differently in how to use their gifts of time, talent and treasure so as to benefit others and to serve the kingdom of God. As we live out the value of Stewardship we listen to the voice of the Spirit speaking of gratitude, generosity and responsibility. Our students are encouraged to understand Stewardship as a spirituality for life in order to embrace a radical vision of what it means to be a disciple of Jesus, the ultimate steward. As a spirituality – a way of life – stewardship calls each person in our school to: receive the gifts of God with gratitude, cultivate them responsibly, share them generously in justice with others and return the gifts with increase to God.

Catholic Christian Story and Tradition

From the very beginning of Christianity, the Christian community has been engaged in teaching. The disciples of Jesus acknowledged and referred to Jesus as "teacher". The transformative process of learning and teaching is captured in the Vision of Brisbane Catholic Education to Teach, Challenge and Transform. This vision is realized through everyday witness; learning and teaching that challenges and transforms the culture and the world in which we live. At St Joseph's School we encourage our staff to engage in ongoing spiritual formation through participation in Catching Fire. This participation helps each person honour and explore the personal narrative of each individual's experience of "My Story" through the head, heart and hands approach – experience, knowledge, practice and application. By beginning with their own person-centered formation, our educators assist our students to experience the narrative of "Our Story" and the meta-narrative of the incarnate expression of God through "The Story".

Model for Religious Education

Religious Education at St Joseph's School clearly articulates and values the complementary nature of both dimensions of Religious Education; the classroom teaching of Religion and the Religious Life and Catholic Christian ethos of our community.



Through engagement with both dimensions of Religious Education, we challenge our students to be cultural agents in light of the Gospel and authentic witness to the mission of Jesus Christ in the world today.

Our learners are encouraged to; develop their sense of the sacred through the celebration of rich and meaningful liturgy, articulate and live their faith openly and authentically, develop their religious knowledge, understanding and skills in a supportive and inclusive classroom environment and live the Gospel of Jesus Christ in their everyday lives. Our students from Prep to Year Six are encouraged and supported to be a religious voice in the world and contribute to our local and wider community.

Our educators focus on learners and their learning, establish clear learning intentions and success criteria, activate multiple opportunities through differentiation, respond with feedback that moves learning forward and evaluate the impact of teaching on each student's achievement and success.

Our students are engaged and on task, display a sense of belonging and community through respect and compassion for others, extend their knowledge through critical, creative and self-regulated thinking, feel safe and supported to develop learning goals and accept responsibility for their learning.

Our activities and experiences for the classroom learning and teaching of Religion and the religious life of our school are responsive to religious diversity, while remaining faithful to the Catholic Christian identity of our school.



Reconceptualist Approach to Religion Curriculum

In alignment with the Archdiocese of Brisbane's Religious Education Curriculum P-12, St Joseph's School teachers follow a reconceptualist approach to the teaching of Religion by operating out of an educational framework rather than from a catechetical or shared Christian praxis framework. This reconceptualist approach to the classroom teaching of Religion deals with the critical religious issues and concerns for life in our current society. Three key considerations for using this approach include the avoidance of presumptive language, teaching "about" the tradition and powerful pedagogies.

Avoidance of Presumptive Language

At St Joseph's School, all efforts are made to avoid the use of presumptive language and assumptions about the faith development of our students based on their particular religious affiliation. Our teachers attempt to engage students by using educational and invitational language that challenges students to respond creatively and in their own way. Referring to data and considering the needs of the students in each class before planning units of work assists teachers to ensure their language does not become alienating or judgemental.

Teaching "about" the Tradition

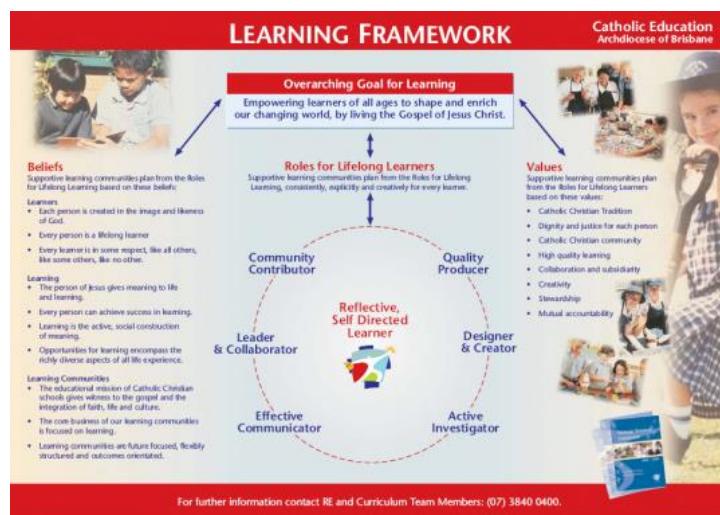
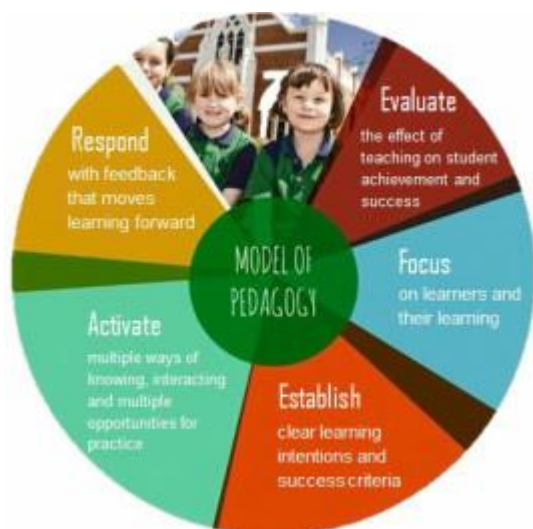
When teaching about the tradition the key focus is on "exploring the meaning of one's own religious life in relation to both those who share that life and those who do not" (Scott, 1984, p.334). In this way our teachers recognise the challenge they have to

- *build a critical distance between themselves and the content they are teaching*
- *make available space for authentic dialogue*
- *allow students the freedom to investigate and inquire and to use their religious imagination*

By doing so, the ultimate goal is for all in our community to have an enhanced appreciation and empathetic understanding of religious traditions, beliefs and practices.

Powerful Pedagogies

A reconceptualist approach to teaching and learning in Religion requires powerful pedagogies that engage students with the richest resources of the tradition. At St Joseph's School the pedagogical practices embedded in the Brisbane Catholic Education Model of Pedagogy (2012) inform our planning for Religious Education and provide us with a common language for planning and reflecting on learning and teaching of religion, as does the learning framework.





Teaching Scripture

The study of scripture in a classroom context takes the reader into the world of Jewish and Christian believers.

The Catholic approach to interpreting scripture is summed up in the Catechism of the Catholic Church:

In Sacred Scripture, God speaks to the person in a human way. To interpret Scripture correctly, the reader must be attentive to what the human authors truly wanted to affirm and to what God wanted to reveal to us by their words (n.109)

In order to discover the sacred author's intention, the reader must take into account the conditions of their time and culture, the literary genres in use at that time, and the modes of feeling, speaking and narrating then current.

"For the fact is that truth is differently presented and expressed in the various types of historical writing, in prophetic and poetical texts, and in other forms of literary expression (Dei Verbum, 12)

There are some important educational principles teachers need to keep in mind when engaging students with scriptural texts in the classroom learning and teaching of religion. All teaching of scripture must proceed from a clear understanding that the Bible is theological interpretation of, and reflection on, historical realities and faith experiences.

Catholics do not read scripture from a fundamentalist understanding. Such an approach begins with the view that the Bible, being the inspired Word of God, is error free, historically accurate and therefore should be read and interpreted literally in all its details. This is not the approach taken in the Catholic Church or in the religion classroom. Rather, the Catholic Church's understanding of scripture accepts the Bible as the inspired Word of God and as the work of human authors who were conditioned by their time, place, culture and worldview.

The Religion Curriculum supports this view of teaching scripture through the inclusion of core and supplementary texts for each year level. Texts are explored and interpreted through the framework of the three worlds of the text.

- World Behind the Text
- World of the Text
- World in Front of the Text

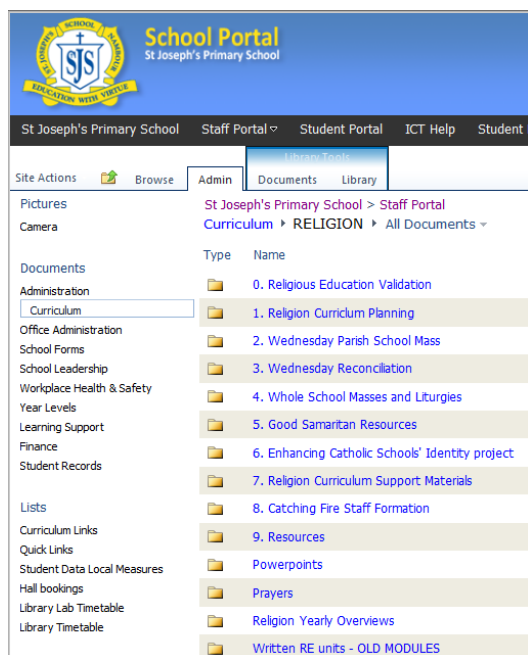
Teachers at St Joseph's School provide opportunities for students to engage with scripture in a wide range of settings, both within the classroom teaching of religion and in the religious life of the school. Students explore the world behind the text through questions relating to culture, history, religious world, roles and relationships and geography. Students explore questions relating to audience and purpose, characters, context and textual features to look at the world of the text. Questions about the relevance, message and meaning of the text to go further are explored in the world in front of the text.





Time Allocation and Effective Timetabling for the Teaching of Religion

St Joseph's School allocates a minimum of 2.5 hours per week to the teaching of Religion. This equates to 92 – 100 hours per year, based on 37 – 40 available teaching weeks per year. Each teacher is responsible for developing a timetable that reflects the high priority that our Religion lessons have within the life of the school. Reflected in this planning should also be time to engage in prayer, liturgy, parish masses, reconciliation – such experiences are not included in the provision for teaching the Religion Curriculum. Timetables are saved on the Staff Portal and are given to the Principal and APRE at the beginning of each term. Timetables for weekly parish masses are also on the Portal.



Term Three Class Timetable for zJ (Danielle Marks)

NB: Subject to change depending on individual student needs and school events.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30 – 9:00	Prayer and Share Jobs Phonograms spelling	Prayer and share Phonograms spelling	Prayer and share Phonograms spelling	Roll Prayer and Share Phonograms spelling	Roll Assembly
9:00 – 9:30	Phonograms spelling	maths	maths	Phonograms spelling	Assembly
9:30 – 10:00	Journal Entry	SPORT	Literacy Rotations	Literacy Rotations	Testing and spelling
10:00 – 10:30	Literacy Rotations	SPORT	Literacy Rotations	Literacy Rotations	Testing and spelling
MORNING TEA	Duty: 2nd				
11:00 – 11:30	Maths	English and Writing Rotations	IT: connected to English or Geography	Religion	Novel Maths Rotations
11:30 – 12:00	Maths	Writing Rotations	IT: connected to English or Geography	Religion	Maths Rotations
12:00 – 12:30	Science /History*	Religion	Library borrowing	Maths rotations	Connected Art to history or Science
12:30 – 1:00	Science / History*	Religion	Phonograms spelling	Maths rotations	Connected Art to History or science
LUNCH					
1:30 – 2:00	Relaxation/quiet reading Religion	Relaxation/quiet reading Science	MUSIC	Relaxation/quiet Reading Religion	Relaxation/quiet reading
2:00 – 2:45	Religion Jobs, pack up, prayer	Science Jobs, pack up, prayer	MUSIC	Religion Jobs, pack up, prayer	Free time Friday: choice of reading, craft activity, construction, computers Jobs, pack up, prayer

Collaborative Planning

Teaching staff at St Joseph's School are required to meet in Year Level teams with the APRE and PLL each term to develop units of work that are aligned with the school's scope and sequence. These meetings are an opportunity to discuss learning sequences in units of work that ensure the needs of all students are being met and also source appropriate resources. All planning is completed in a standard Unit Planning Template that identifies

- ◆ Fertile question
- ◆ Vision for RE
- ◆ Religious Life of the School and significant Celebrations
- ◆ Year level descriptions and achievement standards
- ◆ Core content and mandated scripture
- ◆ Learning intentions, success criteria and teaching/learning sequence
- ◆ Teacher reflections/considerations/review of unit for future planning



Conversations during other times – including during non-contact time also take place around planning in Religious Education. Teachers are encouraged to view their units of work as working documents that are annotated regularly to show adjustments learning progress and inclusion of effective resources. Units of work are expected to be uploaded onto the Staff Portal in Curriculum Year Level Planning Folders. Resources can also be added to the Staff Portal in the Religious Education Folder.

School Portal
St Joseph's Primary School

St Joseph's Primary School | Staff Portal | Student Portal | ICT Help | Student Dashboard | Parent Portal

Site Actions | Browse | Admin | Documents | Library

Pictures
Camera

Documents
Administration
Curriculum
Office Administration
School Forms
School Leadership
Workplace Health & Safety
Year Levels
Learning Support

St Joseph's Primary School > Staff Portal
Year Levels > ... Term 1 > All Documents

Type	Name	Modified
English	English	13/02/2016 10:36 PM
History	History	13/02/2016 10:36 PM
Mathematics	Mathematics	13/02/2016 10:36 PM
Religion	Religion	13/02/2016 10:36 PM
Science	Science	13/02/2016 10:36 PM

[Add document](#)

St Joseph's School Religion Planning
Year Four
Term One 2016 Weeks - 7

Fertile Question
WHAT DOES IT MEAN TO BE COMMUNITY?
Students investigate the significance of community for Christians and ideas about living in community through the exploration of Decalogue and the wisdom of St Paul. What rules do communities need and what rules do Christians use?

Vision for Religious Education
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Religious Life of the School
Religious Identity and Culture
• Authentic Christian community (ICC)
• ICC3.1 developing a shared understanding of the Christian underpinnings of hospitality and welcome.
• ICC2.5 Building a culture of care
Evangelisation and Faith Formation
• Living the Gospel (EPG)
• EFG3.1 Linking Jesus' message to expectations at school
Significant Days and Celebrations

School Portal
St Joseph's Primary School

St Joseph's Primary School | Staff Portal | Student Portal | ICT Help | Student Dashboard | Parent Portal

Site Actions | Browse | Admin | Documents | Library

Pictures
Camera

Documents
Administration
Curriculum
Office Administration
School Forms
School Leadership
Workplace Health & Safety
Year Levels
Learning Support
Finance
Student Records

St Joseph's Primary School > Staff Portal
Curriculum > RELIGION > All Documents

Type	Name
0. Religious Education Validation	0. Religious Education Validation
1. Religion Curriculum Planning	1. Religion Curriculum Planning
2. Wednesday Parish School Mass	2. Wednesday Parish School Mass
3. Wednesday Reconciliation	3. Wednesday Reconciliation
4. Whole School Masses and Liturgies	4. Whole School Masses and Liturgies
5. Good Samaritan Resources	5. Good Samaritan Resources
6. Enhancing Catholic Schools' Identity project	6. Enhancing Catholic Schools' Identity project
7. Religion Curriculum Support Materials	7. Religion Curriculum Support Materials
8. Catching Fire Staff Formation	8. Catching Fire Staff Formation
9. Resources	9. Resources
Powerpoints	Powerpoints
Prayers	Prayers
Religion Yearly Overviews	Religion Yearly Overviews
Written RE units - OLD MODULES	Written RE units - OLD MODULES

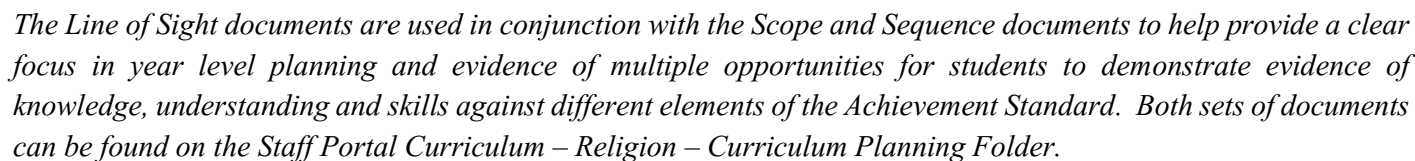
Lists
Curriculum Links
Quick Links
Student Data Local Measures
Hall bookings
Library Lab Timetable
Library Timetable

Scope and Sequence and Line of Sight Documents

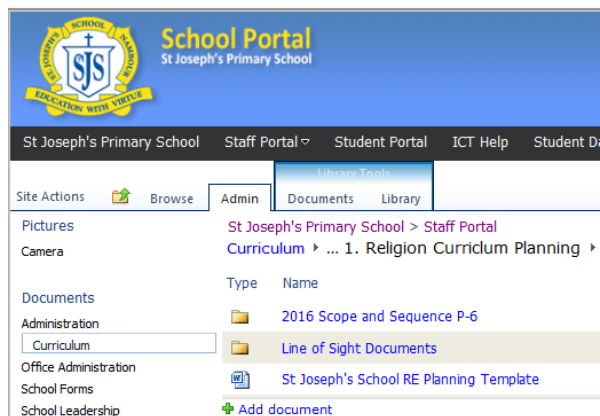
St Joseph's School has a living and working Scope and Sequence document that continues to evolve as planning conversations and staff discussion takes place. Our current Scope and Sequence document informs how the Achievement Standards, Core Content Descriptions and Mandated Scriptural Texts for each year level are linked to the everyday learning and teaching of Religious Education from Prep to Year Six.

The Scope and Sequence documents include:

- ◆ Year level overarching key theme
- ◆ Year level descriptions
- ◆ Achievement standards
- ◆ Teaching/topic/inquiry focus for each unit
- ◆ Relevant part of the achievement standard assessed in each unit
- ◆ Core content, mandated scripture and explicit teaching of prayer in each unit
- ◆ Reference to school celebrations, our school values and links to relevant Religious Life of the School elaborations

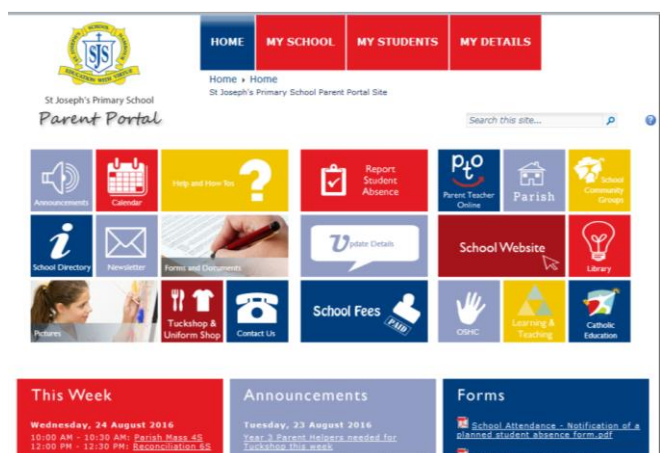


Year 2 Level Description	Achievement Standards	By the end of Year 2 students analyse some teachings and actions of Jesus depicted in New Testament texts that reveal aspects of God's nature.				
<p>In Year 2, students learn about aspects of God's nature and God's relationship with people, as they engage with a variety of New Testament texts that describe the teachings and actions of Jesus and God. This includes texts that describe God's relationship with the Jewish people. They explore contextual information about the first century Mediterranean world, as better acquainted with the life and times of Jesus. They learn about Jesus' mission and ministry and explore ways in which Jesus' teachings and actions continue to guide the life of the Church community today. They explore, recognise and appreciate the history of global community as it is revealed in many texts.</p> <p>Students learn about the sacraments of all creation, especially human life, the call to be co-creator and stewards of God's creation, and the responsibility to pursue peace and justice out of respect for human life and all creation. They develop their understanding of the loving relationship God essentially offers to people, and their understanding of an ideal in the free choice that harm the individual and their loving relationship with God, with others and with all creation. They explore ways in which believers can respond through reconciliation and prayer.</p> <p>They investigate ways in which believers celebrate reconciliation with God and with others in the Sacrament of Penance. Students examine ways in which prayer and the wisdom of the saints help believers to nurture their relationship with God, with others and with all creation. They develop their understanding of prayer in the Christian tradition through an exploration of prayer for forgiveness (acts of contrition and Penance) and meditative prayer.</p>						
How can we live in relationship with God, creation and each other?						
TOPIC/TEACHING/CONCEPT	ACHIEVEMENT STANDARD ASSESSED	CORE CONTENT	MANDATED SCRIPTURE / SUPPLEMENTARY	EXPLICIT PRAYER	SCHOOL CELEBRATIONS SCHOOL VALUE	RIOS
<p>FOUR MEER UP HOW DO WE LIVE IN RELATIONSHIP WITH ONE ANOTHER AT ST JOSEPH'S?</p> <p>Students receive and explore the values underpinning our school code of conduct and make connections with the Benedictine Tradition. As a class they explore the concept of "liturgy".</p>			<p>The Good Samaritan Luke 10:25-37</p>	<p>KEEL1. Introducing elements associated with the ethics and charism of the school.</p> <p>KEEL1. Introducing symbols associated with the charism.</p> <p>POP 2.1. Modeling and explaining gestures used in prayer celebrations.</p> <p>KEEL2. Preparing for school Mass.</p> <p>KEEL1. Introducing sacred space in classroom, parish church and Hall.</p> <p>KEEL1. Developing a shared understanding of the Christian understanding of hospitality and welcome.</p>		
<p>HOW DO THE STORIES OF JESUS CHALLENGE AN US?</p> <p>Students learn about the teachings and actions of Jesus in New Testament texts and the mission and ministry of Jesus to bring about the Kingdom of God. They explore connections to the people in our community today. They learn about</p>	<p>Students analyse some teachings and actions of Jesus depicted in New Testament texts that reveal aspects of God's nature. Students pose questions about the life and times of Jesus and use material provided to answer their questions. They make connections between Jesus' teachings and questions and the school community today.</p>	<p>STN1A STN1B STN1C STN1D STN1E STN1F STN1G STN1H STN1I STN1J STN1K STN1L STN1M STN1N STN1O STN1P STN1Q STN1R STN1S STN1T STN1U STN1V STN1W STN1X STN1Y STN1Z</p>	<p>Jesus heals the blind man and restores his sight. Matthew 20:29-34</p> <p>A crippled woman touches Jesus' garment and is healed. Luke 13:10-13</p> <p>Jesus calls on water John 6:25-27</p>	<p>Students pray practices – stillness and prayer, offering a candle</p>		<p>KEC2. Building a culture of prayer.</p> <p>KEC3. Linking prayer to the expectations of school</p>



Communication to Parents and the Wider Community

Every effort is made to ensure that parents are informed and given opportunities to engage in the Religious Education of their child. St Joseph's School website provides information for parents regarding the teaching and learning in Religious Education for each year level via a unit synopsis under the Learning and Teaching – Religious Education tab. Weekly school newsletters that are accessed via our Parent Portal provide updates on key events pertaining to the Religious Life of the School such as sacred celebrations and community celebrations.





High Quality Learning and Teaching

Accreditation Requirements and Professional Learning

Staff at St Joseph's School are required to gain and maintain full Accreditation to Teach Religion in a Catholic School. Staff are required to complete a total of 50 hours of Professional learning within a five year cycle. All teachers at St Joseph's school need to:

Fulfil the requirement of at least 25 approved hours over the five (5) year cycle of participation in professional learning activities that support and enhance the religious dimension of education in a Catholic school and fulfil the requirement of at least 25 hours over the five (5) year cycle of professional learning focused specifically on teaching religion in the classroom. If more than the required hours are achieved in the five (5) year period, the excess cannot be accrued into a subsequent five (5) year cycle.

Professional Learning themes for the maintenance and renewal of Accreditation to Teach Religion in a Catholic School as suggested by Brisbane Catholic Education may include:

- ◆ theological input on topics being taught in the teaching of religion program*
- ◆ spirituality of the religion teacher*
- ◆ programming, assessment and reporting in religion*
- ◆ evaluating a religion program*
- ◆ teaching methods in religion*
- ◆ use of scripture in the teaching of religion*
- ◆ Christology, Morality, Sacraments*
- ◆ Religious Education across the curriculum*
- ◆ Prayer and liturgy at school*
- ◆ Catholic education and social justice.*

Regular and ongoing professional learning in Religious Education is timetabled each year to ensure that teachers remain current in their knowledge and practice. This includes intra-school and interschool moderation through processes such as CTJ day, staff professional development days at the beginning of the school year, dedicated staff meetings in Religious Education and BCE professional development opportunities including REAP. Staff also participate in the Catching Fire Spiritual Formation Programs – Keepers of the Flame, Spirit Fire and Guiding Lights as way of ongoing formation. An opportunity to attend a staff spiritual formation retreat is also available each year.

Quality Resources

At St Joseph's School, we continue to search for new quality resources to enhance the teaching and learning across all curriculum areas, including Religion. The Religious Education Budget is available and used to purchase resources that support the implementation of the curriculum and high quality learning and teaching. An emphasis is placed on utilising BCE resources, particularly the Resource Link Catalogue which has a range of physical and electronic resources, the online Learning Bytes, Curriculum Weebly's and Catching Fire website. During planning conversations teaching teams discuss resources that they have come across and accessed. Many of these resources have been saved on our Staff Portal in the Curriculum – Religion – Resources Folder. Staff also access mandated and supplementary scripture texts online via Bible Gateway. Our school software has a range of liturgical music for classroom teachers to use during prayer. Access to Liturgy Help and Labora online are also renewed each year.



Quality Assessment

Assessment of and for Learning

Student achievement at St Joseph's School is recognised and celebrated within our school community in a variety of ways including at informal meetings; one on one feedback to students; during parent-teacher conversations and student led conferences.

All Assessment begins with the Achievement Standard which is the basis for all planning, assessing and reporting in Religion. The Achievement Standard outlines what a student needs to be able to do by the end of the school year. St Joseph's School bases all assessment on four Principles of assessment:

*Is the assessment **valid**, can students recognise and be motivated by the purpose of the task? Is it **equitable**, all students must be confident that they understand the intent and specific requirements of the assessment? Is it **aligned**, are connections to the approved curriculum clear to all audiences? **Evidenced based**, students must have clear and explicit criteria for the types of evidence they will be required to provide.*

Teachers at St Joseph's School are encouraged to use a range and balance of assessment tools to allow them to cater for all learners and learning situations, to measure the impact of their teaching and plan for further learning and teaching. When planning teachers consider the following:

Principles of Assessment

- ◆ *Diagnostic data is gathered as evidence of students' prior knowledge and experiences.*
- ◆ *Formative assessment informs teachers of students' growing understanding and guides teachers in their planning and delivery of lessons.*
- ◆ *Summative assessment is used to ascertain to what extent students have achieved the learning intentions and criteria.*
 - *Allow opportunities to demonstrate expected and above expected standard*
- ◆ *Feedback is regular, based on success criteria and provides stimulus to move forward in learning.*
- ◆ *Assessment opportunities are frequent, flexible and allow all students to achieve success and demonstrate their understanding.*

Tools for Assessment

- ◆ *Variety of tools that cater to the unique needs of all learners*
 - *Drama, art, music, ICT, written pieces, illustrated work, oral presentations*
- ◆ *Gather a range of information at several points throughout the learning sequence*
 - *Observation and feedback sessions, small group work, independent activities*
- ◆ *Learning intentions and success criteria aligned with the Achievement Standards*
- ◆ *Criteria sheets based on success criteria and Achievement Standards that articulate how to achieve above expected standard*

Work Samples

Student work samples are accessible and visible for parents throughout the year so that they are able to see the way that their child has demonstrated their learning and understanding. These pieces of work are displayed in the classroom for parents to access during the term and work is sent home at the end of term and at the end of the year. Exposing parents to their child's work is an integral part of the reporting process.



Teachers across year levels collect and moderate a variety of samples to ensure consistency in marking and reporting. Samples are also moderated between Catholic schools across the Sunshine Coast at the annual Consistency of Teacher Judgement day.

Feedback to students

At St. Joseph's School, student awareness of 'where they are in their learning, where they are headed in their learning and how to get there' is paramount. In our school context, we ensure this through:

- ◆ *Sharing and co-creating with students the learning intentions and success criteria for daily lessons*
- ◆ *Sharing with students the learning intentions and success criteria for each unit and assessment piece*
- ◆ *Ensuring that students understand the success criteria*
- ◆ *Ensuring that students understand how to achieve beyond the success criteria*
- ◆ *Providing opportunities to self-assess against success criteria using solo taxonomy*
- ◆ *Explicitly modelling how to apply criteria to their work*
- ◆ *Providing explicit feedback according to success criteria to help them improve*
- ◆ *Using data to help students set learning goals to continue achieving new successes*

Reporting

Religious Education is taught as an integrated part of the school curriculum. It is taught, assessed, reported on and evaluated in the same way and with the same rigour as other subject areas.

Students at St Joseph's School receive a formal report card at the end of Semester 1 and Semester 2. Student achievement will be ranked on a five-point scale. Students will be given an overall achievement for Religious Education based on the BCE reporting framework. This is:

Achieving Well Above the Expected Level; Achieving Above the Expected Level; Achieving At the Expected Level; Achieving Below the Expected Level; Achieving Well Below the Expected Level

Comments detailing the learning sequence along with an allocated mark against expected level is communicated to parents in the student report.

Parent Teacher Conversations and Student Led Conferences

Parent are given the opportunity for two formal meetings with their child's class teacher each year.

The first opportunity is in Term One with Parent Teacher Conversations – an opportunity for parents to share information about their children's interests, family background and daily experiences to create a common understanding about the child – their emotions, behaviours and needs. Such conversations also allow the opportunity to compare notes – parents & teacher – about how the year has started, what the challenges are and what the focus needs to be for each child to maximise their learning opportunities throughout the year.

The second opportunity occurs in Term Three with Parent Teacher Conversations (Prep – Year 2) and Student Led Conferences (Years 3-6). The benefits of such conferences include:

- ◆ *Opening up communication between school and home in a different way*
- ◆ *Enabling the practise of real life-skills – communication, organization, leadership etc.*
- ◆ *Teaching self-evaluation, self-reflection skills*
- ◆ *Focusing on learning*
- ◆ *Goal setting process has a 'buy-in' by all involved*



- ◆ *Students are the centre of the conversation.*

NB. Parents are always welcome to request an interview to discuss their child's progress or when a need arises.

Monitoring and Evaluation in Religious Education

Moderation

The moderation of assessment tasks occurs at a number of informal levels at St. Joseph's School

- ◆ *During the process of planning for units of work, the line of sight documents are used to help build alignment between the Achievement Standard, Knowledge, Understanding and Skills and the assessment task that is best suited to meet this standard.*
- ◆ *Year level teachers participate in moderation at the end of each unit of work to ensure evaluation of assessment samples is fair and equal.*
- ◆ *Teachers engage in a Consistency of Teacher Judgement inter-school moderation process to share annotated samples of work*

Consistency of Teacher Judgement

Each year, St. Joseph's School joins with Catholic schools across the Sunshine Coast to participate in the ongoing process of Consistency of Teacher Judgement in the area of Religious Education.

At St. Joseph's School, Consistency of Teacher Judgements occurs through a number of processes. Consistency in teaching and learning is ensured through collaborative planning. A common planning template is used across Religious Education planning which ensures that language is consistent. This planning template also ensures that the learning intentions, success criteria, learning sequence and assessment pieces are aligned with the Year Level Description and Achievement Standard.

The Line of Sight documents are another tool used to ensure consistency in teaching and learning across year levels and across the school. The development of clear criteria enables learners to have a clear understanding of what is expected in their demonstration of learning. St. Joseph's School year level release time and joint staff meetings with other Catholic Schools across the Sunshine Coast ensure that opportunities exist to moderate student work and to guide planning for future learning sequences.

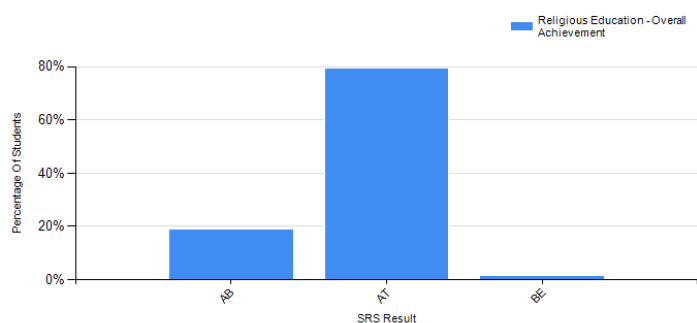
Use of Learning Data

Student learning data is an important tool to help identify and articulate student progress at year level and class level. Using this data, teachers are informed to make purposeful decisions and set teaching and learning goals throughout curriculum planning for Religious Education. It also enables learning, teaching and assessment opportunities to be reflective of student progress and achievement.

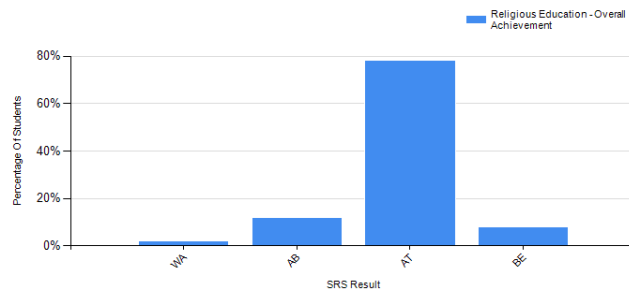
Al staff access the Business Intelligence (BI) Tool to view SRS data on achievement in Religious Education and other learning areas regularly throughout the year.



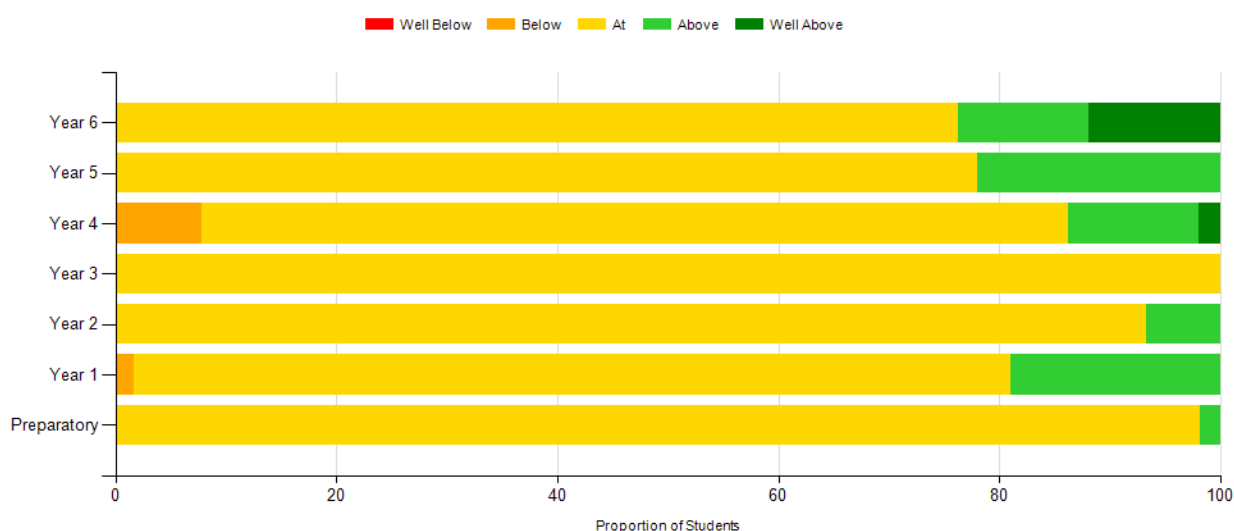
Cohort Report



Cohort Report



School Results by Year Level - 2016 - Religious Education



Other Forms of Data

St Joseph's School's Strategic Renewal Plan, Annual Goal Setting and Cyclical Review process all contribute to informing the monitoring and evaluation of our Religious Education Program.

Annual Cyclical Review data is also collected and discerned to evaluate the current state of the two dimensions of Religious education at St Joseph's School to inform future decision making and planning.

Information gathered from our Annual Staff Survey also assists us to address Religious Education within our school context.



sparrow STRATEGIC PLANNING SYSTEM FAQ | Leave Feedback | Lauren Robba

Strategic Renewal Plan 2012-2016 - Schools

View as **Tree** | Print | Word | My View

Getting Started ✕

[CLICK TO VIEW: Getting Started Tutorial](#)
[CLICK TO VIEW: Support Documentation](#)

Select Period: Strategic Renewal Plan 2012-2016 | Plan For: NAMBOUR, St Joseph's Primary | Filter by priority | Filter by type

1 Mission and Religious Education
5 GOALS

- ▶ BG 1.1 Provide opportunities for all to look for God's spirit in people, places and events and having the confidence to name God in what we do and see.
Status: Complete
- ▶ BG 1.2 The Religious Education program promotes knowledge, deep understand and skills about the Catholic and broader Christian traditions.
Status: In Progress
- ▶ BG 1.3 Resource and implement the new Religious Education curriculum that promotes knowledge and deep understanding and skills about the Catholic and broader Christian tradition.
Status: Complete
- ▶ BG 1.4 There is a culture of spirituality at St Joseph's Primary where participation in prayer life is evident.
Status: In Progress
- ▶ BG 1.5 Community outreach to others in need.
Status: In Progress

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Annual Plan 2016

View as **Tree** | Print | Word | My View

Getting Started ✕

[CLICK TO VIEW: Getting Started Tutorial](#)
[CLICK TO VIEW: Support Documentation](#)

Select Period: Annual Plan 2016 | Plan For: NAMBOUR, St Joseph's Primary | Filter by priority | Filter by type

1 Mission and Religious Education
2 GOALS

- ▶ BG 1.2 The Religious Education program promotes knowledge, deep understand and skills about the Catholic and broader Christian traditions.
Status: In Progress
- ▶ BG 1.4 There is a culture of spirituality at St Joseph's Primary where participation in prayer life is evident.
Status: In Progress

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Cyclical Review 2013 - 2017

Getting Started ✕

First ensure your school has set up a five year schedule for the cyclical review of components under the planning tab. Where possible your schedule should address a component from each priority each year, so that over the five years (2013-17) all components will be reviewed. For more detailed guidance view the training videos at link: <https://kweb.bne.catholic.edu.au/information/services/BCEOSystems/SPARROW/Pages/default.aspx> for a step by step walk through of the application.

Planning | Evidence | Individual Review ? | School Review ?

Select Period: 2013-2017 Schools Cyclical Review | Review For: NAMBOUR, St Joseph's Primary | Print

1 Mission and Religious Education

Component	2013	2014	2015	2016	2017
1.1 Religious Identity and Culture	✓				
1.2 Evangelisation and Faith Formation		✓			
1.3 Prayer and Worship			✓		
1.4 Social Action and Justice				✓	
1.5 Learning and Teaching of Religion					✓



Religious Life of Our School

The Religious Life of the School P-12 is focused on the second dimension of Religious Education, commonly referred to as “teaching people to be religious in a particular way” (Moran, 1991). The Religious Life of the School P-12 provides a lens through which a school may audit and further develop its religious life.

The Religious Life of the School P-12 comprises four interrelated components:

- ◆ *Religious Identity & Culture*
- ◆ *Evangelisation & Faith Formation*
- ◆ *Prayer & Worship*
- ◆ *Social Action & Justice*

Each of these components, while mutually reinforcing, provides a significant focus on a distinctive aspect of the religious life of the school.

Religious Identity & Culture

From the first moment that a student sets foot in a Catholic school, he or she ought to have the impression of entering a new environment, one illumined by the light of faith, and having its own unique characteristics. The inspiration of Jesus must be translated from the ideal into the real. The Gospel spirit should be evident in a Christian way of thought and life which permeates all facets of the educational climate.

(Religious Dimension of Education in a Catholic School, 1988, n.25).

Jesus Christ is central to understanding Christianity. Catholic schools introduce students to a view of the world founded on scripture and the ongoing tradition of the Church and embedded in the religious identity and culture of the school. This worldview is expressed through its beliefs, values and practices, quality relationships, the aesthetic, social and physical environment and its organisational structures and procedures. These expressions are shaped and developed in such a way as to maximise their positive impact upon the religious and spiritual formation of all members of the St Joseph’s School community. Knowledge and skills of staff and students in dance, drama, digital technologies, music and visual arts are utilised to effectively communicate and promote elements of the religious identity and culture of the school. Our school derives its identity and culture from its Catholic Christian character and is called to be a real and living expression of the Church’s pastoral mission in the world.

Evangelisation & Faith Formation

Evangelisation means bringing the Good News to all strata of humanity, and through its influence, transforming humanity from within and making it new (On Evangelisation in the Modern World, 1975, n.18).

To evangelise is first of all to bear witness, in a simple and direct way, to God revealed by Jesus Christ, in the Holy Spirit; to bear witness that in his Son God has loved the world - that in his Incarnate Word he has given being to all things and has called every man and woman to eternal life (On Evangelisation in the Modern World, 1975, n.26).



Catholic schools invite people to move towards commitment to, and involvement in, a Christian community. This occurs through the process of evangelisation. People are invited to share in a more conscious and deepened way the Christian community's experience of the life, death and resurrection of Jesus.

Within the context of the Catholic school, faith formation describes how its members are immersed in the shared beliefs, language, symbols, liturgy and activities of the Catholic Christian tradition. While schools recognise that they make a contribution to the faith formation of individuals, faith formation is a lifelong process. The role of the Catholic school in faith formation is to nurture both those who are already actively engaged with a faith tradition and those who are yet to engage in a journey of explicit, active faith.

Evangelisation and faith formation are focused in an explicit way on the call to hear the gospel of Jesus Christ, to respond to it in daily life and to deepen personal understanding and faith.

Prayer & Worship

Prayer cannot be reduced to the spontaneous outpouring of interior impulse: in order to pray, one must have the will to pray. Nor is it enough to know what the Scriptures reveal about prayer: one must also learn how to pray. Through a living transmission within the believing and praying Church, the Holy Spirit teaches the children of God how to pray (Catechism of the Catholic Church, 1994, n.2650).

Prayer is the raising of one's mind and heart to God or the requesting of good things from God. To pray is to respond to the wonder and mystery of life. In the Christian tradition prayer fosters a personal and living relationship with God as Trinity.

Worship is described as the adoration of God that may be expressed through praise, thanksgiving, self-offering, sorrow and petition. Worship of God is described as private when it occurs anywhere and at any time. Liturgy is public worship centred on Christ. Worship can be expressed through bodily gestures or postures, in rites and ceremonies (The Essential Catholic Handbook, 2004, p.267).

Prayer and worship as integral to the life of all Catholic schools and have the potential to nourish the spiritual growth of all members of the school community. Prayer and worship provide the context and the resources for individuals and groups to celebrate their life and identity as members of the school and to nurture their relationship in faith with God and with one another. Prayer and worship create a sense of purpose and identity within the school community by drawing its members into an understanding of their shared humanity, linking them with the Church throughout the world and sending them out to share the good news.

Social Action & Justice

What does the Lord require of you? To act justly and to love tenderly and to walk humbly with your God

(Micah 6:8).

Three major themes run through scripture and Catholic social teaching. A core theme is that each human person is made in the image and likeness of God and has an inalienable human dignity and worth. Derived from this core theme are two further themes. These are the rights and duties that are proper to human persons and the freedom and responsibility that underpin these rights and duties. In more recent times there is growing awareness of the application of these three themes to both human persons and the whole of God's creation.



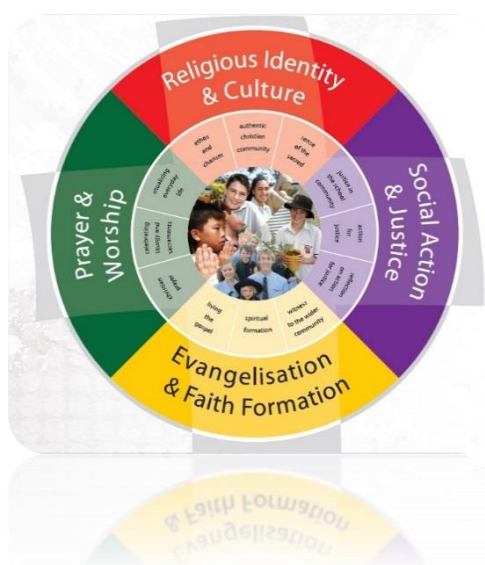
Themes of Catholic social teaching

Ten themes of Social Justice give expression to the human worth and dignity of each individual made in the image and likeness of God. These are:

- ◊ *Respect for the human person;*
- ◊ *Preferential option for the poor;*
- ◊ *Political and economic rights;*
- ◊ *Promotion of the common good;*
- ◊ *Subsidiarity;*
- ◊ *Political participation;*
- ◊ *Economic justice;*
- ◊ *Stewardship;*
- ◊ *Global solidarity;*
- ◊ *Promotion of peace.*

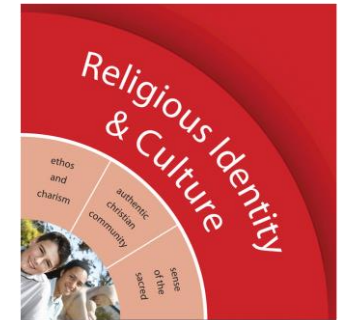
Social action brings into sharp focus Jesus' vision for the coming of the Kingdom of God where sinfulness, brokenness and injustice are transformed and peace and harmony are restored. For Catholics, social action finds its foundation in the scriptures, particularly the Gospels and in the Church's Social Teaching.

Applying social action and justice requires two important dispositions: empathy (the capacity to stand in the shoes of another) and solidarity (the capacity to walk with another). Catholic schools work to build these dispositions in students through programs for service learning, social justice programs and outreach experiences. Social action and justice in schools have a particular connection with knowledge and skills from the social sciences. Foundational to the social sciences are: notions of continuity and change; democratic process; participation; stewardship; sustainability; peace; justice; cultural diversity; inclusion; power; resources and social systems. Schools plan, implement and reflect upon experiences of social action and justice, drawing on the social sciences, scripture and Catholic social teaching.



Religious Identity and Culture at St Joseph's School

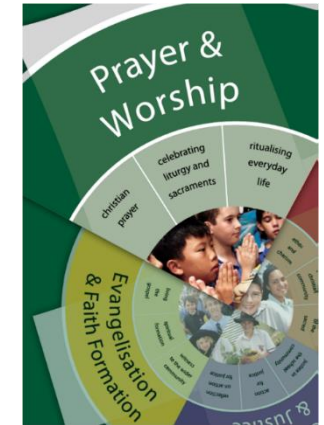
- ◆ *Creation of sacred, reflective times and spaces around the school including:*
 - *Prayer space in each classroom*
 - *Harmony garden available as an outdoor prayer space*
 - *Moment of awareness on Mondays*
 - *Rosary every Tuesday morning dedicated to the sick and the suffering within the community*
 - *Liturgical season table outside the office – signifies/reminds us that it is a Catholic School*
 - *Staff Prayer*
 - *Retreats*
 - *Practice of hymns*
- ◆ *Using symbols associated with the school charism in ritual and liturgy for affirming membership and a sense of belonging (gardens reflect our founders, the Good Samaritan Sisters)*
- ◆ *Celebrating days of religious significance to focus upon values associated with the schools ethos and charism such as: St. Joseph's feast day, Holy Week liturgies*
- ◆ *Outreach to others within the school and outside of the school*
 - *St Vincent de Paul (hampers)*
 - *Relay for Life*
 - *Caritas*
 - *Nursing home singing*
 - *Fundraising*
 - *Mission Fair to raise money for Orange Sky Laundry*
- ◆ *School Website/staff and parent portals*
- ◆ *Whole school masses/liturgies: Grandparents Day, Father's Day, Mother's Day, Beginning of School, End of School*
- ◆ *Promoting elements associated with the Benedictine traditions and values, which are reflected in commendation awards, our unit to begin the school year 'Making our Vision Real' and banners displayed in the school hall*
- ◆ *Display of appreciation for traditional owners of our land through weekly acknowledgement of country and through displays of art*
- ◆ *Participating in the school prayer and song*
- ◆ *Strong ties to the history of our school and Good Samaritan Sisters who founded this community*
 - *We sustain the Good Samaritan tradition through the All Our Welcome book that documents our school and parish history*
- ◆ *Church and school physically united*
 - *Allows year level and whole school liturgies and masses to occur with the involvement of children*
 - *Weekly mass and reconciliation for Year levels*
- ◆ *Staff involvement in the Catching Fire Spiritual Formation Program*





Prayer and Worship at St Joseph's School

- *Teaching and Immersing children in diverse prayer experiences*
 - *Prayer Journals*
 - *Ways to pray calendar*
 - *Class prayers to start and end the day, prayers before meals*
 - *Our Father, The Examen, Lectio Divina*
 - *Marian traditional prayers*
 - *Meditation*
- *Providing a school wide calendar that ensures a prayerful perspective in celebrations of liturgical season: Lent, Feast days, significant events such as ANZAC day*
- *Whole school moment of awareness at Angelus time*
- *Teachers involved in Professional Development to broaden and deepen their understanding of prayer*
- *Using the Arts to enhance prayer by using choir and symbolic art in school liturgies*
- *Development of prayer spaces including the labyrinth and the Harmony Garden*
- *Using the St. Joseph's School Prayer and the St. Joseph's School Song*
- *Scheduling time for students to prepare and enhance their preparation in prayer and liturgy*
- *Creating Sacred spaces/prayer spaces within each classroom incorporating appropriate symbols*
- *Providing access to planning templates in preparing liturgical celebrations*
- *Building strong school, family and parish partnerships that encourage and support students and families engaged in Sacramental preparation and celebration, and recognising them on assembly and including them in our prayers*
- *Welcoming new families by inviting students and parents to visit classrooms before school begins*
- *Inviting parents to join the staff and students in a community breakfast to celebrate the feast of St. Joseph*
- *Liturgy to commission student leaders*
- *Weekly Staff Prayer using the using of the Catching Fire capacities, resources and boundary markers*
- *Weekly staff rosary to pray for the sick and suffering in our community*
- *Liturgical colours taught and displayed throughout the school*
- *Celebration of weekly mass with our parish faith friends – parents are invited to also join in these masses*



Social Action and Justice at St Joseph's School

- ◆ *Integrating a justice focus into school liturgies, classroom prayer and prayer assemblies*
- ◆ *School wide peer support program that focuses on quality relationships across all Year Levels in the school*
- ◆ *Christian Stewardship of Resources and environments through the development of sustainability programs – solar panels, rainwater tanks, student garden, Clean Up Australia Day, sponsoring Endangered Animals*
- ◆ *Promoting the resources and activities of Catholic justice and peace agencies for prayer and action through*
 - *Involvement in Caritas*
 - *Support of St Vincent de Paul through Winter and Christmas Appeal*
 - *Orange Sky Laundry fundraiser*
 - *Response to local issues – mission fair to support drought relieve*
 - *Biggest morning tea to support Cancer Council*
 - *Choir visits to the nursing homes*
 - *ANZAC day march*
 - *Relay for Life*
 - *Catholic Education Week*
- ◆ *Promoting peaceful relationships within and beyond school through*
 - *Harmony Day*
 - *Anti-bullying programs*
 - *Day for Daniel*
 - *NAIDOC day*
 - *Give Me 5 for Kids*
 - *Justice in Motion for Kiribati kids*
 - *Sister school in Africa fundraiser*
- ◆ *Using school and classroom newsletters to challenge school community to reflect on current issues*
- ◆ *Reflection included in class and staff prayer*
- ◆ *School facilities made available to community groups*
- ◆ *Reduced school fees for families*
- ◆ *Staff social justice action initiatives*



Evangelisation and Faith Formation at St Joseph's School

- ◆ *Identifying and using scriptural texts to promote and support the Christian values of the school – school website, liturgies, newsletters*
- ◆ *School prayer and worship is strongly connected to Church liturgical year*
- ◆ *Policies ensure inclusion of all families*
- ◆ *Meeting the pastoral needs of students and families by providing support for meals, uniforms, camps, excursions, sporting and musical endeavours*
- ◆ *Using class strategies to make connections with home prayer and support the development of strong school, family and parish partnerships*
- ◆ *Teachers are invited to lead staff prayer twice a week*
- ◆ *Staff retreats*
- ◆ *Religious Education Professional Development opportunities (Catching Fire and Spirituality Days)*
 - *Using resources in the classroom including the prayer boundary markers*
- ◆ *Religious Education Program*
- ◆ *Participation of student in staff in Parish/BCE/Multi-faith services*
- ◆ *Staff participation in the Parish ministry*
- ◆ *Weekly staff rosary to pray for the sick and suffering in our community*
- ◆ *Staff involved in the sacramental programs*
- ◆ *St. Joseph's community masses that involve the parish and school*

