



# St Joseph's Pleasant Point

*Growing in Christ: challenging mind, body and spirit*

**G-R-O-W**

**Gratitude – Respect – Open to God – Working Hard**

## **2018 Major Focus: Religious Education - Growth in Knowledge (Primary)**

At St Joseph's School, Pleasant Point we take seriously the, *"opportunity to participate in the mission of Jesus by sharing his Good News with the children and young people in our care and their families in our community and accept the responsibility and challenge of imparting particular knowledge and creating an environment and opportunities for children to engage personally with learning which will develop in a life-long relationship with Jesus/God and the Church."* (p. 3, REBD) During 2018 we will review our commitment to ensuring that our Religious Education programmes, "enable children to understand and appreciate how people live, pray and celebrate [in the Catholic tradition] and how they can respond freely to God according to the gift of faith." (p.11, REBD)

*As a school note: Any costs associated with meeting these goals will be borne by the Catholic Special Character budget or noted otherwise in the review section of the report.*

### **Recommendations from the External Review of Catholic Special Character April 2016.**

- The Principal and DRS shared the DRS Role. The DRS engaged with the South Canterbury DRS group and DRS advisor, Cushla O'Connor. Sharing the DRS role was a good division of responsibility for this important function. In 2016 the DRS is on refreshment leave of one year and the principal is sole DRS. **(The DRS returned from refreshment leave at the end of 2016 and is now the Principal with the sole role of DRS).**
- The teachers have made very good progress in preparing, planning and teaching the various strands of the religious education curriculum. They are now at the stage of considering how effective assessment and evaluation strategies can significantly influence more effective teaching and learning. Once this assessment information is collected and analyzed, teachers will be able to show an individual student's achievement, class achievement across the levels as well as whole school achievement in religious education. The DRS and staff will discuss how the current evaluations are being used and how an 'exiting the strand' conversation might be more useful in gauging successes and issues encountered by the teachers. **(In 2018 the DRS in consultation with the staff is re-writing the assessment of each strand. Each strand has 3-4 key concepts that teachers develop with the children across the whole school. We have taken the achievement objectives from each strand and have selected a range of assessment questions to give a broad picture of student knowledge and understanding. This will enable us to develop an individual, gender, year group and whole class assessment**

across each strand. Children and staff will carry out a PMI (plus, minus, interesting) at the end of each strand to review and evaluate the effectiveness of the teaching and learning undertaken).

1. That all staff at our school will be familiar with the **Religious Education Bridging Document for Catholic Schools Teaching Year 1-8 children in Aotearoa New Zealand**, with particular emphasis given to the principles of **Catholic Social Teaching (CST) which form part of the Achievement Aims across all strands**.
  - a. *Set aside time at our weekly staff meetings to read/discuss the Religious Education Bridging Document. (see plan)*
  - b. *Teachers and children will know, understand and apply the seven themes of Catholic Social Teaching.*
  - c. *Teachers to discuss how these seven themes can be put into all aspects of our general planning and specifically our RE planning.*
2. **That based on our recent learnings from RE 502 Spirituality for Teachers, and in an effort to deepen the children's spiritual lives, we review our classroom prayer practices and our school liturgical and non-liturgical prayer celebrations in an effort to, "nurture and support the development of children's spirituality". (p 5, REBD)**
  - d. *Teachers and children to review their current prayer practices and make recommendations for improvement to ensure a variety of prayer types are taught across the school.*
  - e. *Teachers and children to review liturgical and non-liturgical prayer celebrations and make recommendations to improve student involvement.*
  - f. *Each teacher to plan whole school prayers at the beginning of each term to enable them to use the knowledge they have learned from the RE 502 Spirituality for Teachers, they completed in 2017.*
3. **Review our current assessment and evaluation practices in RE knowledge, so as to determine the effectiveness of our current teaching and learning programmes.**
  - g. *After analyzing our school data after the Year 4 RE online Assessment in 2017 will our planning, assessing and awareness of our strengths and weaknesses improve teaching and student learning in 2018?*
  - h. *In 2018 the DRS in consultation with the staff will be re-writing the assessment of each strand. Each strand has 3-4 key concepts that teachers will develop with the children across the whole school. The achievement objectives from each strand will be selected with a range of assessment questions to give a broad picture of student knowledge and understanding. We will develop an individual, gender, year group and whole class assessment across each strand. Children and staff will carry out a PMI (plus, minus, interesting) at the end of each strand to review and evaluate the effectiveness of the teaching and learning undertaken.*
  - i. *At the beginning of each Strand the concepts will be shared with parents through the newsletter and what each class is specifically learning.*
4. **Examine our current pedagogy in Religious Education to ensure that specific Catholic RE knowledge is planned for and taught in a creative and enthusiastic manner, assessed and evaluated effectively, resulting in students engaging more deeply with the gospel of Jesus Christ.**
  - j. *Each Achievement Objective taught across the school will be tracked through our assessment process.*

Focus/Goals	Indicators. What will the school be doing to show progress growth towards meeting the goals?	When will the goal be met/achieved?	Who will be responsible?	Review - Progress towards achieving goals	Next steps
<p><b>That all staff at our school will be familiar with the <i>Religious Education Bridging Document (REBD) for Catholic Schools Teaching Year 1-8 children in Aotearoa New Zealand, with particular emphasis given to the principles of Catholic Social Teaching (CST) which form part of the Achievement Aims across all strands.</i></b></p>	<p>1. DRS to lead staff meetings focusing on the content of the new document. <i>(Staff meeting material to be forwarded to the DRS from the CEO)</i></p> <p>2. Complete some form of pre and post testing on the students' knowledge of the principles of CST.</p> <p>3. RE unit planning will show a commitment to incorporating CST principles.</p>	<p>Staff meetings will be taken by the end of Term 2.</p> <p>Pre testing on student knowledge of the NZCBC CST principles will take place by the end of Term 1, 2018.</p> <p><b>Ongoing</b> - CST principles will be evident in all planning and embedded in the teaching of the strands/unit/lessons.</p>	<p>Principal DRS Cushla O'Connor, (CEO, provision of staff meetings for DRS to lead)</p> <p>Lead by DRS/ Principal. All Staff</p> <p>All staff</p>		
<p><b>That based on our recent learnings from RE 502 Spirituality for Teachers, and in an effort to deepen the children's spiritual lives, we review our classroom prayer practices and our school liturgical and non-liturgical prayer celebrations in an effort to, "nurture and support the development of</b></p>	<p>1. Teachers to share their classroom prayer routine and their prayer long term plan.</p> <p>2. Teachers/children will complete a PMI to evaluate and review their current practice and write recommendations for improvement that will then be implemented during the rest of the year.</p>	<p>By the end of Term 1.</p> <p>Evaluation completed by the end of Term 1. Improvements implemented once review completed.</p>	<p>Principal/DRS Staff</p> <p>Principal/DRS Staff</p>		

<p><b>children's spirituality".</b> <b>(p 5, REBD)</b></p>	<p>3. Teachers/children will complete a PMI to evaluate and review our current liturgical and non-liturgical prayer services and write recommendations that will then be implemented during the rest of the year.</p> <p>4. Each teacher will plan and lead whole school prayers at the beginning of each term. Term 1 Bernadette Term 2 Jud/Jane Term 3 Kendyl Term 4 Karen</p>	<p>Evaluation completed by the end of Term 1. Improvements implemented once review completed.</p> <p>Beginning of each term.</p>	<p>Principal/DRS Staff</p> <p>Teacher as named.</p>		
<p><b>Based on the intent of the REBD we review our current assessment and evaluation practices in RE knowledge, so as to determine the effectiveness of our current teaching and learning programmes.</b></p>	<p>1. Look at our 2017 Year 4 RE online assessment data.</p> <p>2. Identify any patterns and plan to improve any identified deficits in learning in a strand(s) for Year 4 students</p> <p>3. Make contact with another school sharing data, or discussing generally the Year 4 online RE assessment results.</p> <p>4. Plan to meet with one other school on one occasion in 2018 to discuss innovative ways in the planning, delivery,</p>	<p>By end of Term 1 2018.</p> <p>By end of Term 1 2018.</p> <p>DRS</p> <p>DRS</p>	<p>DRS/Principal All staff</p> <p>DRS/Principal</p> <p>DRS/Principal</p> <p>DRS/Principal</p>		

	<p>assessment, evaluation and reporting on RE.</p> <p>5. Go over 3-4 concepts with children at the beginning of each strand.</p> <p>6. Re-write assessment questions for each strand that cover each achievement objective to give a broad picture of student knowledge and understanding.</p> <p>7. Develop an individual, gender, year group and whole class assessment across each strand.</p> <p>8. Children/teachers to review/evaluate each strand and come up with recommendations.</p> <p>9. Concepts and what is being taught in each strand to go home to parents with the newsletter.</p>	<p>Beginning of each strand and referred to throughout the teaching of the strand.</p> <p>Before the teaching of each strand.</p> <p>Once assessment completed for each strand.</p> <p>After each strand.</p> <p>At the beginning of each strand.</p>	<p>Principal/DRS Staff</p> <p>Principal/DRS Staff</p> <p>Principal/DRS Staff</p> <p>Staff Children</p> <p>Principal/DRS</p>		
<p><b>Examine our current pedagogy in Religious Education to ensure that specific Catholic RE knowledge is planned for and taught in a creative and</b></p>	<p>1. Track coverage of Achievement objectives through our assessment practices.</p>	<p>Before/end of each strand.</p>	<p>Principal/DRS Staff</p>		

enthusiastic manner, assessed and evaluated effectively, resulting in students engaging more deeply with the gospel of Jesus Christ.					
<b>2018 - Minor Focus (Pastoral Care/ Catholic Community)</b>					
<b>Focus/Goals</b>	<b>Indicators.</b> What will the school be doing to show progress growth towards meeting the goals?	<b>When will the goal be met/achieved?</b>	<b>Who will be responsible?</b>	<b>Review - Progress towards achieving goals</b>	<b>Next steps</b>
<b>Develop our Maori programmes so as to better honour the principles of the Treaty of Waitangi and to educate the students about New Zealand's bicultural society.</b>	1. Staff will develop a Te Reo Maori programme that will be taught across the school.  2. Staff will plan units of learning that will teach the children about the Treaty of Waitangi and New Zealand's bicultural society.	Goals and targets set every 2-3 weeks at staff meetings.  Termly	Principal/DRS Staff  Principal/DRS Staff		
<b>Continue to foster Parish/School relationships.</b>	1. Involve the parish in the school community wherever possible eg Parishioner morning teas once a term after Tuesday morning Mass.	Termly	Principal/DRS Staff Children		
<b>Share the content of the Religious Education programme with parents and have them involved as first teachers of the</b>	1. Will send out concepts and overview of each strand being taught in each class at the beginning of the strand.	At the beginning of the strand.	Principal/DRS		

<b>Sacramental programme.</b>	2. Parents to teach the First Reconciliation/Holy Communion programme to their children with support of Fr Jolly and the Principal/DRS.	Term 1 and 2.	Parents Fr Jolly Principal/DRS		
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<b>Question</b>	<b>Yes - list evidence?</b>	<b>No - what steps might you take to answer the question affirmatively?</b>
Does the DRS, in collaboration with the Principal, provide effective leadership in religious instruction and observances?		
Is the DRS appropriately qualified, or working towards an appropriate qualification, to provide effective leadership for the delivery of the RE curriculum?		
Does the DRS have appropriate release time in order to fulfil his/her obligations to the role? This release time will include all matters related to effective curriculum leadership that is expected in other learning areas. It may include mentoring teachers, providing ongoing professional support for teachers of RE, especially those new to teaching in a Catholic school. It may require the modelling lessons and or/prayer, facilitating RE lesson observations, collaborating with other DRSs on a regular basis about curriculum matters in order to improve the delivery of the RE programme.		
<b>Religious Education</b>		
Are we implementing the mandated RE curriculum for no less than the minimum hours per week, as specified by the New Zealand Bishops?		
Are we adequately resourced so as to effectively deliver the RE programme?		

Do our RE teaching and learning processes reflect the same best practice as we use in other curriculum areas?		
Do our teacher use the NCRS online curriculum resources?		
Is our RE teaching effective, creative, and provide for a high level of student engagement?		
Is there evidence in each teacher's planning, of strategies that will be used to meet the individual learning needs of the students, including ESOL students?		
Is there evidence in the learning experiences that would support the integration of faith and life for the learners?		
Are the planning, assessment, evaluation and reporting procedures for RE <b>at least as effective and professional</b> as those in other learning areas?		
Are the teachers working towards a recognized RE qualification?		
Do we have a specific in-school induction programme for teachers who are new to teaching RE?		
Do we make use of the CEO advisory service?		
Do we regular provide information to parents on the content of, and emphasis placed on RE in the school community?		
<b>Catholic Curriculum</b>		
Do all teachers engage in regular in-school professional learning, related to RE and facilitated by the DRS?		

Does all planning, but especially RE planning, include a component that promotes the principles of <b>Catholic Social teaching</b> ?		
Are opportunities provided for all students to participate, at an age related level, in action(s) for justice, within the school and the wider community?		
Do we provide opportunities that will raise the student's awareness of their responsibility as global citizens, as well as citizens of New Zealand?		
Is there a requirement that in all curriculum areas the Catholic perspective is the starting point for all planning (and policies/procedures)?		
Does the schools Health curriculum, which includes Sexuality Education, reflect Catholic teaching and is this curriculum regularly reviewed?		
Have all teachers who are teaching the Health Curriculum, taken part in the approved professional development facilitated by the CEO? ( <i>currently Understanding Sexuality for Teachers</i> )		