

***Good Shepherd  
Catholic Primary School  
Springfield Lakes***



**Religious Education Program  
2016**

## **SCHOOL HISTORY - Our Story**

In 2010, the approval of the Archbishop of Brisbane was sought for the opening of a Catholic primary school in the Springfield Lakes area for 2013. In 2016, the building of the Parish Church commenced in the space that was allocated for future Archdiocesan needs. In 2016, Centacare is planning to build an Outside Hours School Care facility.

Good Shepherd Catholic Primary School is Prep to Year 6 and is located at 58 Opperman Drive, Springfield Lakes, close to the town centre and with easy access from all of greater Springfield and beyond. Good Shepherd opened its doors on January 30 2013. The school's four-hectare site has been master-planned to provide high-quality, technologically-rich, flexible learning facilities, which provide a welcoming, safe and developmentally appropriate environment. All classroom and school environments are designed to be intellectually, socially and physically conducive to learning. Over time, Good Shepherd is expected to accommodate four streams of students - 800 students. The school's catchment area includes the suburbs within the Springfield development, as well as some areas near Greenbank.

## **VALUES/SPIRITUALITY/CHARISM**

### **Values**

#### **The Archdiocesan Vision – Jesus Communion Mission**

As an educational mission of the local church, Catholic schools share in the vision and priorities of the Archdiocese of Brisbane.

Catholic educators:

- embrace the person and vision of Jesus
- build communion with God and others
- engage in Christ's mission in our world

The Values of Catholic Education in the Archdiocese of Brisbane:

- our Catholic Christian tradition – journeying, growing, renewing
- dignity and justice for all – recognition of human dignity and equality
- Catholic Christian community – service of others, a joyful presence
- search for truth - zest for life, learning, quality achievement
- collaboration and subsidiarity – “shared wisdom”
- creativity – flexible and future oriented
- stewardship – responsible, accountable, seek truth and the right way
- a mutual accountability – report on outcomes

The overarching goal for learning at Good Shepherd Catholic Primary School is *to empower learners of all ages to shape and enrich our changing world by living the Gospel of Jesus Christ.*

Good Shepherd Catholic Primary School continues to build a learning community by drawing from the values of the Gospel, as shown through the life and teaching of Jesus the Good Shepherd, in particular:

- Respect – dignity of individuals and all creations
- Faith – trust in God
- Hope – in sustainable futures
- Love – forgiveness, compassion, inclusiveness, belonging, welcome and hospitality.

Good Shepherd Catholic Primary School is a place where we live out these values through:

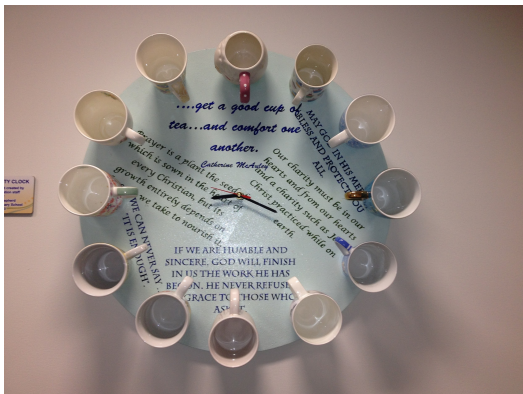
- Liturgy, prayer, ritual and symbol
- Practices of acceptance and reconciliation
- Practices and structures that promote well-being and social justice
- Opportunities for evangelisation
- Supporting the learning of each individual consistently, explicitly and creatively
- Having high expectations for all
- Engagement in genuine conversation, reflection, and active listening
- Promoting creativity and sustainability
- Communion with others, the land, Father, Son & Spirit
- Witnessing faith through charity and social justice

## **SPIRITUALITY AND CHARISM**

Good Shepherd has been placed under the patronage of *Venerable Catherine McAuley*, Foundress of the Sisters of Mercy and therefore draws its charism from the ways of Catherine McAuley. Each year our new staff induction Program focuses on the Mercy traditions and their impact on the school's mission.

Catherine McAuley was the founder of the Sisters of Mercy, a religious order, initially dedicated to the education of poor, young, catholic women of Dublin and is now a worldwide order where the education and rights of all young people are first and foremost in the minds of the educators. Catherine McAuley grew up in Ireland (born 1778) at a time when Catholics, who were approximately 75 – 80% of the population, were amongst the poorest of the poor. Due to family circumstances, Catherine was personally spared a life of poverty, but her observations of Catholic families living in slums rife with disease and epidemics, lacking in education and full of wide-spread begging, never left her memory. She commenced her “mercy works” early in life, led by her strong Catholic faith. Catherine always wished to give something to the poor. Catherine soon grew to realise that the way to help the young women of Ireland was through education and refuge. In 1827, the House of Mercy was opened and on the 12 December 1831, the congregation of the Sisters of Mercy was established. Catherine's strong desire to follow in the footsteps of Jesus led to voluntary poverty for all Sisters of Mercy and so Catherine's mission, to be credible with the poor, meant it necessary to live in solidarity with them. Catherine McAuley died on the 11 November 1841, and her legacy lives on through every Mercy school and institution throughout the world.

Catherine's deep faith in God, who is Mercy, and her experience of the pain of poverty, shaped her prayer and, in turn, her prayer shaped her ministry. Mercy spirituality is based on this lifelong journey of discovery of the Mercy of God, which is so often found in the lives and struggles of the suffering and the poor.



This year being the Jubilee year of Mercy has provided the school community with opportunities to focus on the *Works of Mercy* in action. Also, the spiritual journey of Mary MacKillop was influenced by Jesuit, Passionist, Marist and Franciscan spiritualities. Elements of these great traditions formed the foundation of Good Shepherd's prayer and devotion.

To highlight the charism of Good Shepherd, key buildings and walkways have been named to reflect the saints and their focus on learning, compassion, sustainability and inclusiveness:

- Catherine McAuley Boulevard
- Mercy Hospitality Centre – (Tuckshop)
- Assisi Exploring Place – Prep
- MacKillop Discovery Place – Years 1
- Nagle Creating Place - Year 2
- Ignatius Designing Place – Years 3 and 4
- Marian Leading Place - Year 5 and 6
- Samaritan Learning/Resourcing Place -Resource Centre
- Undercover Area – (To be named with Indigenous focus)

Good Shepherd strives to develop, through the *Religious Life of the School*, an identity which deepens an understanding of the important role religion plays in society.

This has been exemplified through developing the Catholic Identity and culture of the school by focusing on ***Good Shepherd's Way We Are Being Community At Good Shepherd***, which was developed through the Foundation Staff Induction Program. The ethos and charism of Good Shepherd acknowledges a sense of the sacred as an authentic Christian community that builds quality relationships, modelled on the vision and values of Jesus.

**GOOD SHEPHERD'S WAY**

...of being community

**In our community we:**

1. Appreciate each other and give thanks and recognition
2. Set clear goals and have time lines for when things need to be decided on and complete
3. Give people time to form opinions and to process ideas
4. Are honest and respectful while acknowledging each other's feelings
5. Build trust to work collaboratively as a team
6. Challenge yourself to try new things, be open minded, review and modify
7. Give feedback in a constructive and positive manner
8. Listen to others and respect everyone's ideas
9. Speak up in a considerate and respectful manner
10. Create a welcoming and positive attitude to all
11. Celebrate!



**GOOD SHEPHERD**  
CATHOLIC PRIMARY SCHOOL  
SPRINGFIELD LAKES

This is expressed through:

- The school community gathering in prayer every morning; prayer gatherings, Parish Mass during Catholic Education Week, Mass and/or liturgies to mark significant school and liturgical events (e.g. feast days and days of Holy Obligation)
- Working for social justice and fundraising activities; staff and students' spiritual development participating in professional learning and renewal activities
- Living out the charism through engaging with the BCEO spiritual formation framework.

The school's Mission Statement is displayed in all learning places and is explained to families seeking enrolment at Good Shepherd.

Good Shepherd builds **authentic Christian community** through:

- Celebrating the cultural diversity of the school
- Acknowledging connections with the wider church community
- Welcoming encouraging and supporting participation of families in the life of the school

Good Shepherd creates and values a **sense of the sacred** through:

- Establishing and maintaining sacred and reflective spaces in classrooms and around the school
- Providing professional learning for staff on religious art and iconography
- Using the natural environment to enhance a sense of the sacred

Good Shepherd celebrates **liturgy and sacraments** through:

- Providing spiritual formation for staff, students and parents
- Arranging the physical environment and providing resources for full and active participation in liturgy and sacrament
- Providing opportunities for the celebration of the sacraments within the life of the school
- Supporting the parish in the celebrations of significant celebrations.

Good Shepherd recognises and **ritualises the sacredness** of everyday life through:

- Ritualising life events e.g. rites of passage, beginning and end of year, times of grief and loss
- Including prayer rituals in the day to day procedures and routines of school life
- Inviting parental involvement in prayer rituals
- Participating in significant community celebrations e.g. ANZAC Day

Good Shepherd Catholic Primary School is a ministry of the Archdiocese and collaborates with the Springfield Parish of Our Lady of the Southern Cross, other Archdiocesan agencies and community/government agencies to serve the Springfield community.

## Motto and Logo

Good Shepherd Catholic Primary School motto, *"Called by Name"*, depicts a community where each individual is known, respected, and valued. It proclaims a community where all belong, are included, and connect with each other.

The motto signifies the call by God to be people of respect, hope, faith, love, and reconciliation. The community is called to be a sacramental people challenged to live out the gospel values.



Good Shepherd Catholic Primary School logo symbolises the call and connectedness in Jesus, the Good Shepherd.



**This symbolism is of Jesus the Good Shepherd**



**This indigenous symbolism is of community, and acknowledges the Jagera and Turriubul people as the traditional owners of the land on which the school is built.**



**This symbolism is of our connection with the environment**

The placement of these symbols together in the logo, along with the motto *"Called by Name"*, symbolises the call and connectedness in Jesus, the Good Shepherd.

## Our Mission



Good Shepherd Catholic Primary School has formed its vision and mission statements to be consistent with the Vision for Brisbane Catholic Education which calls us to *Teach, Challenge and Transform*.

Good Shepherd's Mission Statement was commenced during the Foundation Staff induction program in November, 2012. It was further developed by Judith Seery, Terese Shephard and Pat Lavercombe early in 2013 and shared with the community for further development. The Mission Statement was launched in October, 2013. (Explanation of Mission Statement: Staff Handbook pp. 10-12)

## School Name: Good Shepherd Catholic Primary School

"I have come that you may have life and have it to the full. I am the Good Shepherd" John 10:10-11. This gospel verse depicts the values identified for the community of Good Shepherd Catholic Primary School. It speaks to us of belonging and connectedness. The Good Shepherd symbolises the inclusion, care and compassion for each member of the school community. Families are welcomed, supported and nourished in the love of God.

## School Colours

The school colours, of *blue and green*, symbolise Good Shepherd Catholic Primary School community's connection with the environment.

## School Houses

Good Shepherd has structured four houses. These contribute to the family atmosphere of the school. These houses are:

- **McAuley** – Named after Venerable Catherine McAuley – Foundress of the Sisters of Mercy
- **MacKillop** – Named after St Mary of the Cross MacKillop – Foundress of the Sisters of St Joseph and Australia's first saint.
- **Hutton** - Named after Mr David Hutton OAM. From 1998 to 2013, David held the position of Executive Director of Catholic Education in the Brisbane Archdiocese during the time of the purchase of the land and the building of Good Shepherd.
- **Bathersby** - Named after Archbishop Emeritus John Bathersby, Archbishop of Brisbane from 1992 - 2012 and encouraged the purchase of land at Springfield Lakes.



# Our Students and Community

## Community Relationships

Good Shepherd Catholic Primary School is supported through the new Springfield parish of *Our Lady of the Southern Cross*. A key relationship within the same parish will be with the regional Catholic P-12 College, St Augustine's College in Augustine Heights. The two schools will collaborate on important matters, such as enrolment policies and school fees; transition from primary to secondary; early childhood education and care; professional learning. The Leadership Team from both schools meet with the Parish Priest once per Term to discuss common goals.

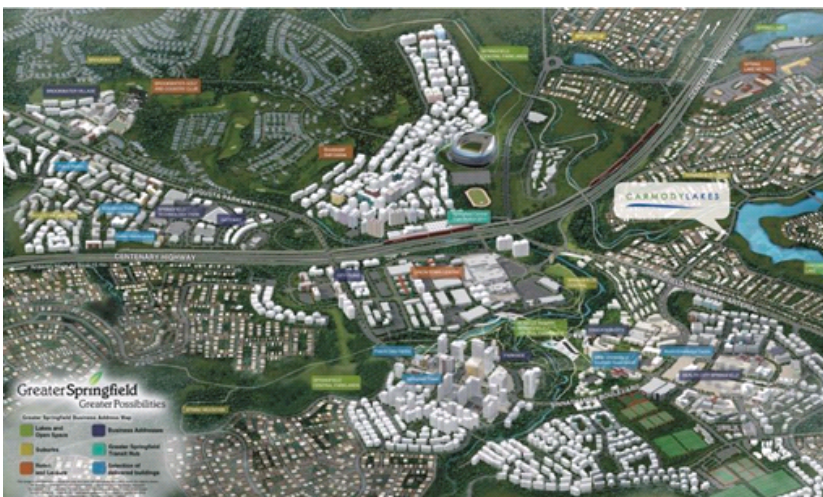
Good Shepherd Catholic Primary School is becoming a prominent contributor within the community of Greater Springfield through:

- continuing to build strong relationships with the wider church community i.e. the Archdiocese and agencies
- building professional working relationships with Federal, State, and Local government representatives and agencies, especially Ipswich City Council
- contributing to building a professional, collaborative culture within the Education City precinct (schools and university)
- developing supportive relationships with local businesses, sporting, and community organisations and welfare services
- building working partnership with Springfield Land Corporation
- gaining a deeper understanding of indigenous culture by building a relationship with the local Indigenous community
- building a relationship with the local media through advertising and sharing our story.

## Demographics

Springfield Lakes is a young and growing community with a diverse population.

In the 2011 Census, the population of Springfield Lakes was 10,149 and was comprised of 51.3% females and 48.7% males.

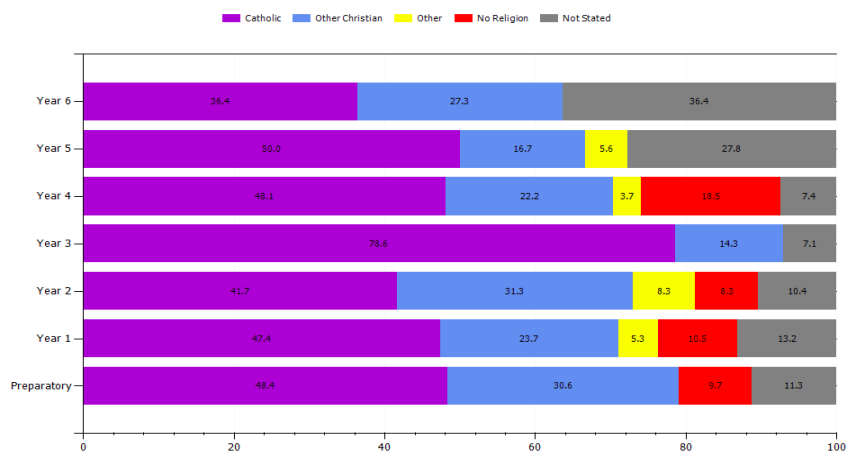




The following information also provides a profile for Good Shepherd:

- the median/average age of the Springfield Lakes population is **28 years of age, 9 years below the Australian average.**
- 63.7% of people living in Springfield Lakes were born in Australia. The other top responses for country of birth were New Zealand 9.3%, England 5.3%, India 1.7%, Philippines 1.6%, Vietnam 1.6%.
- 79.5% of people speak English as their first language 2.7% Vietnamese, 1.2% Spanish, 1.1% Hindi, 0.9% Samoan, 0.8% Lao.
- the religious makeup of Springfield Lakes is 25.4% No Religion, 23.2% Catholic, 15.3% Anglican, 4.2% Uniting Church, 3.9% Christian, nfd.
- 52.3% of people are married, 35.5% have never married and 6.8% are divorced and 3.9% are separated. There are 109 widowed people living in Springfield Lakes.
- 70.1% of the people living in Springfield Lakes are employed full time, 19.5% are working on a part time basis. Springfield Lakes has an unemployment rate of 4.7%.
- the main occupations of people from Springfield Lakes are Professionals 20.3%, Clerical and Administrative Workers 18.2%, Technicians and Trades Workers 14.2%, Managers 12.1%, Community and Personal Service Workers 10.3%, Sales Workers 9.4%, Labourers 6.9%, Machinery Operators And Drivers 6.9%.
- the median individual income is \$858.00 per week and the median household income is \$1770.00 per week.
- 7.2% of homes are fully owned, and 46.2% are in the process of being purchased by home loan mortgage. 45.5% of homes are rented.
- the median rent in Springfield Lakes is \$360 per week and the median mortgage repayment is \$2300 per month.

Student Religious Profile - By Year Level - 2015



Teaching and learning in Religious Education at Good Shepherd is responsive to the needs and religious backgrounds of students and the contemporary contexts for learning in the Religion classroom.

The community of Good Shepherd is around 50% Catholic (source – BI Tool). However, many of these are non-practising. Teachers at Good Shepherd use Brisbane Catholic Education's Model of Pedagogy, with learners at its centre, to develop quality units of work that support the needs of each learner.

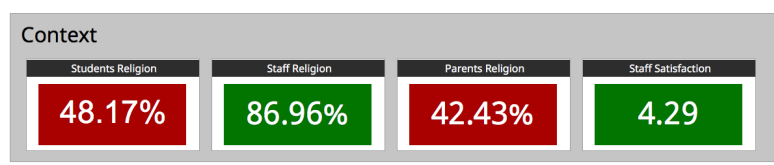
Parents as partners in their children's learning journey are welcomed and supported in their faith development at Good Shepherd. We provide professional learning opportunities, as well as spiritual formation opportunities, such as the Archdiocesan Lenten Program and end of year retreat.

Teachers and those responsible for leadership in Religious Education in the school, seek to incorporate flexibility in Religious Education classes, to ensure that an inclusive and ecumenical spirit pervades all Religious Education and prayer celebrations.

At each year level at Good Shepherd, teachers engage in collaborative planning to develop a year level plan that responds to the diverse needs of all students. Teachers, in learning collaboratives, have a planning day every three weeks with Primary Learning Leader, APRE and occasionally Education Officers Curriculum. The day begins with reflection on the impact of teaching from the previous three-week cycle. Using the Line of Sight documents, units of work are created, and connected where possible. These units are responsive to the learning needs of the students and reflecting the composition of our classes (eg. 2-3, 4-5-6).

**At Good Shepherd, some examples include:**

- information about the religious background of students and diverse needs is acknowledged and considered when planning and this is evident in programs that are a working document for teachers (BI Tool & eMinerva data)
- sharing information in the school newsletter ensures all members of our community are invited to share and celebrate our Catholic traditions with respect to others' faith journeys and the traditional indigenous owners of the land (See example in Appendix) [link \(term 1, week 9\)](#)
- teachers share with parents on the parent portal what they are covering in Religion
- a copy of *So You're Sending Your Child to a Catholic School* is given to Prep parents as part of Orientation pack.
- parents are welcomed as partners on their children's learning journey through FACE Network (Family and Community Engagement – see Staff Handbook p. 58-60)



## Our Vision for Religious Education

Good Shepherd Catholic Primary School shares and promotes the Vision for Religious Education articulated by Brisbane Catholic Education and the wider church. This vision includes the two dimensions of formation, namely, students' religious literacy and personal faith.

*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. (Archdiocese of Brisbane Religious Education Curriculum: p10)*

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. (Archdiocese of Brisbane Religious Education Curriculum: p10)*

The *Vision for Religious Education* challenges students to be a religious voice in the world. The Vision gives greater prominence and a renewed orientation to the critical interpretation and evaluation of culture. Through vibrant and engaging Religious Education, students become active constructors of culture rather than passive consumers.



Religious Education at Good Shepherd seeks to develop the religious literacy of students in light of the Catholic Christian tradition, so that they might participate critically and authentically in contemporary culture.

At Good Shepherd, 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.

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.

## The Contemporary Contexts Religious Education

At Good Shepherd, 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***

Good Shepherd operates in a complex and ever-changing environment. Our 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 result of this, our school is continually challenged to engage families in Religious Education in rich and relevant ways. We respond to that challenge in hope.

#### **At Good Shepherd, some examples include:**

- informing parents of the Religious Education program at Good Shepherd
  - during the enrolment process
  - during Prep Orientation days
  - at parent information evenings at the beginning of each year
  - through the school newsletter, parent portal, and community gatherings
- Positive Behaviour 4 Learning
- acknowledgement of Aboriginal and Torres Strait Islander cultures at the beginning of each assembly and during significant events such as NAIDOC week
- immersing students in a global world through the use of Caritas, Catholic Mission and St Vincent de Paul resources
- raising awareness and funds for Caritas, St Vincent de Paul, Children's Catholic Mission and other Catholic agencies (e.g. each family is sent home a Project Compassion box during Lent and the stories are shared in the newsletter)

### ***Ecclesial Context***

Our challenge at Good Shepherd is to engage an increasing number of students and their families with the tradition, language and culture of the Church. We seek to provide opportunities for families to engage with the Catholic Christian tradition and its rich spiritual practices.

#### **At Good Shepherd, some examples include:**

- inviting our school community to attend school Masses/liturgies and community gatherings
- promoting parish activities, for example, Multicultural Sunday, Lenten programs, Sacramental programs
- class Community Gathering each term (See Appendix)
- school Masses and Liturgy of the Word celebrated for significant events such as: Beginning of school year; Ash Wednesday; Easter; ANZAC Day; Mother's/Father's Day; Pentecost; Catholic Education Week; and conclusion of school year.
- classroom sacred spaces featuring evidence of the liturgical year.
- visible sacred icons and imagery throughout the school
- weekly staff prayer (See example of roster in Appendix)
- Year 6 leadership day and reflection day
- prayer opportunities for parents (end of year retreat, Lenten program, prayer brochure)

### ***Educational Context***

Good Shepherd, along with each Archdiocesan school, seeks transformation of the whole person so that those in the school community are empowered to live the gospel of Jesus Christ in their everyday lives. In the Catholic Christian tradition, education is a work of love and service.

At Good Shepherd, we seek to nurture and develop the faith of individuals in ways that are mindful of their cultural and religious identity.



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

#### **At Good Shepherd, some examples include:**

- quality planning for learning and teaching
- making links to other curriculum areas where possible
- quality assessment and reporting
- ongoing professional learning for all staff. However, staff are responsible for keeping their own records for accreditation purposes
- reflecting on the Model of Pedagogy during planning
- incorporating digital technologies into teaching and learning in Religious Education
- articulating intentional links between the Religious Life of the School and classroom teaching of Religion, for example, teaching about Catholic Social Teaching during Lent and Project Compassion.

### ***Digital Context***

Religious Education in Good Shepherd seeks to engage students in the critical, creative, and responsible use of digital tools which is an important component of digital citizenship. It includes provision and use of 1:1 devices (iPads). This enables them to express their learning in rich and relevant ways and connect with individuals and communities in a global context.

#### **At Good Shepherd, some examples include:**

- resources shared on School Portal and Blendspaces
- iPads for all students in Prep to Year 6. (families in need of financial assistance are supported in accession of devices)
- demonstration of learning by the students using digital technology
- teachers and students use appropriate online Bible tools

- teachers use the *Ways to Pray Calendar* to access activities to support the Religious Life of the School
- appropriate ICLT user policy completed by all students (See Appendix)
- teachers use BCE Learning Bytes and other digital resources including ResourceLink
- professional learning for teaching staff to improve their skills in using ICT.

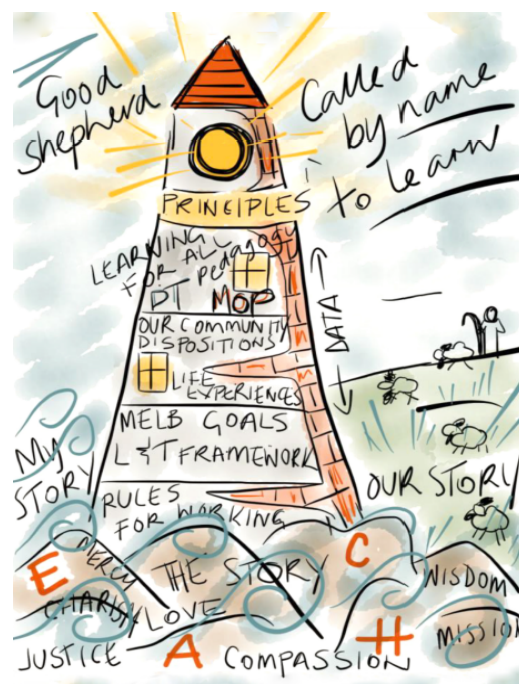
## Our Beliefs about learners and learning in the Religion Classroom

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

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

At Good Shepherd the interests, religious backgrounds and learning needs of students inform the development of units of work. Data retrieved from the BI Tool and other sources is used to inform planning decisions for learning. Teachers use this information to interpret the curriculum flexibly to meet 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 such as higher order cognitive skills





- providing students with opportunities to work with content in more depth or breadth
- providing students with additional time and support.

## Our Curriculum Structure and Organisation For Religious Education

### A Catholic View of Learning

At Good Shepherd, a Catholic view about Learning and Teaching is reflected in both dimensions of Religious Education, namely, the classroom teaching and learning of Religion and the Religious life of the school. Teaching and learning in Religious Education is intentionally developed on the foundation of a Catholic theology and philosophy of curriculum. Four core themes are central: **Anthropology, Epistemology, Cosmology and the Catholic Christian Tradition.**

#### ***New Staff Induction:***

All staff new to Good Shepherd participate in a two day induction in the year prior to their starting at Good Shepherd. This induction incorporates the four pillars underlying the ethos and mission of Catholic schools (Anthropology, Epistemology, Cosmology and the Catholic Christian Tradition) and clearly articulates how Good Shepherd uses these as our foundation (See lighthouse image on previous page).



### ***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 Good Shepherd, it is characterised by inclusion, holistic and relational learning, and action in community. Our Mission Statement says that we teach that everyone is made in the image and likeness of God, so learning is personalised so that every child reaches their full potential.

### **At Good Shepherd, some examples include:**

- Quality of communication with parents
- Pastoral care for students, staff and parents
- Well-being days - once per term (see example in Appendix)
- Effective support systems for families
- Celebration of multiculturalism, including awareness and education about Aboriginal and Torres Strait cultures (Harmony Day, NAIDOC Week)
- Team building through awareness and understanding of personalities (DiSC)
- Plenty of fun and laughter
- Sharing of gifts and talents within the school community (including parents as experts)

### ***Catholic Perspective on Epistemology***

A Catholic perspective on epistemology orients a curriculum towards rationality; holistic knowing; knowing and living; wisdom as the fruit of knowing and life-long and life-wide learning.

The Catholic tradition views the acquisition of knowledge as a lifelong and life-wide enterprise.

Reflective self-directed learning and teaching provides Sabbath spaces for teachers and students to interiorise knowledge.

#### **At Good Shepherd, some examples include:**

- quality learning and teaching (including Visible Learning & Design Thinking)
- extra-curricular offerings in music and drama
- Well-being days focused on the Arts, Sport, reflective practices (e.g. walking a labyrinth, mosaic crosses, cross-country - see example in Appendix)
- participation in learning seminars, including those external to Brisbane Catholic Education (e.g. Positive Schools Conference).

### ***Catholic Understanding of Cosmology***

Cosmology relates to how we understand our place in the universe and the choices we make to live within the integrity of creation. Through the elements of stewardship and sacramentality, Catholic Christians are called to respond to questions like: 'What is our place in the universe?' 'How do we live within the integrity of creation?' This understanding is supported at Good Shepherd through embracing stewardship as a way of life (from Mission Statement).

#### **At Good Shepherd, some examples include:**

- promotion of 'nude food' (no or as little packaging as possible)
- development of worm farms, vegetable & herb gardens and fruit trees
- school partnership with Ipswich City Council for creek care and preservation
- Staff prayer using Laudato Si (Pope's Encyclical Letter on Ecology and climate)
- Sacred Spaces developed in the school as part of Learning and Teaching of Religion
- Sustainability is a priority in the school

### ***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 Good Shepherd through everyday witness; and learning and teaching that challenges and transforms the culture and the world in which we live. Ongoing spiritual formation for religious educators is as important as professional and theological learning. A person-centred understanding of spiritual formation begins with honouring and exploring the personal narrative of each individual's experience of My Story through an approach that engages the head, the heart and the hands (experience, knowledge, practice and application).

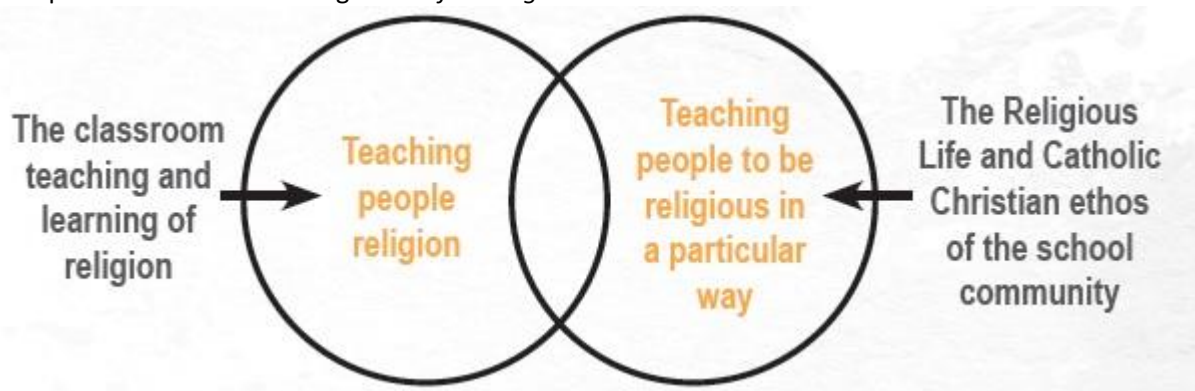
**At Good Shepherd, some examples include:**

- New staff induction process, which includes sharing of personal stories
- Weekly staff prayer (See example of roster in Appendix)
- Twilight with Kevin Treston (*Come & See: Spirituality for Everyday living*)
- Participation in Mercy Associates Mercy in Action Reflection Process
- Learning about patrons and images around the school
- Participation of school community in building parish community
- Inviting Parish Priest, Pastoral Associate, Youth Worker to visit classrooms
- Public celebrations of key liturgical feasts
- Prayer experiences provided for families (Lenten program, End of year retreat, prayer brochure)

## **Our Model for Religious Education**

At Good Shepherd, as in all schools and colleges of the Archdiocese of Brisbane, teaching people religion and teaching people to be religious draw upon the Catholic Christian tradition in ways that are mindful of local contexts and the ecumenical and multi-faith realities of contemporary culture.

Since 2008, the distinct and complementary nature of both dimensions of Religious Education has been conceptualised in the following *Model for Religious Education*.



## **Catholic Identity**

**The purpose of the Catholic school is the development of human beings steeped in the profound human values embodied in Jesus Christ.**

Catholic schools nurture students' faith and lead them to deepen their relationship with God through prayer and celebration, their growing knowledge and understanding of the Scriptures and Catholic Tradition, and action in the world for peace and justice.

Our goal is to **enhance our Catholic identity**, in a language that reflects and recognises God's presence permeating throughout Good Shepherd Primary Catholic school. We do this by strengthening the

integration of faith, life and culture, inviting students to discover God's presence in their daily lives and engaging them in a dialogue between their life experiences and Catholic teaching.

In this way they may grow in understanding of themselves and their world in light of the Gospel and be empowered to take responsibility for themselves and for creating a just society.

Further, our goal is to **build a community of faith and hope**, where we are all inspired by the person and teachings of Jesus Christ and imbued with the Holy Spirit, and work together for the benefit of each member of the school community.

### **Prayer and Worship**

Good Shepherd nurtures the **Christian prayer** life of its community through:

- Teaching and using a variety of traditional prayers and devotions for individual and communal use
- Scheduling time to allow for prayer and worship across the school
- Immersing students in diverse experiences of prayer e.g. meditation
- Teaching about the charism and prayer life of the saints that their building is named for (e.g. Ignatius Designing Place + The Examen).

### **Evangelisation and Faith Formation**

Good Shepherd fosters the **call to live the gospel** through:

- Reflecting the life and message of Jesus Christ through routines and practices e.g. hospitality and outreach
- Establishing policies, practices and structures that promote inclusion and a sense of belonging to a Christian community
- Presenting the gospel message in engaging ways

Good Shepherd nurtures the **spiritual formation** of each individual through:

- Providing faith formation experiences for students, staff and parents
- Providing opportunities to express spiritual awareness through the creative arts
- Celebrating the religious unity and diversity within the school community

Good Shepherd **witnesses to the wider community** through:

- Building collaborative relationships with the parish and local Church
- Participating in the life of the local community e.g. service organisations, youth ministry, aged-care
- Engaging with students from other schools to give witness to the beliefs and values of the Catholic tradition (Combined school and Parish Mass each year during Catholic Education Week)



## Social Justice and Action

Good Shepherd practises **justice within its own community** through:

- Identifying, implementing and promoting policies, structures and practices that respect the rights and dignity of all members of the school community
- Applying Christian stewardship to the resources and environment of the school
- Establishing just processes of discernment and critical judgement when making decisions

Good Shepherd **acts for justice** through:

- Implementing policies and practices within the school that nurture a generosity of spirit
- Reviewing and monitoring the complexity and expense of experiences offered by the school in light of catholic social teaching
- Engaging with student initiated and/or local justice projects as part of the curriculum

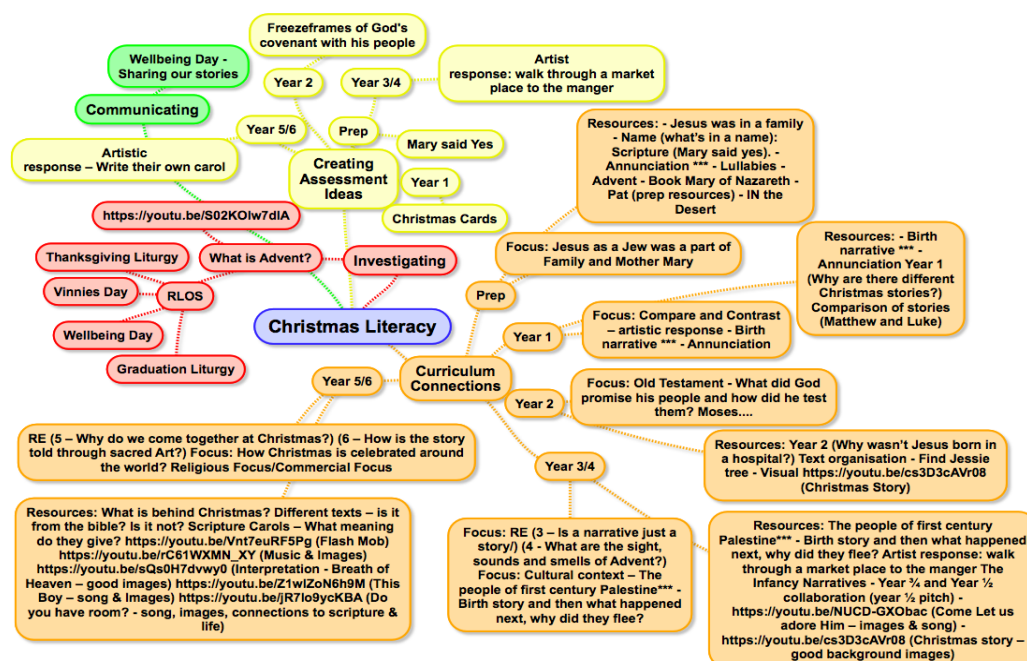
Good Shepherd consciously **reflects on its action for justice** through:

- Incorporating practices of review and critique in relation to current actions for justice within the school community
- Building a reflective component into school social justice practices, celebrations of significant events, and prayer life.

Good Shepherd's programs, activities and experiences for the classroom learning and teaching of religion and the religious life of the school are responsive to religious diversity, while being faithful to the Catholic Christian identity of the school.

**At Good Shepherd, some examples include:**

- Explicit teaching about prayer - classroom prayer and community prayer
- Explicit teaching about social action and justice - student participation in activities and fundraising to promote Catholic agencies, for example, Project Compassion & Orange Sky Laundry
- Planning mind maps and units of work that incorporate both classroom learning and teaching and the religious life of the school
- Explicit teaching about church, community and celebrations e.g. student participation in planning Blessing and Opening liturgy





## Powerful Pedagogies

The delivery of excellence in teaching and learning (DELT) is a core goal of Brisbane Catholic Education Office. Our school supports that goal through its involvement in formation of staff in such powerful pedagogies as Design Thinking and Visible Learning. More details will be given later in this document.

## Focusing on learners and their learning

While a small number of our students at Good Shepherd come from families strongly connected to their local parish community and are literate in the Catholic Christian tradition, a growing number of our students enter the religion classroom with low levels or no knowledge of religious affiliation and at best a tentative familiarity with public expressions of Catholic life. Using BCE's Model of Pedagogy with learners at its centre, teachers begin by knowing their learners and what prior knowledge they come into the classroom with.


## Establishing clear learning intentions and success criteria

At Good Shepherd, the starting place for the classroom religion program is the Religion Curriculum P-12. Religion teachers use the curriculum to create and make clear and visible the learning intentions and success criteria for all students.

In units of work, the rigour of our school's approach to learning and teaching in the religion classroom, drawn from the *Knowledge and Deep Understanding and Skills* of the P-12 Religion Curriculum document, takes account of the capabilities and readiness of students, while at the same time ensuring a classroom that engages and challenges students.

## Timetabling of Religious Education at Good Shepherd

Good Shepherd strongly supports the mandated minimum of 2.5 hours per week of religion teaching from P-6. 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. The effective timetabling of religion classes is given high priority within the life of the school. As evidenced in the whole school timetable below; half an hour of religious education is provided daily. Whole school Christian meditation for ten minutes daily is also timetabled.



<b>Timetable - 2016</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:50			Roll/Social Story		
9:00	Math – Daily 3 Math by Myself Math Writing Math with Someone  CONCEPTS:	Math – Daily 3 Math by Myself Math Writing Math with Someone  CONCEPTS:	Math – Daily 3 Math by Myself Math Writing Math with Someone  CONCEPTS:	Math – Daily 3 Math by Myself Math Writing Math with Someone  CONCEPTS:	Math – Daily 3 Math by Myself Math Writing Math with Someone  CONCEPTS:
10:00	RE	RE	RE	RE	RE
10:30			Morning Tea		
11:10	English – Daily 5 Read to Self: Work on Writing: Word Work: Listen to Reading: Read to Someone:  CAFÉ:	English – Daily 5 Read to Self: Work on Writing: Word Work: Listen to Reading: Read to Someone:  CAFÉ:	English – Daily 5 Read to Self: Work on Writing: Word Work: Listen to Reading: Read to Someone:  CAFÉ:	English – Daily 5 Read to Self: Work on Writing: Word Work: Listen to Reading: Read to Someone:  CAFÉ:	English – Daily 5 Read to Self: Work on Writing: Word Work: Listen to Reading: Read to Someone:  CAFÉ:
12:50			Meditation		
1:00			Lunch		
1:40	Design Thinking – Connected Curriculum	Design Thinking – Connected Curriculum	HPE	Design Thinking – Connected Curriculum LOTE/The Arts	Design Thinking – Connected Curriculum The Arts/LOTE
2:45	EXIT Procedures	Community Gathering	EXIT Procedures	EXIT Procedures	EXIT Procedures
3:00			Dismissal		

## **SCOPE AND SEQUENCE (Uploaded on School Portal)**

Good Shepherd's Scope and Sequence identifies and articulates a clear progression of Religious Education learning. This document was collaboratively developed with our EORE, and the teaching staff. It is a working document, which will continue to evolve and change each year as teachers reflect upon their learners and effective teaching practices.

### ***Evidence:***

Good Shepherd's Religious Education Scope and Sequence document is stored on the School Portal. Currently, due to numbers, Years 4-6 plan units of work together. In previous years we have had other composite classes and this may continue for the next few years.

## **LINE OF SIGHT**

At Good Shepherd, Line of Sight documents are used to assist teachers plan effectively. Planning aligns with the Achievement Standard to ensure that the core content is taught each year.

### ***Evidence:***

Curriculum folders contain the Line of Sight documents

Teachers use curriculum LOS documents, Overviews, Unit Plans, Weekly Plans for documenting planning

## **High Quality Teaching in RE at Good Shepherd**

The teaching and learning identified in this Religious Education Program is consistent with whole school approaches to teaching and learning across the curriculum at Good Shepherd.

## **Professional Learning and Accreditation**

As part of a teacher's professional learning, BCE requires that each maintains an accreditation status by engaging in the required number of hours to maintain 'Accreditation to Teach in a Catholic School' and 'Accreditation to Teach Religion in a Catholic School': both are 25 hours over five years. The school provides in-house Professional Development and access to external Professional Development on the allocated days in the school year, however teachers are expected to find other opportunities in their own time to complete the requirements.

### **At Good Shepherd, some examples include:**

- New staff are provided with a two day induction in the year prior to their commencement at Good Shepherd to immerse them in Good Shepherd's Vision and Mission, Way of Being Community and Learning and Teaching.
- In 2016 all teachers participated in the One Conference which provided three days of Accreditation to Teach Religion in a Catholic School (Theology, Scripture, Spirituality with a focus on Social Justice)
- Professional Learning records for pupil-free days each year (See My School Report on Website)

- Religious Education is a focus in staff meetings scheduled throughout the year and led by APRE, EORE or other professionals
- Teachers at Good Shepherd engage in collaborative practices through team planning and the ongoing process of Consistency of Teacher Judgement
- Timetabling meetings to discuss CTJ requirements throughout the year.

## Powerful Whole School Pedagogies at Good Shepherd

As stated previously, Good Shepherd supports the BCEO goal of *Delivering Excellence in Teaching and Learning* (DELT). Our school supports this goal through its involvement in its formation of staff in such powerful pedagogies as Visible Learning and Design Thinking. In 2016, we are engaged in the Making Learning Visible Collaborative. The teachers use a process of targeted learning. There are two parts to this process: the first is being explicit about what is to be learned - the learning intention. The second, is identifying if the learning has been achieved - the success criteria. The lesson pathway must be transparent for each student. The teacher supports the learner to monitor their individual progress in relation to the learning intentions. Good learning intentions need to be clear and aligned with the success criteria in order for learners to achieve their goals.

At Good Shepherd, the student is at the centre of all curriculum arrangements and interactions within the learning community. The school offers the curriculum, underpinned by high expectations of achievement, to which all students are entitled, realised through the transformative pedagogies of teachers. Learning experiences are designed to help students develop their knowledge, skills and understandings in all domains of learning.

Our major goal is to have the learners engaged in, and enjoying, the challenge of learning, so they gain a religious knowledge and deep understanding of the Catholic faith, whilst practising the skills they draw upon from the P-12 Religion Curriculum document. It is hoped that their faith journey will become their chosen path for life.

### At Good Shepherd, some examples include:

- Learning Intentions/Success Criteria developed when planning
- Dispositions of a learner at Good Shepherd Posters displayed
- BI Tool used by teachers to know their impact on student learning
- Design Thinking strategies incorporated into RE units of work



## **Effective Assessment**

Within the Good Shepherd community, student achievement is recognised and celebrated. At Good Shepherd assessing student learning is an integral part of the school classroom. It improves learning and informs teaching. It is the process through which teachers identify, gather and interpret information about student achievement and learning in order to improve, enhance and plan for further learning.

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

1. Clarifying, sharing and understanding learning intentions and criteria for success
2. Engineering effective classroom discussions, activities and learning tasks that elicit evidence of learning
3. Providing feedback that moves learning forward
4. Peer feedback
5. Self-assessment

At Good Shepherd, 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 learning intention and success criteria.

### ***Tools for Assessment***

Teachers at Good Shepherd are encouraged to use a range and balance of assessment tools. This 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
- Student/teacher consultation (Formative Assessment, Student Feedback, Self Assessment)
- Focused analysis.

### **At Good Shepherd, some examples include:**

- Classroom discussions, activities and displays
- Student samples of work
- Learning Intentions and Success Criteria
- Sharing student learning - Invitations to Classrooms, Wellbeing Days, Community Gatherings, Reporting, Parent-teacher evenings/Parent Portal/Student iPad
- Displays of work within school environment.

## **Consistency of Teacher Judgement Processes**

At a whole school level and at an inter-school level the teaching staff participates in the collaborative process known as moderation. This process is vital to delivering excellent teaching and learning.

This is undertaken in a supportive professional environment that focuses on achieving consistency, comparability and consensus about the standard of student work. It engages teachers in professional dialogue focusing on the extent to which an achievement standard is evident in a piece of student work. The process enhances teacher professional judgement.

**At Good Shepherd, some examples include:**

- Timetabling meetings to discuss CTJ requirements throughout the year
- Intra and inter school moderation to discuss samples of work and teacher judgements
- Consistency of Teacher Judgement day in Term Four with a cluster of schools

## Reporting Student Learning

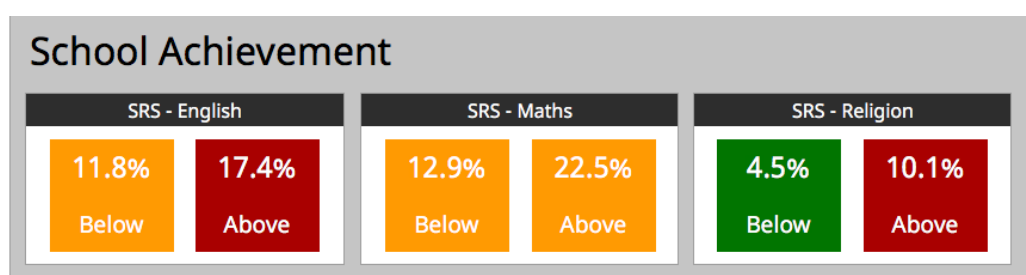
Student achievement is recognised and celebrated within our school community in a variety of ways. Good Shepherd School uses the Brisbane Catholic Education's online student reporting tool: SRS. This tool facilitates the reporting of student learning and reports are published twice a year, in terms two and four.

Teachers meet with parents for quality conversations in term one and sharing of report and learning in term two. Teachers meet with parents at other times, when necessary.

Religious Education is reported at this school using a 5 point scale.

**At Good Shepherd, some examples include:**

- Semester reports that include a Religious Education grade and comment
- Annotated work samples
- Feedback is provided in Parent/Teacher conversations on Religious Education
- Celebration of student success.



## Meaningful, Relevant Learning Experiences (Quality Resourcing for Religious Education)

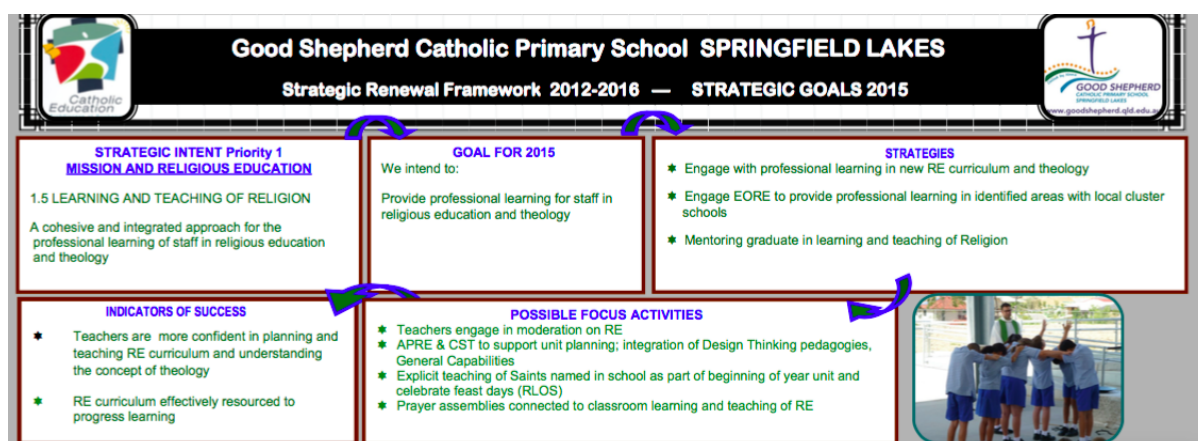
The Religious Education Curriculum and Religious Life of the School are effectively resourced. As a Key Learning Area, Religious Education is allocated a budget each year. The APRE provides regular information regarding new resources, as well as resourcing during planning days to support classroom learning and teaching of religion. Resource-Link provides teachers with easy access to a plethora of valuable and useful resources. Prayer boxes are provided for classroom use. APRE has a yearly budget of \$2000 to resource both the RE Curriculum and Religious Life of the School.

# Monitoring and Evaluation in RE at Good Shepherd

Processes used at Good Shepherd for monitoring and evaluating student achievement and development for the whole school, year level, class and individual planning.

## **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. The RE program, incorporating the Religious Life of the School, is evaluated as part of Good Shepherd's Strategic Renewal Process.



## **Moderation**

The Model of Pedagogy is used at Good Shepherd for all planning, teaching and assessing. Informal moderation occurs at every planning cycle (once every three weeks), with a formal process occurring in October (CTJ Day) and during reporting (June & November). Good Shepherd moderates with a number of other schools.

## **Reporting**

Reporting occurs formally, in terms of reports issued, twice a year.

The school's reporting processes include the following: Parent Information Sessions, Quality Conversations with Parents, Parent/Teacher/Student Conversations, Sharing of Learning Sessions, Community Gatherings.

## **Processes for Monitoring Student Achievement:**

Good Shepherd's Religious Education Program outlines how student progress and achievement are monitored to ensure high expectations for each student. Data is used to evaluate current practice and inform decision-making and action related to the classroom teaching of Religion and Religious Life of the School. Good Shepherd uses a variety of processes to monitor student progress and achievement. This data informs decision-making in a number of ways. At Good Shepherd student progress against the



Achievement Standard, planning and evaluating the effectiveness of assessment processes occurs during the three-weekly planning cycle.

**At Good Shepherd, some examples include:**

- Use of data: SRS, Strategic Renewal to evaluate current practice within a culture of continuous improvement
- Walks and Talks
- Teacher participation in professional learning about assessment and reporting to improve consistency of practice
- Comments on report cards detailing progress in Religious Education
- Teachers have access to reports from previous years to track student progress
- Teachers use assessment to evaluate the effectiveness of units of work taught (*Know Thy Impact*)
- Term calendars provide information on the in Religious Life of the School
- Teachers moderate on samples of work across year levels within the school and with surrounding schools - CTJ

***Processes for Monitoring Planning:***

At Good Shepherd, teachers have contributed to a School Scope and Sequence. Teachers review their units and the timing of the units within the school year to ensure students are receiving best practice. Teachers discuss as teams, and with APRE and PLL, to make adjustments to meet student needs.

**At Good Shepherd, some examples include:**

- Teachers are encouraged to upload their Religion Plans to the School Portal
- Teachers are given the opportunity to work with APRE and PLL to make relevant changes for students with individual needs
- The Scope and Sequence is a working document and teachers may adapt and change it according to student needs and Religious Life of School (eg. Jubilee Year of Mercy)
- Reflective practice and working with APRE and PLL allows teachers to review and inform future planning

***Processes for Monitoring the Religious Life of the School:***

At Good Shepherd, both formal and informal processes are used to monitor how effectively the components of the RLOS are being addressed and taught. This monitoring also occurs as part of the ongoing cyclical renewal process.

**At Good Shepherd, some examples include:**

- Term and yearly overview of religious events occurring within the parish and school community
- Roster for *Community Gatherings*
- Involvement with social justice programs such as Caritas' Project Compassion, Orange Sky Laundry, and St Vincent De Paul appeals, as well as other projects that are identified each year
- Cyclical review of the five components of the Mission and Religious Education priority undertaken each year (through the Internal Review process), during staff meetings and meeting with staff/community/students
- Meetings are held once a term with Parish and St Augustine's to set our common goals (Masses, Liturgical celebrations and prayer rituals)
- Inductions Days for new staff
- Whole School Christian meditation
- Staff Prayer
- Student and Community participation in rituals.

# Appendix

1. Community Gathering Template
2. Staff Meeting Overview Sample
3. Staff Prayer Roster Sample
4. Religious Life of the School Year Calendar Sample
5. Well-Being Day Sample

# COMMUNITY GATHERING

## **GATHER:**

- Sign of Cross
- Gathering rite - music, song, Tibetan bells, rain stick (whatever's in your prayer box)
- Brief intro of theme - relate to classroom learning and teaching of religion

## **LISTEN:**

- Scripture or story related to theme in simple language - remember our audience!
- Role Play/dramatization
- Liturgy - enacted - echo mime, liquid picture etc (Rina Wintour books - I have these on USBs in my office)
- Explanation

## **RESPOND:**

- Prayers of intercession
- Prayers of thanks/praise/blessing
- Song/dance/movement
- Audience interaction

## **GO OUT:**

- Sign of the cross
- Song
- Ritual

## Staff Meetings - Term 3 2013

Week	Topic	Attendance	Other
Week 1 Tues 9 <sup>th</sup> July	Admin: Term dates, changes, Mission Statement	All staff	
Week 2 Wed 17 <sup>th</sup> July	6 month reflection	Teachers	
Week 3 Thurs 25 <sup>th</sup> July	Goal Setting Strategic Renewal	All Staff	Bring goals to finalise
Week 4 Thursday 1 <sup>st</sup> Aug	Curriculum: New RE curriculum	Teachers	Bring laptops & RE planning
Week 5 Wed 7 <sup>th</sup> Aug	Admin: Blessing and Opening	All Staff	
Week 6 Wed 14 <sup>th</sup> Aug	Farewell Stephanie!	All Staff	
Week 7 Tuesday 20 <sup>th</sup> Aug	Well-being day - book week celebration planning	All Staff	
Week 8 Thursday 29 <sup>th</sup> Aug	Curriculum: Design Thinking	Teachers	Bring current planning/unit for discussion
Week 9 Wed 4 <sup>th</sup> Sept	Curriculum - Geography	Teachers	
Week 10 Wed 11 <sup>th</sup> Sept	Blessing and Opening finalise details and/or arrangements	All Staff	
Week 11 Wed 18 <sup>th</sup> Sept	End of Term celebration	All Staff	

# Weekly Staff Prayer Roster - Term Three 2014

Tuesday mornings 8am in the Library

WEEK	STAFF MEMBER	INFO
1 Tues 15 Jul	Judith	Deep listening - Dadirri
2 Tues 22 Jul	Terese	BCE Sustainability Commitment <i>The greatest wonder</i>
3 Tues 29 Jul	Jacinta	Encountering God in the Natural World p.4
4 Tues 5 Aug	Rebecca	St Francis of Assisi p. 6
5 Tues 12 Aug	Mel	Humanity & the environment in relationship p.8
6 Tues 19 Aug	Prue	Living justly, kindly & humbly p.12
7 Tues 26 Aug	Charito	Song of the Creator p. 14
8 Tues 2 Sept	Sandie	Caring for Country p.16
9 Tues 9 Sept	Jayde	Christians living sustainably



Term 1		
Week	Topic	Led by
Week 1 Fri 31 <sup>st</sup> Jan	Welcome Back + Jan birthdays	Judith/Terese Harry/MacKenzie
Week 2 Fri 7 <sup>th</sup> Feb	Opening Mass 9am <i>Shine among them</i>	Mauro/Terese
Week 5 Fri 28 <sup>th</sup> Feb 2:30pm	I want to be day – parade of jobs Sing – Shine among them St Vincent de Paul – Rose gave certificate for xmas appeal 2013	Terese Jai/Scarlette
Week 6 Wed 5 <sup>th</sup> Mar	Ash Wednesday liturgy 11am	Mauro/Terese
Week 7 Fri 14 <sup>th</sup> March 2:30pm	February birthdays	Judith Liam/Alex
Week 9 Fri 28 <sup>th</sup> March 2:30pm	March birthdays End of term – Holy Week liturgy Hymn practice?	Judith
Week 10 Fri 4 <sup>th</sup> April	Holy week liturgy 10am	TBC
Term 2		
Week 3 Fri 9 <sup>th</sup> May 2:30pm	April birthdays	
Week 4 Mon 12 <sup>th</sup> May 2:30pm	Prayer Assembly – Prep	Mother's Day
Week 5 Mon 19 <sup>th</sup> May 2:30pm	Prayer Assembly – MacKillop 1	May = month of Mary
Week 6	Prayer Assembly – MacKillop 3	Sat 24 <sup>th</sup> – Mary Help of

Mon 26 <sup>th</sup> May 2:30pm		Christians
Week 6 Fri 30 <sup>th</sup> May 2:30pm	May birthdays	
Week 7 Mon 2 <sup>nd</sup> May 2:30pm	Prayer Assembly – Year 4/5	Sun 1 <sup>st</sup> May = Ascension Sun 8 <sup>th</sup> May = Pentecost
Week 9 Fri 20 <sup>th</sup> May 2:30pm	Assembly Cross-country awards Reminder parent/teacher conversations tomorrow	Judith
Term 3		
Week 1 Fri 18 <sup>th</sup> July 2:30pm	Assembly – welcome back June birthdays Hymn practice for Cath Ed Week Mass	
Week 2 Mon 21 <sup>st</sup> July 2:30pm	Prayer Assembly - Year 3	Sat 26 - Sts Anne & Joachim Grandparents of Jesus
Sun 27 <sup>th</sup> July 9am	Parish Mass - St Augustine's Catholic Education Week	
Week 3 Fri 31 <sup>st</sup> July 2:30pm	Catholic Education Week <i>Come, live life in all it's fullness</i> Children who have celebrated Confirmation & Eucharist July birthdays	
Week 4 Mon 4 <sup>th</sup> Aug 2:30pm	Prayer Assembly - Prep	Mary MacKillop?
Week 4 Fri 8 <sup>th</sup> Aug 9am	Liturgy – Feast Day of St. Mary of the Cross MacKillop	
Week 5 Fri 15 <sup>th</sup> Aug 2:30pm	Assembly August birthdays Athletics Carnival awards?	
Week 7 Mon 25 <sup>th</sup> Aug	Prayer Assembly – Year 4/5	

Week 8 Mon 1 <sup>st</sup> Sept	Prayer Assembly - 1/2	Spring
Fri 5 <sup>th</sup> Sept	Assembly Sept birthdays	
Week 9 Mon 8 <sup>th</sup> Sept	Prayer Assembly – 1/2	Mary's birthday
Week 9 Fri 12 <sup>th</sup> Sept 9am	Good Shepherd Foundation Day celebration Mass followed by activities	
Term 4		
Week 1 Fri 10 <sup>th</sup> Oct	Assembly – welcome back Term 4 Oct birthdays	
Week 3 Wed 22 <sup>nd</sup> Oct	Mission Day - Well-being Day Liturgy 9am followed by activities	
Week 3 Fri 24 <sup>th</sup> Oct	Assembly	
Week 4 Fri 31 <sup>st</sup> Oct	World Teacher's Day	
Week 6 Tues 11 <sup>th</sup> Nov	Remembrance Day Catherine McAuley Feast Day Liturgy 11am	
Week 6 Fri 14 <sup>th</sup> Nov	Assembly November birthdays	
Week 8 Fri 28 <sup>th</sup> Nov	Christmas Fair 4-6pm	
Week 9 Thurs 4 <sup>th</sup> Dec 2pm	End of year Mass	
Week 9 Fri 5 <sup>th</sup> Dec 12pm	End of 2014 Year lunch	

WELL BEING DAY - FRIDAY 20 MARCH

HARMONY DAY + NATIONAL DAY OF ACTION AGAINST BULLYING & VIOLENCE

ACTIVITY	STAFF	PLACE	RESOURCES NEEDED
Allen's Adventure Story + activity <a href="http://www.takeastandtogether.gov.au/under8/index.html">http://www.takeastandtogether.gov.au/under8/index.html</a>	Mel Hoskins	MacKillop - Sacred Space	iPads x 6 (charged)
Harmony Day balloon activity <a href="http://www.harmony.gov.au/celebrate/do-it-yourself">http://www.harmony.gov.au/celebrate/do-it-yourself</a>	Melissa KB	Ignatius 1	Balloon template + orange crepe paper
Enemy Pie - Make a friendship pie	Rebecca Lennon	Assisi Red	Sunshine online + paper plates/scissors/ colours
Rap about it	Phoebe Bell	Assisi Blue	Youtube (bars & melody)
Collaborative game	Prue Durre	Upper grass area	parachute/leg ropes team walkers
Collaborative game	Sam Howden	Upper grass area	parachute/leg ropes /team walkers
Planting sunflowers in garden?	Sandie Thorncraft	Outside MacKillop	Sunflower seeds/mulch/pots/waterin g cans/gloves
Crumpled paper chain	Jess Peterson	MacKillop Purple	A4 scrap paper/strips of coloured paper/pencils/colours
Bullies, victims & bystanders	Terese Shephard	Library	Bullies, victims & bystanders game
Interactive map + same/different game	Lesley Parry	Admin area	Large world map/pins

