

Religious Education Program Review and Report

MARIST COLLEGE, ASHGROVE

School: Marist College, Ashgrove
Date: Thursday, 1 September 2022

Preamble

This report summarises the review and feedback provided by the RE review and report panel. The report will be provided to the College leadership team for continued action, review and monitoring. It will also be collated with all 2022 RE reports to provide documentation to BCE leadership and the Archdiocese.

Panel Members:

<i>Anne Victor</i>	Chair, Senior Manager – Religious Education Services
<i>Stephen Locke</i>	Education Officer Religious Education
<i>Ellen Bow</i>	Mt St Michael's College, Ashgrove

School Representatives:

<i>Luke McMahon</i>	RE Leader, Marist College, Ashgrove
<i>Danielle Lynch</i>	Head of RE, Marist College, Ashgrove
<i>Liam Beatty</i>	Head of Primary, Marist College, Ashgrove
<i>Jennifer Little</i>	Primary Learning Leader
<i>Mena McLean</i>	Campus Minister

Areas for Commendation by the RE School Program Review Panel

The panel commends the College community and their leadership for the following strengths of the Religious Education Program for Marist College, Ashgrove.

Students and Community

Marist College Ashgrove are to be highly commended for their rich culture of community and attention to the Religious Life of the College. The community connects through the annual theme which is well resourced for the Marist College communities around Australia. The theme for 2022, *Known & Loved: Dignity for all*, is embedded across aspects of College life and celebration. The College is a Catholic learning community inspired by Marcellin Champagnat's vision 'to make Jesus known and loved'.

Their Mission and vision is clear, encouraging young men to be life-long learners, to 'become good Christians and good citizens'. The College motto "Viriliter Age – Act Courageously" is visible and lived, challenging the community to envision a more just and compassionate world.

Demographic information acknowledges changes over the years, and there is welcome and support for students who come to Marist College with little religious knowledge and experience over various year levels. Pastoral and class support is provided and the contexts of all students and their families is welcomed. Documentation highlighting previous schools attended for students enrolling at Marist College is commendable and demonstrates a genuine interest in the stories of families who build the College community.

The Year 5 and Year 7 classes are welcomed to a special introduction and immersion to the Chapel, including an introduction and orientation around the Catholic, Christian and Marist symbolism and iconography, making meaning, especially for the new students to the College.

Religious Education Program Review and Report

Marist College, Ashgrove

There is a richness of connection between the Religious Life of the College, class Religion lessons, and real life experiences. The Marist Brothers, who are on site, are regularly around the community and their presence is a lived experience of engagement for the students.

Strong communication with the community is commendable with ongoing updates to the website and the recent publication of a twice-yearly school magazine, "Viriliter Age". Contact with community engagement also includes the Marist College presence and updates on Facebook, highlighting community engagement and supporting communications about the Religious Life of the College.

The richness of religious life includes prayer assemblies, class masses, whole school masses, reconciliation, full day and extended days for retreat experiences, social justice in action days, as well as acknowledging broader community contexts (e.g. Daniel Morcombe day). There is careful planning and attention to Staff Formation and Marist spirituality days, including special mention of *Staff Breakfast* days throughout the year, with professional learning for building connections and relationships with a common purpose.

Mission is an important and valued aspect of college life. Captaincy and leadership roles for Mission are valued among the students and staff. There is a strong sense of spiritual and justice formation with focus and purpose for meaning making in real life. Students are given opportunities to understand and support world issues through involvement with a number of organisations, such as: Caritas, Catholic Mission, St Vincent de Paul, Rosies, Sony Camp and Marist Solidarity (national Marist connection). Other 'justice in action' groups such as the; *Mates* program (Faith, Relationship and Solidarity.), *Green Thumbs* (stewardship of earth and creation), and *Game Changers* (Marist Youth Ministry program for years 7 – 12), encourage students to become involved in mission across the community.

Curriculum Structure and Organisation

There have been incredible and commendable efforts over previous years and 2022 to review and update attention to curriculum planning for the intentional focus of improving the implementation of Religious Education, with greater meaning making and engagement for students and teachers. There is clear evidence that the Scope and Sequence documents have been reviewed and updated showing coverage of the RE curriculum.

College planning builds a sense of belonging through class prayer and pastoral programs that extend beyond the curriculum planning and design, integrating Marist spiritual life into the Religion classes. There are strong connections for the teaching of Religion with the Religious Life of the College. Documentation for planning is clear and curriculum leaders provide teacher support to understand and deliver class lessons. The strong links to the *Men of Courage* four pillars for education throughout life is evident through the Religion planning and consistent with other curriculum learning areas: *Learning to Know, Learning to Do, Learning to Be, Learning to live together*. Also commendable is the development of the MCA pedagogy toolkit, placing high value on supporting classroom practice with quality resources, including the online resourcing of units of work, lessons and assessment, that are centrally stored and easily accessed by teachers and students (e.g. use of One Note and/or Moodle).

Marist College are commended for their engagement with the BCE Education Officer Religious Education to further develop their growth and understanding of the expectations of the Archdiocese of Brisbane Religious Education Curriculum P-12. Religion teachers are well supported to know and become familiar with RE curriculum as they also engage in regular reviews of each term's learning of Religion to make adjustments and improvements for learning experiences and student engagement. Secondary Religion classes also engage with the *Understanding Religion* textbook resource by Peta Goldberg.

Leadership staff are aware and authentic about timetabling expectations and constraints. Documentation validates that the secondary timetabling is compliant with expectations for student entitlement to learning of RE. The primary classes show multiple opportunities to connect with 'lesson learnings' and acknowledge that time constraints are a reality. Marist RE leadership staff are attentive to timetabling for intent to learning entitlement, and will look for further opportunities to review the strategic documentation timetabling of Primary Religion learning, to highlight and include learning moments around the RE curriculum which are already happening during other times of the day and week outside of structured Religion classes.

Religious Education Program Review and Report

Marist College, Ashgrove

High Quality Learning and Teaching³

The Marist College *Religious Education Program* has strong links to five areas of the Marist College Strategic Plan and there is a strong focus to clearly articulate Religious Education in the 2022 goals and vision.

There have been multiple opportunities for Professional Development with the BCE EORE and the College values ongoing staff PD and formation to promote the high quality of learning and teaching for Religious Education. Relationships are valued and Marist College also develop strong connections with other Colleges and schools.

The addition of the role in the primary campus (Primary Learning Leader) has supported ongoing curriculum development and planning for Religion, consistent with other curriculum areas for Primary classes.

Ongoing review practices and valued resourcing of the Religion curriculum is commendable, including the integration of social justice initiatives and actions, as well as diverse representation, to develop and maintain a high quality of teaching and learning. When reviewing Religious Education, dialogue and feedback from staff is valued. There is evidence of ongoing review and teacher voice to inform a future focus for further curriculum development and staff PD needs. Collaborative planning is clearly documented and stored centrally on Teams, and the development of a culture of expected collaboration is visible through the engagement with the chat stream.

Monitoring and Evaluation

There is clear evidence of monitoring and evaluation of the Religious Education program, planning and assessment. Internal moderation occurs at the end of every term to ensure consistency of teacher judgement. This has been considered highly effective for collaborative practice with the secondary staff when they meet to moderate student assessment as well as review units of learning for further improvement, student engagement and reporting. In the Primary College, assessment samples and information are stored in a Teams' folder, and resourced with One Note resources for students to access.

External inter-school moderation has been progressed and Marist College is connecting with Villanova College to engage in consistency of teacher judgement professional sessions.

The accreditation status for teachers of Religion is monitored and there is budget support and sponsorship for teachers who have study pathways to gain accreditation to teach Religion.

Recommended Areas for Further Development

Marist College, Ashgrove recognise the lived journey of continued improvement and ongoing reviews and updates for their Religious Education Program, working with students, staff and community to investigate future developments for action, from this review process, as recognised by the review panel and College staff present.

It is recommended that there is ongoing collaborative engagement with the *Catholic Identity College Team* for the further development of understanding and enacting of the *Marist College's Strategic Plan*. There is opportunity for learning around some of the terminology of the plan. The terminology of 'evangelisation' presents an opportunity to be further understood and embraced positively, understanding Marist College as a community of faith, and also reflecting how the Marist community live their Mission and Vision. There are also continued opportunities to unpack and respond to recommendations from the Leuven: Enhancing Catholic Identity Project survey data and analysis.

The College currently acknowledges the changing demographic of enrolments from diverse cultural and religious backgrounds. It is recommended that they continue to be an authentically Marist Catholic College open to diversity with a future focus to not only embrace and invite multi-faith dialogue around 'otherness', but to also celebrate the richness of diversity within the community and Marist story.

With the future of a focussed Year 5 enrolment continuing through to secondary and without the greater intake of new students into Year 7, the College will continue the ongoing work and development of the Marist Catholic story from the beginning of Year 5, what it means to be Marist as a lived charism. There is an expressed opportunity to look at the sequence of this development to enhance the journey for the students as they transition to secondary.

The College are commended for their rich and lived religious life, and it is recommended that they will continue to explore opportunities to include Religious Life of the College community stories and mission, to infiltrate all areas

Religious Education Program Review and Report

Marist College, Ashgrove




of college life, to be known as their 'Community Story' and to build and strengthen their Catholic Identity and Marist charism.

The panel recommends that the Primary College work to strategically investigate ways to document the Primary timetabling and entitlement to learning to include other areas of learning that is happening outside of timetabled lessons. This could be achieved through auditing and documenting ongoing micro-lessons and activities that directly connect to the RE curriculum content. The planning and documentation of opportunities for teachable moments, particularly around prayer, spirituality and moral formation, through their understanding of Marist charism and Marist expectations would support their evidence for timetabling.

Teacher agency has a strong voice in the planning of Religious Education, and it is recommended that the College continue to engage in professional dialogue to discern what is needed for curriculum planning, reporting and resourcing. Continued support for the promotion and value of teacher accreditation to teach Religion is strongly encouraged.

The panel recommends that the College engage in some dedicated time to review and reflect on their articulate 2022 Goals and Vision, and to celebrate with the community what has been lived and achieved.

Panel Members endorsement

NAME	POSITION	SIGNATURE
Anne Victor	Chair, Senior Manager – Religious Education Services	
Stephen Locke	Education Officer Religious Education	
Ellen Bow	Mt St Michael's College, Ashgrove	

Signed: 5 September 2022



Anne Victor

Senior Manager – Religious Education Services

Brisbane Catholic Education