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Situational Analysis

St Thomas Aquinas is a co-educational primary school with an enrolment of 175 students from a variety of cultural backgrounds attending the school.

In 2000, the year of Jubilee, the Core Document of Treasures New and Old was published and launched. Since then writing teams have produced the necessary resources needed for the implementation of the guidelines.

During that year the staff of St Thomas Aquinas received their copy of the Document at a Parish Mass where we were all commissioned in the spreading of the Good News.

At the beginning of 2001 staff worked at writing praxis for some of the Units that were trialled and evaluated during the year. As more units became available we worked on a scope and sequence for Multi-age classes within our school.

In 2002 Treasures New and Old' replaced the Sharing Our Story documents.

The revised '*Treasures New and Old* Unit Outlines of 2004 have been implemented in the school to support teachers to develop their Shared Christian Praxis program.

This Curriculum Document has been written in line with our School Mission Statement, our Belief Statement and Across Curriculum Perspectives.

Catholic Ethos

At St Thomas Aquinas we believe that 'Catholic Ethos' is an integral part of our school community and curriculum.

We believe this directs teaching and learning in the experience in the Religious Education program and is the framework through which each teaching and learning experience is presented.

Vision Statement

To encourage the growth of each person through friendship with Jesus.

Mission Statement

At St Thomas Aquinas we live out our Vision in four main ways; through Faith, People, Education and Innovation.

FAITH

- We live out our Gospel values in a Christ-centred community.
- We believe in an education in Catholic faith where all members of the Parish/School community lead by example.

PEOPLE

- We value in the uniqueness of all members of our community and encourage them to share their gifts.
- We respond to the needs of others.
- We build compassionate, caring and forgiving relationships.

EDUCATION

- We believe achievement has its own intrinsic rewards.
- We provide an exciting and challenging environment in which each individual is encouraged.
- We celebrate the joy of discovery and appreciate that mistakes and risk taking are steps to learning.
- We develop each person's growth intellectually, emotionally, spiritually and socially in an atmosphere of love and respect.

INNOVATION

- We believe that our community will continue to grow and change and we must meet and welcome these challenges.
- We renew our mission through reflection and education.
- We search for new ways to proclaim the Gospel.

RATIONALE

Religious Education empowers the teacher/learner to reflect critically upon her/himself, the world and God in the light of personal experience, Sacred Scripture and Tradition.

The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: this is why the promotion of the human person is the goal of the Catholic School.

(Pope John Paul, The Coming of the Third Millennium)

At St Thomas Aquinas:

- We value the learner's life experience.
- We provide opportunities for the children to dialogue, question, make judgments and decisions.
- We see the working through of failure as a positive part of learning.
- We help and enable children to participate fully in the life of the Catholic community.

Religious education is a life-long process to which Catholic schooling contributes.

Its purposes are;

- 1. to foster within each individual a growing understanding of and relationship with God to help individuals to understand themselves and their catholic faith tradition.*
- 2. to have an appreciation of the faith of others;*
- 3. to enable individuals to participate fully in the life of the Catholic community;*
- 4. to heighten each individual's commitment to bringing the light of their faith to a discerning encounter with the surrounding culture and thus working towards its transformation.*

(Treasures New and Old Core Document (2000:)

Across Curriculum Perspectives

Catholic Ethos

At St Thomas Aquinas Primary School we believe that the Catholic School offers a particular cultural experience that is grounded in ‘..a Christian view of the world, of culture and of history’. (CSTTM 1997,n14). This translates into a Christ –centered orientation that permeates all aspects of school life including relationships, structures, celebrations and routines, as well as the formal curriculum. (Archdiocese of Canberra and Goulburn, Treasures New and Old Core Document, Religious Education Curriculum. ACT 2000).

Aboriginal and Torres Strait Islander Education

At St Thomas Aquinas we recognise and value the contributions made by the Aboriginal and Torres Strait Islander cultures to Australia’s identity. We believe that all students should (*HSIE Document says; must have*) have the opportunity to experience (*their cultural and natural heritage*) aspects of traditional and contemporary Aboriginal and Torres Strait Islander societies and cultures. It is important that our students develop an awareness of the spiritual nature of these people’s relationship with their environments.

Australian Education

An Australian perspective in Religious Education recognizes and values the unique cultural, natural and social heritage of all Australians.

At St Thomas Aquinas we recognize and value the dynamic nature of Australian society. We encourage an understanding of Australian history, society and economic structures especially as they relate to Church history, customs and practices. We appreciate the diversity of the Australian identity.

Environment Education

At St Thomas Aquinas we believe that each and every person has a role to play in protecting and sustaining the environment.

We (will) encourage positive attitudes towards the preservation of the natural environment and promote confidence and skills to make positive changes to protect the ecosystem.

We (will) help the children to recognise and appreciate God as creator and to appreciate their environment through the Christian values they express in their personal behaviour.

Gender Equity

At St Thomas Aquinas we acknowledge that in the eyes of God we are all equal. We recognize the importance of providing a gender equitable environment. We model skills and behaviours that assist students in developing equal and respectful relationships with each other, regardless of gender. We ensure that inclusive language is used in prayer and scripture.

Information Communication and Technology

At St Thomas Aquinas we believe that Information and Communication Technology is an integral part of our curriculum. The staff and children have the opportunity to locate, evaluate, select, organize and present information in relation to Religious Education. Internet access and the inclusion of Interactive Whiteboards in each classroom as well as The Information Literacy Centre ensures all children have the opportunity to use these new technologies to demonstrate the good news of God's love. Liturgical celebrations are enhanced, as are parent information sessions for sacraments through the use of digital presentations, video, and sound recordings.

Literacy

At St Thomas Aquinas we believe that literacy is an integral part of our curriculum. Literacy in Religious Education is fostered by providing opportunities for children to express and learn about their faith and spirituality through reading, writing, talking and listening.

Teaching the form of genre that is found in the Scriptures also enriches the literacy perspective in Religious Education.

Multi-cultural Education

At St Thomas Aquinas we provide the children with opportunities to explore other religions and customs. We value the richness of cultural and ethnic diversity, which exists within our community.

We ensure that the values, backgrounds and faiths of our community are respected. We provide opportunities for children to participate in Multi-cultural events especially during NAIDOC, Mission and Asia Week.

Special Needs

At St Thomas Aquinas we accept children with a wide range of abilities, individual differences and special needs. We encourage an open communication process between the child's family and the school, to work together to best meet the needs of all children. As we work to foster each child's unique gifts and talents we are also trying to follow Jesus' example of accepting everyone.

Provision is made, where necessary, for their inclusion at Mass and Sacraments.

Work Education

At St Thomas Aquinas we believe that Work Education is an integral part of the curriculum. We endeavor to engage students in activities that promote an understanding of personal attributes (physical, intellectual, emotional) and how they affect personal performance in work tasks at home and at school. We promote an awareness of a variety of occupations and of the stereotypes that exist regarding different occupations.

The Work Education perspective provides children with opportunities to focus on development of life skills such as team work, problem solving and research activities. Work education also encourages the students to make informed decisions based on Christian teachings.

Global Perspectives.

At St Thomas Aquinas we recognize and understand that Australia has a unique place in the world.

We engage the students in activities that promote an understanding of ways in which our family, school and wider community are interconnected through our relationships with each other.

We encourage the students to develop a sense of generosity and responsibility towards communities in need throughout the world and to appreciate that our prayers and actions are significant.

Social Justice Perspective

At St Thomas Aquinas all students have the opportunity to explore themes of Social Justice in our RE Curriculum by developing a sense of compassion,

We engage students in activities that promote the understanding that all people are created equal and that all people should be treated with dignity and respect.

Students are encouraged to promote the rights of others.

“Christians are called to respect the dignity and uniqueness of each person”
(Treasures New and Old” 2000:47)

LIVING OUT OUR MISSION STATEMENT

At St Thomas Aquinas we live out our Mission statement by:

- Living our school motto
- Whole school Gathering each Monday morning to pray and reflect on our special value for the week.
- Staff prayer each morning.
- Most classes attend mass each Thursday.
- Thursday masses prepared by classes, teachers and parish.
- Special Masses e.g. Grandparents Day, Mission Mass, Volunteers and Giving Mass.
- Presentation Mass for Sacraments.
- Year 6 Graduation Mass.
- Retreat days for sacramental groups including children from PSR.
- Liturgies for Special Days e.g. Ash Wednesday, Feast days, Easter, Advent and Christmas.
- Class Liturgies
- Home Sacrament Program where Parish and School are involved.
- Integration in Social Skills Program.
- Mission Fete
- Making allowances for children with special needs.
- Recognition of special achievements.
- Community support system for times of sadness or hardship
- Class prayers each morning
- Making banners for special occasions
- Whole school focus for Sacramental classes.
- Participation in Community events.
- Newsletter
- Welcoming environment for parents and helpers.
- Buddies
- Special allowance for hardships.
- Inclusion of children of other Faiths
- Prayer: formal and informal
- Recognising birthdays.
- Developing a sense of justice
- Prayer altar in classroom
- School choir for Sunday Masses and visits to Nursing Homes

SCHOOL EXIT OUTCOMES

As a school community we will work towards children leaving St Thomas Aquinas with the following qualities that we believe are enhanced by involvement in Religious Education.

Spirituality

We want the children to grow in love for God

At St Thomas Aquinas we want the children to appreciate our Catholic faith tradition. We will strive to lead children to be compassionate, forgiving, loving, truthful and fair. We would like the children to be prayerful, peacemakers and optimistic for the future.

Character

We want the children to grow in integrity and self-worth.

Our religion program provides opportunities for children to develop personal life-long qualities that will enable them to contribute to society in a positive and fulfilling way.

Thinking

We want the children to think critically, and reflect on their learning.

Religious Education provides opportunities for students to solve problems by learning about the teachings of Jesus Christ and apply them to today's modern society. The children will be encouraged to think critically and make independent choices. We want them to reflect on their learning by applying their learnings in a practical way to their everyday life and by becoming people who can make right choices independently.

Citizenship

We want children to value themselves and to live out our motto "To Care."

Through such activities as gospel discussion, missions, History of the Church, participation in Liturgy and personal prayer. Children will value themselves, their families and others. Through Religious Education the children will develop values and attitudes that will equip them to participate as responsible citizens.

Communication

At St Thomas Aquinas we want the children to listen effectively and speak confidently.

At St Thomas Aquinas we will provide opportunities for children to communicate their understanding of the Church's teaching about their Faith. Children will demonstrate and present these understandings in a variety of ways including drama, dance, music, prayer, biblical reflection, written petitions, prayers, ICT, creative arts, involvement in Sacramental classes and Parish activities. The children will be encouraged to reflect on God's word and deepen their understanding of the Bible as story containing religious truth.

AGREED PRACTICE

SHARED CHRISTIAN PRAXIS

At St. Thomas Aquinas Primary School we seek to help children integrate faith and life. We believe that effective and meaningful Religious education is fostered through the use of Shared Christian Praxis. All teachers use this Shared Christian Praxis for programming. By using effective quality teaching and learning strategies in Shared Christian Praxis, each child is actively encouraged and provided with opportunities to grow in their relationship with God and others, as they pass through recognizable stages of faith development.

The Shared Christian Praxis process is grounded in the understanding that God has been and continues to be present and active in the community of faith, in the Spirit. The expression of the living faith of the community through history is carried in the community's Tradition.

Religious education according to the Shared Christian Praxis approach promotes the believing, valuing and acting of the learner who is making meaning of their life now. An important context for this meaning-making activity is this living Tradition, the faith and life of the community.

(Treasures New and Old Core Document Religious Education Curriculum K-12, Catholic Education Office Canberra-Goulburn, 20001:59)

Within Shared Christian Praxis are the following movements



(Treasures New and Old Core Document K-12, , 2001, p.62)

RELIGIOUS EDUCATION OUTCOMES

SCOPE AND SEQUENCE OF STAGE OUTCOMES				
STRAND	EARLY STAGE 1	STAGE 1	STAGE 2	STAGE 3
GOD <i>Communion of Love, Source of all Being, Eternal word and Holy spirit.</i>	Recognise God as giver of all that is good, experienced in people and the world around us.	Recognise God as giver of all that is good, experienced in people and the world around us.	Understand we are created in God's image and called to membership of a loving community.	Explain ways in which God is inviting us to participate in the growth of the Reign of God.
JESUS CHRIST <i>Word made flesh, the wisdom, freedom and compassion of God.</i>	Recognise Jesus as a human being who reveals God's love for us.	Recognise Jesus as a human being who reveals God's love for us.	Explain that Jesus is present in the Church community and sends us the Holy Spirit to enliven and guide us.	Articulate and understand that Jesus, present in our lives in many ways, offers hope to the world.
CHURCH <i>Body of Christ, communion in the Spirit, community of disciples, witness to unity and justice, pilgrims in service to the Word</i>	Name the Church as God's family: a believing, welcoming, caring and celebrating community.	Name the Church as God's family a believing, welcoming, caring and celebrating community.	Identify the Church as a community that celebrates the life and work of Jesus.	Describe the pilgrim church as being empowered by the Holy Spirit to be a sign of hope, reconciliation and service to the world.
SACRAMENTS <i>Ritual celebrations of the experience of God's spirit in the midst of life.</i>	Express that the Sacraments are ways by which we are welcomed into the Church Community, reconciled and invited to share the special presence of Jesus.	Express that the Sacraments are ways by which we are welcomed into the Church Community, reconciled and invited to share the special presence of Jesus.	Explain ways the Sacraments are celebrations of the presence of God in the lives of Christians.	Investigate the Sacraments as ritual celebrations in the experience of God's Spirit in our lives.
SCRIPTURE <i>Word of God in inspired human words, interpreting the community's foundational experience.</i>	Recall and reflect on familiar scriptural material.	Recall and reflect on familiar scriptural material.	Explore ways in which scriptural texts apply to their own experiences and are used in Prayer and Worship.	Distinguish different styles of writing in the Scriptures and connect the scriptural message with everyday life.
CHRISTIAN LIFE <i>Growth in discernment and responsibility, gifted and challenged in transforming presence of the Spirit</i>	Explore ways that Christians in their lives express love for God and neighbour	Explore ways that Christians in their lives express love for God and neighbour.	Investigate how Christians make loving choices that are informed by the example of Jesus.	Interpret ways that Christians can respond generously to God's love of us and all creation.
PRAYER <i>Growing in faithful relationship, listening, trusting and celebrating the living God.</i>	Recall and reflect on familiar scriptural material.	Understand that prayer is an expression of God's relationship with each of us and a way of responding to this relationship.	Name different forms of Prayer and Liturgical Celebrations.	Describe the many forms of Prayer that facilitate the movement of the Spirit in our relationship with God.

RELIGIOUS EDUCATION SCOPE AND SEQUENCE

The scope and sequence of Religious Education at St. Thomas Aquinas has been developed from the trialling of units from the Treasures New and Old document of 2001 and The revised *'Treasures New and Old'*

UNIT OUTLINES OF 2004.

Where possible, teachers integrate units with other KLAs ensuring that the Liturgical Calendar is followed.

A two year cycle has been developed to enable teachers to plan in stages and incorporate all the outcomes adequately. All Stage Outcomes and Key Concepts are taken directly from the Syllabus Document at the appropriate Stage and Content Level.

The seven content areas are:

- 1. God:** Communion of Love, Source of All Being, Eternal Word and Holy Spirit.
- 2. Jesus Christ:** Word Made Flesh, The Wisdom, Freedom and Compassion of God
- 3. Church:** Body of Christ, communion in the Spirit, community of disciples, witness to unity and justice, pilgrims in service to the word.
- 4. Sacraments:** Ritual celebrations of the experience of God's spirit in the midst of life.
- 5. Scripture:** Word of God is inspired human words, interpreting the community's foundational experience.
- 6. Christian Life:** Growth in discernment and responsibility, gifted and challenged in transforming presence of the Spirit.
- 7. Prayer:** Growing in faithful relationship, listening, trusting and celebrating the living God.

Individual unit outcomes are formulated from the Unit Outlines and Key Concepts.

SCOPE AND SEQUENCE - CYCLE A – ODD YEARS

Some units may vary in timing depending on sacramental Programs.

STAGE	TERM 1	TERM 2	TERM 3	TERM 4
Early Stage 1	I Am Special, so are You Lent and Easter	Welcome to God's Family I Can Talk to God	Jesus Our Friend I Care for God's World	Mission - Living like Jesus Let's Get Ready The Christmas Story
Stage 1	God Let's Talk Easter	Hear the Voice of God Pentecost	Celebrating Mission – Sharing with Others	Getting Ready for Jesus The First Christmas
Stage 2	We Prepare for Easter	God's Holy Word God's Presence in Our Lives Celebrating the Gift of the Spirit.	Community of Believers Following Jesus	Mission - Serving Others The Promise is Fulfilled
Stage 3	Sacred Stories The Easter Season	Called and Confirmed (Yr 5/6)	People of Prayer Mission - Witnessing and Proclaiming	Responding to God's Call The Meaning of Christmas
All Stages	Ash Wednesday St. Patrick St. Joseph Annunciation	Anzac Day Pentecost Ascension Body of Christ NAIDOC	Grandparents Mass Mary MacKillop St. Thomas Aquinas	All Saints, All Souls Remembrance Day Giving Mass

SCOPE AND SEQUENCE - CYCLE B – EVEN YEARS

Some units may vary in timing depending on sacramental Programs.

STAGE	TERM 1	TERM 2	TERM 3	TERM 4
Early Stage 1	I Am Special, so are You Lent and Easter	God Is... Welcome to God's Family I Care for God's World	I Can Talk to God Jesus Our Friend	Mission- Living like Jesus Let's Get Ready The Christmas Story
Stage 1	Jesus, Life of Love Lent Easter	Stories of Jesus Pentecost We are Part of God's Church	Jesus Helps Me to Choose	Mission – Loving God and Others. Getting Ready for Jesus. The First Christmas
Stage 2	For Creation Praise Journey to New Life.	Jesus Models Forgiveness Celebrating the Gift of the Spirit	Sacraments of Initiation - Eucharist	Mission – Reaching Out The Message of Joy and Peace The Promise is Fulfilled
Stage 3	Living as Disciples Walk with Jesus. From Darkness to Light	Sacramental Life	The Church in Australia Creation Our Responsibility	Mission – Living and Sharing Prepare the Way Celebrating Jesus the Light
All Stages	Ash Wednesday St. Patrick St. Joseph Annunciation	Anzac Day Pentecost Ascension Body of Christ NAIDOC	Grandparents Mass Mary MacKillop St. Thomas Aquinas	All Saints, All Souls Remembrance Day Giving Mass

Shared Christian Praxis and Best Teaching Practice

	MOVEMENT 1	MOVEMENT 2	MOVEMENT 3	MOVEMENT 4	MOVEMENT 5
	<i>Looking at Life</i>	<i>Sharing our Life</i>	<i>Knowing our Faith</i>	<i>Making the Faith our Own</i>	<i>Living our Faith</i>
FOCUSING ACTIVITY	Share experiences that are familiar to students	Probe and reflect on that experience and understand it more deeply	Present Scripture and Tradition related to the topic	Apply Scripture, Tradition to our own lives	Decide on what action can be done - how it can be lived
<ul style="list-style-type: none"> ▪ Music ▪ Photographs ▪ Role Play ▪ Story ▪ Literature ▪ Artefacts ▪ Word Web ▪ Slides ▪ Pictures ▪ Objects ▪ Mime ▪ Movement ▪ Brainstorming ▪ Y Chart ▪ Visual Display ▪ Newspaper Item 	<p>Expression of:</p> <ul style="list-style-type: none"> ▪ knowledge ▪ feelings ▪ beliefs ▪ understandings <p>Expressed through:</p> <ul style="list-style-type: none"> ▪ Brainstorming ▪ Y Chart ▪ Inside-Outside ▪ Circle ▪ Thinking Hats (red, white, yellow) ▪ Cooperative Learning activities <p>Stimulated by:</p> <ul style="list-style-type: none"> ▪ Writing ▪ Art ▪ Song ▪ Movement 	<p>Reflection through:</p> <ul style="list-style-type: none"> ▪ Think/Pair/Share ▪ Think/Pair/Square ▪ Y Chart ▪ T Chart <p>CORT Thinking - PMI</p> <ul style="list-style-type: none"> ▪ Research ▪ Journal ▪ Thinking Hats (black, white, red, yellow) ▪ Open ended questions ▪ Guest speaker <p>Expressed through:</p> <ul style="list-style-type: none"> ▪ Drawing ▪ Interviews ▪ Posters ▪ Prediction ▪ Demonstration 	<p>Share the Vision through:</p> <ul style="list-style-type: none"> ▪ Drama ▪ Multiple Intelligences <p>Thinking Hats (red, yellow, black, white)</p> <ul style="list-style-type: none"> ▪ Role Play ▪ Bloom's Taxonomy <p>Investigating:</p> <ul style="list-style-type: none"> ▪ Doctrine ▪ Prayer ▪ Liturgy ▪ Tradition <p>Explored through:</p> <ul style="list-style-type: none"> ▪ Research ▪ Questioning ▪ Media ▪ Creative interpretation eg. puppetry/posters 	<p>Appropriating the Christian Story through:</p> <ul style="list-style-type: none"> ▪ PMI ▪ Thinking Hats (red, green, blue) ▪ Journal Writing ▪ Guided reflections ▪ Multiple Intelligences ▪ Reflections ▪ Letter Writing ▪ Fish Bowl <p>Explore questions which:</p> <ul style="list-style-type: none"> ▪ Recall previous activities ▪ Encourage discussion ▪ Verbalise understanding <p>Expressed as:</p> <ul style="list-style-type: none"> ▪ Prayer, Liturgy, Ritual, the Arts 	<p>Planning for action through:</p> <ul style="list-style-type: none"> ▪ Think/Pair/share ▪ Think/Pair/Square ▪ Thinking Hats (green, red) <p>Inner-Outer Circle</p> <ul style="list-style-type: none"> ▪ T & Y Chart ▪ PMI ▪ Fish Bowl <p>Reflection</p> <ul style="list-style-type: none"> ▪ Journal Writing ▪ Multiple Intelligences <p>Recorded as:</p> <ul style="list-style-type: none"> ▪ Action plan ▪ Poster ▪ Project ▪ Letter ▪ Collage ▪ Liturgical Celebration

Assessment

At St Thomas Aquinas we believe that assessment is a vital part of any curriculum process and it is most effective when it is based on data gathered by a variety of strategies. We believe that effective Religious Education assessment is a continuous process, is outcomes based, encompassing skills, attitudes and knowledge and should be formative and summative.

→ We believe that effective assessment in Religious Education enables teachers to: identify individual strengths and weakness and provide information for teachers, children and parents on attainment of outcomes

→ Items to be assessed will be identified by an asterisk.

Choosing Assessment Tasks

Area of Assessment	Examples of Tasks
Knowledge and understanding	quizzes, multiple choice, true/false, matching questions and answers, written and spoken texts.
Skills	assignments and projects, create posters, performances, research projects, locate, categorise and sequence selected scripture passages
Values	actions, spoken and visual texts

Rubric for Assessment – Early Stage 1 (Kindergarten)

Score	Summary/Description	Language Descriptors
Experiencing Difficulty- Is <u>yet to display knowledge</u> , understanding and application of the content, processes and skills in this area.	<ul style="list-style-type: none"> ▪ Understanding not yet evident 	Unable to communicate ideas and knowledge
Developing - Is <u>beginning to display knowledge</u> , understanding and application of the content, processes and skills in this area.	<ul style="list-style-type: none"> ▪ Developing some understanding of central ideas, concepts and skills 	Communicates ideas and knowledge in limited situations
Competent Displays a <u>thorough knowledge</u> , understanding and application of the content, processes and skills in this area.	Understands central ideas, concepts and skills	Communicates effectively in a variety of situations

Rubric for Assessment – Stages 1 – 3 (Year 1 – 6)

Score	Summary/Description	Language Descriptors
E The student has an <u>elementary knowledge</u> and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.	<ul style="list-style-type: none"> ▪ Little progress or understanding evident ▪ No task attempted ▪ Limited Achievement 	Ineffective strategies, communication and/or reasoning
D The student has a <u>basic knowledge</u> and understanding of the content and has achieved a limited level of competence in the processes and skills.	<ul style="list-style-type: none"> ▪ Attempts the task ▪ Makes some progress ▪ Partial but limited grasp of the central ideas reveals gaps in knowledge, conceptual understanding and/or relevant skills ▪ Basic Achievement 	Little evidence of effective strategies, communication and/or reasoning
C The student has a <u>sound knowledge</u> and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.	Task accomplished Central ideas demonstrated and understood Good understanding of relevant knowledge, concepts and skills Sound Achievement	Evidence of planning and communication strategies used
B The student has a <u>thorough knowledge</u> and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills in most situations.	Task accomplished with high level of competence Comprehension and understanding displayed at a high level High Achievement	High level planning, clear communication of strategies used
A The student has <u>extensive knowledge</u> and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.	Fully accomplishes the task, but uses methods and/or makes interpretations significantly beyond those specified for this level Outstanding Achievement	Strategies, communication and/or reasoning significantly beyond those specified for this level

REPORTING

At St Thomas Aquinas written reports are sent home to parents during Term 2 and again towards the end of Term 4.

Outcomes will be recorded in school reports.

Formal parent teacher interviews are held following the Term 2 report and before the Term 4 report.

Informal interviews are held whenever requested by teachers or parents.

RESOURCES

At St Thomas Aquinas a wide variety of resources are used for Religious Education. These resources are located in the Resource Room and Library.

In the Treasures Guidelines there is a list of resources for each Unit and these will be purchased to compliment those we already have.

One of the resources produced for use with Treasures New and Old is a Teaching Strategies Resource Book. A copy of this is available for each teacher.

We also have a list of resources available at the CEO Resource Library.

Prayer Box for Missions
Sunday Readings
Advent /Christmas Book

Music;

M Mangan: My Spirit Sings

Renew and Rejoice
Children of the Light
Saints and Celebrations
Follow the Star
Sing Jubilee

Willow Connection: As One Voice

C Landry: Hi God 1,2,3,4.

M Brown: God is.....

A Remembering Heart

M Herry: Sing Spirit, Sing Life.

Catholic Missions: Face Of God

Trish Watts; Prophets of Hope.

Deep Waters

Amanda Mc Kenzie

Peter Kearney: All The world is Sacred.

Celebrate

Maranatha Music: Kids Praise

John Burland; Let's Celebrate

Christopher Walker: