

St Benedict's Catholic Primary School

RELIGIOUS ED Program





We walk in God's ways where we live, love, learn and celebrate.

Our School Story and History

St. Benedict's Catholic Primary School acknowledges the Gubbi Gubbi people as the first owners of the land on which the school is build.

Officially opened in 2008. St Benedict's is located in Mango Hill and caters for students from Prep to Year 6. St Benedict's College was established in 2013, and operates on the same grounds, but with a separate Administration and staff.

St Benedict's is within a very high growth area for population. Initially planned as a three-stream school, high demand for enrolment saw this extend overtime to reach our capacity of four streams in 2022 with current enrolments sitting at approximately 760 students across 28 classes.

Our school has become adept at responding to change. This has never been more evident than in the last two years during the Covid 19 Pandemic. Our teaching demographic is that of a staff that changes constantly, with new teachers joining our community both at the beginning of each new year and a number throughout each year. Our teaching staff predominantly consists of teachers with between 1-15 years teaching experience, with a few with experience beyond this.

We are a distinctive Catholic Community whose unique culture and ethos permeates through our words and actions. We are founded on the charism of St Benedict, whose rule offers the foundation to our work and the voice to our community. The Benedictine charism is brought to life through our daily prayer practices, our whole school observance of PAX time, various ways we enact the religious life of our school and our various aspects of community spirit. St Benedict calls us to 'come as guest' to all interactions and to '*listen with the ear of our heart*'.

Our school motto '*Walk in God's Ways*' reflects the ideals of St Benedict, and in his footsteps, we are people who:

- Live the gospel values through authentic relationships.
- Love all others as Christ, seeing the good and God in all.
- Learn together through dialogue and active listening.
- Celebrate and cherish all people and everything they bring to our community.

Vision, Mission and Values

In 2022 St Benedict's re-imagined its Vision and Mission documents. This process was extensive, involving consultation staff, parents, and students. This was undertaken to ensure the school's Vision and Mission statement reflects the current context of our community and clearly articulates our desired future of bringing together faith, life and culture.

Vision

Inspired by St Benedict's, we unite to *Walk in God's Ways* as a peaceful, compassionate and hope-filled community of learners who enrich our world.

Mission

At St Benedict's we bring alive our vision to *Walk in God's Ways* through how we live, love, learn and celebrate together to:

- Live with Jesus to help develop balance, peace and wellbeing.
- Foster a positively engaged community of learners.
- Cultivate welcoming and respectful relationships.

Values

- *Peace*: We bring love to life in ourselves and others, by living more with Jesus. Our prayerful intention to the ways God is present in all things calls us to relatively and sustainably care for the world and all resources.
- *Learning*: We work towards continued personal growth and love of learning, recognising our limits without losing hope and accepting our gifts with humility. We listen to scripture and to one another with 'the ear of the heart'.
- *Community*: We adopt habits of mind and behaviour that is life giving and contribute to the good of all, making everyone feel at home and welcome in a community that considers and maintains the wellbeing of all. We come as Guest.



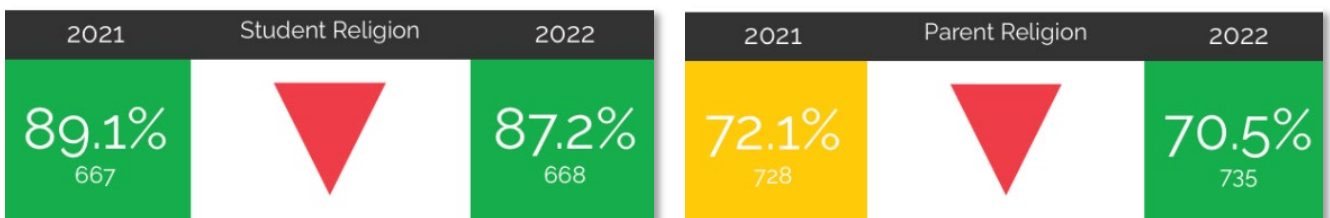
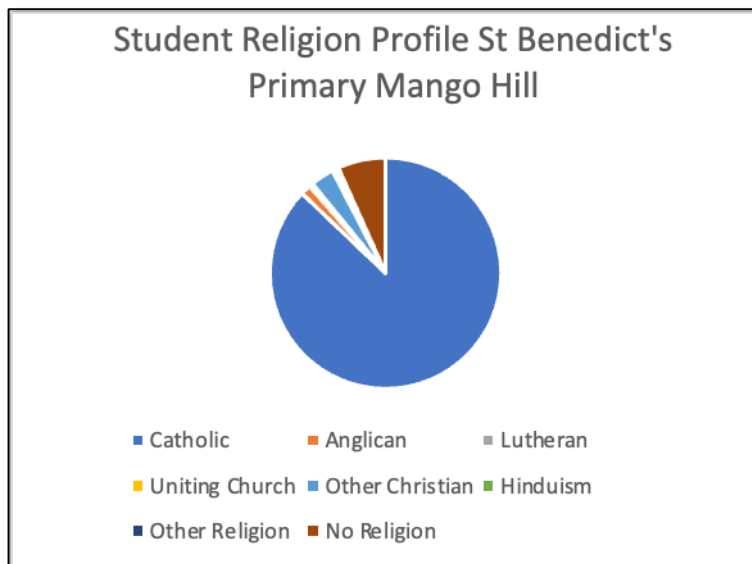
Element 1: Students and Community

Faith and Family Demographics

Teaching and learning in Religious Education at St Benedict's is responsive to the needs and religious backgrounds of students and their families.

St Benedict's Catholic Primary School has a high percentage of Catholic families with a number of students identifying from other Christian religions and a proportion of our families identifying as having no religion. The school's enrolment data, however, indicates a gradual trend away from organised religions. Whilst a significant proportion of our school community identify as Catholic, this does not necessarily translate to weekend mass attendance, or to our families actively practicing the faith. St Benedict's seeks to share and celebrate our Catholic Christian faith with all in our community and strive to ensure all feel welcomed and accepted, regardless of religious affiliation or faith background in both the Religious Education Classroom and in the wider expression of our faith through the religious life of the school.

Teachers are aware of the religious background of their students and consider this in the planning and teaching of the Religion Program.



Data taken from Power BI

Vision for Religious Education

At St Benedict's Catholic Primary School, we share and promote the Vision for Religious Education as articulated by Brisbane Catholic Education and the wider church.

"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."

p.10. Archdiocese of Brisbane (2020) 2nd ed Religious Education Curriculum P-12 Archdiocese of Brisbane.

St Benedict's aspires to educate young people who will leave our school with religious literacy as well as being formed in faith. Our vision is to provide quality learning in Religious Education, that promotes a culture of critical thinking, openness to diversity and authentic dialogue in which students are challenged to live their faith in an authentic way. There is alignment between the academic learning of Religious Education and the Religious Life of the School. This is evidenced in scope and sequence documents and short cycle planning, as St Benedict's seeks to prioritise both quality learning in Religious Education and the faith aspect of the religious life of the school.

Our vision is underpinned by the teaching of our Patron, St Benedict, who taught moderation in all things; the dignity of work; drawing closer to God through the renewal of the mind, placing a strong emphasis on learning and scholastic disciplines.

Our school motto 'Walk in God's Ways' challenges our students, families, and staff to actively engage with Jesus' message as the model for living, and to go beyond our immediate community to live the gospel message in our world.

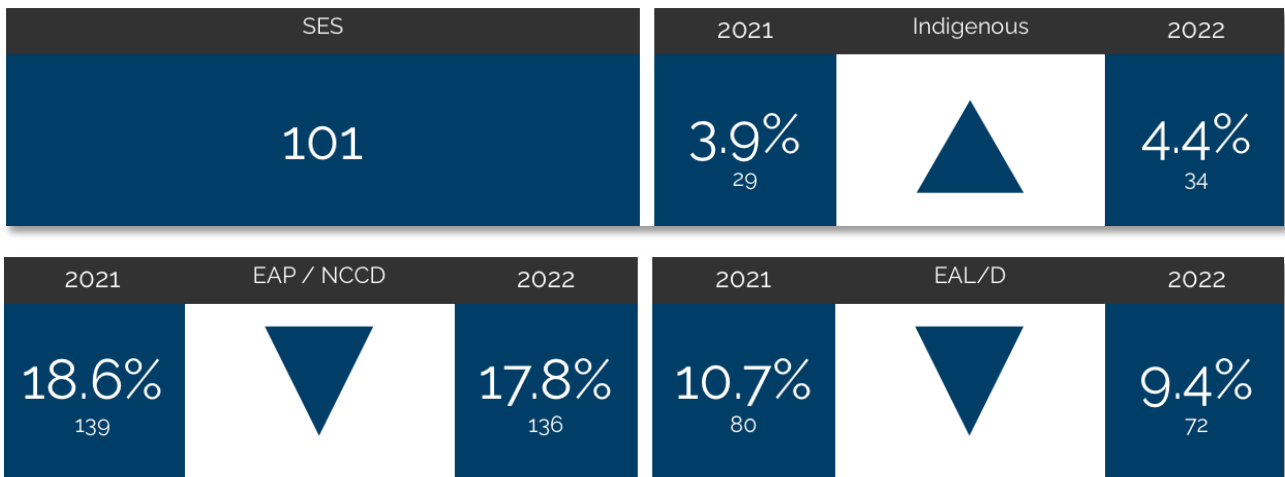
The Contemporary Context of Religious Education

Our religious education program is responsive to the needs and backgrounds of our students and to the contemporary contexts of our society.

St Benedict's is aware of the changing demographics that influence the learning and teaching of Religion in schools. We are continually challenged to engage families in Religious Education in rich and relevant ways and seek to reflect a Catholic Christian worldview that integrates faith, life and culture.

Societal Context:

The St Benedict's school community reflects a diverse social context. Our Socioeconomic Status (SES) indicates that our students experience a higher-than-average socioeconomic advantage. The St Benedict's community is culturally diverse and the school has a high level of students who are recorded on the Nationally Consistent Collection of Data (NCCD). Adjustments for these students are made in year level and planning documents so that they have equal participation in the Religious Education Curriculum and the Religious Life of the School.



Ecclesial Context:

We value our diversity and seek to engage the families of our community in inclusive ways that integrate the faith, life, and culture of the wider community. We acknowledge that St Benedict’s is the connection for many families to the Church and that we are called to demonstrate and expose our families to the Catholic mission, outreach, pastoral care, and general Catholic community spirit. We strive as a Catholic school to provide a genuine place of real and specific pastoral ministry to our community and to be the face of Jesus to all who walk through our gates. We aim to promote knowledge, deep understanding, and skills about Catholic and broader Christian traditions within the wider evangelizing mission of the Church.



St Benedict’s Primary School sits within St Benedict’s Parish. St Benedict’s became a parish in 2017, separating from Holy Cross Parish and Redcliff City, served by Parish priest Fr Bryan Roe. The parish operates its Masses from the St Benedict’s Primary School Hall. Plans to build a church on site are ongoing, with the vacant land adjacent to the primary school oval being a proposed site. The enrolment growth at the primary school makes it increasingly challenging to fit the whole school community into the hall space for whole school Masses and liturgies.

The school and Parish foster a close working relationship, working together to positively influence the culture of Mass attendance, as a way to fulfil the evangelising mission of the church, with students from Primary classes being regularly rostered on to lead the ministries at Friday Parish Mass and an open invitation to all year levels to regularly attend Mass each week. Fr Bryan Roe enhances and provides richness to this participation through regular school visits, with the purpose of ensuring the children’s understanding of the readings and prayers of the weekly Parish Mass.

St Benedict’s supports the Sacramental program of St Benedict’s parish with a high proportion of St Benedict’s students making the sacraments. School Leadership and classroom teachers support the celebration of the sacraments, with attendance where possible. The school and parish also work closely together in social outreach initiatives, including the annual parish St Vincent De Paul Christmas Appeal.

Educational Context:

St Benedict's approaches teaching and learning in a holistic capacity that ensures that Religious Education is taught with the same academic rigour and rich teaching experiences as other learning areas. All educational programs developed are based on the *BCE Religious Education Curriculum P-10*, *BCE Model of Pedagogy* and *The Learning and Teaching Framework*. St Benedict's values and prioritises differentiation and strives to ensure learning is engaging and accessible for all students.

The religious life of St Benedict's school seeks to engage the students in the broader context of the wider community. We have a large teaching staff with varying backgrounds, expertise, and wisdom, comprising of 30 classroom teachers across 28 classrooms. Staff engage in regular professional development in Religious Education and formation.

Digital Context:

St Benedict's encourages students to be creative, critical and responsible users of digital tools. We aim to educate our students to be ethical, digital citizens. Digital resources are used to enhance learning including 1:1 iPads in 3-6, use of Microsoft Teams and OneNote and other applications such as Book Creator to enable rich, digital experiences for our students in the explicit teaching and learning activities embedded in our *Religious Education Program*.

Our Beliefs About Learners and Learning in the Religion Classroom

At St Benedict's we believe every member of our community is made in the image and likeness of God and is called by name to come and live life to the full. Our beliefs about learners and learning at St Benedict's is therefore centred around our core belief that we have been called to ensure that every learner, every day, is moving forward in their learning and is flourishing as a person on their journey to becoming a faith-filled, successful, active and informed member of our global community.

As such, our school promotes high expectations for all learners, strengthened by our belief that all learners can learn and flourish to high levels given the right time, resources and support; and all teachers can teach and flourish to high levels given the right time, resources and support. We strive for excellence by fostering a love of learning, through nurturing a growth mindset and providing daily opportunities that support, challenge and motivate.



The Alice Springs (Mparntwe) Education Declaration on Educational Goals for Young Australians (2019) informs our planning and teaching in Religious Education, noting two goals:

1. That the Australian Education System promotes equity and excellence.
2. All young Australians become:
 - Confident and creative individuals;
 - Successful lifelong learners; and
 - Active and informed members of the community.

Our school 'Vision for Learning' is intrinsically linked to these goals and is embedded in the school's Mission, Motto, Charism, and Values for Learning which are currently under review as part of the school's 2022 Catholic Identity Goal – 'To reimagine the vision and mission of St Benedict's school'.

Collaborative Planning, Monitoring and Review

At St Benedict's, teachers engage in collaborative planning in their year levels to develop units of work and pieces of assessment that respond to the diverse needs of all students. Teachers use the school's unit planning template for RE planning.

The APRE works cyclically with classroom teachers of Religion to explicitly plan Religious Education learning experiences. When released for planning, generally 2 teachers per year level are released to work together and these teachers then communicate planning to the wider team during year level team meetings. The Primary Learning Leader and ST-IE support the teachers in the planning process as necessary. It is an expectation that adjustments for students are included in the planning and teachers use their knowledge about their learners in their classroom to interpret the curriculum flexibly to meet the individual learning needs of students.

Teachers meet weekly in Professional Learning Teams. In these meetings, Year Level colleagues cyclically plan, review and moderate student learning in Religious Education. At the end of each term the PLL and APRE engage in a compliance audit, and feedback is given to teachers to ensure planning is compliant in relation to learning intentions, success criteria, line of sight, learning and teaching sequence, assessment and adjustments.

Communication to Parents and the Wider Community

At St Benedict's Catholic Primary School we seek to share and celebrate the Catholic tradition with parents, care givers, students and staff. Participation in and communication about the religious life of the school and various school celebrations provides opportunities for parents and caregivers to expand knowledge of, and commitment to, their own faith journey.

St Benedict's regularly communicate to parents and the wider community about opportunities to be involved in the religious life of the school and other community events through the weekly school newsletter, "Be Informed" Facebook posts, fortnightly year level newsletters, Celebration assemblies, school board and CSP meetings, and the school website.

Impact of BCE Initiatives

St Benedict's has created an Explicit Improvement Agenda (EIA), developed in response to Brisbane Catholic Education's adoption and use of the National School Improvement Tool (NSIT). In 2022, St Benedict's EIA was to narrow and sharpen the school's focus on comprehension as a way of improving student learning outcomes. Where possible, links are made between the EIA and the Religious Education Curriculum, so that alignment exists and RE does not stand alone in the learning and teaching agenda. A comprehension focus has allowed teachers of religion to use the *Three Worlds of the Text* and the *Context Text* models to improve the comprehension of scripture texts in Religious Education. Additionally, St Benedict's creates an Annual Improvement Plan each year, with a specific goal being formed in the area of Catholic Identity.

In 2021, the Catholic Identity goal focused on teacher understanding of scripture as a way of improving student learning in Religious Education. In 2022, the Catholic Identity goal focused on re-writing our school vision and mission.



In response to system messages about curriculum delivery, all teaching and learning in Religious Education is planned in short, responsive cycles. Year Level *Scope and Sequence* documents are reflective of these short cycles of planning and are reviewed regularly to ensure the learning and teaching sequences follow a logical and developmental sequence that support learning that builds on prior knowledge and is responsive to the needs of all learners.

St Benedict's ensures curriculum compliance for all curriculum areas, including Religious Education. Whole school planning documents are used to plan Religious Education short term cycles of work. Continued focus on the use of the achievement standard as the learning intention, and content descriptors as the success criteria, is an expectation in the delivery of the Religious Education curriculum.

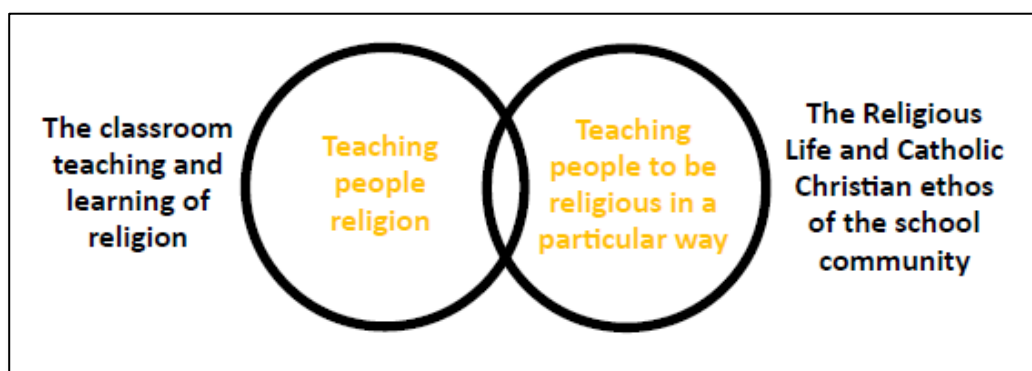
St Benedict's continues to engage in the use of Brisbane Catholic Education's *High Yield Strategies* (learning walks and talks, data walls and review and response). School leadership and classroom teachers engage in these strategies from a Religious Education lens where relevant.

Element 2: Curriculum Structure and Organisation

Model for Religious Education 'A Catholic View of Learning and Teaching'

The Model for Religious Education shapes the structure and organisation of the program.

St Benedict's Catholic Primary School models the learning and teaching of Religious Education on the Brisbane Catholic Education '*Model for Religious Education*' (Religious Education Curriculum P- 12)



p.12. Archdiocese of Brisbane (2020) 2nd ed Religious Education Curriculum P-12 Archdiocese of Brisbane.

As such, both dimensions of Religious Education, classroom curriculum and explicit teaching of Religion and the religious life of the school are intentionally planned for, as are opportunities for these complimentary dimensions to merge in meaningful activities and experiences for our learners.

The religious life of the school has been intentionally considered when designing school positive behaviour for learning documents and procedures. To ensure a link between different areas of the school, our school motto '*Walk in God's Ways*' has provided the conduit to ensure a common language is used daily by all members of our community. Each day students follow our '*Walk in God's Ways Matrix*' in how they do the St Benedict's **WALK**.

This link allows for themes of Catholic social teaching to be reflected in how we engage students in learning about how we live our Catholic identity through a behaviour framework.

- We respect
- Act responsibly
- Learn together
- Keep safe

The Reconceptualist Approach to Teaching and Learning in Religious Education

Consistent with the pedagogical approach outlined in *BCE'S Religious Education Curriculum*, staff ensure in their planning and teaching of Religious Education:

- Avoidance of presumptive language.
- Teaching about the tradition.
- Powerful pedagogies.

St Benedict's takes an educational, rather than a catechetical, approach to Religious Education. We do not make assumptions about prior knowledge or practice, and in this way we cater for students from diverse religious backgrounds. The Benedictine charisms of hospitality and compassion provide a framework with which we can '*listen with the ear of our hearts*' to the beliefs and experiences of others.

St Benedict's also adheres to proven strategies that promote visible learning and engages in the collection and analysis of relevant data to ensure academic rigour in the school's Religious Education delivery.

Time Allocation and Effective Timetabling

Teachers are made aware of the time allocation for the teaching and learning of Religious Education, with a minimum expectation of 2.5 hours a week being allocated, with daily class prayer not being part of this time allocation. Induction processes for new staff ensure time allocations and effective timetabling are highlighted and stressed. Class timetables are provided to the Principal each term and are maintained on file.

Design Principles for Religious Education at St Benedict's

Religious Education at St Benedict's is viewed as a rigorous, academic subject and as such is viewed in a similar way to all other learning areas. Whilst having features that make it unique, such as the *Reconceptualist Approach*, fertile questions, *Three Worlds of the Text* and prayer; many BCE pedagogies such as *Visible Learning*, *The Gradual Release of Responsibility* and even the *Context Text Model*, with its similarity to the *Worlds of Text Model*, allow for the consistency intended.

RE Planning is part of whole school planning processes and where necessary includes the Primary Learning Leader, Support Teacher Inclusive Education and Curriculum Resource Manager. Year levels use the Religious Education *Line of Sight* to track planning and progress through the year.



In addition to the use of *Line of Sight* documents for planning and review in the teaching and learning of Religious Education, a *Scope and Sequence for Religious Education* exists for each Year Level. The *Scope and Sequence* documents were collaboratively created between the APRE and year level classroom teachers, using the *Line of Sight*, mandated scriptures, content descriptors and deep and surface learning, to provide a clearer understanding of focus areas within terms and across the year. These documents are consulted and reviewed regularly to ensure learning is sequential and builds on previous knowledge. In this way, they are aligned vertically with the curriculum of other year levels.

Element 3: High Quality Learning and Teaching

Accreditation Requirements and Professional Learning

St Benedict's has a clear process for staff to gain and maintain Accreditation to teach Religion in a Catholic School. The APRE uses BI data to determine the accreditation status of teaching staff. The APRE meets with teachers who require further study to gain full Accreditation to teach Religion. Study commitments are made clear to new staff and pathways to accreditation are discussed including participation in REAP and scholarship pathways.

Each year the school aims to provide professional development in line with system, and our own school strategic direction. Both Professional Learning under the categories of *TEACH RELIGION* and *To TEACH in a Catholic School* are covered. It is made clear that the school cannot provide all hours required through an accreditation period. All available professional learning outside the school (that becomes known to the APRE) is highlighted for teacher consideration, highlighting it's teaching and learning benefit first, and for its accreditation support second. All support staff including school officers, administration staff and grounds staff are invited to attend professional learning in formation in January each year. This allows for all staff, regardless of their role to be included and valued as staff at a Catholic school.

In the last 5 years, St Benedict's has had an annual goal in the area of Religious Education and/or Catholic Identity and staff have received professional learning around these goals.

Powerful Pedagogies and Meaningful Learning Experiences

St Benedict's Primary School uses the *BCE Model of Pedagogy* to provide evidence-based, high-impact and responsive teaching that results in learning progress and achievement for each student. The model of pedagogy is used by teachers to inform planning, teaching, assessing and reporting in Religious Education by:

- Focusing on student's progress and plan to accelerate this.
- Establishing clear learning and intentions and success criteria from the *BCE Religion Curriculum P-10*.
- Activating learning and multiple ways of knowing and doing.
- Responding with feedback to support the student in their next steps to achieve the success criteria.
- Evaluating the impact of teaching on each student's learning progress and achievement.



Focus:

Identify, monitor and respond to each student's progress using a set of assessment practices and tools to inform the teaching and learning of Religious Education. This practice is most effective when our teachers:

- Draw data from [assessment techniques](#) to gain a complete picture of a student's progress and achievement.
- Engage in frequent opportunities to collaboratively moderate student work.
- Identify progress, prior achievement and experiences of each learner and plan to build on these when introducing new learning.
- [Analyse and use data](#) (individually and collectively) to inform and identify aspects of the curriculum to directly support student needs.
- Engage regularly with the [High yield strategies](#) at a school, cohort and class level to identify patterns and respond through targeted instructional strategies.

Establish:

Plan, teach and assess from the approved Religion curriculum to develop each student's knowledge, understanding and skills to comprehend and compose a range of texts for a range of purposes. This practice is most effective when teachers:

- Plan directly from the BCE Religion Curriculum P-10.
- Identify and make visible the curriculum learning intentions from the achievement standard, co-construct success criteria guided by the content descriptions and set related learning goals.
- Identify and plan for the use of specific [Gradual release of responsibility](#) strategies.
- Use the [Context-text model of language](#) and Three Worlds of the Text model where relevant to enhance student understanding and achievement.

Activate:

Explicitly teach the demands of each focus area of the Religion curriculum through ongoing targeted cycles of contextual learning and teaching. This practice is most effective when teachers:

- Use the [five contexts for learning and development](#) to teach multiple ways of knowing and interacting and to provide multiple opportunities for practice (P-2).
- Use [whole-part-whole](#) to organise the classroom to support explicit and differentiated teaching that moves each student's learning forward.
- Recognise and activate student voice to co-construct learning opportunities through [goal setting, questioning, feedback and dialogue](#).
- Activate learning through the use of a repertoire of [Gradual release of responsibility](#) strategies.

Respond:

Provide opportunities for teacher, self and peer feedback that is ongoing, progressive and moves learning forward. This practice is most effective when teachers:

- Use the instructional loop on a daily basis that links [Learning intentions, Success criteria](#) and [feedback](#).
- Teach explicitly how to seek, receive, give and act on [feedback](#).
- Provide [feedback](#) at the levels of task, process, self-regulation and self.
- Plan for and implement a range of techniques and tools that provide effective [feedback](#) that is relevant, timely and specific.
- Seek, receive, give and act on [feedback](#).

Evaluate:

Establish practices and processes that identify and evaluate the impact of teaching on student progress and achievement. This practice is most effective when teachers:

- Set [student goals](#) regularly and monitor progress toward them.
- Use the [High yield strategies](#) recurrently at a school, cohort and class level to gather and analyse progress and achievement.
- Utilise regular cycles of [data analysis](#) based on a range of evidence including: student achievement and progress data, student progress data, student beliefs survey data, student voice and peer observation and feedback.

At St Benedict's, we are very deliberate in ensuring Religious Education is considered in the same way as all learning areas. Because of the level of complexity of some of the content in the Religion Curriculum, aided by the lack of connection to the tradition at the family level, connections to the Religious life of the school are made as often as possible to allow a lived and meaningful experience of the curriculum for our learners.

Assessment and Reporting

Differentiation in planning ensures multiple opportunities for students to demonstrate what they have learnt and caters for the diverse needs of all learners. Formative and summative assessment opportunities are provided to allow students to demonstrate all aspects of the achievement standard to their best ability.

Learning intentions and success criteria are made clear in planning documents and drive the learning experiences and assessment of each unit of work. Teachers are considerate of what learners might need to demonstrate to achieve beyond the standard required. Discussion about the cognitive verbs in the achievement standard is had at a planning level and informs the design of assessment tasks. Marzano's taxonomy is used in planning discussions as a way of designing assessment tasks that allow for higher order thinking processes to be considered. All assessment at St Benedict's is marked on a 5-point, A-E scale, in line with our school reporting processes.

Consistency of Teacher Judgement

Judgement and moderation of student achievement at St Benedict's is not viewed as a point in time process, but rather as an ongoing and embedded cyclical process. Timetabling changes has allowed Year level teams to be released in blocks of time to work together in cyclical processes of assessment and moderation, as a form of intraschool moderation. The Professional Learning Team structure also allows for a targeted focus on monitoring and review of student work and learning and teaching cycles.

At St Benedict's, very deliberate efforts have been made to ensure that Religious Education is viewed as an academic subject equal in rigour to all others. Classroom teachers participate fully in the CTJ process each year, collecting and submitting student achievement data following moderation in Term Four each year. Where possible, teachers participate in interschool moderation through CTJ day.



Element 4: Monitoring and Evaluation

Processes for Monitoring Planning

The school has a mandated planning template and all teachers are expected to use this document in order to achieve consistency in planning. Links between the curriculum and the religious life of the school are made clear in *Scope and Sequence* documents, and these are considered prior to planning new learning experiences.

The APRE conducts a compliance check of each year level's planning at the end of each term and provides feedback to teachers to ensure planning is compliant and reflective of whole school processes.

Processes for Monitoring Student Achievement

Teachers assess learning in both formative and summative ways during each learning and teaching cycle. Summative assessment is marked on a 5-point scale and assesses student learning against the expected achievement standard. Assessment pieces form a body of student work, which is used to provide students an achievement mark of A-E in SRS. This mark gives an overall achievement in Religious Education.

Process for Monitoring Staff PD and Accreditation to Teach Religion

Accreditation requirements are made clear to staff at the beginning of the year and regular reminders are given through the year. The APRE will give updates about accreditation requirement at RE staff meetings as appropriate, including informing teachers about the updated 'Spire About Me' page where teachers can find information about their own accreditation status.. The APRE monitors the accreditation status of staff through Power BE and new staff are met with and clear direction of study pathways are given. Staff are reminded through emails and face to face meetings about the hours they are required to maintain accreditation each year and professional development opportunities are highlighted as a way of ensuring all staff maintain the correct accreditation status.

Process for Monitoring the Religious Life of the School

Clear examples of each of the four strands of the Religious life of the school are present within our community and are explicitly planned for.

- Religious Identity and Culture.
- Social Action and Justice.
- Evangelisation and Faith Formation.
- Prayer and Worship.



All members of the Leadership team use regular opportunities, including newsletters and assemblies to breadth and depth each strand wherever possible. It is made clear to the staff community that it is the responsibility of all to enact and enliven the charism and build an authentic Christian community that supports the dignity and worth of all.

Our School Motto, Vision and Beliefs and chosen charisms of St Benedict are regularly discussed, highlighted, celebrated and made visible. From our school motto, *Walk in God's Ways*, the Word **WALK** has become the focus of all behaviour, relationships and interactions.

- We respect
- Act responsibly
- Learn together
- Keep safe

We have a strong relationship with the parish. A parish mass is held in our hall weekly. Classes actively participate in the masses and our generous priest avails his time to classes outside of these mass times as well.

