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Sommario/riassunto	This book examines and reports the findings regarding the level of satisfaction by students, teachers and parents with an innovative senior secondary Religious Education curriculum 'Religion, Meaning and Life' (RML). The stimulus for RML is found in the changing profile of students within faith-based schools and the motivation of school authorities to be inclusive and responsive to changing needs and priorities of students and families. Curriculum practices typically mirror this continuing renewal as community expectations give rise to innovation in curriculum practice. This concept of continuity and discontinuity is evidenced in the field of Religious Education,, which recognizes religious plurality while giving preference to an imagination centred on inclusion, hospitality and respectful dialogue. In this context, new pathways are being explored as the reality and

significance of Religious Education in faith-based school remain a priority for Christian organizations in Australia. Mindful of the diversity of expectations within the Catholic school, the curriculum initiative of RML was developed, supported and implemented. The La Salle Academy of the Australian Catholic University reviewed this senior secondary curriculum across three years and presents in this book an independent, evaluative report of the findings, together with insights for implementation at scale and associated applications across Christian faith-based institutions.
