- Purpose to development of class vision and rules
- Offer a range of social, physical and academic tasks
- Rich tasks with a range of activities that cater for different strengths, learning styles and interests
- Various groupings
- Concrete learning
- Open-ended tasks
- Negotiated curriculum
- Scaffolding of tasks
- Guest speakers
- UQELF
- Specialised visitors
- Differentiated curriculum
- Support personnel
- Modified tasks

- One-on-one support
- Choice of options to demonstrate the goal
- Use of multi-levelled criteria sheets
- IEPs

- Multi-lit
- Scaffodling
- UQELF
- Supporter reader
- Reading freedom
- Concrete learning
- Support personnel
- Modified tasks
- One-on-one support
- Various groupings

- Differentiated curriculum
- IEP
- Student-centred inclusive practices
- Rich task with a range of activities that cater for different strengths, learning styles and interests
- E.A.P. profiling,
- S.S.A.T.
- Indigenous support programs
- Behaviour support,

- Parish mass – school choir,
- Weekly mass – Tuesday
- Caritas
- St. Vincent De Paul; Assist a Student, Christmas Appeal,
- Liturgies
- Sacramental program,
- Caring Mass,
- Father Pat visit class,
- Mission
- Maroon for Malol
- Pastoral Care
- Values

- Criteria sheets
- Offer a range of social, physical and academic tasks
- Open-ended tasks
- Specialised visitors e.g. LifeEdVan raw art
- Rich tasks with a range of activities that cater for different strengths, learning styles and interests

- Canberra trip,
- Personal development leadership days,
- Assembly committee
- Writing competition
- Variety show
- Caring Mass
- Tuesday mass
- Support a reader
- Grandparents day
- Literacy groups
- Newsletter committee
- Parents- parent group, helpers, guest speakers, swimming, excursions, surveys, P and F, home cooking,
- Gympie Zone sports
- Maths challenge
- Interschool sport
- P.I.N.
- A.N.Z.A.C. Day march
- Sacramental program,
- Handbook for parents,
- Thank you morning tea,
- St Vincent De Paul appeal,
- Assist a student (St. Vincent De Paul)
- Fundraising for Malol,
- Parish Mass choir,
- Missions,
- Villa visits for arious activities,

- Father Pat visits to classes,
- M.S. Read-A-Thon,
- Units with a community focus e.g. environmental, recycling,
- Pet Pep
- Jump Rope for Heart,
- Motor program,
- Prac teachers,
- I.E.P. meetings,
- Employment opportunities for adults with a disability
- Big Breakfast,
- Parish grants,
- Class raffles,
- Open communication between school and parents.
- Buddies,
- Sport specialist visits – Auskick, hockey, cricket, tennis,

- Visits to library and Art Gallery
- Visits from specialist in the community e.g. local authors, doctors, Cleanaway, emergency services

Professional development

C.T.J. moderation

Use multi-levelled cirteria sheets, reporting and assessment, curriculum planning days and folios

- Specialised visitors e.g. LifeEd, raw art, arts council
- Vegetable garden
- Cooking
- Real-life play situations
- Pet PEP
- Visit from members of the community- authors, music specialists,

- Mr. Money Bags
- Class blog
- Raw Art
- Active roles in liturgies and masses
- Puppets to tell story/tale on a role
- Assembly presentations
- Advertising events and causes such as healthy eating week
- Negotiated curriculum
- Class performances – Fairy Tale plays, circus, Variety Show, end of year concert, Canberra Night
- Excursions – Canberra, activities afternoon, local Art Gallery, Underwater World, Australia Zoo, Tin Can Bay, museum, astronomy night, sunshine coast, Mapleton,
- A.N.Z.A.C. Day
- St. Patrick's Day

- Grandparents Day, Mother's Day, Father's Day
- Year Seven leadership committee
- Roadcraft
- Buddies
- Reading/literacy groups
- Show and tell/ news
- Class jobs
- Signs
- Big Breakfast
- Local library visit
- Class projects / investigations turned into school yard improvements
- Book Week activities
- KWL strategy
- Power Point presentations
- Pastoral Care
- Negotiating roles in group – conflict resolutions

Learning takes place in a safe and supportive environment.

Learning caters for different stages of development by being flexible and outcomes orientated.

All success is acknowledged.

Learning caters for the diverse needs and learning styles of the learners.

Every learner is, in some way,
- Like all others,
- Like some others and
- Like no others.

Learners are given opportunities to express and celebrate their faith.

Learning gives witness to the Gospel by integrating faith, life and culture.

Learners are diverse individuals and are capable of success in learning.

The Catholic Christian Tradition is valued in the learning environment.

Learners are valued and are treated with dignity and justice.

Learning is an active and life-long process.

Knowledge and understanding are constructed through inquiry and active investigation.

Learning occurs when individuals are engaged in the process.

Literacy Circle

We value the contribution made by parents, school, parish and community to the learning process.

Learning is collaborative and develops a sense of co-operation between the participants of a community.

Learning is purposeful and meaningful when it encompasses real-life and life-like experiences.

Opportunities for learning arise from personal, shared and world experiences.

Learners are given the opportunities to contribute back to the community.

Learning is supported by quality curriculum documents and resources.

Learning is built from learners' experiences and interests.

Teachers have a strong commitment to quality teaching and learning grounded in current research.

Learning is grounded in a strong educational framework.