

Mel Maria Catholic Primary School

Strategic Plan

2018-2020



History

Mel Maria was established in 1973 by the rationalisation of:

St Joseph Pignatelli Catholic Primary School, Attadale, Corpus Christi Catholic Primary School, Myaree, Our Lady Queen of Peace Catholic Primary School, Willagee and the Primary School of Santa Maria College.

All of these schools existed separately in their own right, however because of their size and their limited resources they struggled from an educational perspective to meet curriculum requirements. Following a series of meetings in 1972 involving the community of each of the schools, it was decided to amalgamate all the schools and Mel Maria came into being.

Mel Maria today is a tribute to the wisdom and the foresight of the then Principal of Corpus Christi, Myaree - Sr. Joan Smith. Though she never worked as such at Mel Maria she will always be remembered for her dedication in sowing the seeds from which Mel Maria has grown and blossoms today.

The first Principal of Mel Maria was Sr. Florence O'Sullivan who was followed by Sr. Marie Fitzgerald and the first lay Principal Mrs. Janet Purcell.

The name Mel Maria was chosen because all three campuses are in the City of Melville. "Mel" comes from the first three letters of Melville and also has Irish derivation meaning "place". "Maria" comes from the link with Santa Maria College. The McAuley campus was originally the Primary School of Santa Maria. Mel Maria therefore means "the place of Mary". The patroness of Mel Maria is Our Lady of Mercy and her feast is celebrated on September 24th.

Our School

Mel Maria is a two campus, Catholic co-educational primary school catering for approximately 800 children from Pre- kindergarten to Year Six. The completion of our building program ensures the children enjoy modern facilities on both sites. Providing an environment based on Gospel values we aim to develop the full potential of every child, promoting a spirit of inquiry and a thirst for knowledge.

The school has a history of academic excellence and is at the forefront of implementing a dynamic curriculum. The ongoing development of numeracy and literacy skills is of a high priority and enrichment programmes are conducted on both sites for the gifted and talented children and those requiring enrichment. A broad range of academically based competitions enhance the pastoral and educational programmes offered. The curriculum also includes Japanese for all children from year three upward and a comprehensive music and instrumental programme, encompassing the performing arts is offered throughout the entire school. Our physical education programme has expanded to include an out of school hours sports programme.

The use of technology is fully integrated within the curriculum and technology is readily available to children within each classroom. Year 4- 6 students utilize a one to one iPad program. The school library is a focal point for the children providing them with a wide variety of rich resources to stimulate their creativity. Each campus has its own library both of which are networked together. Although physically separated our community endeavours to fulfil the motto of the school. "Unity is Strength".

Vision

Excellence in Catholic Primary Education

Purpose

It is our aim that Mel Maria Catholic Primary School is part of an accepting community; an authentic Catholic school, where the values of Catherine McAuley prevail and where all learning is a joy to be experienced in a creative, educational community, striving for excellence.

Values



STRATEGIC PLAN 2018-2020

FOCUS AREA	GOALS	STRATEGIES	SUCCESS MEASURES
Learning is what we do- We are committed to learning at every level	Foster the individual talents and abilities of each student personalising education to help students strive to achieve their potential	<ul style="list-style-type: none"> • Develop a culture of personalised learning, utilising the implementation of digital technologies. • Continue and adopt school programs to support differentiation ie SEEDs, Enrichment and STEM • Review and utilise data to improve student performance • Implement successful strategies to improve student learning ie: John Hattie's Effect Size on Achievement • Targeted use of school resources • Budget for upgrade of classroom and hub area furniture • Continued implementation of the School's Educational Plan – GECKO co ordinator 	<ul style="list-style-type: none"> • Improvement in growth and percentile ranking in NAPLAN and standardised testing • All students with IEPs & CAPs would have made progress against the goals in their plan • Use of data walls • ICAS and Maths Olympiad scores • Brightpath scoring scale • Visible Learning • NQS checklist • Achievement in Interschool competitions • Whole school scope and sequence
	Promote a culture of excellence in teaching and learning	<ul style="list-style-type: none"> • School Improvement teams and lead teachers lead Professional Development • Develop a whole school scope and sequence for digital technologies, integrating STEM • Expert teachers sharing quality-teaching strategies • Teacher Self Review and goal setting to improve student achievement 	<ul style="list-style-type: none"> • Climate Survey Data • Professional Reviews using AITSL standards • Peer observations and feedback • Parental feedback

	A safe learning environment, which supports the education of the whole child in body, mind and spirit	<ul style="list-style-type: none"> • Whole school behaviour management policy- Restorative Practice • Whole school emotional well being program – social skills, resilience – High Way Heroes • Use of Protective Behaviour programs – Keeping Safe Program • Continue to develop Play based and Outdoor Learning Programs • Nominated OSH officer 	<ul style="list-style-type: none"> • Student self-reflection and assessment • Student/Teacher/Parent feedback • School audit
	Build creative thinking and expression in students	<ul style="list-style-type: none"> • SEEDs program • STEaM Program Years 1-6 • Promotion of community artistic and cultural events • Robotics Program PP- Year 6 • Catholic Performing Arts • Open Night • Indoor and outdoor learning Environments 	<ul style="list-style-type: none"> • Engaged students • Reputation in the community • Increased Enrolments • Waiting Lists
Engagement is essential - We are committed to Catholic Educational through relationship of all.	Build and maintain positive and caring relationships between staff, students and parents.	<ul style="list-style-type: none"> • Provide opportunity for all stake holders to participate in school community events and initiatives • Peer Mentoring programs • School wide buddies for students • Participation in Parish programs • Behaviour management through the use of Restorative Practice • Whole school approach to anti-bullying in health lessons 	<ul style="list-style-type: none"> • Climate Survey Data • School wide use of Restorative Practice
	Foster relationships with the wider community to enrich student engagement and learning.	<ul style="list-style-type: none"> • School based incursion and excursion programs • After school extra curricula programs • Sourcing community members to enhance student learning • Develop a deeper understanding of Aboriginal and Torres Strait traditions and culture 	<ul style="list-style-type: none"> • Increase in community based program ie: Chess Club, Cyber Bullying workshop etc

	Ensure clarity amongst the school community to ensure effective communication and understanding of the school vision.	<ul style="list-style-type: none"> • Implementing protocols and procedures to improve communication • Use the Leading Lights Platform across the school • Review, maintain and update innovative forms of communication across the school • Release a new school Website 	<ul style="list-style-type: none"> • Survey data • School survey • Parent workshops
Accountability is not optional- We have personal and collective responsibility for our success.	Establish and drive a strong school improvement agenda grounded in data evidence.	<ul style="list-style-type: none"> • Continue School Improvement Team and Action Teams • Use school data to lead Improvement • Target resources and funding to support the school improvement process 	<ul style="list-style-type: none"> • Climate Survey Data • School Survey
	Value the outdoor environment as an essential part of the learning process by upgrading and maintaining the external facilities.	<ul style="list-style-type: none"> • Develop an Outdoor Learning Policy and continue to expand our understanding of outdoor pedagogy 	<ul style="list-style-type: none"> • New and improved school grounds • Increased use of the outdoor space to facilitate learning • Climate Survey
	Implement a School Marketing Plan to increase student numbers	<ul style="list-style-type: none"> ▪ Gradually implement the school's marketing plan • Establish and utilise partnerships with local shopping centres • Distribute enrolment flyers to catchment areas surrounding the school • Place articles and advertisements in local newspaper • Purchase new signage for the school 	<ul style="list-style-type: none"> • Increase enrolments • Feedback from new enrolment parents

<p>Disciplineship is our calling – We are committed to deepening our relationship with Jesus.</p>	<p>Develop the school's core values to strengthen the faith development of the school community.</p> <hr/> <p>Establish a social justice program that is based on our school values.</p>	<ul style="list-style-type: none"> • Designate a school value for each term and promote through the school community • Encouraging students to witness the Gospel Values in everyday life through service Eg: Meditation • Continue to participate in parish base Sacramental Program • Participate regularly in the Eucharist • Increase staff/students and community members of the Pope's vision Laudato Si • Increased involvement in community service and activities • Waste Wise, Water Wise and Sustainability programs • Fundraising for charity –LifeLink, charity walk • Inclusion of students with disabilities • Raising students' awareness of acceptance – special needs, various faiths or cultures 	<ul style="list-style-type: none"> • Level of parent, student and staff satisfaction with our Catholic identity and school culture • The extent to which our students are able to articulate their faith • Visible Sustainability projects • Visible Gardening projects • The range of opportunities for Christian service has increased
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