



MEL MARIA
CATHOLIC PRIMARY SCHOOL

Welcome and Prayer

God of all growth,

We ask You to bless all students in
Catholic schools.

May they remain constantly
curious in their pursuit
of knowledge and truth,
May they use their gifts and talents
to spread Your light and love
throughout the earth,
And may all of their learning
ultimately draw them closer to
Your Son, Christ the Teacher.

We make this prayer
in Your Holy Name,

Amen.



Acknowledgement of Country

We would like to begin by acknowledging the Whadjuk people of the Noongar nation, traditional custodians of the land on which we meet today. We pay our respects to their elders past and present. We extend that respect to Aboriginal and Torres Strait Islander peoples here today.



Primary Campus

Year Three – Year Six



Key Advantages

Re-imagining the current dual campus will enable Mel Maria Catholic Primary School to truly operate as “one school” and retain both its name and reputation.

- The transition to a model where all Year 3 to Year 6 students are on the same campus and the specialisation of learning environments, enables a number of benefits for our students.
- Enhance the strong traditions, culture and charisms of the school.
- Appropriate allocation of resources at each campus to further enhance learning.
- Enriched collaboration with both parishes.



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5 Competencies



COMPETENCIES FOR LEARNING AND LEADING

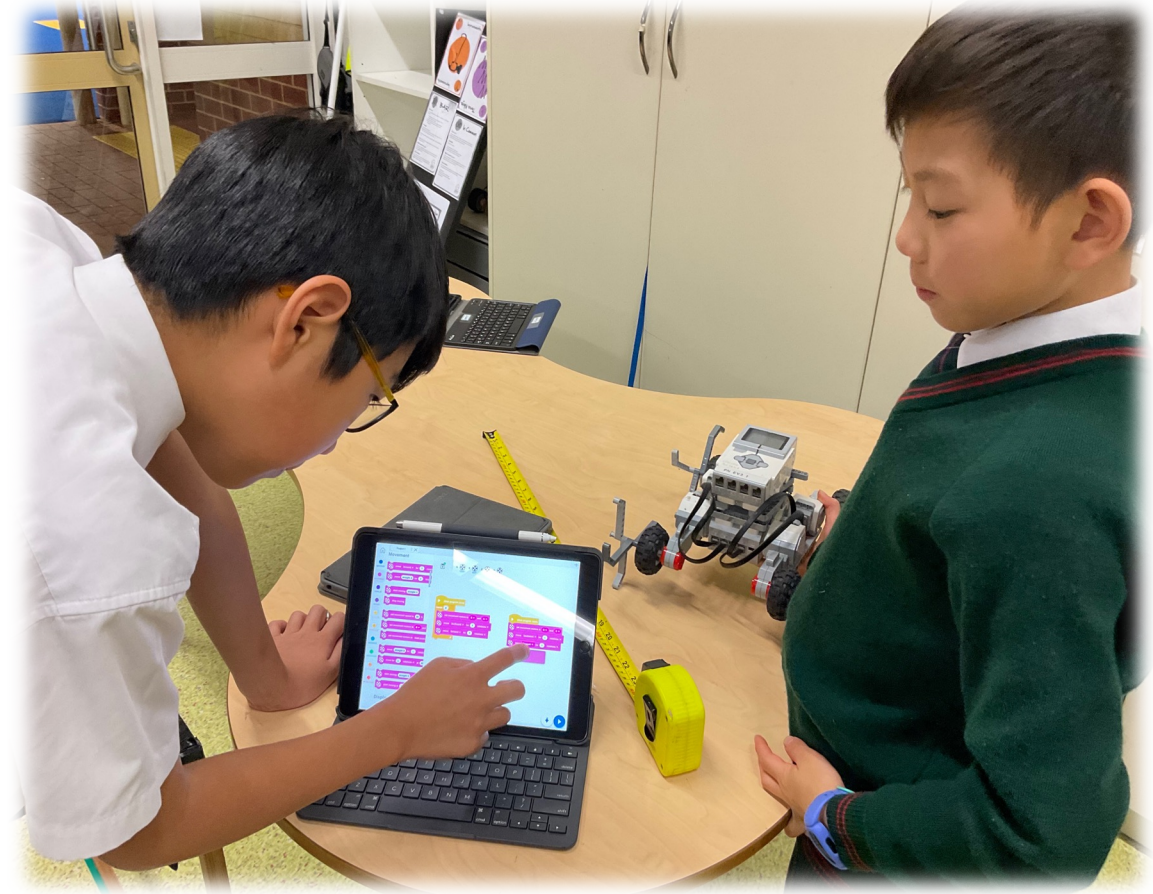
CURRICULUM ENGAGEMENT

CRITICAL THINKING

COLLABORATION

COMMUNICATION

CREATIVITY & INNOVATION



IMAGINE A NEW GENERATION...

**CHANGE IS INEVITABLE;
TRANSFORMATION IS POSSIBLE.**

Master Minds at Mel Maria



Inquiry-based learning is an education approach that focuses on investigation and problem-solving. Inquiry-based learning is different from traditional approaches because it reverses the order of learning. Instead of presenting information, or 'the answer', up-front, teachers start with a range of scenarios, questions and problems for students to navigate.



Inquiry-based learning prioritises problems that require critical and creative thinking so students can develop their abilities to ask questions, design investigations, interpret evidence, form explanations and arguments, and communicate findings.

The Design Thinking Model



Student Feedback

- Openness of Master Minds.
- Working in a bigger open space with Year 6's.
- You can be as creative as you like.
- You can write on the whiteboards and expand your knowledge.
- Get to work with others that have a similar idea to yours.



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Support Education

- Mel Maria also offers learning engagement programs for students who require support or extension.
- Existing classroom programs have been chosen with differentiated learning needs as a focus.
- Support teachers will work within the classroom space in keeping with student well-being and agency as older learners.



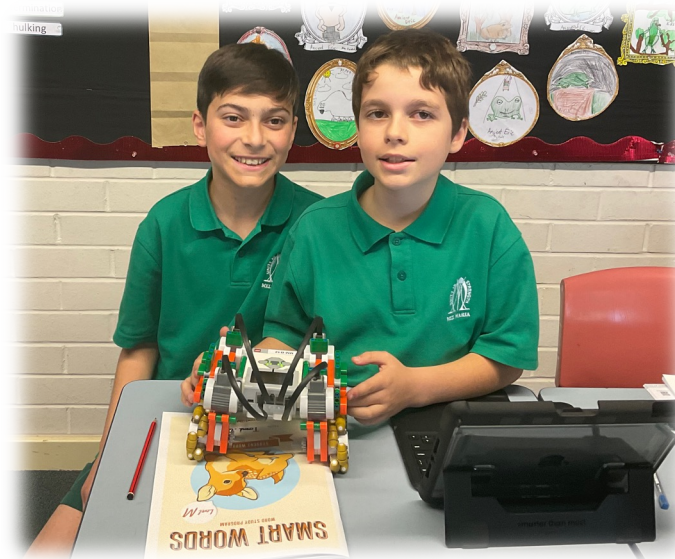
Gifted and Talented Program

- Largest gifted and talented primary program - established
- In place living policy document that outlines the processes and procedures for the identification and support of gifted, talented and able students; gifted policy document.
- Greatest diversity of programs offered: Future Problem Solving, MAG SEEDS, Philosophy, Robotics, Tournament of the Mind, Young Innovators, OW (Words of wizardry) SEEDS, SEEDLINGS.
- Leader in Gifted and Talented network throughout CEWA.
- Mentor to many metropolitan schools and schools through out the South-West, Tasmania.



Classroom STEM/Robotics

Incorporating robotics into education for students in Years 3 – 6 is an excellent way to enhance their learning experience and develop crucial skills in Digital Technology, problem-solving, and collaboration. Robotics can provide hands-on learning opportunities that engage students in practical applications of concepts they learn in various subjects, such as Science, Technology, Engineering, and Mathematics (STEM).



Learning Academy Future Initiative

The Mel Maria Academy is a future initiative that will provide an opportunity for every one of our Year 3 - Year 6 students to develop their talents in a range of learning areas, with a particular focus on STEM.

In weekly Academy sessions, students work with like-minded students and use specialised equipment to develop knowledge specific to their chosen field and foster critical and creative thinking skills.

Students work together to innovate, create and design solutions to real-world problems, using a 'Design Thinking Approach'.

Student Voice is an integral part of the Academy, with students electing their program of choice and driving the direction of their investigations throughout the year. The Academy is supported by resources and spaces such as our STEM Studio.





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Staff Collaboration

- Collaborative learning opportunities between teachers across different year levels is enhanced. This collaboration can lead to the development of comprehensive educational programs that build upon each other.
- We all have opportunities to learn from each other in the same setting and use each other's strengths to create and deliver unique events and learning sessions.
- This will lead to efficient use of facilities, equipment, and personnel resulting in a more effective and streamlined educational experience for all students.

"Alone we can do so little; together we can do so much." - Helen Keller

Differentiated Practice

- This differentiated practice to deepening academic learning of our students by differentiating the pace, depth of content and process of their classroom curriculum.
- The ability to work collaboratively within the classroom allows teachers in Year 3 - Year 6 to cater to each level of development, supporting instruction at an individual level. Streaming personalises the content and pace for each student.

Enhanced Social Development

- Primary year levels from Year 3 to Year 6 on the same campus provides opportunities for positive peer interactions between younger and older students between the ages of 7 and 11.
- Opportunity to foster a sense of community, mentorship and leadership.
- There is an increased opportunity for personalised attention, teachers can focus on the unique needs and characteristics of students within their specific age group.
- This campus setup encourages positive social relationships and provides a safety net for students as they navigate various social dynamics.

Expert Areas

- The new model allows for specialised learning zones designed specifically for each age group. We have tailored resources, furniture, and pedagogy that suits the developmental stages of primary students.
- Staff expertise in catering to the specific developmental needs of upper primary students.
- Move from Generalist to Specialist.



Clubs

- Through surveys and discussions, we have recognised the importance of providing additional avenues for student engagement beyond the traditional classroom setting.
- This offers students the chance to explore their interests, develop new skills, and friendships. Whether it's through Sports, Arts, STEM activities, or other enriching pursuits, we aim to cater to a diverse range of interests and passions.
- We believe that by implementing these clubs, we can further cultivate a dynamic school community where every student feels valued, supported, and inspired to reach their full potential. This will also allow our staff to build relationships with students too.

Before and After School

Sports

Art

Coding

Music

Performing
Arts and
Drama

Engineering

Chess

Dance

School

Science



Cooking



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Student Ministries

The Year 6 Shared Leadership Program has been developed to provide students with opportunities to develop their leadership skills which are an integral part of lifelong learning and being an active member of society. As a Catholic school we strive to follow the Gospel values embedded in Mercy tradition of Service, Compassion, Respect and Justice. Like Christ we aim to embed this all that we do.



Student Ministries

The purpose of this policy is to ensure that all students are supported and encouraged to:

- Develop a sense of belonging, responsibility and partnership by working together within a Catholic community and to follow the teachings of Jesus.
- Demonstrate respect for each person and the environment.
- Strive for unity through co-operation with staff and other students.
- Aim high in all that they do by being exemplary role models.
- Have representation in some areas of decision making.



Building Student Agency



Introduction of SRC – each year level
with student representatives



Your Student Representative Council (SRC) plays a vital role in amplifying student voice, empowering young people to shape their school and community, and fostering a sense of ownership and agency.

Camp - Rottnest Island

The aim for Year 6 Camp is:

- To develop leadership skills.
- To develop an understanding of the role Rottnest Island has in history and its unique environmental value.
- To build and develop new friendships.
- To build personal competencies such as self-identify, self-worth, self-esteem, and self-respect.
- To participate in activities to the best of their ability.
- To develop new skills and a sense of autonomy and trust in their decisions.



Camp - Rottnest Island

The students participate in several activities over the four days. These include:

- Cycling and Fitness
- Movie and Games Night
- Historical Amazing Race
- Beach Games
- Orienteering
- Oliver Hill Gun Tour
- Mass attendance-
Rottnest Island Chapel
- Swimming

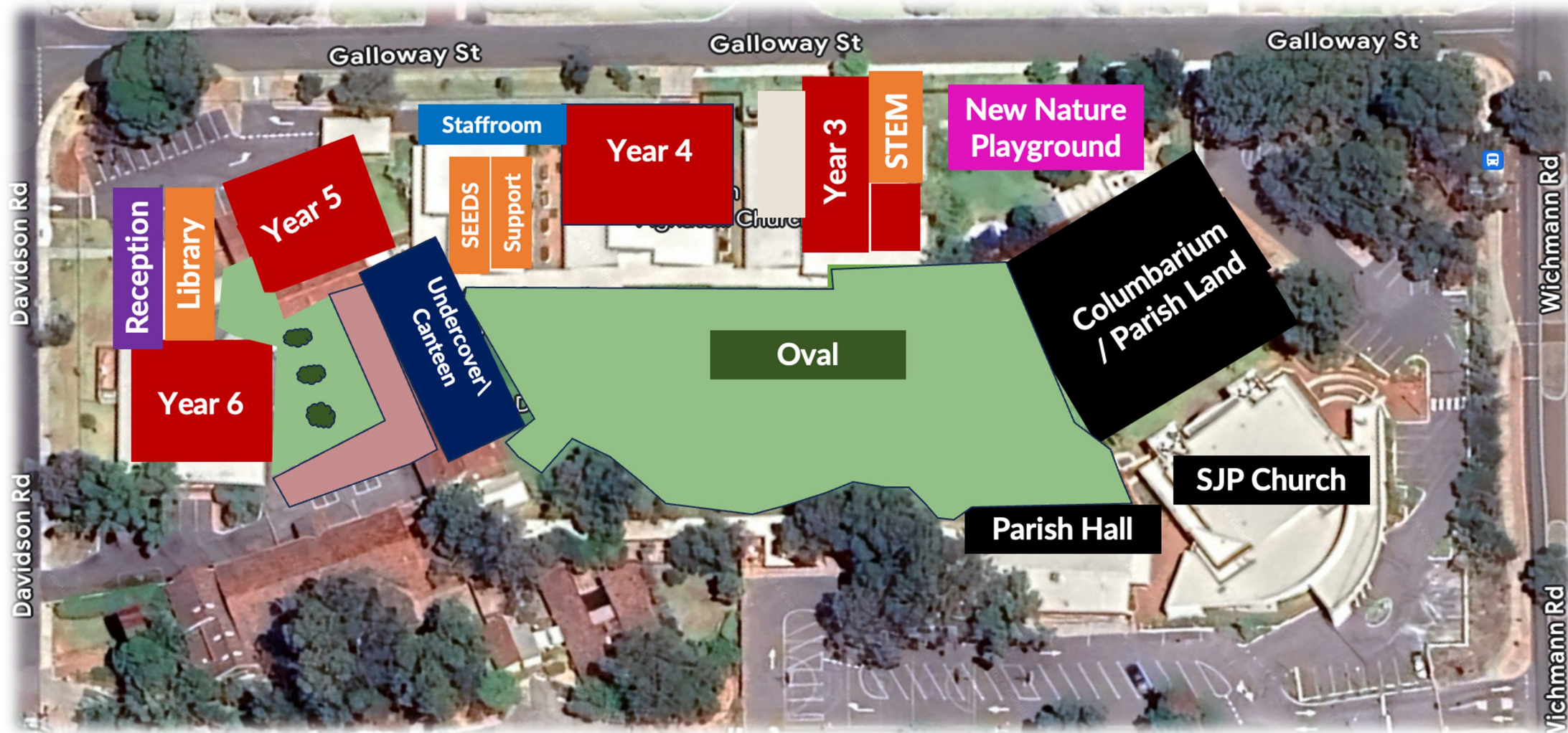


Challenge by Choice



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2025 Primary Campus Map



Capital Development Plan

The refurbishment of the existing Early Learning Building into a Year 3 Hub and STEM facility.

This includes:

- Forming four classrooms.
- Installing new booths within the central learning corridor
- The conversion of an existing classroom into a STEM (Science, Technology, Engineering and Mathematics) facility. The STEM facility will include a specially designed area of nature play.
- The transformation of the existing early learning play area into a new nature play area that includes: a specially designed area as part of the STEM facilities, as previously mentioned).



**Current 2024
Upper Playground**

Primary Campus

Year Three – Year Six



Capital Development Plan

Alterations and Additions to the existing administration building at SJP.

This includes:

- A new foyer and reception area so that the entry is from Davidson Road, with a clearly defined point of entry to the school in the form of a new entry statement.
- Additional offices, meeting rooms and stores.
- A lift and stairs to a new first floor student library over the administration building.
- The new student library which in addition to providing the services of a library, will act as a flexible learning hub tailored to Year 3 – Year 6 students.

New Library



New Library above reception/offices



New Outdoor Area
Completed by the end of Term Two 2024

Capital Development Plan

The conversion of the existing library into the new staffroom.

This includes:

- A centrally located space for staff.
- New toilets and Kitchen facilities.
- Meeting facilities.
- A new large covered area and canteen located centrally to the school site.



Primary Campus School Times

First Bell - 8:20am

- Period 1: 8:30am – 9:30am
- Period 2: 9:30am – 10:30am

Recess - 10:30am – 10:50am

- Period 3: 10:50am – 11:50am
- Period 4: 11:50am – 12:50pm

Lunch - 12:50pm – 1:30pm

- Period 5: 1:30pm – 1:45pm
- Period 6: 1:45pm – 2:45pm

End of School Bell – 2:45pm

Please note: Students will be supervised until 3:15pm for parents who are unable to collect their child at 2:45pm. Clubs will start at 3:00pm – 3:45/4:00pm. Not all students will be in a club each term.

Thank You

Please direct all inquiries to:
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