SCHOOL CONTACT INFORMATION

Address: Wise Street Braddon 2612 ACT

Principal: Catherine Rey

Parish Priest / School Chaplain: Fr David Callaghan

School Board / Council Chair: Mr Graeme Plenderleith

Telephone: 02 62434100

Fax: 02 62434199

Email: principal.merici@merici.act.edu.au

Website: http://www.merici.act.edu.au/

This report was prepared by:

Catherine Rey

PRINCIPAL
MESSAGE FROM OUR SCHOOL COMMUNITY

Principal’s Message
It has been a momentous year for Merici College! Alongside an ambitious building project of close to $5 million which has seen wide-ranging physical enhancement across many areas of the College, we have, through an extensive community consultation process, re-viewed our vision and mission. This has resulted in a re-affirmation of our mission to be a progressive and innovative community, driven by our Catholic Ethos and working in partnership with parents to develop young women holistically to become compassionate and active members of our global community. We aim for excellence in education, promoting enthusiasm, energy for learning and a culture of life-long learning.

School Board Message
The Board has again been very involved in the life of the College in 2011. It supported the leadership team with regard to the considerable building project, with construction progressing on time and on budget. The new spaces foster not only a very pleasant environment but ways of teaching and learning suited to the 21st century. The new Canteen / Restaurant facilities are now open, the amazing Indigenous Mosaic nearing completion. The new multipurpose court facilities are progressing on time, as is the greenhouse and new landscaping. Regular Parent Forums have been an appreciated initiative in 2011, giving parents more avenues for participation in the school.
Graeme Plenderleith

Student Representative’s Message
The students at Merici College are able to contribute to the life of the school in numerous, meaningful ways. This year students have been actively involved in Sport, Spirituality, the SRC, cultural pursuits and sustainability initiatives, including minimising waste and planting a kitchen garden. They have been involved extensively in a peer tutoring program and they have also been active in the area of social justice, participating regularly in fundraising for various charities. Students are also able to participate in numerous clubs and societies and our new Indigenous group the Narragunnawali Mob, is an example of this.

SCHOOL FEATURES
Merici College is an all-girls Catholic Secondary College located in Braddon in the ACT. The school caters for students in years 7-12 and has a current enrolment of 1002. It is an integrated community including 18 indigenous students, many nationalities (17% of students with a language background other than English) and it is inclusive of students of many religious backgrounds. As a centrally located school in Canberra we cater for a diverse community of students, including those requiring fees concessions and those who travel long distances to school from outlying areas.

The school employs 77 teaching staff; 60 full time and 17 part time teachers (70.5 full time equivalent) and 40 non-teaching staff (32 full time equivalent), the latter being employed in a variety of capacities, including administrative and clerical staff, teaching assistants, technical support, chefs, kitchen hands and maintenance staff.
As part of the building project in 2011, the school has opened an integrated hospitality precinct, comprising a large commercial kitchen, school canteen and formal restaurant. Students and staff work together in real partnership to run the school canteen, as well as the restaurant. All food is cooked freshly each day, using as far as possible locally sourced, non-processed produce (including from our own kitchen garden) and students and staff eat in lovely surroundings.

In 2011, we continued our focus on innovation in learning to better meet the needs of all students. Our flexible learning areas are enabling new ways of teaching in a secondary environment where a variety of strategies and groupings can be incorporated to better meet individual student needs. This year saw the successful introduction of Beginning Mandarin in Years 11 and 12 as a flexible course, taught across three colleges. The new Sustainability elective in Years 9 & 10 and the Environmental Sustainability Team nurture passionate student groups, who are working in partnership with staff to plan and realise a more sustainable school.

Our co-curricular programs are rich and varied. A highlight in 2011 has been the ongoing development of our music programs with a junior and senior band, string ensemble and jazz band. The Merici orchestra performed for the first time and the junior band won a Platinum Award at the National Eisteddfod.

**RELIGIOUS EDUCATION**

Merici College follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

All students study Religious Education, with students in Years 11 and 12 following the ACT Board of Senior Secondary Studies Type 2 course. As part of our partnership with Black Mountain School, students in Years 9 and 10 have the opportunity to work with young people with a disability in the context of their Religious Education program. This includes a program where our students visit the students at Black Mountain School to assist them in classes on a regular basis and a program where Merici students are mentors to disabled young people who work as volunteers in the school gaining training and work experience.

**STUDENT ACHIEVEMENT - NAPLAN**

Students in Years 7 and 9 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in Literacy and Numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs.

**School and National Mean Scale Scores**

<table>
<thead>
<tr>
<th>YEAR 7</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>540</td>
<td>529</td>
<td>538</td>
<td>533</td>
<td>545</td>
</tr>
<tr>
<td>School</td>
<td>581.6</td>
<td>576.3</td>
<td>556.4</td>
<td>574.4</td>
<td>561.0</td>
</tr>
<tr>
<td>YEAR 9</td>
<td>Reading</td>
<td>Writing</td>
<td>Spelling</td>
<td>Grammar &amp; Punctuation</td>
<td>Numeracy</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
<td>---------</td>
<td>----------</td>
<td>-----------------------</td>
<td>----------</td>
</tr>
<tr>
<td>National</td>
<td>580</td>
<td>568</td>
<td>582</td>
<td>573</td>
<td>584</td>
</tr>
<tr>
<td>School</td>
<td>608.7</td>
<td>611.5</td>
<td>591.0</td>
<td>598.6</td>
<td>578.4</td>
</tr>
</tbody>
</table>

Proportion of students at or above the National Minimum Standard

<table>
<thead>
<tr>
<th>YEAR 7</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>95%</td>
<td>91%</td>
<td>93%</td>
<td>93%</td>
<td>94%</td>
</tr>
<tr>
<td>School</td>
<td>99%</td>
<td>98%</td>
<td>98%</td>
<td>98%</td>
<td>99%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 9</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>92%</td>
<td>85%</td>
<td>91%</td>
<td>90%</td>
<td>93%</td>
</tr>
<tr>
<td>School</td>
<td>99%</td>
<td>98%</td>
<td>97%</td>
<td>98%</td>
<td>98%</td>
</tr>
</tbody>
</table>

Proportion of students in each Achievement Band

<table>
<thead>
<tr>
<th>YEAR 7</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 9</td>
<td>16%</td>
<td>19%</td>
<td>16%</td>
<td>16%</td>
<td>11%</td>
</tr>
<tr>
<td>Band 8</td>
<td>37%</td>
<td>30%</td>
<td>22%</td>
<td>28%</td>
<td>23%</td>
</tr>
<tr>
<td>Band 7</td>
<td>29%</td>
<td>28%</td>
<td>29%</td>
<td>28%</td>
<td>34%</td>
</tr>
<tr>
<td>Band 6</td>
<td>12%</td>
<td>14%</td>
<td>21%</td>
<td>22%</td>
<td>24%</td>
</tr>
<tr>
<td>Band 5</td>
<td>6%</td>
<td>7%</td>
<td>10%</td>
<td>4%</td>
<td>7%</td>
</tr>
<tr>
<td>Band 4</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 9</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 10</td>
<td>9%</td>
<td>18%</td>
<td>6%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Band 9</td>
<td>24%</td>
<td>19%</td>
<td>21%</td>
<td>17%</td>
<td>11%</td>
</tr>
<tr>
<td>Band 8</td>
<td>33%</td>
<td>32%</td>
<td>31%</td>
<td>40%</td>
<td>32%</td>
</tr>
<tr>
<td>Band 7</td>
<td>25%</td>
<td>15%</td>
<td>25%</td>
<td>33%</td>
<td>35%</td>
</tr>
<tr>
<td>Band 6</td>
<td>9%</td>
<td>14%</td>
<td>14%</td>
<td>6%</td>
<td>18%</td>
</tr>
<tr>
<td>Band 5</td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>
The above tables show Merici students performed strongly compared to national means in all test areas in Years 7 and 9, except Year 9 Numeracy. The positive growth trend of previous years was not achieved in Year 9 Numeracy and the school is actively investigating this as a priority area in 2012. Particularly pleasing are the results in writing, where the percentage of students in the top two bands is very high compared to the state and reflects a school initiative to develop persuasive writing skills. There was strong growth in all areas in Year 7, with 28-40% of students in the top quartile.

SCHOOL POLICIES

Enrolment Policy
In enrolling students we are directed by the Archdiocesan Enrolment Policy which can be found on the Annual Report page of the school’s website or on the Catholic Education Office website at http://www.ceocg.catholic.edu.au/parents/Pages/GeneralPolicies.aspx

Behaviour
Policies for student welfare and behaviour management are grouped under the Safe Schools Framework. Pastoral Care Policies include the anti-bullying policy (Positive Peer Relations and Dealing with Bullying Incidents Policy), the Technology Policy and the Pastoral Care and Behaviour Management Policy. These policies are based on the principles of Glasser and are fully implemented throughout the school. We take a proactive approach to investigate all instances of bullying and it is not tolerated at Merici College. Students, staff and parents have a clear understanding of the expectations with policies clearly displayed in the student planner and full copies available on the website in the Student/Parent Policy Handbook 2011. Corporal punishment is expressly prohibited in this school. In addition we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

Complaints and Grievances Resolution Policy
The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. A full text of the school policy is available on the school website.

PRIORITIES AND TARGETS

Our priorities for 2011 included:

- the successful completion of the Trades Training Centre and associated works with full implementation of the spaces. This has occurred or will occur by the end of the year. The TTC and canteen are fulfilling all of our aspirations, functioning as an integrated space, run by staff and students who prepare all of the food freshly on the premises each day.

- the new flexible learning spaces have allowed teachers to teach together in teams and this has enabled progress to be made on the Quality Teaching Framework agenda.
- planning for 2012 Registration, including implementing the CEO processes for Internal School Review. In 2011, areas that were reviewed by the community included the vision and mission of the College, a review of our Principles for Powerful Learning, Wider Partnerships, Student Achievement, Financial Management and Staff Wellbeing.

- Full implementation of the Digital Education Revolution (DER) with a ratio of 1:1 students to computers in Years 9-12. This has occurred.

- Planning for implementation of Phase 1 of the Australian Curriculum. The English, History, Mathematics and Science Curriculums will be implemented in 2012 in Years 7 and 9 on target.

- Investigation of the feasibility of implementing a flexible timetable structure to further meet individual student needs. Some trialling of new structures has occurred in 2011 and a timetable committee is considering further implementation in 2012. The new flexible learning spaces will facilitate new timetabling structures also.

Priorities for 2012 include:

- a successful School Registration process
- the successful implementation of Phase 1 of the Australian Curriculum, including the completion of all associated documentation
- further development of team teaching, including instigating formal QTF processes for classroom observation
- a set of agreed practices to further implement brain-based learning to meet individual needs
- continued development of the literacy initiatives of 2011, including augmented participation in La Sfida (our Challenge Program), formalising an agreed practice in spelling and further development of different ways of supporting individual students through tutoring
- the development and implementation of whole school processes to support numeracy in the middle years
- ongoing development of sustainability in the College, including the raising of awareness and investigating ways of further reducing waste

**STUDENT ACHIEVEMENT – Year 10 and Year 12 Certification**

**Year 10 Certificate**
All students who were in Year 10 at the end of 2011 received a year 10 Certificate (159 in total).

**Year 12 Certificate**
The 2012 Year 12 Cohort had 122 graduates, each receiving an ACT Year 12 Certificate. Additionally:

- 81 students (66%) completed 25 or more units (compared to 18% in the ACT; the Certificate only requires 17 units). This was counter to the ACT trend, which saw an overall drop in the number of units being completed by students.
- 35 students (29%) completed between 20 and 25 units.
- 85 students were enrolled in a Tertiary package and were awarded an ATAR.
- 81% of students who received an ATAR, scored 65 or greater, which would have given entry to UC.
• Vocational Education was an outstanding area of strength in 2011. 85 students received at least one vocational certificate, which represented 70% of Year 12 cohort and significant growth on previous years.
• Certificates were received in the areas of Arts, Entertainment, Sport & Recreation, Business & Clerical, Computing, TCF & Furnishings (Certificate II), and Community Services, Health & Education (Certificate I). Tourism & Hospitality students gained Certificates I, II and III.
• Four students completed an Australian School Based Apprenticeship

PROFESSIONAL LEARNING AND TEACHER QUALIFICATIONS

Professional Learning
All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional development can take many forms including whole staff days, subject specific inservices, meetings and conferences.

The content of whole staff days was as follows:
• Using Interactive Whiteboards, using tablets and using OneNote software
• Australian Curriculum
• First aid/CPR update/Anaphylaxis
• Brain based learning and curriculum differentiation
Child Protection Code of Conduct and Mandatory Reporting
Spirituality
Learning Support

Examples of other PD activities undertaken by members of staff include BSSS organised forums, Early Career Teacher days, workshops and introduction to the ACT senior system, Senior First Aid, Autism/Aspergers, Accidental Counsellor Training, Tactical Teaching, National Cybersafety initiatives, Managing Challenging Behaviours, Sustainability and Well-being, Teaching Persuasive Writing, Moderation Day Leadership training and the Writing of BSSS Frameworks and Courses

The average expenditure per teacher on professional learning at the school was (amount in dollars will be inserted by the CEO SR&D Officer)

Teacher Qualifications
All teachers are qualified as required by the relevant State and Territory bodies.

TEACHER ATTENDANCE AND RETENTION

The average teacher attendance rate during 2011 was 96.8%, a slight increase on previous years. The teacher retention rate from 2010 to 2011 was 84.5%.
Of the 84 teaching staff present on Census Day 2010, were still at the school in August 2011. Of the staff not retained, 4 resigned or retired from teaching, 4 took up teaching positions in Catholic schools either in the ACT or interstate, 1 took up a position in Education outside of schools and 4 completed contracts.
STUDENT ATTENDANCE

The average student attendance for the school during 2011 was 90.9%.

School attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>93.3%</td>
</tr>
<tr>
<td>Year 8</td>
<td>91.0%</td>
</tr>
<tr>
<td>Year 9</td>
<td>89.7%</td>
</tr>
<tr>
<td>Year 10</td>
<td>88.7%</td>
</tr>
<tr>
<td>Year 11</td>
<td>92.0%</td>
</tr>
<tr>
<td>Year 12</td>
<td>90.5%</td>
</tr>
</tbody>
</table>

Student Retention

Of the 2010 Year 10 cohort, 76.6% continued onto Year 12 2012 (192 students in Year 10 and 147 students in Year 12). This is a reflection of several factors including

Post-School Destinations

Each year the college collects destination data relating to the Year 10 and Year 12 student cohorts.

Year 10 cohort: Just under 80% of the Year 10 Cohort continued their senior studies at Merici College (157 students). With the exception of one student who did not go on to further study, the remainder moved either to other ACT Colleges or to schooling interstate.

Year 12 cohort: Of the Year 12 cohort, approximately 64% have gone on to further study at either TAFE or university while 5% have taken on or continued a traineeship. 15% have taken up employment and the remaining 16% have taken a gap year, either in Australia or overseas. The overwhelming majority of these intend to do further study in 2013.

PARENT, TEACHER AND STUDENT SATISFACTION

Parent Satisfaction - There was almost a 100% increase in respondents for the Parents Satisfaction Survey in 2011, a total of 237 responses. Parents from all year groups were represented. Topics of the survey included the Religious Education programme and opportunities for spiritual development, teacher commitment and approachability and the level of classroom engagement, school reporting processes, safe environment, behavior management processes and expectations of behaviour, whether students’ social needs are being met and the leadership and management of the school.

There was a high level of parent satisfaction expressed for all areas of the school’s operation (84% of respondents either “agreed” or “strongly agreed” in all areas). The highest level of satisfaction expressed was for the school’s safe environment and the student management policy and processes. Overall 89% of respondents were satisfied with the education provided by the College.

Teacher Satisfaction - There were a total of 62 staff responses. Topics surveyed included performance of the school executive and middle managers, workplace atmosphere, services provided to students, efforts to improve teaching practices and homework.
There was very high level of satisfaction expressed overall (above 90%) across many areas. These included the level of pastoral and academic care and support for students, the positive Christian values in the school, the performance of middle managers, the wide range of co-curricular offerings the school provides and the collegiality and culture of support where staff are working together to improve practices.

91% of staff were satisfied with Merici’s overall working environment, which was an increase of 4% on the previous year.

**Student Satisfaction**

361 students participated in a student satisfaction survey across all year levels. High levels of agreement (combining Agree and Strongly Agree) around the 85% or higher level were obtained for questions regarding learning, indicating that students felt the work was challenging, that teachers put energy into their classes, assisted them and taught them skills to help them with their learning and expected them to work hard and to take responsibility for their learning. Also very strongly endorsed by students was the College’s expectation that students act responsibly, a feeling that they are safe at school and the clear rules and expectations for student behavior. Students also strongly endorsed the good resources at the College. Previous surveys had similar results.

Areas that were less strongly endorsed (on average 67% of students) were about teachers giving regular and constructive feedback, opportunities to reflect on learning and teacher punctuality to classes, again similar to previous years.

Students reported higher levels of satisfaction to previous years with regard to their classes being stimulating and engaging and with regard to clear explanations from teachers.

Overall 88% of students were satisfied with being at Merici, a significant increase (8 percentage points) from previous years.

**FINANCIAL INFORMATION**

<table>
<thead>
<tr>
<th>Source of Income</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Capital Grants</td>
<td>9%</td>
</tr>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>41%</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>13%</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>37%</td>
</tr>
<tr>
<td>Other Capital</td>
<td>0%</td>
</tr>
</tbody>
</table>

Merici College Braddon - Income
Merici College Braddon - Expenditure

- Salaries, Allowances and Related Expenses: 49%
- Capital Expenditure: 32%
- Non-Salary Expenses: 19%