



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# Annual School Report to the Community 2015



## Merici College Braddon

Wise Street, Braddon 2612

Phone: 02 6243 4100

Email: [principal.merici@merici.act.edu.au](mailto:principal.merici@merici.act.edu.au)

Website: [www.merici.act.edu.au](http://www.merici.act.edu.au)

### **Principal**

Mrs Loretta Wholley

## Section One: Message from Key Groups in our Community

---

### Principal's Message

Merici College is a Catholic school for young women in Years 7 to 12. As a Catholic school our goal is to strive to give expression to the harmony of God's intent for creation; that is, harmony with God, self, others and all of creation.

We provide an engaging educational environment, designed to challenge our students to take risks within and beyond the classroom to achieve individual academic excellence.

Merici College is a welcoming community, where authentic relationships are nurtured, and where dignity and integrity are affirmed.

We seek to foster within our students a life-long love of learning, where each young woman is given the opportunity to grow spiritually and intellectually in order to make a positive contribution to society.

In 2015 our theme was Serviam: I will Serve. In this year we launched our Christian Service-Learning program.

As a College community we also created a Strategic Plan for 2016-2018 and Master Plan of the site for the future.

Merici College challenges our students to love life, have hope, be faithful and build futures more wondrous than they could dare to dream.

### Parent Body Message

The Board works closely with the College executive to ensure that Merici College remains the place where we want our daughters to learn, grow and mature as young women. The Board meets around eight times per year, as well as attending various meetings and events that are of interest or concern to the school community. In particular, the Board acts as another level of governance, advice and parental input into the school. Fortunately, Merici has a very capable school executive, led by our Principal and Business Manager.

The Strategic Plan has been reviewed over the year by the Board and staff with a view to ensuring we are prepared for future challenges. The plan looks at all facets of the school, including our Catholic identity, teaching and learning, pastoral care, leadership and resourcing.

I would like to thank the school community for their involvement and support.

Board Chair

### Student Body Message

2015 is our final year of secondary schooling. It has been a year of laughter, tears, memories and opportunity - and all of this has taught us the importance of determination and friendship. From our first days at Merici, we knew this was the place for us! Merici has been a wonderful environment to grow and learn in and we are so lucky to have been a part of such a warm and supportive community. It has been a privilege to follow in the footsteps of many captains before us, and it is truly an honour to have represented Merici as School Captains for 2015.

We have accomplished great things this year with our Serviam focus. Our students not only represented Merici in many fundraising events such as the St Vincent de Paul Door Knock and Canberra Community Sleepout, we also competed in state and national competitions.

2015 could not have been so great without the help of many fantastic teachers and staff. Their kindness and support meant so much to us. We'd like to take the opportunity to thank everyone who made this journey complete.

School Captain and Vice-Captain

## Section Two: School Features

---

Merici College is a Catholic systemic Girls College located in Braddon.

Highlights and Features include:

- Every student in Year 12 graduated in 2015.
- 94% of our 2015 Year 12 cohort will continue their education and training in 2016.
- 6% have moved into, or are seeking full-time employment
- Merici has an engaging educational environment, designed to challenge our students to take risks within and beyond the classroom to achieve individual academic excellence.
- We are proud of our response to supporting local and global needs through our Christian Service Learning Program and Social Justice activities.
- Opportunities for students to immerse themselves in different cultures through an extensive Foreign Languages program complemented by overseas tours.
- Merici offers a wide range of co-curricular activities, offering extensive sporting, cultural and social experiences, placing emphasis on broadening education and leadership opportunities.
- Merici is supported by a Religious Education program that bridges faith and life.
- Students in all Year levels have access to College facilities.
- Students enjoy vibrant flexible learning areas.
- Technology-rich curriculum with our Bring Your Own Device Technology Program and Digital Community Agreement.
- Excellent Sustainability, Kitchen Garden and Healthy Eating initiatives.
- A Trade Training Centre, Technical Support Centre and a Vocational Education Career Centre.
- Mentoring support to students of Australian Defence Force members and their families..
- A vertical pastoral care system (Year 7-12) which fosters the personal and spiritual growth of our students in partnership with parents.

College and individual student achievements during 2015 include but were not limited to:

- ACT Regional Competition of the Royal Australian Chemical Institute Titration Stakes – awarded 2nd and 4th place
- Overall Champion of the Four Way Test Speech Competition
- Student ranked in top 1% of students in age group in Australia for Australian Mathematics Competition
- Certificate of Commendation in National History Challenge, Old Parliament House.
- Royal Canberra Show Fashion and Textiles Champion Awards
- Young Journalist Winner in Australian Catholics Young Journalist Competition
- Winners – ACT Powering Our Future: Siemens Future 2015
- Teen Chef Champions
- Merici awarded ANZAC Day Schools' Award 2015 State Runner-Up
- National Eisteddfod Bronze, Silver, Gold and Platinum Award winners
- Second prize winner – Young Designers Light Rail Ideas Competition
- Student representation at International, National and State level sports competitions and championships



## Section Three: Catholic Identity and Faith Formation

---

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

### Religious Life & Religious Education

In 2015 time was spent in the six House groups revising the House charism and the connection to the six religious orders who founded Merici College as Catholic Girls School, Braddon in 1959: The Sisters of Mercy, The Ursulines, the Presentation Sisters, The Josephites, the Good Samaritan Sisters and the Brigidines.

#### FAITH FORMATION AND PRAYER

The vision and spirit of Saint Angela Merici is active all we do. The way we pray, the way we interact, the way we live life and the way we celebrate. The following liturgical events in our school are examples of how we know Jesus Christ is present in our midst, tending aid to our prayers.

- Opening Mass
- Ash Wednesday
- Year 11 Conference and Retreat
- Year 7 Retreat
- Easter Liturgy
- Mothers Day Mass
- St Angela Merici Day Mass
- Year 12 Retreat
- Grandparents Day
- Fathers Day Mass
- Year 8 & 9 Spirituality Day
- Commissioning Ceremony
- Year 12 Graduation Mass
- Year 10 End of Year Liturgy
- Year 7-9 Christmas Mass
- Staff Mass and Spirituality Day

#### TEACHING AND LEARNING OF RELIGION

The staff in the Religious Education faculty have worked hard throughout 2015 to provide engaging and inspirational classes to all students. Year 7 students received an introduction into their House and developed a sense of community through the sustainability program making the connection with God's teaching on the stewardship of the earth. Year 8 students studied the Old Testament and interpret the parables of Jesus. They also explored the significance and meaning of the Rosary. In Year 9 students examined the message and meaning of Biblical and modern day prophets. Year 10 students study the faith, beliefs, prayers and ritual of other major world religions and they examine how faith can sustain a person in times of suffering. The Senior Religious Studies course includes the study of ethical theories, including those of philosophers such as Plato, Aristotle and Thomas Aquinas. They explore social justice issues pertaining to slavery, homelessness, refugees and asylum seekers. Senior students also have the opportunity to study religious art and world religions.

#### SOCIAL ACTION AND JUSTICE

2015 was the launch of the Serviam - 'I will serve' - Christian-Service Learning program. This is a structured program that provides the opportunity for students to put faith into action in the local and global community. The program involves three processes: experience, reflection and action and asks students to organise a suitable form of service within the theme of each year, complete a journal which asks them to reflect on the deeper meaning of the experience and consider how the experience may have changed their choices and actions for the future. It begins with 10 hours

in Year 7 and grows to a week in Year 10 and continues in Years 11 and 12.

## Section Four: Student Profile

---

### Student Enrolment

The School caters for students in Year 7 to Year 12. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
949	0	7	949

\* Language Background Other than English

### Student Retention

Of the students who completed Year 10 in 2013, 80% completed Year 12 in 2015.

### Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the [Catholic Education Office](#) website.

### Student Attendance Rates

The average student attendance rate for 2015 was 91%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	93%
Year 8	93%
Year 9	92%
Year 10	88%
Year 11	92%
Year 12	89%

### Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

### Student Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Destination Data	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2015 Graduating Class	70%	24%	6%	0%

## Section Five: Staffing Profile

---

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
77	36	113

\* This number includes 53 full-time teachers and 24 part-time teachers.

Percentage of staff who are Indigenous	0%
--	----

### Professional Learning

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

The school held four whole staff days in 2015. The content of these days was as follows:

- Whole staff and Departmental planning
- Mental Health and Wellbeing
- Spirituality and Faith Formation
- Staff Compliance

### Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

## Section Six: Academic Profile

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. 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.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	44%	19%	3%	15%
	Writing	31%	16%	17%	29%
	Spelling	39%	31%	10%	16%
	Grammar and Punctuation	43%	29%	6%	19%
	Numeracy	28%	26%	12%	17%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	38%	21%	19%	23%
	Writing	24%	13%	31%	39%
	Spelling	23%	24%	30%	22%
	Grammar and Punctuation	26%	17%	33%	29%
	Numeracy	27%	24%	35%	17%

### Student Credentialing

#### ACT Year 10 Certificate

All students at the end of Year 10 received their Year 10 Certificate.

#### ACT Year 12 Certificate

Merici is proud of its continuing record of 100% of students meeting the requirements to receive a Year 12 ACT Senior Secondary Certificate.

Please click on the following link to take you to the [2015 Year 12 Student Achievements](#) page.

## Section Seven: School Review and Improvement

---

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

### Key Improvements Achieved in 2015

The following targets for 2015 were met through the Improvement Plan:

- Embedding the theme of Service into the Pastoral Care and Religious Education programs
- Implementation of Stages 1 and 2 of the Christian Service Learning Program
- Development of a new timetable structure for 2016
- Development of a staff training program to support the successful implementation of ICT and the introduction of the BYOD Laptop program
- Engagement of teachers in the creation and usage of Matrices and IPs to ensure that teaching strategies accommodate a range of student learning styles and interests
- Working collaboratively with colleagues by engaging in professional discussion and applying constructive feedback
- Implementation and refinement of new Leadership Structure
- Engagement of staff in Restorative practice Professional Development
- Alignment of System initiatives and requirements: MyPad, PLPs and TQI
- Commencement and creation of the 2016-2020 Strategic Plan
- Reduction of the total amount of waste produced by the school, increase in waste recycling and recovery rates and encouragement and rewarding of waste free lunches
- Commencement of the Master Plan process

### Priority Key Improvements for 2016

Key Improvement Areas for 2016 are found in our Improvement Plan:

#### *Catholic Identity and Faith Formation*

- Spirituality for Girls
- Religious Education Program
- Sacramental Programs and Liturgical Events
- Prayer in Pastoral Care

#### *Teaching and Learning*

- Principles of Powerful Learning / Our Values
- Literacy and Numeracy
- Australian Curriculum
- Reporting
- Assessment Rubrics
- Data Analysis
- Timetable

#### *Pastoral Care and Wellbeing in our Community*

- Pastoral Care of Staff and Students

- Pastoral care of staff and students
- Positive Workplace Relationships
- Feedback
- School Partnerships
- Website Development

*Leadership and Professional Practice*

- Staff Collaboration
- Leadership Development
- Mentoring

*Strategic Resourcing*

- Compliance
- Sustainability
- Master Plan

## Section Eight: School Policies

---

### Student Welfare Policy

Policies for student welfare and behaviour management of students at Merici College are grouped under the Safe Schools Framework which endorses the principles of a safe school. Pastoral Care Policies include the philosophy and structure of Pastoral Care, and the House System, the [Positive Peer Relations \(Anti-bullying and Harassment\)](#) policy, the [Digital Community Agreement](#) and the [Behaviour Management Policy](#). These policies are based on the principles of Glasser and are actively endorsed and 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 articulated through our policies and are supportive of the need to provide a safe and caring learning environment. These policies acknowledge teacher and student rights and responsibilities and are based on Catholic values. 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.

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

### Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

The school follows the Catholic Education Policies as listed on the [Catholic Education Website](#):

- Complaints Policy
- Complaints Intake and Management Policy

These policies are 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 policies are available on the link above.

## Section Nine: Community Satisfaction

---

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

### Parent Satisfaction

One hundred and thirty nine parents contributed to the survey. Agreement greater than 83% was achieved in the following areas:

- I am satisfied with the Religious Education Curriculum at the College
- The College provides opportunities for the spiritual development of my child
- Teachers at this school are committed in their approach to teaching
- Teachers at this school provide a stimulating environment for my child
- My child's school reports are informative
- This school has high standards of student behaviour
- This school is meeting the social needs of my child
- This school is managed well
- The staff at this school are approachable
- This school has a safe environment
- I am given the opportunity to be involved in the school's activities

Overall 83% of the parents were satisfied with their child's experiences at Merici College.

### Student Satisfaction

Four hundred and fifty three students contributed to the survey across all six year groups. Agreement at 90% or greater was achieved in the following areas:

- My teachers encourage me to take some responsibility for my own learning
- My teachers expect me to work hard
- Merici College expects students to act responsibly
- Merici College has clear rules and expectations

Two areas that received a significant positive growth (of +5) in 2015 were:

- My teachers give regular and constructive feedback on how I am going
- My teachers give me opportunities to reflect on my learning

Overall 85% of the students were satisfied with Merici as their school.

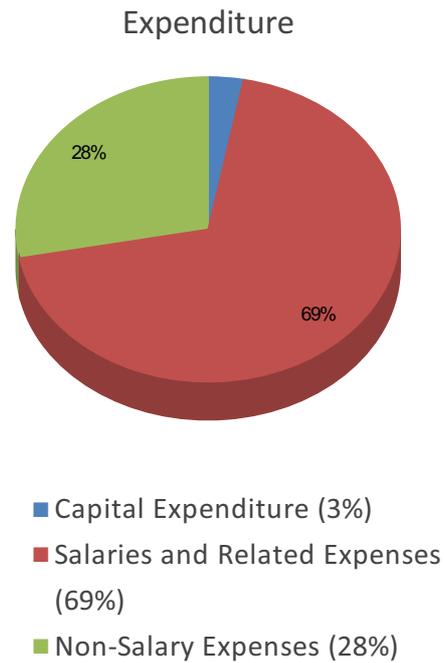
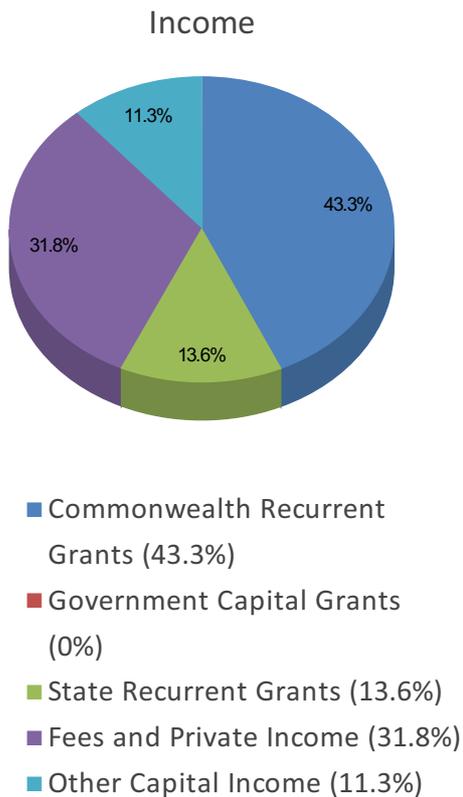
### Teacher Satisfaction

Forty seven staff members contributed to the survey across teaching and support staff. Agreement greater than 88% was achieved in the following areas:

- The staff I work with provide a good example to students
- Staff at Merici are happy to provide assistance to me when I need it
- Merici promotes positive Christian values in students
- Merici supports students who are suffering personal difficulties

Overall 91% of the staff were satisfied with their work at Merici.

## Section Ten: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$6,830,247
Government Capital Grants <sup>2</sup>	\$3,095
State Recurrent Grants <sup>3</sup>	\$2,145,902
Fees and Private Income <sup>4</sup>	\$5,028,389
Other Capital Income <sup>5</sup>	\$1,780,232
<b>Total Income</b>	<b>\$15,787,865</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$475,995
Salaries and Related Expenses <sup>7</sup>	\$11,098,242
Non-Salary Expenses <sup>8</sup>	\$4,505,648
<b>Total Expenditure</b>	<b>\$16,079,885</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.

6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.