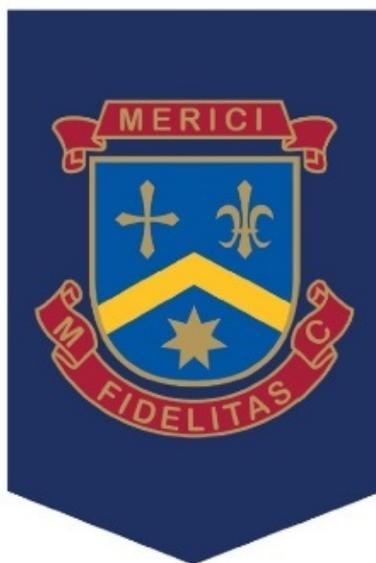




CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# Annual School Report to the Community 2016



## Merici College Braddon

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### **Principal**

Mrs Loretta Wholley

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

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### Principal's Message

In 2016 we celebrated the year of Love and Mercy. The Love came from our mission statement to “Love Life” and Mercy came from the Jubilee Year proclaimed by Pope Francis – “the Year of Mercy”. One of the highlights for this year will be our pilgrimage to St Christopher’s Cathedral and the Mass we celebrated together on St Angela Merici Day. Merici’s Social Justice and Christian Service Learning response to the Works of Mercy have continued to be a strong way for us to bring into action the values of faith, hope and love which we are called to respond to each and every day.

The big areas of focus for 2016 have been the implementation and review of the new timetable, it has received positive feedback, with initial concerns about the loss of parity being offset by new electives and greater flexibility. Committees were established to review the reporting system and redesign the Principles of Powerful Learning and have an agreed practice across departments on the rubrics used for assessments across the College. All of these new initiatives have been endorsed and supported by staff and parents.

Merici College continues to challenge our students to build wondrous futures.

Principal

### Parent Body Message

The College Board continued to work closely this year with the Executive to ensure that Merici College remains a school where our daughters can learn, grow and mature as young women.

School renovation and capital development is always an important role for the Board. During 2016 we have continued the Master planning process and have engaged with a local architect to progress designs for the school refurbishment, which we hope to start in early 2017. This will include redevelopment of the science facilities, the auditorium and a much needed facelift for the Limestone Avenue facade.

This year the Catholic Education Secondary Schools Study visited Merici for community consultations, as part of their study into Catholic education in the ACT. Although the final report is yet to be completed, the draft results from Merici were incredibly encouraging - there was overwhelming support from the school community for Merici's signature brand of inclusive teaching.

I would like to thank members of the Board for their hard work and effort and the school community for their involvement and support.

Board Chair

### Student Body Message

On the first day of school this year, every Merici girl opened her locker to find a card with a quotation to inspire and guide them through 2016, the year of Love and Mercy. We knew this theme would be strengthened throughout the year as it became something, that as students, we connected with. From organising large College events, like St Angela Merici Day, to conducting ourselves each day in our individual classes, the role of being a Merici College Captain has been a highlight for both of us. Over the course of 2016: we learnt, we encouraged, we challenged ourselves, we were thankful and we continue to have hope.

We are extremely thankful for the opportunity that we were given to be leaders and ambassadors. We are thankful for all the support we have been shown from all students, from our Pastoral Care classes, our House Coordinators, our Teachers and from all Staff. It has been an amazing experience to lead in such a wonderful school with girls ready to embrace the College vision.

We hope that all of our Merici sisters, new and old, embrace the coming year of Hope. Dream big, work hard and your future will be something wondrous.

School Captain and Vice-Captain

## Section Two: School Features

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

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Highlights and Features include:

- Every student in Year 12 graduated in 2016.
- 96% of our 2016 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.
- Principles of Powerful Learning promote Academic Excellence, Innovative Digital Learning, Inclusivity and an environment underpinned by the values of Faith, Hope and Love.
- 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.

## Section Three: Catholic Identity and Faith Formation

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

### Religious Life & Religious Education

The students and staff at Merici College are encouraged to develop a reflective and listening style of living and learning. The various aspects of the Ministry Program at Merici College enables the students and staff to develop their own Spirituality. Above all, the students are encouraged to recognise that we have all the worth and significance we need within us. we are God's precious creation.

As a school we are aware and sensitive to the situations our students face and initiate positive communication through a Ministry Program to help build the students' positive self-image.

The College Retreat Program allows the students to reflect on their own lives and engages openness to their heart. It is where students can explore their deep feelings and encourages them to be resilient, creative, cooperative, strong and compassionate, all of which attribute to a happy, healthy life.

Prayer is fostered among staff and students at various occasions including assemblies, meetings and Pastoral Care time. Many students have dedicated hours towards serving their community through the Christian Service Learning Program. It provides students with opportunities to acquire the knowledge and understandings of love, compassion, empathy, justice and service as articulated in the Gospels and to apply their knowledge and skills to real situations in society. Christian Service Learning provides students with the experience of service as a way of learning and living that permeates all aspects of life, rather than an activity that is isolated from the rest of their lives.

Head of Mission and Community

## Section Four: Student Profile

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### 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 2016:

Girls	Boys	LBOTE*	Total Students
822	0	7	822

\* Language Background Other than English

### Student Retention

Of the students who completed Year 10 in 2014, 71% completed Year 12 in 2016.

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### 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 2016 was 90%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	95%
Year 8	92%
Year 9	92%
Year 10	92%
Year 11	84%
Year 12	83%

### 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.

<b>Destination Data</b>	<b>University</b>	<b>TAFE / Other institutions</b>	<b>Workforce entry</b>	<b>Destination not reported</b>
<b>Year 12, 2016 Graduating Class</b>	67%	27%	6%	0%

## Section Five: Staffing Profile

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The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
69	34	103

\* This number includes 48 full-time teachers and 21 part-time teachers.

Percentage of staff who are Indigenous	0%
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### 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 three whole staff days and two twilight meetings in 2016. The content of these days was as follows:

- Whole staff and Departmental planning
- Pastoral Care, Mental Health and Wellbeing
- Spirituality and Faith Formation
- DiSC Personal Profiling
- Aboriginal Cultural Awareness
- 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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	43%	27%	8%	18%
	Writing	21%	16%	14%	27%
	Spelling	33%	28%	9%	16%
	Grammar and Punctuation	42%	27%	11%	20%
	Numeracy	34%	31%	7%	15%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	38%	21%	7%	21%
	Writing	22%	12%	18%	38%
	Spelling	35%	22%	13%	23%
	Grammar and Punctuation	30%	16%	10%	28%
	Numeracy	21%	22%	8%	18%

### 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 2016 Year 12 Student Achievements page.

## Section Seven: School Review and Improvement

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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 2016

#### *Catholic Identity and Faith Formation*

The new Religious Studies ACT BSSS Course Framework and units were introduced.

#### *Teaching and Learning*

Australian Curriculum has been implemented across all subjects due for 2016, especially in the PHABS and Arts. Global Studies (HASS) learning areas. Two lessons of flex were scheduled each term and organised by the Literacy and Numeracy officers. AST skills were also developed during senior literacy sessions. Rubrics have been standardised and implemented successfully to ensure consistent understanding and in 2016 for Years 7-10. A Reports Committee was established, convened and requirements for reporting were established. A newly revised document on the Principles of Powerful Learning is now available.

#### *Pastoral Care and Well-being in our Community Leadership and Professional Practice*

Workplace relationships/ restorative questions and practice are being used. The Mindfulness program was initiated. There was a strong overlap between the Pastoral Care program and the Mercy and Love program in Religious Education.

#### *Strategic Resourcing*

Planning for refurbishments have commenced.

### Priority Key Improvements for 2017

#### *Catholic Identity and Faith Formation*

- Signs and Symbols
- Interfaith and Ecumenical
- Accreditation
- Fundraising and Charity Work

#### *Teaching and Learning*

- Research the International Baccalaureate
- Embed Inquiry-Based Learning
- Promote Digital and Design Technologies
- Review and re-shape the Department

#### *Pastoral Care and Well-being in our Community*

- Develop wellbeing programs - MindMatters and Sources of Strength
- Improve the selection, induction and retention of quality staff.
- Redesign the student leadership structure and program

### *Leadership and Professional Practice*

- Prepare for Registration
- Training for Workplace Health and Safety
- Develop an aspiring leaders program

### *Strategic Resourcing*

- Ensure compliance archiving practices are up to date
- Ensure new resources and facilities are developed in accordance with sustainable practices.
- Commence Stage 1: Auditorium, Limestone Avenue and Science Lab refurbishment.
- Investigate alternative revenue streams for the College

## Section Eight: School Policies

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### 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, 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. 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. Restorative practices and authentic conversation models are used. 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>.

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The Complaints Policy and Complaints Intake and Management 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

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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 two parents contributed to the survey.

Agreement greater than 81% 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/children
- 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
- My child's/children's school reports are informative
- This school has high standards of student behaviour

Overall 76% of the parents were satisfied with their child's experiences at Merici College.

### Student Satisfaction

Two hundred and forty eight students contributed to the survey across all six year groups.

Agreement at 77% or greater was achieved in the following areas:

- My teachers give me challenging tasks in my class
- I understand what is expected of me in my assessment
- My teachers encourage me to take some responsibility for my own learning
- My teachers expect me to work hard
- Merici College gives me opportunities to be involved in activities outside of the classroom
- There are good resources at Merici College
- Merici College expects students to act responsibly
- Merici College has clear rules and expectations
- I feel safe at Merici College

Overall 73% of the students were satisfied with Merici as their school.

### Teacher Satisfaction

Fifty two staff members contributed to the survey across teaching and support staff.

Agreement greater than 88% was achieved in the following areas:

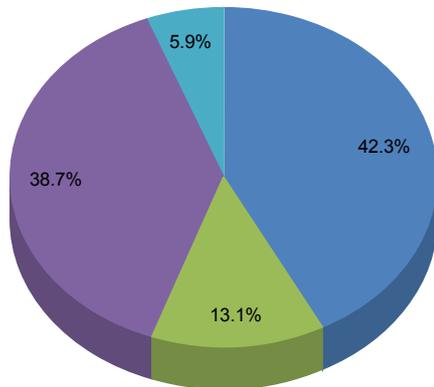
- Merici provides a wide range of extra curricular opportunities for students
- Merici promotes positive Christian values in students
- Merici supports students who are suffering personal difficulties

- Staff at Merici are happy to provide assistance to me when I need it
- The staff I work with provide a good example to students

Overall 77% of the staff were satisfied with their work at Merici.

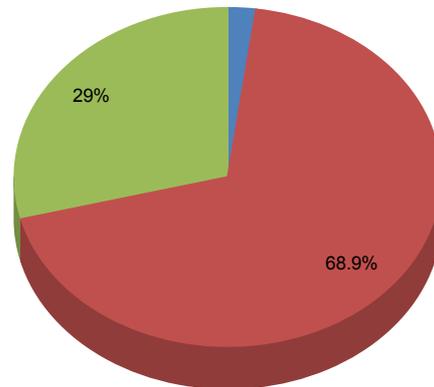
## Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (42.3%)
- Government Capital Grants (0%)
- State Recurrent Grants (13.1%)
- Fees and Private Income (38.7%)
- Other Capital Income (5.9%)

Expenditure



- Capital Expenditure (2.1%)
- Salaries and Related Expenses (68.9%)
- Non-Salary Expenses (29%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$6,162,440
Government Capital Grants <sup>2</sup>	\$2,494
State Recurrent Grants <sup>3</sup>	\$1,906,542
Fees and Private Income <sup>4</sup>	\$5,628,912
Other Capital Income <sup>5</sup>	\$854,510
<b>Total Income</b>	<b>\$14,554,898</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$324,357
Salaries and Related Expenses <sup>7</sup>	\$10,551,135
Non-Salary Expenses <sup>8</sup>	\$4,442,578
<b>Total Expenditure</b>	<b>\$15,318,070</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.