



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

ANNUAL SCHOOL REPORT TO THE COMMUNITY 2017



Merici College Braddon

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Principal

Mrs Loretta Wholley

Section One: Message from Key Groups in our Community

Principal's Message

2017 has been a significant year in the life of Merici College. #UnitedinHope was our theme for the year and focus for our Masses and major celebrations.

Students have been challenged to work hard, achieve their best and aspire to make positive changes in our community. Through our academic programs, as well as cultural and co-curricular areas, we have seen many achievements where students have excelled and received many awards. Our NAPLAN results show high growth in the areas of Numeracy, Reading and Writing.

This year saw significant political and social issues impact on the schooling environment with Commonwealth funding. All-girls education was also in the spot light which gave our community the opportunity to highlight the benefits they believe this choice provides.

Culturally, we have witnessed compassion from our students out in our community helping the less fortunate through their involvement in our Christian Service Program, Social Justice events and our inaugural Immersion experience in Lombardina.

We are very proud to be ranked as one of Australia's top Innovative Schools in the 2017 Educator Magazine recognising our Sustainability/ Kitchen Garden/Healthy Canteen program.

Parent Body Message

Merici College is a place where our daughters thrive, learning and growing in an atmosphere of challenge and support. A school where girls feel safe, accepted and connected to one another. A place where they can dream of a bright and successful future built on a solid foundation of academic skills, social and emotional support and a strong sense of community service.

This year has been a busy one for the College. Amongst the many events; the Registration process held over a week in August provided an opportunity to validate and celebrate the many good things at Merici. It publicly acknowledged the success of the academic, pastoral and financial aspects of the school. It also provided opportunity to allow the Leadership Team to plan for the future continued success of the students who will be lucky enough to call themselves 'Merici girls' of the future.

Questions over funding and enrolments provide a challenge for the future. Parents should be reassured that the Leadership Team continue to look forward with optimism, developing building and renovation plans, curriculum initiatives and pastoral programs that celebrate the uniqueness that an all-girls education provides.

Board Chair

Student Body Message

What stands Merici apart is our overwhelming sense of community amongst students, staff and parents. This unconditional support network has shaped and nurtured us to grow into strong young women. We would personally like to thank each of the staff for their commitment to developing our communication skills, work ethic and ability to approach challenges with an open mind and heart. We appreciate the wise words, jokes and smiles. We will always remember being surrounded by a fantastic group of people.

Every community event we attend, every school assembly and every conversation we have with one our our Merici sisters this year has made us enormously proud and grateful for the opportunity to be school leaders. Therefore we encourage you all to continue to share your experiences and inspire each other to be the best versions of yourselves. We challenge you to live lives reflected of our theme and to always be - united in hope.

College Captain and Vice Captain

Section Two: School Features

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

Merici College:

- follows the Principles of Powerful Learning promote Academic Excellence, Innovative Digital Learning, inclusivity and an environment underpinned by the values of Faith, Hope and Love.
- has an engaging educational environment, designed to challenge our students to take risks within and beyond the classroom to achieve individual academic excellence.
- has a Trade Training Centre, Technical Support Centre and a Vocational Educational Career Centre.
- has applied for the International Baccalaureate Diploma Years program
- students are engaged in a Religious Education program that bridges knowledge, faith and life.
- responds to and supports local and global needs through our Social Justice activities and Christian Service Learning Program.
- fosters in all student positive mental health and wellbeing through a vertical pastoral care system.
- provides mentoring support to students of Australian Defence Force members and their families.
- offers a wide range of co-curricular activities offering extensive sporting, cultural and social experiences, placing emphasis on broadening education and leadership opportunities.
- provides opportunities for students to immerse themselves in different cultures through an extensive Foreign Languages program complemented by overseas tours
- is a technology-rich school with a BYOD (Bring Your Own Device Program), enhanced through the Digital Community Agreement.
- enjoys facilities that are being constantly upgraded - work commenced in 2017 on the refurbishment of eight Science Labs and the Auditorium, plus the facade on Limestone Avenue.
- has an excellent sustainability, kitchen garden and healthy eating initiatives.

Section Three: Catholic Identity and Faith Formation

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

Religious Life & Religious Education

#UnitedinHope was our theme and focus for the year and started on the very first day of the term when staff gathered to prepare for the semester ahead and begin with a prayer about hope. This quote from Pope Francis was used “Today too, amid so much darkness, we need to see the light of hope and to be men and women who bring hope to others”. Hope is the promise that there is something more after the darkness, it is a shared optimism and most importantly is tied to action that is delivered through loving service to others. The image of the butterfly has been used through the year at Masses, Liturgies, Reflection Days, Retreats and prayer services. It has been a reminder about growth and renewal, about the pain of changing, and the beauty of the transformation. The stages of caterpillar to butterfly are symbolic of life. It is always the best part of being a teacher to be privileged to be a part of each girl’s transformation. We don’t always see the butterfly, that happens much later in life, but we do make sure the caterpillar is well fed and ready for the next stage.

A highlight of 2017 was the continued development of Youth Ministry at Merici. Catholic Schools Youth Ministry Australia (CSYMA) was a 2017 focus for the Archdiocese, allowing for further establishment of Youth Ministry at Merici. Students across years 7-12 have had opportunities to participate in youth Masses, rallies and student conferences such as iWitness, LEAD, SHINE and ACYF. They have also been involved in Connect Youth Masses with Marist College.

Christian Service Learning and Social Justice have raised awareness about local, national and global issues affecting those who are disadvantaged. The work has focused on service, justice and love for our neighbour, answering the call of Jesus to love. Every year group was involved in their structured program through to our first Indigenous Immersion to Lombadina/Djarindjin communities in the Kimberley, WA, to assist the Save the Children organisation and facilitate a school holiday program. Other fundraising work centred on the St Vincent de Paul Doorknock, Canline, Winter Appeal and Sleep Out, Project Compassion, Catholic Mission, supporting a variety of works of our founding Religious Orders and raising awareness about domestic violence.

We thank your community for their generous support of these charities and campaigns.

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 2017:

Girls	Boys	LBOTE*	Total Students
746	0	9	746

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2015, 60% completed Year 12 in 2017.

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 2017 was 89%. 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	91%
Year 10	90%
Year 11	87%
Year 12	81%

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, 2017 Graduating Class	85%	8%	7%	0%

Section Five: Staffing Profile

The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
64	32	96

* This number includes 39 full-time teachers and 25 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 learning opportunities are designed to develop the skills and understandings of staff to improve student outcomes:

- Whole staff and Departmental planning
- Inquiry Based Learning models
- Data Analysis
- Pastoral Care
- Mental Health and Wellbeing with Mind Matters and Sources of Strength
- Spirituality and Faith Formation in the form of Scripture analysis and Three Worlds of the Text
- Compliance Training: Child Safety, WHS and CPR

Other individual Professional Learning and Development opportunities are not reflected in this list.

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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	45%	29%	9%	16%
	Writing	36%	17%	9%	28%
	Spelling	41%	33%	9%	16%
	Grammar and Punctuation	38%	29%	9%	19%
	Numeracy	27%	33%	9%	14%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	32%	21%	8%	21%
	Writing	32%	15%	17%	37%
	Spelling	40%	22%	12%	22%
	Grammar and Punctuation	30%	19%	12%	25%
	Numeracy	21%	24%	10%	16%

Student Credentialing

ACT Year 10 Certificate

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

ACT Year 12 Certificate

91.4% of our Year 12 cohort will continue in some form of recognised education and training in the year after they have left school or after they have taken a Gap year. 67% will go directly into further study at university (combination of university, CIT/TAFE or a private provider for traineeship), while 26% have decided to take a GAP year. 7% have moved into full time employment or are still looking for work in the Public Service.

Students have chosen to study at:

- 27% Australian National University
- 48% Canberra University
- 8% Australian Catholic University
- 17% Other (CIT, RMIT, Interstate)

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 2017

Commendations from Registration included the:

- welcoming and positive atmosphere.
- implicit and explicit Catholic identity informed by the charism of Angela Merici and grounded in Catholic Social Teaching.
- focus on developing leadership in others to effect student improvement.
- recognition and use of internal expertise amongst staff.
- commitment to the holistic development of young women and a clearly articulated vision of learning which is vibrant, future oriented and encourages academic risk.
- passion and commitment of the Principal and Leadership Teams.
- staff for their dedication to the provision of a quality Catholic education and to building positive relationships that support wellbeing and achievement.
- students for their engagement in their learning journey; they appreciate all that is offered to them and are authentic in their hospitality, demonstrate a sense of shared responsibility for the College environment and resources and strong peer relationships are evident.
- reconceptualised model of the *The Principles of Powerful Learning*.
- commitment to the collection and collation of data to inform strategic planning in learning and engagement.
- Master and Strategic planning are future oriented.

Priority Key Improvements for 2018

Our 2018 Goals:

- implement and prepare as a Candidate school for the IBDP (International Baccalaureate Diploma Years).
- refine the Christian Service Learning program for all students on a local, national and global stage, incorporating the IBDP CAS (Creativity, Activity, Service).
- explore and consolidate a model for differentiation and enrichment which is embedded in practice by all staff in accordance with the *Principles of Powerful Learning* and in alignment with the principles, philosophy and methods of the IBDP.
- identify programs for students identified as gifted and talented, including preparation for the IBDP TOK (Theories of Knowledge) and Extended Essay core areas.
- explore additional opportunities for the participation and engagement of parents and carers.
- expand the alumni and engage them in preparing for the 60th Anniversary celebrations.
- explore and develop a Marketing Action Plan that contains strategies and opportunities to promote the many benefits the College has to offer potential students.
- develop Professional Learning Plan to build staff capacity and strengthen individual teaching practice regarding the principles, philosophy and methods of IBDP.
- complete Master Plan stage 1.

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, 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. 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 in 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 is available on the Catholic Education website.

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

354 parents completed the survey (this completion rate is considered excellent)

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

- The school is a safe place for my child
- The staff at this school take an interest in my child
- The school communicates clearly that it has high expectations for student attendance, engagement and
- outcomes
- I would recommend this school to others
- I am happy with the school's facilities
- This school is well maintained e.g. clean, buildings painted etc
- Communication between the home and school is effective
- I can make contact with my child's teacher or other staff easily
- The school responds quickly to my concerns
- This school celebrates student achievements
- The use of technology (iPads, computers) enhances my child's learning
- I am happy with my child's access to technology in the school
- I feel welcome and a part of the school community
- I have opportunities to be involved in the life of the school
- Catholic religious identity is a strong focus in this school

Student Satisfaction

725 students completed the survey (this completion rate is considered excellent)

Agreement greater than 80% was achieved in the following areas:

- I feel safe at this school
- All of my teachers encourage me to do my best
- My school gives me opportunities to do interesting activities
- I regularly use technology at this school to help me learn
- This school celebrates student achievements
- My school encourages me to be a good community member
- I am encouraged to care for others

Teacher Satisfaction

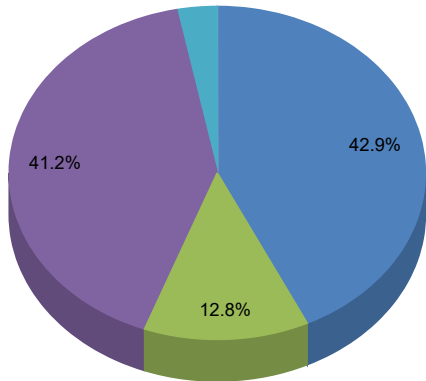
100 staff completed the survey (this completion rate is considered excellent)

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

- I get a lot of satisfaction from working in this school
- I would recommend this school to others
- Catholic religious identity is a strong focus in this school
- I have the resources I need to do my job
- I am provided with opportunities to improve my teaching practice
- I have opportunities to enhance my students' learning through the use of technology
- This school celebrates student achievements
- The school communicates clearly that it has high expectations for student attendance, engagement and outcomes
- The school manages behaviour incidents well
- Staff, students and parents are actively involved in the prayer life of the school
- There is an explicit school-wide emphasis on differentiating learning within each classroom
- Assessment is used to inform teaching and learning in an explicit way across the school
- The use of data to improve student learning is a strong and consistent feature of practice across the school
- Expectations about the collection and analysis of data on student progress are realistic

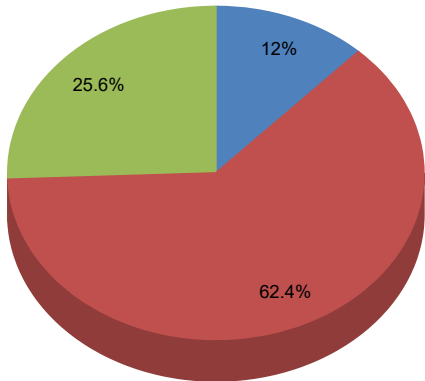
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (42.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (12.8%)
- Fees and Private Income (41.2%)
- Other Capital Income (3.1%)

Expenditure



- Capital Expenditure (12%)
- Salaries and Related Expenses (62.4%)
- Non-Salary Expenses (25.6%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$5,885,317
Government Capital Grants ²	\$2,145
State Recurrent Grants ³	\$1,754,188
Fees and Private Income ⁴	\$5,651,552
Other Capital Income ⁵	\$427,802
Total Income	\$13,721,004

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$1,949,098
Salaries and Related Expenses ⁷	\$10,123,153
Non-Salary Expenses ⁸	\$4,156,555
Total Expenditure	\$16,228,805

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.