



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# ANNUAL SCHOOL REPORT TO THE COMMUNITY 2021



**BUILDING  
FUTURES**

## Merici College Braddon

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### **Principal**

Mrs Anna Masters

# Section One: Message from Key Groups in our Community

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## Principal's Message

2021 was a year of renewal, resilience and growth for Merici College. Staff, students, members of our founding orders and broader community embraced the opportunity to revise our college and distil our core values.

Our Mission Statement is well-loved and was confirmed: Merici College empowers women to love life, have hope, be faithful and build futures more wondrous than they dare to dream. Our Vision was identified: Merici College endeavours to be a vibrant, faithful learning community that fosters excellence, and takes positive action to build a shared global future. Our Values are: *Fidelitas (faith)*, *Integritas (integrity)*, *Communitas (community)* and *Spes (hope)*. Our priority areas remain: STRONG FAITH, POWERFUL LEARNING, THRIVING COMMUNITY and SUSTAINABLE FUTURE.

The college continued to innovate through remote learning, introduced a new Learning Management System, built community and reviewed organisational structures. A new Principal, Mrs Anna Masters, was welcomed with warmth and support from all.

This report outlines the great work the committed staff, students and parents did to ensure our community remained a safe and generative environment in which to learn and succeed.

## Parent Body Message

In 2021 there was a focus on returning to some sort of normality in a COVID world. Merici really stepped up in terms of making schooling as normal as possible for students, staff and parents.

There were face-to-face events to help connect families with the college and their daughters with events to celebrate fathers, mothers, women and grandparents. There were information evenings and workshops. Parents were given more options to attend either in person or remotely for both Parent/Teacher/Student interviews and also for the Academic Award Ceremonies. Our school community reported that these activities were highly successful and professionally conducted and this is something we should continue to offer as an option post-COVID.

A Parents and Friends Committee was formed during the year to help connect our community more effectively.

At the end of 2021, the College took the opportunity to thank and farewell the Board Chair – Mrs Jacqui Keighery. It was a pleasure serving alongside her and she and her family are wished every success in their future endeavours.

## Student Body Message

Merici is an excellent school with a fantastic sisterhood and culture. The safe and inclusive environment enables students to find their talents and pursue them in the range of opportunities provided. These include, but are not limited to, sporting activities, academic competitions such as debating and DaVinci Decathlon, performing arts, visual arts, and leadership positions at the school level and beyond.

Merici does a fantastic job of encouraging each student to achieve their best by placing a strong emphasis on personal success and growth. This means the school recognises and celebrates achievements beyond the traditional ATAR structure and academic schooling system. For example, Merici has an incredible vocational program. Throughout Years 7 - 10, and particularly in Years 11 and 12, feedback is provided on a regular basis to help the students achieve their best and keep them on track for their personal learning goals.

At Merici, the girls are treated with utmost respect and are able to flourish in its professional and caring environment.

## Section Two: School Features

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

Merici College:

- follows the Principles of Powerful Learning which promote academic excellence, innovative digital learning, inclusivity and an environment underpinned by the values of Faith, Hope and Love.
- is an IB World school offering the International Baccalaureate Middle Years and Diploma Years programmes.
- has an engaging educational environment, designed to challenge our students to take risks within and beyond the classroom to achieve individual academic excellence.
- has an accredited Trade Training Centre, Technical Support Centre and a Vocational Educational Career Centre.
- 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 and Christian Service Learning Program.
- fosters in all students positive mental health and wellbeing through a vertical pastoral care system.
- provides mentoring support to students of Australian Defence Force members and their families.
- provides support for Aboriginal and Torres Strait Islander students through the Narragunnawali group.
- offers a wide range of co-curricular activities in sporting, cultural and social experiences, placing emphasis on broadening education and leadership opportunities.
- is a technology-rich school with BYOD (Bring Your Own Device Program), enhanced through the Digital Community Agreement.
- enjoys facilities that are being constantly upgraded - including refurbished classrooms and gardens.
- has an excellent sustainability, kitchen garden and healthy eating initiatives.

## Section Three: Catholic Identity and Faith Formation

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### Religious Life & Religious Education

In 2021 Merici College prayed and sang together in celebration and in “remote” mode. Members of our Founding orders met onsite and remotely to workshop with college staff the Vision, Purpose, Mission and Core Values of our community. Their wisdom was invaluable in helping shape the Merici College Strategic Plan 2022 - 2024.

The community stood up for the poor, powerless and hurt by fundraising through House charities, events such as the Gift of Life Walk and the St Vincent De Paul Big Sleep Out. Awareness on social justice issues was embedded into courses across the curriculum and especially in RE programs and as recognised in the International Baccalaureate Middle Years Program.

Students continued to embrace the Christian Service Learning program. It has been developed into an area that ensures students are brave enough to act and assist others in need. Service hours and projects to nurture our common creation were introduced in Years 7 - 10 RE. Planning for future overseas and Indigenous Immersions continued but were hampered by COVID restrictions.

Father/daughter and mother/daughter reflection opportunities were held, when possible, in order to nurture relationships and strengthen engagement in faith formation. The inaugural Father/Daughter Reflection evening was a great success.

The overwhelming majority of Support and Teaching Staff have now completed relevant RE Accreditations and all enjoyed a moving and restful Spirituality Day focused on “being” in the Spirit.

The project to enhance our environment so that it reflects our Catholic traditions, the beauty of creation and encourages a connection with our God through symbols and art works continues. Year 12 2021 gifted the college a beautiful crucifix designed and painted by indigenous brothers and sisters in the Northern territory. The old Chapel space was decommissioned and a new space for worship and reflection identified. The conversion of the Jubilee Centre into the Jubilee Chapel was started in 2021 for a planned opening in 2022.

## 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 2021:

<b>Girls</b>	<b>Boys</b>	<b>LBOTE*</b>	<b>Total Students</b>
701	0	43	701

\* Language Background Other than English

### Student Retention

Of the students who completed Year 10 in 2019, 72% completed Year 12 in 2021.

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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 2021 was 91%. Attendance rates disaggregated by Year group are shown in the following table.

<b>Attendance rates by Year group</b>	
Year 7	90%
Year 8	89%
Year 9	86%
Year 10	86%
Year 11	90%
Year 12	88%

## 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, 2021 Graduating Class</b>	94%	3%	3%	0%

## Section Five: Staffing Profile

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The following information describes the staffing profile for 2021:

<b>Total Teaching Staff*</b>	<b>Total Non-Teaching Staff</b>	<b>Combined Total</b>
58	30	88

\* This number includes 45 full-time teachers and 13 part-time teachers.

Percentage of staff who are Indigenous	2%
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### Professional Learning

All teachers have been involved in professional learning opportunities throughout the year. These aim to develop the skills and understanding of staff to improve student outcomes. They include: Inclusive Education; Compliance Training; Child Protection; WHS and CPR; SEQTA training in curriculum, pastoral care and attendance management; and Catalyst System training.

Individual and groups of staff also attended workshops/conferences in some of the following areas: High Impact Teaching Practice, Mental Health First Aid, BSSS Senior Course Framework launches, and IB MYP and DP courses.

### Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

### Teacher Accreditation

Levels of Teacher Accreditation are as stated below:

<b>Graduate Level</b>	<b>Proficient Level</b>	<b>Lead/Highly Accomplished</b>
2	54	4

## Section Six: Academic Profile

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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 average scores in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four Domains: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single Domain.

NAPLAN RESULTS 2021		Average Scores	
		School	Australia
Year 7	Reading	576	542
	Writing	563	522
	Spelling	566	549
	Grammar and Punctuation	568	533
	Numeracy	559	551

NAPLAN RESULTS 2021		Average Scores	
		School	Australia
Year 9	Reading	617	578
	Writing	587	551
	Spelling	598	580
	Grammar and Punctuation	608	571
	Numeracy	597	588

### Student Credentialing

#### ACT Year 10 Certificate

All 85 students in Year 10 received a Year 10 Certificate.

#### ACT Year 12 Certificate

69 students received their Year 12 ACT Senior Secondary Certificate. 47 students completed a Tertiary Package and received an ATAR. 22 students completed Accredited Packages, which included Vocational qualifications. Our highest ATAR was 99.10. Our median ATAR was 79.3 and our average ATAR was 78.64. Ten (20%) students received an ATAR of 90 or higher. Twenty-five (49%) students received an ATAR of 80 or higher. In this cohort of 74 students, we had 68 VET certificates awarded to students. Four students successfully completed the IB Diploma Programme.

## 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 2021

In 2021 the following strategies as outlined in the Annual Improvement Plan were achieved:

Action 1.5.1: Provide training opportunities to staff to attain Religious Education Accreditation.

Action 1.7.1: Implement father/daughter and mother/daughter reflection opportunities.

Action 1.8.2: Further integrate the Christian Service Learning Program within RE and across IB CAS and personal projects.

Action 2.1.2: Formalise a Teacher Professional Development Program that includes MYP and DP curriculum requirements, Approaches for Teaching and Learning (ATL).

Action 2.5.1: Develop a self-assessment framework to support student reflections.

Action 2.5.2: Train and trial the use of a new Learning Management System.

Action 2.6.1: Over three years (commencing 2021) all teachers will participate in the Catalyst / High Impact Teaching Practices Program.

Action 2.7.1: Consolidate NCCD plan and process timeline and model.

Action 3.1.2: Re-establish a Staff Wellbeing Committee.

Action 3.2.2: Review student data reporting systems.

Action 3.3.1: Develop opportunities for parental volunteers and systems to advertise other community engagement activities.

## Priority Key Improvements for 2022

In 2022 strategies are outlined in the Annual Improvement Plan, some of which are:

Action 1.3.1: Develop new chapel space.

Action 1.6.2: Consolidate an ongoing Youth Minister position.

Action 1.7.1: Continue to develop and implement father/daughter and mother/daughter reflection opportunities.

Action 1.8.2: Introduce and implement Christian Meditation practices for students and staff.

Action 2.1.1: Refine the 3-year Teacher Professional Development Program and a Middle Leader program.

Action 2.2.1: Train first, second and third wave teachers in Catalyst High Impact Teaching Practices.

Action 2.2.2: Implement SEQTA as the chosen Learning Management System across the school, including: SEQTA Teach, SEQTA Learn and SEQTA Engage.

Action 3.2.1: Review and then develop scope and sequence of the pastoral program.

Action 3.2.2: Embed the use of SEQTA to track and inform decision making related to student well-being.

Action 3.2.3: Develop and Implement a community-based Indigenous Reconciliation Action Plan (RAP).

Action 3.3.1: Continue to develop opportunities for parental volunteers and systems to support transparency of voluntary activities and to advertise other community engagement activities.

## Section Eight: School Policies

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### Student Welfare and Behaviour Management

Pastoral Care and Wellbeing 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. 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.

Student Welfare and Behaviour Management Policies were reviewed in July 2017.

The full text of the School's Student Welfare and Behaviour Management Policies may be accessed at <https://www.merici.act.edu.au/school-policies/behaviour-management-students>.

### Complaints and Grievances Resolution Policy

Catholic Education Archdiocese of Canberra and Goulburn (CECG) has a *Complaints Policy* which is implemented by all systemic schools in the Archdiocese of Canberra Goulburn. The rationale for the policy is that within the reality of school life 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. CECG 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>.

## 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

A new survey mechanism was introduced in 2021, Tell Them From Me, so comparative data is unavailable.

155 parents and carers responded to the survey in mid 2021. It is hoped more participate in 2022.

Items that scored the highest included:

- I feel welcome when I visit the school.
- Teachers have high expectations for my child to succeed.
- My child is clear about the rules for school behaviour.
- My child feels safe at school.
- School staff take an active role in making sure all students are included in school activities.
- My child's school is distinctively Catholic. This is expressed through Catholic values, culture, rituals, practices and hospitality.
- My child's school community supports and articulates the importance of the dignity of each person.
- The school effectively creates opportunities for my child to participate in faith formation and finds ways to meet their spiritual needs.
- My child's school is known in the broader community as one that acts for justice and service.
- The Christian Service Learning Program is effective at Merici College.

Items with an average score were:

- The school offers a rich prayer life for parents/carers.
- Parent and Carer involvement in college activities.

## Student Satisfaction

A new survey mechanism was introduced in 2021, Tell Them From Me, so comparative data is unavailable.

402 students from across all year groups responded to the survey in mid 2021. It is hoped more do so in 2022.

Items that scored strongly by students included:

- Students feel accepted and valued by their peers and by others at their school.
- Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.
- Students feel safe at school as well as going to and from school.
- School staff emphasise academic skills and hold high expectations for all students to succeed.
- My school community supports and articulates the importance of the dignity of each person.
- My school is distinctively Catholic.
- At my school there is a strong sense of making Jesus known, loved and lived in this community.
- My school is known in the broader community as one that acts for justice and service.
- The Christian Service Learning program is effective at Merici College.

Items that had an average score were:

- Students find classroom instruction relevant to their everyday lives.
- Religious Education at my school is valued highly by students.

## Teacher Satisfaction

A new survey mechanism was introduced in 2021, Tell Them From Me, so comparative data is unavailable.

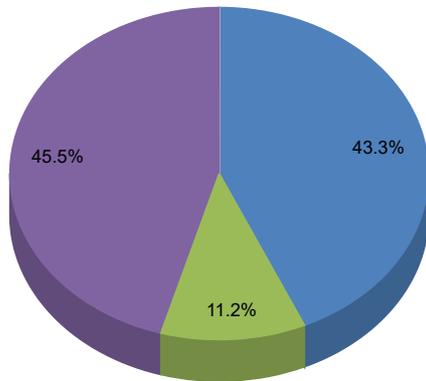
24 staff members responded to the survey in mid 2021.

Some of the items that scored strongly by teachers included:

- I work with other teachers in developing cross-curricular or common learning opportunities.
- I set high expectations for student learning.
- I give students feedback on how to improve their performance on formal assessment tasks.
- Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.
- I work with parents to help solve problems interfering with their child's progress.
- The school community supports and articulates the importance of the dignity of each person.
- The school is distinctively Catholic. This is expressed through Catholic values, culture, rituals, practices and hospitality.
- The school effectively creates opportunities for staff to participate in faith formation.
- The school is known in the broader community as one that acts for justice and service.
- The Christian Service Learning Program is effective at Merici College.

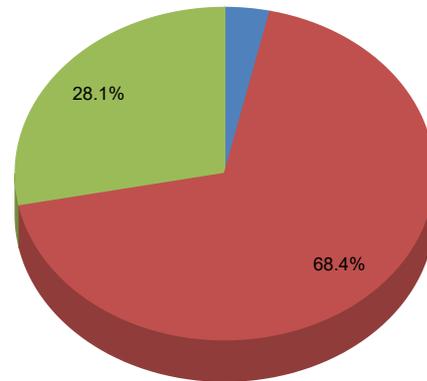
## Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (43.3%)
- Government Capital Grants (0%)
- State Recurrent Grants (11.2%)
- Fees and Private Income (45.5%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (3.5%)
- Salaries and Related Expenses (68.4%)
- Non-Salary Expenses (28.1%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$6,672,352
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,719,934
Fees and Private Income <sup>4</sup>	\$7,006,888
Other Capital Income <sup>5</sup>	\$2,098
<b>Total Income</b>	<b>\$15,401,272</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$567,012
Salaries and Related Expenses <sup>7</sup>	\$11,128,919
Non-Salary Expenses <sup>8</sup>	\$4,578,287
<b>Total Expenditure</b>	<b>\$16,274,219</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.