



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# ANNUAL SCHOOL REPORT TO THE COMMUNITY 2022



**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

In 2022, our College's values were shown to be integral to living lives of service. Merici College continued to work to become a beacon school, a centre of excellence and growth, the school of choice for families, young women, talented staff and educational leaders in the Canberra region. 2022 saw the College undergo formal Registration and School Improvement Review. The College was determined by the Panel to be compliant with the provisions of the ACT Education Act 2004. The College also received an extensive and very positive report offering feedback and guidance about the College's improvement agenda. It is thrilling for the College to experience such an affirming process and receive recommendations that align with our Strategic Plan and dreams for our future. Our theme for 2022 was *Serviam* and many showed servant leadership throughout the year. A new organisational structure was shaped with care, expertise and vision. The College Board, P&F and staff exemplified dedication in all they did in sometimes complex and trying times. The parent and carer community partnered with the College to educate their daughters with love and wisdom.

## Parent Body Message

It is a privilege as the new Board Chair to reflect on the year of 2022 and what has been achieved at Merici College. As a parent of four daughters progressing through Merici, I have witnessed positive growth over a period of six years now and am particularly impressed with how the College continues to demonstrate the teachings of Christ as embodied in its motto '*Fidelitas*' or faithfulness. This year has seen a great deal of transition from the ever-changing COVID restrictions to operating in a COVID normal environment. Some positive aspects of this has been the continuation of livestreaming events such as the Academic Awards ceremonies meaning many more families and friends have been able to share in the successful achievements of our girls. What has been really positive of late is the return to face-to-face events and opportunity for our community to come together for the full Merici experience. Of particular note during 2022 was the College Registration and School Improvement Review during the last week of July. I am grateful for the valuable contributions made by Board members, parents and staff for what I considered to be a very collaborative and informative process.

## Student Body Message

### 2022 COLLEGE CAPTAINS

The theme for 2022 *Serviam* was a powerful call to all members of Merici to commit to our school and broader community through acts big and small. Through the variety of programs we had at the school, we were able to implement this theme across year levels and across interests, from Cross-Age Tutoring to the Big Sister Groups within PC. As we departed Merici College, we were immensely thankful for the loving sisterhood of our fellow girls and the close-knit community feel that is unquestionably present in the school atmosphere. We commenced the school year by welcoming the newest cohort of Year 7s to our wonderful community, where they were met with several student-run initiatives to encourage friendships and loyalty to one another.

We have truly found our home here at this institution and cannot thank our teachers enough for the guidance, direction, and support given us to confidently enter this world where young, new ideas-makers are desperately needed. Representing our Merici sisters as your leaders for this year was the pinnacle of our high school experience.

## 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 Fidelitas, Integritas, Communitas and Spes.
- is a leader in implementing system initiatives such as the Catalyst and VL programs.
- 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

The Ministry program at Merici College is the vehicle through which the Ursuline ethos is translated to the students and the charism of the six founding orders for the whole school community to follow. The Merici College community would like to sincerely thank all the Sisters of our religious orders who continue to contribute so much to the Merici community, in particular, Sr. Genny Ryan. We also truly thank Fr. Emil, our College Chaplain, for his continued guidance and contribution to the liturgical life of the College throughout 2022. The liturgical life of the College involves whole school Masses to celebrate important days in our liturgical calendar, an innovative, reflective Retreat program, a Christian Service Learning Program and social justice initiatives.

This was the Year of Serviam, so the virtue of service was the common thread though all content across the spiritual curriculum and formed the thematic material for each Mass, Liturgy and Student or Staff Retreat. Our major liturgical celebrations each year include Opening Mass, Ash Wednesday, Easter Liturgy, Angela Merici Day, Father's Day Mass and Dinner, Mother's Day Lunch and Liturgy, Graduation and Advent Masses. On these occasions the whole school gathers to celebrate together, along with our broader community, parish priests and parents. These whole school events proved to be an enriching experience, as they are an invitation to faith and a celebration of 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 2022:

<b>Girls</b>	<b>Boys</b>	<b>LBOTE*</b>	<b>Total Students</b>
787	0	44	787

\* Language Background Other than English

### Student Retention

Of the students who completed Year 10 in 2020, 74% completed Year 12 in 2022.

### 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 2022 was 87%. Attendance rates disaggregated by Year group are shown in the following table.

<b>Attendance rates by Year group</b>	
Year 7	89%
Year 8	87%
Year 9	86%
Year 10	84%
Year 11	88%
Year 12	86%

## 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, 2022 Graduating Class</b>	92%	2%	6%	0%

## Section Five: Staffing Profile

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The following information describes the staffing profile for 2022:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
67	30	97

\* This number includes 55 full-time teachers and 12 part-time teachers.

Percentage of staff who are Indigenous	0%
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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:

Graduate Level	Proficient Level	Lead/Highly Accomplished
10	54	1

## 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 2022		Average Scores	
		School	Australia
Year 7	Reading	572	543
	Writing	568	530
	Spelling	569	547
	Grammar and Punctuation	555	533
	Numeracy	554	546

NAPLAN RESULTS 2022		Average Scores	
		School	Australia
Year 9	Reading	611	578
	Writing	591	560
	Spelling	595	577
	Grammar and Punctuation	603	573
	Numeracy	590	584

### Student Credentialing

#### ACT Year 10 Certificate

All 122 Year 10 students received their Year 10 Certificate in 2022.

#### ACT Year 12 Certificate

102 students received their Year 12 ACT Senior Secondary Certificate. 61 students completed a Tertiary Package and received an ATAR. 41 students completed Accredited Packages, which included Vocational qualifications. Our highest ATAR was 99.35. Our median ATAR was 82.15. In this cohort of 102 students, we had 50 VET certificates awarded to students, which is well above the average across ACT colleges.



## 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 2022

In 2022 the following strategies as outlined in the Annual Improvement Plan were achieved:

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

## Priority Key Improvements for 2023

In 2023, key improvement strategies as outlined in the Annual Improvement Plan are:

Action 1.4.2: Investigate and establish ongoing reciprocal partnership with an indigenous/regional community to enable an immersion program.

Action 1.5.1: Further developing staff faith formation program for professional learning regarding the application of Catholic Social Teaching and an understanding of synodality across the curriculum and within other areas of College life.

Action 2.1.2: Develop visible IB MYP and DP strategies in all classrooms throughout the school.

Prepare for IB Registration 2024  
Action 2.2.1: Train third wave teachers in Catalyst HITP

Action 2.2.4: Implement MacLit Spelling Mastery programs - literacy intervention

Action 2.2.5: Implement ACARA v9  
Action 2.5.2: Develop and implement a framework for staff reflection, coaching and feedback that informs professional learning, leadership development and supports succession planning.

Action 4.3.3: Financial Transformation - In partnership with CE - Successful roll-out Compass and Tech 1 Financial Accounting System

## Section Eight: School Policies

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### Student Welfare, Anti-Bullying 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, Anti-Bullying and Behaviour Management Policies were reviewed in March 2022.

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-managementstudents>.

### 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

70 parents and carers responded to the TTFM survey in mid 2022. It is hoped more participate in 2023.

Items that scored the highest included:

- I feel welcome when I visit the school.
- I am well informed about school activities.
- Written information from the school is in clear, plain language.
- Reports on my child's progress are written in terms I understand.
- If there were concerns with my child's behaviour at school, the teachers would inform me immediately.
- Teachers show an interest in my child's learning.
- My child is encouraged to do his or her best work.
- Teachers expect homework to be done on time.
- Teachers expect my child to work hard.
- Teachers expect my child to pay attention in class.
- My child is clear about the rules for school behaviour.
- My child feels safe at school.
- My child feels safe going to and from school.
- Gangs are not a problem at our school.
- There are no racist or ethnic tensions at our school.
- Teachers help students who need extra support.

## Student Satisfaction

578 students responded to the TTFM in mid 2022.

Items that scored the highest included:

- Student participation in extracurricular activities
- Students with a positive sense of belonging
- Students with positive relationships
- Students with positive behaviour at school
- Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.
- Students find classroom instruction relevant to their everyday lives.
- Students feel teachers are responsive to their needs and encourage independence with a democratic approach.
- School staff emphasise academic skills and hold high expectations for all students to succeed.
- Students have someone at home or community who consistently provides encouragement and can be turned to for advice.
- My school community supports and articulates the importance of the dignity of each person.
- My school is distinctively Catholic. This is expressed through Catholic values, culture, rituals, practices and hospitality.

Items with an average score were:

- Students that value schooling outcomes
- Students with positive homework behaviours
- Students try hard to succeed in their learning.

## Teacher Satisfaction

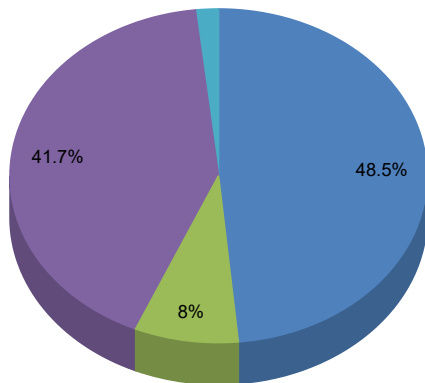
40 teaching staff responded to the TTFM in mid 2022. It is hoped more participate in 2023.

Items that scored the highest included:

- School leaders have helped me create new learning opportunities for students.
- I work with school leaders to create a safe and orderly school environment.
- School leaders have supported me during stressful times.
- I talk with other teachers about strategies that increase student engagement.
- Teachers in our school share their lesson plans and other materials with me.
- I discuss my assessment strategies with other teachers.
- I discuss learning problems of particular students with other teachers.
- I give students written feedback on their work.
- I monitor the progress of individual students.
- I set high expectations for student learning.
- My assessments help me understand where students are having difficulty.
- When I present a new concept I try to link it to previously mastered skills and knowledge.
- Students have opportunities to use computers or other interactive technology for describing relationships between ideas or concepts.
- I discuss with students ways of seeking help that will increase learning.

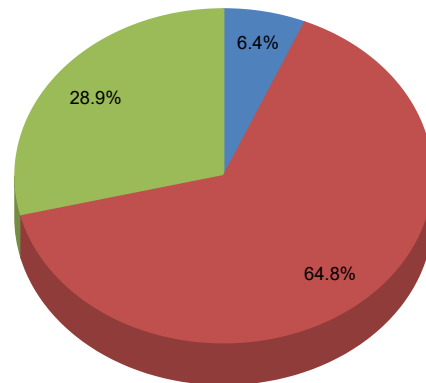
## Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (48.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (8%)
- Fees and Private Income (41.7%)
- Other Capital Income (1.8%)

Expenditure



- Capital Expenditure (6.4%)
- Salaries and Related Expenses (64.8%)
- Non-Salary Expenses (28.9%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$9,860,826
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,629,731
Fees and Private Income <sup>4</sup>	\$8,483,794
Other Capital Income <sup>5</sup>	\$362,378
<b>Total Income</b>	<b>\$20,336,730</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$1,280,804
Salaries and Related Expenses <sup>7</sup>	\$13,015,026
Non-Salary Expenses <sup>8</sup>	\$5,803,271
<b>Total Expenditure</b>	<b>\$20,099,101</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.