**Contents**

**CATHOLIC ETHOS AND VALUES** .................................................................................................................. 3
**ST ANGELA MERICI** ...................................................................................................................................... 3
**OUR VALUES** .................................................................................................................................................. 4

**PASTORAL CARE AND STUDENT WELFARE** ............................................................................................. 6
- House System ....................................................................................................................................................... 6
- Other Support .......................................................................................................................................................... 7
- Personal Health and Safety and Behaviour Management ................................................................................. 7
- Student Rights and Responsibilities .................................................................................................................... 8
- Expectations of Student Behaviour .................................................................................................................... 8
- Bullying and Harassment ................................................................................................................................... 8
- Complaints ........................................................................................................................................................... 9
- Induction of New Students ................................................................................................................................. 9

**TEACHING AND LEARNING** .......................................................................................................................... 11
- Merici Principles of Powerful Learning .............................................................................................................. 11
- Junior Curriculum Overview ............................................................................................................................... 12
- Senior Curriculum Overview .............................................................................................................................. 14
- Integrated ICT Program ....................................................................................................................................... 14
- Laptop Program .................................................................................................................................................... 14
- Learning Support ............................................................................................................................................... 15
- Homework ........................................................................................................................................................... 15

**ASSESSMENT** .................................................................................................................................................. 17

**ACADEMIC AWARDS CEREMONIES** ........................................................................................................... 17
- Reporting to Parents .............................................................................................................................................. 17

**OTHER OPPORTUNITIES FOR STUDENTS** ..................................................................................................... 19
- Student Leadership ............................................................................................................................................... 19
- ANU Secondary College ..................................................................................................................................... 19
- Co-curricular Program ...................................................................................................................................... 20

**THE JUDITH FOLLETT INFORMATION CENTRE** ............................................................................................ 21

**ORGANISATIONAL MATTERS** ....................................................................................................................... 22
- Enrolment Procedures .......................................................................................................................................... 22
- Communication ...................................................................................................................................................... 22
- Uniform and Personal Presentation ....................................................................................................................... 24
- Lockers, Valuables and Mobile Phones ................................................................................................................ 26
- Daily Organisation ............................................................................................................................................... 26
- Attendance ............................................................................................................................................................ 27
- First Aid ................................................................................................................................................................. 28
- Buses ........................................................................................................................................................................ 28
- Canteen .................................................................................................................................................................. 28
- School Fees .......................................................................................................................................................... 29
- Privacy Policy ......................................................................................................................................................... 31

**CONTACTS** ..................................................................................................................................................... 32
INTRODUCTION

Welcome to Merici College! We are a Year 7-12 Catholic College for Girls, situated in Braddon in the heart of Canberra. Established in 1959 and known at that time as Canberra Catholic Girls’ High School, we are dedicated to excellence in the education of girls. Since 1983, the year of our Silver Jubilee, the College has been known as Merici College, named in honour of St Angela Merici, the famous educator of women from all classes of society in the Renaissance period. 2009 marked our 50th Jubilee and we are very proud to be the oldest established Catholic girls secondary school in Canberra.

As a Catholic school, our central aim is to guide each individual towards full human development. We seek for each student to grow emotionally, socially, intellectually, spiritually and physically, supported by the principles of the Catholic Faith. An essential part of this is our life as a Christian community, working together for the common good whilst fostering in each individual a feeling of belonging and of self worth.

Merici College continues to follow Angela Merici’s vision in working with young women. We take pride in being an all-girls College and we recognise the many advantages of this educational environment for girls. In tailoring this environment to the specific needs and learning styles of girls, we enable them to flourish in a very supportive setting. We are a vibrant, welcoming and energetic community with a rich and varied curriculum and an outstanding system of pastoral care. The Mission Statement of the College is:

“Merici challenges you to love life, have hope, be faithful and build futures more wondrous than you dare to dream”.

This statement is a lived reality within the College and is evident in our approach to all areas of College life: pastoral care, curriculum and our co-curricular program.

Merici students are encouraged to reach out to the wider community and to develop a sense of social justice. We encourage students to develop leadership skills and their individual gifts and talents. We promote the use of new technologies as learning tools and we give students strong educational and spiritual foundations to prepare them for life and work as adults in a challenging world.

We are a school at the forefront of technology, well known for our optional laptop program but equally committed to enhancing learning through technology for all students. Our Principles of Powerful Learning are testament to our desire to ensure that teaching and learning at the College is based on the most recent educational research. Through our Principles of Powerful Learning, we seek to work closely in partnership with students and their parents to maximise student performance and success.

This desire for innovation and continuous improvement, together with well-equipped facilities and a rigorous academic program with strong core subject areas and a breadth of elective choices, as well as the provision of a range of vocational education courses in the senior school, ensure that we are exceptionally well placed to guide students through their adolescent years into young adulthood.

We look forward to working with you.

Ann Cleary
Acting Principal
CATHOLIC ETHOS AND VALUES

As a Catholic school, our specific aim is to guide our students towards full human development in an authentic Catholic community. As such, we are committed not only to academic excellence but to the holistic development of each student. We seek to nurture students intellectually, spiritually, culturally, emotionally and physically in an environment where they feel cared for and supported. We believe in the innate dignity of every person, and seek to have all of our relationships reflect the love of God as witnessed through the person of Jesus Christ.

ST ANGELA MERICI

The College is named for St Angela Merici whose life provides inspiration to us in the way we structure our community and care for our students.

Angela Merici was born in Desenzano, Italy, sometime between 1470 and 1474. Her birthplace and the area where she worked for a major part of her life are in that section of northern Italy that can rightly be called the "cradle of the Renaissance Movement."

During the time of Angela, religious revolt rocked the Church, the Venetian Lombardy area was at war and family life was threatened. Inspired by Gospel challenges, Angela served the needs of the rich and poor alike. Those of prominent position sought her as their guide and their inspiration; to the lowly and the poor she brought help and comfort. Her love and sensitivity to human needs won her the title, "Madre Angela," from the people of Brescia.

Angela was concerned about the lives of girls, as they were generally uneducated at that time, as well as the life of people in slums. After trips to many places including the Holy Land and Rome, in 1535 she, with others, founded the Order of Ursulines in Italy, named for its patron saint, Saint Ursula, a martyr.

Angela’s spirituality is one which affirms and celebrates each individual person; we are all children of God and therefore precious. The individual should be nurtured and cared for in a supportive community, which works for the good of all. St Angela is a model for us in her deep relationship with God, her practical love for others, her simplicity and her wisdom. In 2007, we celebrated the two hundredth anniversary of her canonisation as a saint.

Beatified in 1768 by Pope Clement XIII
Canonized in 1807 by Pope Pius VII
Major shrine: Church of Saint Afra, Brescia, Italy
Feast Day: January 27
OUR VALUES

As a Catholic school, we are explicit about the values we espouse. The diagram below was developed from a whole school survey aimed at identifying and clarifying those values central to our community. In stating these, the diagram links the values to the environment we are seeking to create and to our goals, both for religious and pastoral education and for the development of the individual.
Our Values and Principles of Powerful Learning (page 11) were reviewed in 2010 by all the students in the College resulting in a combination of both the values and principles into student-friendly language. The students in Pastoral Care classes assessed each value and principle and developed the key elements as outlined below.
PASTORAL CARE AND STUDENT WELFARE

Through our formal and informal pastoral care structures and processes we aim to affirm the dignity and worth of each individual student and to provide a sense of security and well-being as a member of a caring, Christian community. As a Catholic school, we believe that Christ-centred relationships are the foundation on which all our work is based, and so we encourage all to develop relationships of care and support which are characterised by compassion, tolerance and reconciliation. We strive to develop in students’ resilience, self-awareness, emotional maturity and self-control. A Merici student should display generosity of spirit and be prepared to reach out to others in the school and wider community.

House System

Our House system is the formal structure for pastoral care in the College. There are six Houses, each associated with one of the original orders of nuns who founded the College in 1959. Each House is led and supported by a House Coordinator who takes pastoral responsibility for the students in the House. The seven Pastoral Care classes in each House are vertically streamed (i.e. students from each of the six year groups are in each class) and students remain in the same Pastoral Care class throughout their six years at Merici. This encourages positive relationships and a sense of belonging and continuity for students and their families. It also provides leadership opportunities for older students who support and mentor the younger ones. The ongoing nature of the Pastoral Care teacher’s role enhances relationships and communication between teachers, students, co-coordinators and parents.

<table>
<thead>
<tr>
<th>House</th>
<th>Symbol</th>
<th>Colour</th>
<th>Order of Nuns</th>
<th>Motto</th>
</tr>
</thead>
<tbody>
<tr>
<td>BALGO</td>
<td>![Symbol]</td>
<td>Yellow</td>
<td>Mercy</td>
<td>“Wunan biri”: sharing our Love, Friendship, Time, Talents and Possessions</td>
</tr>
<tr>
<td>BRESCIA</td>
<td>![Symbol]</td>
<td>Purple</td>
<td>Ursuline</td>
<td>Sfidiamo: Let’s dare – We dare</td>
</tr>
<tr>
<td>NINGIL</td>
<td>![Symbol]</td>
<td>Red</td>
<td>Presentation</td>
<td>Strength and courage through love</td>
</tr>
<tr>
<td>PENOLA</td>
<td>![Symbol]</td>
<td>White</td>
<td>Josephite</td>
<td>Strength, Equality and Determination</td>
</tr>
<tr>
<td>SEIWA</td>
<td>![Symbol]</td>
<td>Blue</td>
<td>Good Samaritan</td>
<td>Peace and Compassion</td>
</tr>
<tr>
<td>TULLOW</td>
<td>![Symbol]</td>
<td>Green</td>
<td>Brigidine</td>
<td>Strength and Gentleness</td>
</tr>
</tbody>
</table>
Other Support

College Chaplain

Our College Chaplain participates in the life of the College and is an integral member of the community. He celebrates regular Masses and he also attends the Year 11 Conference and the Year 12 Retreat.

Counselling Services

Merici College has access to the services of student and family counsellors from CatholicCare. Students are welcome to make appointments to discuss any issue of concern to them. Appointments are made with the Attendance Office. Our counsellors are also available to parents and families for consultation on any matter relating to the wellbeing of their daughter. Given the size of the College and the demands for counsellors, please be aware that counsellors are not able to offer long term counseling services. They are able to refer families to appropriate agencies.

Defence Transition Mentor

Merici College has a Defence Transition Mentor (DTM), who is available to Defence families and students who may need assistance.

The role of the DTM is to:

- Work with students from Defence families in their transition to the school and then when they are transferred to their next school.
- Inform parents and the College of Defence resources that are available to help with this transition.
- Work with the College pastoral team to support students pastorally and academically if they are experiencing difficulties.
- Offer particular support to students and families where there is a parent on deployment overseas.
- Help the College to understand the life of Defence families.
- Organize social activities for the students from Defence families.

Personal Health and Safety and Behaviour Management

Merici College is committed to ensuring that all members of the community, particularly students, feel safe and are free from verbal and physical abuse and harassment in the school grounds, classroom and allied teaching and sporting areas. The College endorses the Principles of a Safe School from the ACT Department of Education and Training’s Safe Schools Policy Framework.

Within the parameters of the Safe Schools Framework, Pastoral Care and behaviour management at Merici are closely linked, as both aim to promote a respectful, secure and healthy environment for all members of the College. Our Behaviour Management protocols and systems in the College are designed to ensure the welfare of all members of the community and to encourage the development of responsible behaviour in students. Our approach is based on a Glasser model where students are aware of their rights and responsibilities and where, if difficulties arise, they discuss their behaviour with their teacher, recognize the impact of that behaviour and take responsibility for it and formulate a mutually acceptable plan for the future. There are several steps in our process should poor behaviour continue. These steps would include meeting with parents and the House Coordinator or in serious cases, with the Assistant Principal Students and ultimately the Principal.
**Student Rights and Responsibilities**

As members of the Merici College community, students have a right to:
- enjoy a safe and healthy environment
- be supported in their educational goals
- learn about and model Christ's teaching
- express their own individuality without curtailing others
- join in and have fun.

As students they have responsibility to:
- try to become more loving and Christ-like in their relationships
- use their own special talents
- always do their best
- make their own decisions and accept responsibility for their actions
- respect and be courteous to others
- appreciate and be tolerant of differences.

**Expectations of Student Behaviour**

In the classrooms students should:
- be courteous and considerate at all times
- respect each other’s opinions and property
- be punctual and well prepared for each class
- participate in all classroom activities
- not endanger their own health and safety and that of others by their behaviour.

Within the College they should demonstrate:
- respect and care for others in all interactions
- respect for school and personal property
- avoidance of dangerous or unsafe practices.

In setting good health habits, students are not permitted to smoke, or use alcohol or drugs when at school on a school-organised activity, or when wearing school uniform.

**Bullying and Harassment**

Merici College does not tolerate bullying in any form. All members of the College community are committed to ensuring a safe and caring environment that promotes personal growth and positive self-esteem for all. This involves mutual respect for the dignity of every individual. Our policy recognises the fact that bullying and harassment can undermine our learning environment and be detrimental to the individual.

Our Policy to Promote Positive Peer Relations and to Deal with Incidents of Bullying is available on our website.

If parents are concerned about bullying then they are urged to contact the school.
Concerns and Complaints

The College has relevant policies and protocols regarding complaints, including sexual harassment and alleged misconduct by a member of staff.

Please contact the College if you have concerns.

Induction of New Students

Merici is committed to ensuring that new students and their parents feel welcomed and comfortable in the new environment and has induction processes in place for all new students.

Students beginning in Year 7

In the year prior to beginning their enrolment, future Year 7 students and their parents attend an Information Evening in September. After the formal information giving part of the evening, students and their parents are welcomed into their new House for an informal social chat which enables students and their parents to meet key members of staff, current students in the House and each other.

In Term 4, we welcome our future Year 7 students into the College for a half day of activities with their Pastoral Care Group and House. Current Year 10 students take particular responsibility for this. There is some testing to assess the literacy, numeracy and interpretative skills in new students, in order to identify areas of strength and future development needs. The results are not used to place Year 7 students into ability groups; all classes at Merici are mixed ability.

The first day of school, Monday February 4th, is an orientation day for Year 7 and they attend with senior students only. This enables them to spend time with their Pastoral Care Teacher, become more familiar with the physical layout of the College, settle into several classes and get to know some senior students. The remaining Year groups begin on Tuesday February 5th.

Assistance is provided every afternoon for the first week of school, to allow students to become familiar with bus arrangements and to ensure that they feel confident catching their bus home.

A Year 7 Parent Information Evening is held in Term 1. The “Tips and Tricks” evening aims to answer any questions parents may have, discuss homework and assessment strategies, and explain secondary school processes.

In the first few weeks of school Year 7 have a Skills Day. The aim of this day is twofold: firstly, to further develop social connections between Year 7 students and secondly, to assist students with their study and organizational skills.

Students attend the Year 7 Camp in March and this enables them to bond with their peers across the year level and to develop relationships with teachers.

Early in the year all students, whether in the laptop or the non-laptop program, receive a targeted induction in Information and Computer Technology to ensure that they have the necessary skills to manage the technology rich environment of the College. There is also an induction session for the Information Centre held in the early weeks of Term 1.
Other students new to the College

We always try to ensure that other students new to the College have a personal interview with either the Principal or their House Coordinator prior to beginning at the College. The House Coordinator and Pastoral Care Teacher take particular responsibility for ensuring that the student settles in quickly. A student “buddy” from their Pastoral Care group is assigned to ensure that new students are able to find their way to classes and are looked after at breaks in the early days. All new students also have an induction to the Information Centre and to the College network, and undergo some standard testing of literacy and numeracy skills to enable us to identify areas of strength and/or areas where the student may require some support. Follow up from your daughter’s House Coordinator also occurs.
TEACHING AND LEARNING

Through our innovative curriculum, Merici seeks to nurture within our students a lifelong love of learning, an ability to think critically and independently and a belief in their ability to work towards their chosen goals. The curriculum pattern is structured to encourage the development of responsibility for active learning, with students becoming increasingly involved in the choice of, and commitment to, their own learning program of study.

Merici Principles of Powerful Learning

Our teaching practice is based on the Merici Principles of Powerful Learning, which are embedded in our curriculum and reflect best practice in teaching and learning, tailored to our Catholic environment. The Principles of Powerful Learning are embedded in our curriculum. Students who develop a love of learning and the ability to apply what they have learned to new and challenging situations will be well equipped to face the many challenges of life. These are outcomes of Powerful Learning. The Principles underpin all aspects of teaching strategies, from lessons in the classroom to assessment and beyond. The four rings of the Powerful Learning diagram contain our fundamental purpose as a Catholic school, our foundational values (presented diagrammatically in the separate Merici College Values poster on page 4), the essential elements of the learning culture of the school and relevant teaching strategies and the interconnectedness of all of these elements.
Junior Curriculum Overview

Year 7

Year 7 provides an essential link between primary and secondary school. Parts of the curriculum are integrated to allow students to see connections across traditional subject areas, much the same as they did in primary school. Here, an inquiry approach is used where skills and learning strategies are applied towards common themes that integrate content from the traditional areas. Information and Communication Technology skills are embedded across the curriculum regardless of a student being in the laptop program or not. Students are not ‘streamed’ and time is given for each student to adapt to the new secondary school environment.

The courses currently studied in Year 7 are:
- Religious Education
- Integrated Humanities – comprising units from English and the Social Sciences
- Integrated Mathematics and Science
- Languages – students select one language from French, Mandarin, Italian and Japanese for continuous study in both Years 7 & 8.
- Physical Education and Health
- One term each of Textiles and Food Technology
- Two elective choices from the Expressive Arts area, chosen from Art, Dance, Drama or Music (one term of each). Students may also choose to join the Band if they choose music as one of their electives.

Year 8

The Core Areas are:
- Religious Education
- Mathematics
- English
- Science
- Languages – Students continue with their study of the language chosen in Year 7
- Physical Education and Health
- One semester each of History and of Geography
- and two of the following subjects from the Elective Areas:

<table>
<thead>
<tr>
<th>Art</th>
<th>Food Technology</th>
<th>Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>Textiles</td>
<td>Dance</td>
</tr>
<tr>
<td>Consumer Education</td>
<td>Information Technology (open to laptop and non-laptop students)</td>
<td></td>
</tr>
</tbody>
</table>
Years 9 and 10

The **Core Areas** for both year levels are
- Religious Education
- Mathematics
- English
- Science
- Physical Education and Health
- One semester each of History and Geography

For a whole year, students study two subjects from the **Elective Areas**. It is a requirement that students fulfill ACT curriculum requirements by undertaking at least one year of an arts and one year of a technology subject in the course of their Year 9/10 studies. Some subjects have been formulated to meet the curriculum requirements of both arts and technology in order to maximise student choice. There are also subjects that do not fall into these two compulsory categories.

<table>
<thead>
<tr>
<th>GENERAL SUBJECTS</th>
<th>TECHNOLOGY SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumer Education</td>
<td>Business Admin V (Y10)</td>
</tr>
<tr>
<td>French</td>
<td>Food Technology (Y9)</td>
</tr>
<tr>
<td></td>
<td>Hospitality V (Y10)</td>
</tr>
<tr>
<td>German</td>
<td>Information Technology</td>
</tr>
<tr>
<td>(only until 2014)</td>
<td>Sustainability</td>
</tr>
<tr>
<td>Italian</td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td>Technology (Y10)</td>
</tr>
</tbody>
</table>

**ARTS SUBJECTS**

| Dance                                           | Art & Design         |
|                                                |                      |
| Drama                                          | Media Studies        |
|                                                |                      |
| Music                                          | Textiles             |

When students and their families are making subject choices they will be given more information about the elective selection process. The College endeavours to meet student subject choices for electives, however, some subjects may not run if chosen by insufficient numbers to make a viable class.

**Year 10** is an important preparatory year for the Senior College. Courses provide skills needed for Years 11 and 12 and emphasis is placed on research, interpretation and analysis, essay writing, problem solving and seeing linkages between traditional subject areas. Students begin to have assessment tasks similar in type to those they might expect in the senior years. Year 10 students have access to some Vocational Subjects (V) such as Hospitality and Business Administration.
Senior Curriculum Overview

As students proceed from the Junior College into the Senior College, the structure of the curriculum changes to meet the needs of students in Years 11 & 12. The College aims to provide the opportunity for students to continue their academic pursuits, within a familiar and supportive environment.

Merici College offers a wide range of courses that satisfy accreditation with the ACT Board of Senior Secondary Studies (BSSS). Students can select a combination of ‘Accredited’, ‘Tertiary Accredited’, ‘Vocational’ and ‘Registered’ courses that provide excellent preparation for further study at University, Canberra Institute of Technology, NSW TAFE colleges and business colleges, as well as direct employment after Year 12. Students are encouraged to pursue a broad educational package whilst also choosing subjects in areas of interest.

The seven Vocational courses offered by Merici College (Information Technology, Business Administration Studies, Hospitality Studies, Fashion Design, Media, Library and Information Services and Sport Fitness and Recreation), all lead to nationally recognised qualifications at Certificate I and II and articulate into many CIT and TAFE courses. Merici also offers Certificate III in Hospitality and Business.

The College’s Senior Handbook contains detailed descriptions of each course together with important information regarding the College system in the ACT. Most students do six subjects in Years 11 and at least five subjects in Year 12, with 2 lines available for study or research.

Merici also offers Australian School Based Apprenticeships (ASBA). These are part-time and incorporate features of full-time apprenticeships or traineeships while allowing students to obtain their Year 12 Certificate. Students accepted into an ASBA are usually given an extra Line off for support.

Integrated ICT Program

Merici College is committed to ensuring that all students develop comprehensive ICT skills and have excellent access to technology in a variety of forms. For non-laptop students, the College has flexible approaches to ensure access which include dedicated computer rooms, bookable laptop trolleys for teachers and flexible spaces which include computers. The majority of classrooms have interactive whiteboards. In Years 7 and 8, core ICT skills are taught to both laptop and non-laptop classes. These are reinforced and extended by the use of technology used in the classroom, which is embedded in units of work. All subject areas include a component of technology education. Under the Federal Government’s current Digital Education Revolution program, students in Year 11 and Year 12 are issued with a laptop for school use. This is returned each year and re-issued at the beginning of the next year. The school operates within a wireless environment and students can access their files and the internet from all parts of the school. “Moodle” is our on-line learning platform and used for flexible delivery of lessons and access to all assessment.

Laptop Program

Merici College is well known within the Canberra region for its optional Laptop Computer Program. Laptop computers are purchased or leased by the family. Details of this purchasing process are available to interested parents.

The computer is seen as an important motivational and learning tool and students use their laptops in all classes. This immersion in ICT helps them to develop excellent skills and the confidence necessary to tackle new technologies. The use of laptops in the classroom is balanced with bookwork and physical movement, which reflects the way that computers are used in the real world and addresses Workplace Health & Safety. Teachers organise a variety of online learning experiences for students that can be accessed from the classroom or from home via the internet.

Technology provides wonderful opportunities to enhance learning that are not possible by other means.
Learning Support

On entry to the College, students are tested to indicate reading age, reading comprehension, numeracy and interpretative skills. These are used to ascertain individual strengths and any areas for further development.

The resource teachers work closely with classroom teachers to devise strategies to monitor the progress of students who may need intervention. The overall view is that students should be integrated with their classes whenever possible, and that where students lack the skills needed to cope with work at class level, some teacher assistant support is provided in selected classes. Where necessary, modified outcomes are provided for students with learning difficulties or disabilities.

The College endeavours to provide a range of opportunities for gifted and talented students, both within the classroom setting and through avenues such as extra-curricular specialist groups and external competitions. “La Sfida” is a program tailored to challenge students.

Parents who have queries or concerns regarding any aspect of Learning Support are encouraged to contact the Learning Support or the Resource Teacher.

Homework

Homework is part of the curriculum at Merici College and the College expectation is that all students will complete homework. It enables students to review and practise work covered in class, to extend their understanding, to work independently and to explore topics more fully than class time permits. There is a strong correlation between homework, test results and grades. Evidence suggests that students who complete more homework obtain better results than students who do less homework. This is particularly significant in the later years of schooling.

“Homework provides an important link between school and home, a vehicle for communication about what is expected and what is being taught at school…Homework also provides an opportunity for the development of autonomy and helps to develop an understanding in students about when they need assistance.”

Frydenberg (2003)

Suggested Amounts of Homework

<table>
<thead>
<tr>
<th>Years</th>
<th>Suggested Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 – 8</td>
<td>5 - 7.5 hours per week (1 – 1.5 hours per night over 5 nights)</td>
</tr>
<tr>
<td>9 – 10</td>
<td>7.5 - 10 hours per week (1.5 – 2 hours per night over 5 nights)</td>
</tr>
<tr>
<td>11 – 12</td>
<td>Minimum 12 hours per week</td>
</tr>
</tbody>
</table>

These times are the minimum suggested particularly for Seniors. Although the major focus will be on assessment tasks, further self-directed learning, revision and independent study are seen as essential to students achieving success in their senior year.
Parents can assist with homework by showing an active interest in the homework to be done, providing a suitable place for their daughters to do their homework and helping them with time management to enable them to meet deadlines. They should, however, limit the assistance provided to their daughters to guiding, aiding, reviewing, listening to reading and recitation and answering specific questions rather than actively working with their daughters to complete tasks. Encouraging students to engage in regular reading for pleasure is always a positive step parents can take, particularly if students say they have no homework to complete on a particular evening.

Continuing communication between parents and teachers is very important. This communication starts with the School Planner, where students should record homework each day and where parents can communicate briefly with the teacher.
ASSESSMENT

Merici has a policy of continuous assessment throughout each semester. This means that instead of achievement being measured only by a single examination, other items such as research, practical work, written and oral class work are considered as important contributions to the measurement of student outcomes. The relative importance of each task type varies from subject to subject. Most subjects work around having a maximum of 4 pieces of assessment per semester or 3 pieces of assessment in a term unit. Cross marking, moderation and discussions with Studies Coordinators and other teachers are standard procedures to ensure that teachers maintain common assessment standards.

To even out the assessment demands we have an ‘odds and evens’ system in Years 7-10 where at most four subjects can have assessments due in one week. This does not preclude, however, the other subjects having assessment that may be handed out and due in a different week.

All students receive an Assessment Outline for each subject within the first 3 weeks of a semester (or term unit in Year 7). The outline details the course being studied, the teacher, the unit objectives and the assessment tasks.

The teacher may alter this outline only after consultation with the classes involved and the relevant Studies Coordinator. A copy of the Unit Outline is also found on the student’s Moodle page, set up by the teacher. The Moodle page also contains other relevant information such as copies of the assessment items for that unit.

In the case of Senior students, Assessment Outlines contain information with regards to Penalties, Extension of Time, Moderation, Calculation of Unit Scores and Appeals. Further information on these processes is contained in the Senior Courses Handbook and the Senior Assessment Handbook.

With regards to assessment tasks, teachers are expected to give the following information to students through the use of an assessment task cover sheet:

- Task type
- Date handed out
- Weighting for the unit
- Date due in
- Resources suggested for task
- Number of lessons allocated to task during school time
- Number of hours in addition to class time expected to complete task

Academic Awards Ceremonies

These are held twice yearly and recognise students who have achieved Academic Excellence or who have demonstrated Outstanding Effort. In addition, students who achieve a grade point average of 4.75 and above will receive a Certificate of High Distinction. Students who achieve a grade point average of 4.5-4.74 will receive Certificates of Distinction. These grade point averages are derived from semester grades where five points are awarded for an A grade, four points for a B grade and so on. For example, a junior student in 8 subjects with 5 As, 2 Bs and 1 C would have 36 points and a 4.5 grade point average. Parents of students receiving awards are invited to the ceremonies.

Reporting to Parents

At the end of each semester the College compiles a comprehensive Semester Report. This shows student achievement as a grade and against specific Learning Outcomes, which include student application and effort, as well as relevant comments in each subject studied. Pastoral Care Teachers also write a comment describing the student’s contribution to their Pastoral Care Class. For senior students in Tertiary units, students also receive a scaled score, or a raw score in the case of subjects with small numbers of students. Parents of junior students can also request a grade allocation breakdown for each subject.
Interim Reports are sent home mid-way through each semester shortly before the Parent – Student - Teacher night. These indicate, in summary form, the current progress of students in each subject, and whether there are any concerns of which parents need to be aware.

Parent – Student – Teacher Evenings are held each semester for parents to discuss the progress of their daughter with individual teachers. These provide an opportunity for contact between teacher, student and parent, and reinforce the partnership between the school and home.

Merici College also encourages frequent communication between parents, classroom teachers, Pastoral Care Teachers and House/Studies Coordinators if there are any concerns regarding progress. The Junior School Coordinator (Years 7 – 9) and Senior School Coordinator (Years 10 – 12) provide another point of contact for parents. The College calendar and Website also contain the dates of all reporting and interview times.

Merici uses an online booking system called ‘Parent Teacher Online’ for parents to make appointments for interview. Parents are sent logon details and these can be made quickly and efficiently.
OTHER OPPORTUNITIES FOR STUDENTS

Merici offers a wide range of opportunities for students to explore their interests, try out new roles, and develop new skills. Students are encouraged to make good use of these programs to extend themselves in ways that complement academic achievement and to develop greater self-confidence.

Student Leadership
All students are given opportunities for leadership in classrooms and in Pastoral Care groups. They are also encouraged to further develop their leadership skills by taking positions of responsibility either formally or informally in their House, Pastoral Care group or the various community service, sporting and interest groups.

The student body is led by the College Captain and Vice-Captain, specialist captains including Liturgy, SRC, Sustainability, Expressive Arts, Social Justice and Sport, the House Captains and Vice-Captains. Student leaders are important role models and promote school spirit and positive relationships. They represent the College at functions both in and away from the College, form the Student Administration Team and facilitate the organization of the Student Representative Council (SRC).

The SRC is an important avenue for communication between the student body and the College Executive Team and is an effective means for developing student leadership at all year levels. Each House and Year group is represented on the SRC and it is supported by a member of staff, the SRC Facilitator, who assists in its organisation, initiatives and activities.

Students from years 10 – 12 can nominate for Angela’s Angels. Through participating in this college youth group students show leadership in spirituality.

ANU Secondary College
Students entering Years 11 and 12 may apply to attend the ANU Secondary College. Merici College has been well represented in the ANU College, which aims to provide an extended learning experience for senior students. The ANU Secondary College offers specialist courses in Mathematics, Chemistry, Physics, Conservation, Biology and Japanese. These units are included on the Year 12 Certificate and can also be counted should they continue undergraduate study at the ANU.

UC Accelerate
The University of Canberra provides Year 12 students with the opportunity to study a range of units. Students are accredited with a Registered unit on their Year 12 Certificate. If they continue at the University of Canberra following Year 12, the subject can also be included as part of their degree.

School of Music
As part of the Year 12 Certificate, talented students can audition to study music at the School of Music, ANU. The course includes Classical & Jazz studies with specialised ensemble work, performance workshops, musicology classes and individual tuition. Students can complete a minor or a major and units are included on the Year 12 Certificate.

CIT
Merici College works to support students accessing Specialist Courses. This study compliments their work in Years 11 and 12.
Co-curricular Program

Merici offers a wide range of sporting, cultural, community service and academic-related activities for students. All students are encouraged to become involved in these activities. A program of social and pastoral events is also provided to strengthen the community and House spirit within the College. These activities are publicised through the Daily News sheet and Website. Early in Term 1, students are given the opportunity to investigate and enrol in any of these activities during the “Activities Expo” held during school time.

The following is a list some of the co-curricular activities and extra-curricular activities that regularly operate at Merici:

<table>
<thead>
<tr>
<th>Community Service</th>
<th>Sport</th>
<th>Cultural</th>
<th>Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angela’s Angels</td>
<td><strong>Interschool Sport:</strong> Athletics, Basketball, Cricket and Indoor Cricket, Cross Country, Equestrian, Golf, Hockey, Netball, OzTag, Softball, Swimming, Tennis, Touch Football, Triathlon Volleyball</td>
<td>ANIME Club</td>
<td>Cosy Reading Café</td>
</tr>
<tr>
<td>Blood Donations</td>
<td><strong>Merici Team Sports:</strong> Basketball, Netball, Snowsports, Volleyball, Waterpolo,</td>
<td>Chess Club</td>
<td>Cross-Age Tutoring</td>
</tr>
<tr>
<td>Canteen – volunteering as a Year 7 and 8 activity.</td>
<td></td>
<td>Drama Group</td>
<td>Debating</td>
</tr>
<tr>
<td>Charity Collections</td>
<td></td>
<td></td>
<td>Literature’s Good (Book Club)</td>
</tr>
<tr>
<td>Duke of Edinburgh Scheme</td>
<td></td>
<td></td>
<td>Maths Challenge (Years 7-10)</td>
</tr>
<tr>
<td>Eucharistic Ministers</td>
<td></td>
<td>Senior Band</td>
<td>Mock Trial</td>
</tr>
<tr>
<td>Narragunnawali Group</td>
<td></td>
<td>Junior Band</td>
<td>Shakespeare Competition</td>
</tr>
<tr>
<td>Social Justice Group</td>
<td></td>
<td>String Ensemble</td>
<td>Tournament of Minds</td>
</tr>
<tr>
<td>St Vincent de Paul</td>
<td></td>
<td>Choir</td>
<td>Writers’ Club</td>
</tr>
<tr>
<td>Student Representative Council</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black Mountain School Project – Year 9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black Mountain School Mentoring – Year 10</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
THE JUDITH FOLLETT INFORMATION CENTRE

The Judith Follett Information Centre is an integral part of the teaching and learning process at Merici College. Access to a wide range of resources and trained teacher librarians have been shown to be factors in student acquisition of skills in Information Literacy and general academic success, and the Information Centre is committed to providing these resources, facilities and staff.

Resources include:

- **A collection which specifically supports student course work.** It includes books, magazines, newspapers, videos, DVDs and Internet, all of which are readily available to students for borrowing;
- **An extensive fiction collection** to encourage reading for all age groups and levels of reading ability;
- **The library catalogue and access to online resources** such as Australian and New Zealand Reference Centre, Weblinks, Newscan, Business and Legal Date, Britannica and World Book, **available online from the College or home** to enable easy and supported searching to facilitate student success;
- Audio Visual equipment to support the students' requirements for class and assessment purposes. Digital still and video cameras, data projectors, laptop computers, CD players, MP3 recorders, VHS and DVD viewing/dubbing facilities are available.

Facilities include:

- **Classroom, group, computer and relaxed reading areas.** Teachers are able to book these areas for their classes for research, teacher librarian supported development of information skills or wide reading;
- **A dedicated senior study area:** A quiet study area allowing for effective study with access to assistance by teacher librarians and library assistants. Senior students may use this area at any time during the day;
- Photocopying, printing, digital video editing, scanning and computing facilities are available for student use.

Staff dedicated to supporting the curriculum of the College and providing a welcoming and supportive environment for our students:

- Two specialist teacher librarians
- Two library technicians/library assistants
- One Audio Visual technician

The Information Centre is open from 8.30 a.m. – 5.00 p.m. Monday to Thursday and 8.30 a.m. – 4 p.m. on Friday. During this time students may access the Centre for class use or private study. They are encouraged to seek help with assignments, research projects, assessment items, work in progress and reading selection from our specialised and very supportive staff.
ORGANISATIONAL MATTERS

Enrolment Procedures

Enrolment application forms are available from the Reception area of the College, the Principal’s Secretary or the Catholic Education Office (CEO). The College follows the CEO’s Enrolment Policy in processing applications.

We welcome applications from those not of the Catholic Faith if there are places available, on the understanding that all families will support the religious ethos of the College and that students will participate in Religious Education lessons, liturgical celebrations and retreats where appropriate.

We also welcome applications from students with special needs (subject to the CEO Enrolment Policy). Before finalising an enrolment, interviews are held to ensure that enrolment at the College would be appropriate for the student. These decisions are made on an individual basis and after careful consultation with the family and the Catholic Education Office.

Communication

We believe that effective communication between the school and the home is vital to the educational progress of each student.

School to home

There are a number of ways that we communicate with families:

- **The Merici College “Building Futures”** is issued twice in Terms 1, 2 and 3 and once in Term 4 and posted home.

- **Electronic Newsletter:** This is distributed via email fortnightly and contains a summary of events taking place that fortnight with access to essential information regarding these events.

- **Student Planner:** We issue each junior student in the College with a print planner at the beginning of the school year. Teachers will often use the planner to communicate with parents. The Student Planner sets out College policy and expectations and enables students to organise homework and assignments. Junior students are required to have their planner with them at all times.

- **Reports:** We send out interim reports at the end of Term 1 and in Term 3. We encourage parents to follow up areas of concern at parent-teacher nights held soon after receipt of interim reports. Full reports are issued at the end of Semesters One and Two. Parents are also able to request grade distribution summaries for their daughter’s subjects.

- **Parent-Student and Teacher Evenings:** These provide an excellent opportunity for three-way communication and are of value to parents, students and staff. Parent-student and teacher evenings are held each semester, during Term 1 and Term 3.
Home to school

The staff at Merici welcome parental contact. Parents are encouraged to make contact with a member of the Executive, Studies or House Coordinator, Pastoral Care Teacher or individual teachers if the need arises. The following are all possible means of contact:

- **Student Planner:** The Student Planner is a convenient and quick way to contact a teacher about subject specific matters.

- **Telephone Messages:** can be left on teachers' voicemail if the teacher is unavailable when you phone. These messages will be addressed as soon as practicable.

- **Letter:** General information can be passed to the school with a letter to the Pastoral Care Teacher. Subject specific queries can be directed to either the Studies Coordinator or the individual teacher.

- **Interview:** Please feel free to arrange a personal interview with a more serious concern. In most circumstances interviews cannot be accommodated without prior notice.

- **Email:** All staff can be contacted via their school email address. Note that teachers will endeavour to acknowledge receipt of an email within 48 hours, however, a detailed response may take longer than this timeframe.

  christian name.surname@merici.act.edu.au

  e.g. gerard.ryan@merici.act.edu.au

School Board

The Merici College Board has responsibility to take decisions in the areas of ensuring the Catholic identity, ethos and mission of the College, approving and monitoring the annual budget, strategic planning and capital and maintenance programs. It provides advice in other areas. Members are drawn from the College community and the College staff and can also be co-opted for particular areas of expertise.

Parents Association

Responding to changing needs, in 2007, the Parents Association is now a subcommittee of the College Board. This is to enable a more outcomes focussed approach which allows parents to become involved in areas where they have a particular interest or expertise. Parent meetings are called from time to time to work on particular projects. These meeting will be advertised via the newsletter “Building Futures” or the electronic newsletter. All Parents are encouraged to contribute details of their own areas of expertise and interest to a database which enables them to be contacted to assist the College with particular projects.
Uniform and Personal Presentation

The College uniform is compulsory. Each student is required to wear the correct uniform for the season, to and from school. It is advised that all garments be marked with the student’s name.

Uniform requirements for Years 7-10

<table>
<thead>
<tr>
<th>Summer</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>• College blue dress, knee length or below</td>
<td>• College pleated wool skirt, knee length or below</td>
</tr>
<tr>
<td>• Plain white socks covering the ankle</td>
<td>• Regulation white blouse</td>
</tr>
<tr>
<td>• Sturdy black polishable lace-up school shoes only (minimum heel height 1cm, max heel height 4cm) – no soft ballet shoes, no backless shoes, no Mary-Jane styles, no canvas of any kind</td>
<td>• Navy College jumper</td>
</tr>
<tr>
<td>• Navy College jumper</td>
<td>• Regulation navy College jacket or overcoat (optional)</td>
</tr>
<tr>
<td>• Merici College School Bag (compulsory)</td>
<td>• Black ribbed or opaque tights (not knee-highs)</td>
</tr>
<tr>
<td></td>
<td>• Regulation Merici navy pants (optional)</td>
</tr>
<tr>
<td></td>
<td>• Sturdy black polishable lace-up school shoes as per summer requirements</td>
</tr>
<tr>
<td></td>
<td>• Merici College School Bag (compulsory)</td>
</tr>
</tbody>
</table>

Sport

• College sports shirt
• Plain navy college shorts with no visible logos or brand names
• White socks
• PE rugby top (optional)
• Suitable sports shoes – no canvas, flats or slip-on casual shoes
• College tracksuit (optional)
• College wide brimmed hat available for purchase at the Attendance Office
• Navy tracksuit pants – no visible logos or brand names

Uniform Requirements for Years 11 and 12

<table>
<thead>
<tr>
<th>Summer</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pleated navy skirt regulation length and style, knee length or below</td>
<td>• Same as Summer uniform plus Merici navy vest or pullover</td>
</tr>
<tr>
<td>• College white blouse</td>
<td>• Sheer or opaque black tights</td>
</tr>
<tr>
<td>• Plain white socks</td>
<td>• College blazer (compulsory) to be worn as the only acceptable outer garment in winter and on formal occasions</td>
</tr>
<tr>
<td>• Sturdy black polishable lace-up school shoes only (minimum heel height 1cm, max heel height 4cm) – no soft ballet shoes, no backless shoes, no Mary-Jane styles, no canvas of any kind</td>
<td>• Regulation navy pants</td>
</tr>
<tr>
<td>• Navy College jumper or blazer</td>
<td>• Merici College school bag (compulsory)</td>
</tr>
<tr>
<td>• Merici College school bag (compulsory)</td>
<td></td>
</tr>
</tbody>
</table>
All bags are to be kept in the lockers provided for each student. They are not to be taken to class, with the exception of PE bags/Dance bags.

The College Uniform is Available from:

- Lowes, Queanbeyan, and Belconnen Branches
- MacDonalds Children’s Wear & School Wear, Jamison Shopping Centre
- Savvy School and Formal Wear, Tuggeranong, Queanbeyan and Mitchell

Second-hand Uniforms

The College has established a notice board adjacent to the Attendance Office for students and parents to advertise for themselves any items that they would like to sell. You can also buy and sell preloved items such as school uniforms.

If, for an exceptional reason, a student is not able to wear an item of uniform for a day, an explanatory note should be brought from a parent/guardian, and presented to her Pastoral Care Teacher prior to the beginning of the school day. A uniform pass will be issued for the day, and is to be kept with the student. Alternative clothing must be appropriate for school wear. If school shoes cannot be worn for a valid reason, students must wear suitable alternative footwear such as runners (no slippers, thongs, sandals or backless shoes). This is for occupational health and safety reasons and unless mandated by a medical certificate, parents of students wearing inappropriate shoes will be called to bring appropriate footwear to the school. In keeping with the College ethos, the College expects the support of parents in this matter.

Other grooming requirements include:

- **Nail polish**, if worn, is to be of a neutral shade.
- **Make-up**, if worn, is to be invisible in Years 7 to 10 and discreet in Years 11 and 12.
- **Hair** is to be tidy at all times. Extreme styles or colour changes are not acceptable.
- While at school the only alternative clothing, which should be worn, is the sports uniform for PE and appropriate casual clothing for Dance.
- **Jewellery:** Students may wear a simple ring, a simple bracelet, a silver or gold chain necklace. Students who wear excessive amounts of jewellery will be required to remove it. The College will take no responsibility for its security.
- **Piercings:** Students may have a maximum of two pairs of small sleeper/studs in the lobe of the ear – no other piercings are permitted. If you allow your daughter to wear a piercing elsewhere this is to be done in the 6 week long holiday to allow for the stud/s to be removed at the commencement of the school year. Piercings obtained at other times must be removed regardless of the cost you have incurred. Clear studs are not permitted.
Lockers, valuables and mobile phones

Each student is issued with a locker located in her House area near her Pastoral Care Room. Students do not carry their bags with them, leaving them instead in the locker. They may access their locker before school, at recess and at lunch.

Large sums of money should not be brought to school. Valuables of any kind should be stored in the student’s own locker, secured with a good quality key lock. Locks are supplied to students in Years 7 & 8. We prefer students to not use combination locks other than those issued by the school. The use of iPods, iPhones, Mp3 players and mobile telephones is not permitted during lessons and formal activities. They are brought to school at the child’s own risk. All articles of uniform and valuable items should be clearly named.

The College policy regarding mobile phones is that they must be kept in student lockers at all times. Students may use their phones at their locker at lunch and recess. If a mobile phone is seen away from a student’s locker, it will be confiscated, placed in a sealed envelope with the student’s name and taken to the front office where it can be collected by the student with an ID card at the end of the day. Full information is in the Technology Policy which is signed off by students and parents each year.

Daily Organisation

In 2013 the College timetable runs on a five-day cycle. Tuesday’s timetable differs slightly from the other four days with a Pastoral Care lesson in Period 3.

Students move to the morning Pastoral Care after the warning bell at 8:45 a.m. Warning bells also ring five minutes before the end of Recess and end of Lunch. Students have 5 minutes to move from Period 1 to Period 2 and also between Period 4 and Period 5.

<table>
<thead>
<tr>
<th>MON, WED, THURS, FRI</th>
<th>TUESDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warning Bell</td>
<td>8.45</td>
</tr>
<tr>
<td>Pastoral Care</td>
<td>8:50 – 9:05</td>
</tr>
<tr>
<td>Period 1</td>
<td>9:10 – 10:10</td>
</tr>
<tr>
<td>Period 2</td>
<td>10:15 – 11:15</td>
</tr>
<tr>
<td>Recess</td>
<td>11:15 – 11:35</td>
</tr>
<tr>
<td>Period 3</td>
<td>11:35 – 12:35</td>
</tr>
<tr>
<td>Senior Long Period 3</td>
<td>12:35 – 12:50</td>
</tr>
<tr>
<td>Lunch 2 (Playground Duty)</td>
<td>12:55 – 1:20</td>
</tr>
<tr>
<td>Senior Long Period 4</td>
<td>1:05 – 1:20</td>
</tr>
<tr>
<td>Period 4</td>
<td>1:20 – 2:20</td>
</tr>
</tbody>
</table>

Note: Only senior students have lessons scheduled during part of the lunch break – Senior Long Period 3 or 4.
All students in Years 8-10 study 8 subjects per semester and each subject has 3 classes per week on a cyclic arrangement. Each lesson length is 1 hour.

In 2011 our timetable cycle is set out below:

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Line 1</td>
<td>Line 6</td>
<td>Line 2</td>
<td>Line 7</td>
<td>Line 4</td>
</tr>
<tr>
<td>2</td>
<td>Line 2</td>
<td>Line 7</td>
<td>Line 3</td>
<td>Line 8</td>
<td>Line 5</td>
</tr>
<tr>
<td>3</td>
<td>Line 3</td>
<td>Pastoral Care</td>
<td>Line 4</td>
<td>Line 1</td>
<td>Line 6</td>
</tr>
<tr>
<td>4</td>
<td>Line 8</td>
<td>Line 4</td>
<td>Line 5</td>
<td>Line 2</td>
<td>Line 7</td>
</tr>
<tr>
<td>5</td>
<td>Line 5</td>
<td>Line 1</td>
<td>Line 6</td>
<td>Line 3</td>
<td>Line 8</td>
</tr>
</tbody>
</table>

For example, if English were to be on Line 1 it would be held on: Monday Period 1, Tuesday Period 5 and Thursday Period 3.

**Attendance**

Students are required to attend all scheduled lessons during the school day. It is required that Junior students attend from 8.45am-3.25pm. Sports Carnivals and Pastoral Care activities are important, compulsory elements of our school life and must be attended. Attendance rolls are marked each period and students frequently late or absent without valid reasons will be referred to their House Coordinators.

Any absence during the day must be explained by a note from the students’ legal guardians or parents and must be presented either in PC that day for a short absence or the first day the student returns to school following the absence. If a student is absent from school, parents are required to inform the school either by phone – 6243 4165 or email attendance@merici.act.edu.au. An SMS message regarding absent students will be sent to all parents if their child is absent. Parents must opt out of this service if it is deemed not necessary.

Students are responsible for catching up on work missed due to illness or other circumstances. Excessive absences without explanation may prevent the awarding of grades in a semester and in extreme cases the awarding of Year 10 or 12 Certificates.

As indicated on the Assessment Outlines, all absences (without prior advice) on the day that assessment is due must be, in the case of seniors, notified to the subject teacher or Studies Coordinator and covered by a parental note or doctor’s certificate. In the case of juniors, absences are to be covered by a note from the parent to the teacher concerned indicating that the parent/guardian knows that assessment was due on the day of absence.

All absences for senior students must be explained within 7 days of the return to school. Failure to do this may lead to the student voiding the unit (in line with BSSS policy) and possibly placing their academic package in jeopardy. Parents of Senior students are sent regular reports showing the total of Explained and Unexplained absences. Students are not entitled to have holidays during term time.

As the College is legally responsible for students during school hours, parents must provide written permission for junior students to leave during the day and the Sign Out processes must be completed. Junior students are expected to show their note explaining the reason, time of departure and mode of transport to their Pastoral Care Teacher at the beginning of the day and have it signed.

Senior students may sign out during the day, when they do not have scheduled classes, by scanning out at the Attendance Office. A parent’s note is not required for seniors in non-scheduled class time but they must sign in and out. A senior student may not sign out until after recess to ensure they maximize their non-scheduled class time studying.
First Aid

The First Aid Room is situated adjacent to the Attendance Office and supervised by a member of staff with current Senior First Aid Qualifications. If a student becomes ill, a teacher will refer her to the First Aid Room.

If a student is too ill to remain at school her parents/guardians will be contacted to make necessary transport arrangements. Students are not permitted to make their own arrangements with parents to leave school when ill.

In an emergency, the College will make every effort to contact parents, but if they cannot be reached and/or the situation is urgent, the College may make the decision to call an ambulance. There is no charge made for the ambulance from the College to hospital, but parents are responsible for any other costs.

In keeping with ACT Schools Authority policy, it is not possible to dispense analgesics (such as paracetamol) to students.

If your child is unwell it is strongly advised you do not send her to school sick. We cannot provide space for students to spend lengthy periods of time lying down.

Buses

The College is serviced by three bus companies: ACTION for ACT students and Deanes for NSW students. This means that students from all areas of Canberra and outlying districts are generally able to access dedicated school bus transport to and from Merici. For students from the south side of Canberra, dedicated services to Merici are provided from the Woden Interchange and route buses are available to link with these services. Up to date information on bus routes and timetables is available from the following websites:

http://www.deanesbuslines.com.au


Each year, senior students are appointed as Bus Prefects and are given the responsibility of monitoring student behaviour on buses and reporting concerns to the Assistant Principal Students.

Canteen

The emphasis in our canteen is on providing healthy and nutritious snacks, meals and drinks. Canteen facilities are available to staff and students before school from 8.00 a.m. until 8:45 a.m. and at recess and lunch times. Junior students are not permitted to purchase from the canteen during class time. Senior students may purchase from the Canteen throughout the day.

Students complete their purchases by swiping their Charge Card. The Charge Card can be loaded with cash before school and at recess Monday to Friday and lunchtimes Monday and Thursday.
School Fees
A non-returnable enrolment fee of $50 is payable when a place is offered and accepted in Years 7 - 10 and $200 is payable when a place in Year 11-12 is offered and accepted ($150 of this is credited against Term 1 fees).

System tuition fees are set by the Catholic Education Commission with the approval of the Archbishop and are revised annually.

In addition to the tuition fees set by the System, schools set their own fees to cover various other costs. For Merici College, these fees consist of: Parent levy, resource fee (book hire), senior common room fee (seniors only), general fee (cost of subject consumables, competitions, buses to transport students to Sports Carnivals, school magazine, excursions $20 and less), Building Fund levy and software licence fee for students in the Laptop Program. The Year 11 Conference and Year 12 Retreat costs are also included in fees for Years 11 & 12.

Total fees for 2012 are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Fee Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>$5,627 (laptop students)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$5,476 (non laptop students)</td>
<td></td>
</tr>
<tr>
<td>Year 8</td>
<td>$5,632</td>
<td></td>
</tr>
<tr>
<td>Year 9</td>
<td>$5,848</td>
<td></td>
</tr>
<tr>
<td>Year 10</td>
<td>$5,848</td>
<td></td>
</tr>
<tr>
<td>Year 11</td>
<td>$7,005</td>
<td></td>
</tr>
<tr>
<td>Year 12</td>
<td>$7,005</td>
<td></td>
</tr>
</tbody>
</table>

Please Note: The fees, charges and levies listed above are 2012 fees, charges and levies. The College, in consultation with the College Board and the Catholic Education Office, revises all of the above fees annually. The fees for 2013 will be released in November/December 2012.

Family Discounts
Family discounts apply automatically if you have more than one daughter at Merici. Discounts also apply if you have other students at St. Francis Xavier College, St. Clare's College or MacKillop College, provided that the College is informed.

There is at present no discount for students outside the CEO system (i.e. Daramalan College, St. Edmund's College and Marist College).

Fee Reductions
In cases of hardship, parents are encouraged to apply for reduced fees. Forms are available from the Bursar and he can assist in filling them out. Arrangements should ideally be completed before the student begins school. Contact should be made with the College immediately if a problem with fee payment arises.
Excursion Costs

All excursion costs are additional to school fees (except the Year 11 Conference, the Year 12 Retreat and excursions $20 and under, which are included in the school fees – noted above).

GST (Goods and Services Tax)

GST, if applicable, will be added to relative fee/s from 1/7/2000 but will not be shown separately on the account.

Accounts

Accounts are sent out each term, and should be paid by the due date. Any queries should be directed to the Bursar. Direct crediting/payment is our preferred method of payment. Electronic, B-Pay and credit card facilities are also available. Fees may be paid in installments if this is convenient.

If parents encounter any difficulties with the payment of fees or if payment has to be held over till the following term because of a temporary difficulty, please inform the Bursar immediately. In these cases, it is essential that families maintain communication with the College to make suitable arrangements. Debt collectors are used if accounts reach an unacceptable level and there is no communication with the College.

Students who leave the school during the term

Parent(s)/Guardian(s)/Person(s) who is/are responsible for paying school fees will be liable for school fees up until the end of term and they are to be paid before the student leaves the school. Should payment in full not be possible at the time of leaving, an arrangement for payment will need to be made with the Bursar/Business Manager.

Students who are absent for part of or complete terms

Parent(s)/Guardian(s)/Person(s) who is/are responsible for paying school fees will be liable for school fees for term/s while student is officially enrolled. Fees are to be paid by the due date. Should payment in full not be possible by the due date, an arrangement for payment will need to be made with the Bursar/Business Manager.

Students who are in Year 12 and who leave at the end of Semester 1

Year 12 fees are charged over three terms as the per annum fees relate fully to the Year 12 package. Year 12 fees are expected to be paid by 30 September each year. We strongly encourage all of our Year 12 students to complete the year with us to gain maximum benefit from their education package and the Year 12 experience. If the student elects to leave before the end of the school year, families are liable for the full per annum fees.

Parent Levy

The parent association decided some years ago that instead of involving parents in fund-raising activities such as school fetes, a levy per family per term would be requested. The amount is set by the School Board each year after consultation with parents.

Building Fund Levy

A Building Fund Levy, (2012 $132 per term) is added to our fees by the Catholic Education Office. This fund is used for the maintenance and refurbishment of existing schools and the establishment of new schools. For students at Catholic Education Office schools it is a family contribution paid at the school of the oldest child.
Privacy Policy

1. Merici College collects personal information, including sensitive information, about students and parents or guardians before and during the course of a student's enrolment at Merici College. The primary purpose of collecting this information is to enable schooling to be provided for your daughter.

2. Some of the information collected is to satisfy our legal obligations, particularly to enable the discharge of our duty of care.

3. Certain laws governing or relating to the operation of schools require that certain information be collected. These include Public health and Child Protection Laws.

4. Health information about students is sensitive information within the terms of the National Privacy Principles under the Privacy Act. We require medical reports about students from time to time.

5. From time to time we disclose personal and sensitive information to others for administrative and educational purposes. This includes disclosure to government departments, Catholic Education Offices and schools, the Catholic Education Commission, your local Archdiocese and the parish, medical practitioners, CatholicCare and people providing services to the School, including specialist visiting teachers, coaches and volunteers.

6. If we do not obtain the information referred to above enrolment or continued enrolment of your daughter may not be able to continue.

7. Personal information collected from students is regularly disclosed to their parents or guardians. On occasions information such as academic and sporting achievements, pupil activities and other news is published in our newsletters and magazines.

8. Parents may seek access to personal information collected about them and their daughter by contacting us. Students may also seek access to personal information about them. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of Merici College’s duty of care to the student, or where pupils have provided information in confidence.

9. As you may know from time to time Catholic Schools within the Archdiocese engage in fundraising activities. Information received from you may be used to make an appeal to you. It may also be disclosed to organisations that assist in the School’s and the Archdiocese’s fundraising activities. We will not disclose your personal information to third parties for their own marketing purposes without your consent.

10. We may include your contact details in School / Diocese contact lists and directories. If you do not agree to this you must advise us now.

11. If you provide us with the personal information of others, such as doctors or emergency contacts, we encourage you to inform them that you are disclosing that information to us and why, that they can access that information if they wish and that we do not usually disclose the information to third parties.

12. During enrolment procedures, Catholic schools exchange information to facilitate the placement of students.
### CONTACTS

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<thead>
<tr>
<th><strong>College Executive</strong></th>
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<tbody>
<tr>
<td><strong>Acting Principal</strong></td>
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<tr>
<td><strong>Acting Assistant Principal (Curriculum)</strong></td>
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<tr>
<td><strong>Assistant Principal (Administration)</strong></td>
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<tr>
<td><strong>Acting Assistant Principal (Students)</strong></td>
</tr>
<tr>
<td><strong>Bursar/Business Manager</strong></td>
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<tr>
<td><strong>Principal’s Executive Assistant</strong></td>
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<td><strong>Enrolment Officer</strong></td>
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<tr>
<th><strong>House Coordinators</strong></th>
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<td><strong>Balgo House Coordinator</strong></td>
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<td><strong>Brescia House Coordinator</strong></td>
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<td><strong>Ningil House Coordinator</strong></td>
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<td><strong>Penola House Coordinator</strong></td>
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<td><strong>Seiwa House Coordinator</strong></td>
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<td><strong>Tullow House Coordinator</strong></td>
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<th><strong>Studies Coordinators</strong></th>
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<tr>
<td><strong>Junior School Coordinator</strong></td>
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<td><strong>Senior School Coordinator</strong></td>
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<tr>
<td><strong>Global Studies Coordinator</strong></td>
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<tr>
<td><strong>Assistant Global Studies Coordinator</strong></td>
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<tr>
<td><strong>English Coordinator</strong></td>
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<td><strong>Expressive Arts Coordinator</strong></td>
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<tr>
<td><strong>Head of Information Services</strong></td>
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<tr>
<td><strong>Acting Language and Learning Support Coordinator</strong></td>
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<tr>
<td>Department</td>
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<tr>
<td>Mathematics Coordinator</td>
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<td>Liturgy and Ministry Coordinator</td>
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<tr>
<td>P.E. Health and Behavioural Sciences Coordinator</td>
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<td>Powerful Learning Facilitator</td>
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<td>Religious Education Coordinator</td>
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<td>Science Coordinator</td>
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<td>Vocational &amp; Further Education Coordinator</td>
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**Support Personnel**

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<tr>
<th>Role</th>
<th>Name</th>
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<tbody>
<tr>
<td>Defence Transition Mentor</td>
<td>Mrs Narelle Patrick</td>
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<tr>
<td>Counsellor</td>
<td>Ms Nicci Blount</td>
</tr>
<tr>
<td>Counsellor</td>
<td>Ms Jessica Sutherland</td>
</tr>
<tr>
<td>Cashier/Accounts</td>
<td>Mrs Christine Collins</td>
</tr>
<tr>
<td>Text Books</td>
<td>Mrs Carol Maher</td>
</tr>
<tr>
<td>Attendance Officer/First Aid Officer</td>
<td>Mrs Gillian Dingley</td>
</tr>
<tr>
<td>Attendance Officer/First Aid Officer</td>
<td>Mrs Melodie Lutz</td>
</tr>
<tr>
<td>Attendance Officer/First Aid Officer</td>
<td>Mrs Linda Dwyer</td>
</tr>
<tr>
<td>Reception</td>
<td>6243 4100</td>
</tr>
<tr>
<td>Attendance Office</td>
<td>6243 4165</td>
</tr>
<tr>
<td>Information Centre</td>
<td>6243 4113</td>
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