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INTRODUCTION

Welcome! Merici College is named in honour of St Angela Merici, a famous educator during the Renaissance period. We are a Year 7-12 Catholic all girls’ college, 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 young women. From 1983, the year of our Silver Jubilee, the College has been known as Merici College.

We are very proud to be the oldest established Catholic girls’ secondary school in Canberra. Merici is a vibrant community committed to preparing confident and competent young women well equipped to contribute to the world beyond high school. We create innovative learning environments that meet the needs of individual students and inspire them to strive for the highest levels of personal achievement.

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. Merici is also enriched by families from diverse Christian and other faith traditions.

We are a dynamic, welcoming and energetic community with a rich and varied curriculum and an outstanding system of pastoral care. Our Mission Statement is a lived reality within the College: "Merici challenges you to love life, have hope, be faithful and build futures more wondrous than you dare to dream". Our approach to all areas of college life — pastoral care, curriculum, service-learning, leadership and our co-curricular program — reflects our dedication to this vision. It is grounded in the scripture message of St Paul to the Corinthians of a true Christian community where “faith, hope and love abide” (1 Cor 13:13)

We are a school at the forefront of technology, with a fully integrated BYOD laptop program which is 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 in response to every student’s ability level.

We are committed to innovation and continuous improvement. This, together with well-equipped facilities and a rigorous academic program in both the junior (Years 7-9) and senior (Years 10 and 12) school ensure that we are exceptionally well placed to guide students through their adolescent years into young adulthood.

In 2016 we commence the first year of our 3 year strategic plan and commence Stage 1 of our Master Plan. These are very exciting times at Merici and we look forward to accomplishing great things in our year of ‘Mercy and Love’.

Join us as we work together to support and challenge your daughter to develop her talents and share them generously with others.

Mrs Loretta Wholley
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."

Inspired by Gospel challenges, Angela served the needs of the rich and poor alike in her community. Those of prominent position sought her as their guide and sage; 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 WELLBEING

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. First 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 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><img src="image1.png" alt="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><img src="image2.png" alt="Symbol" /></td>
<td>Purple</td>
<td>Ursuline</td>
<td>Sfidiamo: Let’s dare – We dare</td>
</tr>
<tr>
<td>NINGIL</td>
<td><img src="image3.png" alt="Symbol" /></td>
<td>Red</td>
<td>Presentation</td>
<td>Strength and courage through love</td>
</tr>
<tr>
<td>PENOLA</td>
<td><img src="image4.png" alt="Symbol" /></td>
<td>White</td>
<td>Josephite</td>
<td>Strength, Equality and Determination</td>
</tr>
<tr>
<td>SEIWA</td>
<td><img src="image5.png" alt="Symbol" /></td>
<td>Blue</td>
<td>Good Samaritan</td>
<td>Peace and Compassion</td>
</tr>
<tr>
<td>TULLOW</td>
<td><img src="image6.png" alt="Symbol" /></td>
<td>Green</td>
<td>Brigidine</td>
<td>Strength and Gentleness</td>
</tr>
</tbody>
</table>
Other Support

College Chaplain

Our College Chaplains participate in the life of the College and are integral members of the community. They celebrate regular Masses and attend College Board Meetings.

Counselling Services

Merici College has access to the services of student and family psychologists from CatholicCare. Students are welcome to make appointments to discuss any issue of concern to them. Appointments are made with the Student Services. 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.

Narragunnawali Group

The Narragunnawali Mob is a group whose aim is to increase the profile of Aboriginal and Torres Strait Islander culture within the college and to increase educational outcomes for students who identify as being of Aboriginal and Torres Strait Islander heritage. Membership of the group is open to students from this cultural heritage as well as students who are interested in learning more about Aboriginal and Torres Strait Islander issues and events. Students who join the group participate in outings and events that serve to deepen student’s understanding of Aboriginal and Torres Strait Islander culture and its place in Australian society. In addition, students from Aboriginal and Torres Strait Islander heritage are offered support to increase their academic and social outcomes.

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, Heads of School or in serious cases, with the Assistant Principal 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.
- be an active member of the Merici Digital Community

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
- engage in the pastoral care program.
- be a responsible member of the Merici Digital Community

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 interview with the Principal and 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 the Head of Junior School, Pastoral Care Group and House. Current Senior 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 1 February, 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 2 February.

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. There are several aims envisaged for this day. Firstly, to further develop social connections between Year 7 students. Secondly, to assist students with their study and organizational skills. Thirdly, the day provides an opportunity for year 7’s to work with and share their experiences with the senior student leaders.

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

Early in the year all students 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 and/or College Counsellor 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.

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. 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 contains 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, 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. 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).

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>TECHNOLOGY</th>
<th>ARTS</th>
<th>TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumer Education</td>
<td>Art</td>
<td>Consumer Education</td>
</tr>
<tr>
<td>Food Technology</td>
<td>Consumer Education</td>
<td>Food Technology</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 and Australian 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</th>
<th>TECHNOLOGY</th>
<th>ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumer Education</td>
<td>Food Technology</td>
<td>Art</td>
</tr>
<tr>
<td>French</td>
<td>Information Technology</td>
<td>Dance</td>
</tr>
<tr>
<td>Italian</td>
<td>Sustainability</td>
<td>Drama</td>
</tr>
<tr>
<td>Japanese</td>
<td>Textiles</td>
<td>Media</td>
</tr>
<tr>
<td>Mandarin</td>
<td>Engineering Technology</td>
<td>Music</td>
</tr>
</tbody>
</table>

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 class viable.

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.

<table>
<thead>
<tr>
<th>Consumer Education</th>
<th>Engineering Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>Sustainability</td>
</tr>
<tr>
<td>Italian</td>
<td>Technology</td>
</tr>
<tr>
<td>Japanese</td>
<td>Textiles</td>
</tr>
<tr>
<td>Mandarin</td>
<td>Art</td>
</tr>
<tr>
<td>Business Administration V</td>
<td>Dance</td>
</tr>
<tr>
<td>Hospitality V</td>
<td>Drama</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Media</td>
</tr>
</tbody>
</table>

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 (Business Administration, Fashion, Hospitality, Information Technology, Information and Cultural Services, Media, Sport, Fitness and Administration), 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.

**The Laptop Program: Bring Your Own Device (BYOD)**

Merici College is committed to ensuring that all students develop comprehensive ICT skills and have excellent access to technology in a variety of forms. From 2015 all students are required to purchase a laptop as part of their schooling. The laptops can be purchased through the College approved vendor or students may bring their own laptop as long as it meets the minimum specifications.

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. The College also has flexible approaches to ensure access, which include, dedicated computer rooms and flexible spaces which include computers. The majority of classrooms have interactive whiteboards.

In Years 7 and 8, core ICT skills are taught in classes. These are reinforced and extended by the use of technology in all subject areas. The computer is seen as an important creative and collaborative learning tool. 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.

**Inclusive Education/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.

Parents who have queries or concerns regarding any aspect of Learning Support are encouraged to contact the Inclusive Education Coordinator.

**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 years.

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 Junior 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. Most subjects work around having a maximum of 4 pieces of formal 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 all junior assessment is mapped in semester assessment calendars that are published on the website.

Parents can also subscribe to Assessment Alert App, which allows parents to be notified on Smart phones of upcoming assessment tasks.

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
- Weighting for the unit
- 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, a 4.5 grade point average and receive a Distinction award. Parents of students receiving awards are invited to the ceremonies. Senior students can also achieve a Certificate of Credit for achieving a grade point average of 4.25 – 4.49.

Reporting to Parents

At the end of each semester the College compiles a comprehensive Semester Report. This shows student achievement as a grade against specific Learning Outcomes. Their report also includes student application and feedback on effort, as well as relevant comments in each semester-long (comments are not given in term-long electives) 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.
**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 Heads of Junior School (Years 7 – 9) and Senior School (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. Teachers also indicate in PTO if they request a meeting with parents and their daughter.
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, Student Representative Council (SRC), Sustainability, Expressive and Cultural Arts, Social Justice and Sport, the House Captains and Transition Leaders. 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.

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.

Merici College Christian Service Learning Program

Service learning is a teaching and learning strategy that integrates meaningful community service with instruction to enrich the learning experience, teach responsibility and strengthen community ties. (Education review, August 2014, pg 19). The Service program involves three processes: Experience, Reflection and Action.

By asking our students to engage in a Christian service program we are striving to break down barriers of fear and prejudice, reduce the impact of stereotypical images and bring a human face to those in or community who might not normally be seen. In a Christian context, the Christian Service Program provides the opportunity to put faith into action in the local and global community.

Students will be provided with structured opportunities, as part of the RE curriculum to critically reflect on their service experience. Most of the Service experience will be conducted off campus out of school hours.

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>YEAR</th>
<th>AWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELFLESSNESS</td>
<td>Year 7</td>
<td>Complete 10 hours of service in their homes, neighborhood, parish or school.</td>
</tr>
<tr>
<td>STEWARDSHIP</td>
<td>Year 8</td>
<td>Complete 12 hours of service by exploring the issues of caring for creation particularly in relationship to the environment and the original inhabitants of Australia.</td>
</tr>
<tr>
<td>LEARNING WISDOM</td>
<td>Year 9</td>
<td>Complete 15 hours of service by regularly visiting elderly people in aged care facilities or in their neighborhood.</td>
</tr>
<tr>
<td>COMPASSION</td>
<td>Year 10</td>
<td>Complete 25 hours of service during the week by participating in Christian Service Week. Students are placed for the final week of Term 4 in agencies, which care for people in need in some way.</td>
</tr>
<tr>
<td>FAITH – IMMERSION OPPORTUNITY 2016/2017</td>
<td>Years 11/12</td>
<td>Students are encouraged to accumulate hours of service to those in need to gain a deeper understanding of the Gospel values in action.</td>
</tr>
</tbody>
</table>

AWARDS – THE ANGEL AFFECT

The student’s efforts will be recognized through a three tier award system; the Blue Angel, the Red Angel and the ultimately the Gold Angel Award.
Academic Opportunities for College Students

ANU Secondary College, UC Accelerate, CIT

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 a wide range of areas. 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.

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 of 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>Blood Donations</td>
<td>Interschool Sport:</td>
<td>Film and ANIME Club</td>
<td>Cosy Reading Café</td>
</tr>
<tr>
<td>Charity Collections</td>
<td>Athletics, Basketball,</td>
<td>Chess Club</td>
<td>Cross-Age Tutoring</td>
</tr>
<tr>
<td>Duke of Edinburgh Scheme</td>
<td>Cricket and Indoor</td>
<td>Drama Group</td>
<td>Debating</td>
</tr>
<tr>
<td>Social Justice Group</td>
<td>Cricket, Cross Country,</td>
<td>Dance Troupe</td>
<td>The Lunch Bunch (Merici</td>
</tr>
<tr>
<td>St Vincent de Paul</td>
<td>Equestrian, Golf,</td>
<td></td>
<td>Student Book Club)</td>
</tr>
<tr>
<td>Student Representative Council</td>
<td>Hockey, Netball, OzTag,</td>
<td>Senior Band</td>
<td>Maths Challenge (Years 7-10)</td>
</tr>
<tr>
<td>Sustainability Group</td>
<td>Softball, Swimming,</td>
<td>Junior Band</td>
<td>Mock Trial</td>
</tr>
<tr>
<td>Animal Welfare</td>
<td>Tennis, Touch</td>
<td>Year 7 Beginner Band</td>
<td>Shakespeare Competition</td>
</tr>
<tr>
<td>Merici Mentors</td>
<td>Football, Triathlon</td>
<td>String Ensemble</td>
<td>Tournament of Minds</td>
</tr>
<tr>
<td></td>
<td>Volleyball, AFL, Futsal,</td>
<td></td>
<td>Writers’ Club</td>
</tr>
<tr>
<td></td>
<td>Rowing, Sailing.</td>
<td>Advance String Ensemble</td>
<td>Da Vinci Decathlon</td>
</tr>
</tbody>
</table>

Merici Team Sports: Film and ANIME Club, Chess Club, Drama Group, Dance Troupe, Senior Band, Junior Band, Year 7 Beginner Band, String Ensemble, Advance String Ensemble, Choir, Jazz Band.
<table>
<thead>
<tr>
<th>Sports</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball, Netball,</td>
<td>Orchestra</td>
</tr>
<tr>
<td>Snowsports, Volleyball,</td>
<td>Music: (Private lessons</td>
</tr>
<tr>
<td>Waterpolo,</td>
<td>available during school</td>
</tr>
<tr>
<td>Fitness Club</td>
<td>hours) Clarinet, Euphonium,</td>
</tr>
<tr>
<td></td>
<td>Flute, Piano, Saxophone,</td>
</tr>
<tr>
<td></td>
<td>Singing, Strings, Trombone,</td>
</tr>
<tr>
<td></td>
<td>Trumpet</td>
</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 Research and Inquiry skills as well as general academic success, and the Information Centre is committed to providing these resources, facilities and staff.

Resources include:

- Over 20,000 print items – fiction and non-fiction books, e-book readers, periodicals, newspapers, current issue resources to support the curriculum and recreation reading.

- Extensive on-line resources access through Merici College Libguides at http://merici.libguides.com/content.php?pid=380663 including databases, Clickview and e-books.

Facilities include:

- The Bernice O’Sullivan Senior Study is available to Senior Students for quiet independent study.
- iC Flexi - A flexible learning space for individuals, small groups and class groups, which provides desktop and laptop workstations and a group discussion area.
- iC Lab - A computer lab with an interactive whiteboard and full data projection facilities and thirty computer workstations.
- iC Small Group - A small group room with an interactive whiteboard and full data projection facilities, DVD viewing facilities and group seating for twelve.
- iC Reading - An area providing a wonderful space for recreational and wide reading.

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

- Specialist teacher librarians
- Library technicians/ library assistants
- 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 actively participate in Religious Education lessons, liturgical celebrations and retreats.

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 once in each Term (four issues per year) and posted home.

- **Electronic Newsletter: “What’s On”** 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 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:** 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 Leadership, 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. ann.smith@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.

Contact the School Board on board@merici.act.edu.au.

**Parents Association**

Responding to changing needs, in 2007, the Parents Association is now a part 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 meetings will be advertised via the newsletter “Building Futures” or the “What’s On” 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 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 knee</td>
<td>• Same as Summer uniform plus Merici navy vest or wool jumper</td>
</tr>
<tr>
<td>• College white blouse</td>
<td>• Sheer or opaque black tights</td>
</tr>
<tr>
<td>• Sheer or opaque black tights or plain white fold-over ankle socks or higher</td>
<td>• College blazer (compulsory)</td>
</tr>
<tr>
<td><strong>Sturdy lace-up plain black polished leather school shoes which cover the whole foot (no Mary-Jane style shoes, no ballet slippers, no heels greater than 4cm and no backless shoes)</strong></td>
<td>• College school bag or satchel (compulsory)</td>
</tr>
<tr>
<td>• Ribbons and scarves to be in school colours (navy, gold, maroon, black, white)</td>
<td>• Regulation navy trousers</td>
</tr>
<tr>
<td><strong>Sturdy lace-up plain black polished leather school shoes which cover the whole foot (no Mary-Jane style shoes, no ballet slippers, no heels greater than 4cm and no backless shoes)</strong></td>
<td>• Ribbons, scarves, beanies and gloves to be in school colours (navy, gold, maroon, black, white). Scarves, beanies and gloves to be worn ONLY to and from school due to very cold mornings and late afternoons - NOT to be worn during the school day</td>
</tr>
</tbody>
</table>

Uniform requirements for Years 7-10

<table>
<thead>
<tr>
<th>Summer</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Summer Dress – knee length or below knee</td>
<td>• Winter wool skirt- knee length or below knee</td>
</tr>
<tr>
<td>• College navy wool jumper</td>
<td>• College white blouse</td>
</tr>
<tr>
<td>• Plain white fold-over ankle socks or higher</td>
<td>• Sheer or opaque black tights</td>
</tr>
<tr>
<td><strong>Sturdy lace-up plain black polished leather school shoes which cover the whole foot (no Mary-Jane style shoes, no ballet slippers, no heels greater than 4cm and no backless shoes)</strong></td>
<td>• College navy wool jumper</td>
</tr>
<tr>
<td>• Merici College school bag or satchel (compulsory)</td>
<td>• Regulation navy trousers</td>
</tr>
<tr>
<td>• Ribbons and scarves to be in school colours (navy, gold, maroon, black, white)</td>
<td>• College wool overcoat (optional)</td>
</tr>
</tbody>
</table>

**Sport**

- College sports shirt (new blue shirt compulsory for all Year 7 to 10 students and Senior PE).
- College PE shorts with school logo.
- Plain white fold-over ankle socks or higher
- PE Rugby top (optional)
- Suitable sports shoes
- College tracksuit (compulsory for all Year 7 to 10 students and Senior PE)
- College cap or wide brimmed hat
- Ribbons, scarves, beanies and gloves to be in school colours (navy, gold, maroon, black, white).
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 and Gungahlin Shopping Centre
- **Savvy School and Formal Wear**, Tuggeranong, Queanbeyan and Mitchell

**Second-hand Uniforms**

The College has established a notice board adjacent to Student Services 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.
The Merici Digital Community

Students, Parents and Staff are all members of the Merici Digital Community. Membership in the community means we all agree to support the following principles:

1. Protect yourself
2. Respect yourself
3. Protect others
4. Respect others
5. Protect intellectual property
6. Respect intellectual property
7. THINK TWICE

• We maintain the highest expectations of all students and staff as users of technology in the College. It is expected that all users of technology do so appropriately and respectfully at all times.

• Consequences for misuse will be applied as they are applied across our behaviour management system. Students are expected to behave appropriately in the classroom, the playground and in the building. Should any student chose to behave poorly then consequences following our behavior management flowchart will be applied.

• Students and parents will still be required to sign a user agreement. Breach of the agreement will result in enacting the steps in the behaviour management flowchart.
Lockers and valuables

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.

Daily Organisation

In 2016 the College has introduced a new timetable. It runs on a five-day cycle, with 6 periods allocated to each day.

Student move to the morning Pastoral Care after the warning bell at 8.45 am. 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, Period 3 to Period 4 and between Period 5 and Period 6.

<table>
<thead>
<tr>
<th>Class</th>
<th>Length</th>
<th>Start</th>
<th>Finish</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC</td>
<td>0:15</td>
<td>8:50</td>
<td>9:05</td>
</tr>
<tr>
<td>Period 1</td>
<td>0:50</td>
<td>9:10</td>
<td>10:00</td>
</tr>
<tr>
<td>Period 2</td>
<td>0:50</td>
<td>10:05</td>
<td>10:55</td>
</tr>
<tr>
<td>Recess</td>
<td>0:20</td>
<td>10:55</td>
<td>11:15</td>
</tr>
<tr>
<td>Period 3</td>
<td>0:50</td>
<td>11:15</td>
<td>12:05</td>
</tr>
<tr>
<td>Period 4</td>
<td>0:50</td>
<td>12:10</td>
<td>13:00</td>
</tr>
<tr>
<td>Lunch</td>
<td>0:40</td>
<td>13:00</td>
<td>13:40</td>
</tr>
<tr>
<td>Period 5</td>
<td>0:50</td>
<td>13:40</td>
<td>14:30</td>
</tr>
<tr>
<td>Period 6</td>
<td>0:50</td>
<td>14:35</td>
<td>15:25</td>
</tr>
</tbody>
</table>

Attendance

Students are required to attend all timetabled lessons during the school day. It is required that Junior students attend from 8.45am-3.25pm.

Religious activities, Pastoral Care and Sports Carnivals activities are important, compulsory elements of our school life and must be attended by all students in Years 7 through to Year 12. 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.

All Senior students are required to be at school from 8.45am. Senior students may sign out during the day, when they do not have scheduled classes, by signing out at the Student Services. 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.

We would ask that family holidays be scheduled during the allocated breaks. Requests for extended leave must be made in writing to the Principal.

First Aid

The First Aid Room is situated adjacent to the Student Services 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 Student Services.

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 3 bus companies: ACTION for ACT students and Q City and Transborderer 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://qcitytransit.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 Deputy Principal Development.

**Canteen and Waste Free Lunches**

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.

In an effort to support sustainability and reduce unnecessary waste we request that students bring waste free lunches to school. Students will need to take home all wrappings and non re-usable to recyclable items.

**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 and Building Fund Contribution are set by the Catholic Education Commission with the approval of the Archbishop and are revised annually. The amounts for 2016 will be released in November/December 2015.

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: a general fee, parent levy and resource fee (book hire). The Year 11 Conference and Year 12 Retreat costs are also included in fees for Years 11 & 12.

The general fee covers costs associated with facilities such as information technology support, Information Centre (library) books, journals and online resources; the Homework Hub, transportation to school carnivals all excursions up to the value of $25, sustainability initiatives, digital training programs, fitness centre upkeep, counselling services, and to support costs with the College’s ongoing building maintenance and renovation program.
Total fees in 2015 including Building Fund Contribution were:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>$6,510 plus Year 7 camp</td>
</tr>
<tr>
<td>Year 8</td>
<td>$6,433</td>
</tr>
<tr>
<td>Year 9</td>
<td>$6,677</td>
</tr>
<tr>
<td>Year 10</td>
<td>$6,677</td>
</tr>
<tr>
<td>Year 11</td>
<td>$7,971 including Year 11 Conference</td>
</tr>
<tr>
<td>Year 12</td>
<td>$7,971 including Year 12 Retreat</td>
</tr>
</tbody>
</table>

**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, MacKillop College or John Paul 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 Concessions**

In cases of financial hardship, parents are encouraged to apply for reduced fees. Forms are available from the Finance Office and the Fees Liaison Officer can assist in filling them out. Applications are approved by the Fees Review Committee with the family name changed to a code to preserve privacy. 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 $25 and under, which are included in the school fees).

**Accounts**

Accounts are sent out each term, and should be paid by the due date. Any queries should be directed to the Fees Liaison Officer. *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. The Fees Liaison Officer can assist you with the forms and with calculating the payment amount.

If parents encounter any difficulties with the payment of fees or if payment has to be held over until the following term because of a temporary difficulty, please inform the Business Manager or Fees Liaison Officer immediately. In these cases, it is essential that families maintain communication with the College to make suitable arrangements. If accounts reach an unacceptable level and there is no communication with the College, the account is referred to the Fees Review Committee to decide the next action.

**Students who leave the school during the term**

Persons 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, please contact the Fees Liaison Officer as an arrangement for payment will need to be approved by the Business Manager.
Students who are absent for part of or complete terms

Persons responsible for paying school fees will be liable for school fees for terms while a student is officially enrolled. Fees are to be paid by the due date. Should payment in full not be possible by a due date, please contact the Fees Liaison Officer.

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

Year 12 full year 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, persons responsible for paying school fees 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 added to fees. The amount is set by the School Board each year after consultation with parents.

Building Fund Contribution

A Building Fund Contribution, ($146 per term in 2014) is charged by the Catholic Education Office for the maintenance and refurbishment of existing schools and the establishment of new schools. It is a family contribution paid at the school of the oldest child. It is a voluntary contribution. Requests to opt out of the contribution must be made in writing.

Useful Forms

Please refer to the College website www.merici.act.edu under enrolments for current information on fees and copies of useful forms including Direct Debit (DDR) Request

- Credit Card (BPOINT) Authorisation Form
- School Fee Concession Application
- Split Billing Form
- Details of Older Siblings at other CEO Secondary Schools
Privacy Policy

The CEO and System schools:

1. Manage personal information in an open and transparent way.
2. Take such steps as are reasonable in the circumstances to implement practices, procedures and systems relating to a school’s or the CEO’s functions or activities that:
   a) will ensure compliance with the Australian Privacy Principles (APPs)
   b) will enable the school and the CEO to deal with inquiries or complaints about compliance with the APPs.
3. Have a clearly articulated up-to-date Privacy Policy about the management of personal information.
4. Only collect personal information that is reasonably necessary for the functions or activities of System Schools or the CEO.
5. Obtain consent to collect sensitive information unless specified exemptions apply.
6. Use fair and lawful means to collect personal information including health information of students, parents and staff.
7. Collect personal information directly from an individual if it is reasonable and practicable to do so.
8. If a school or the CEO receives unsolicited personal information, determine whether it could have collected the information under APP 3 as if it had solicited the information. If so, APPs 5-13 will apply. If not, the information must be destroyed or de-identified.
9. At the time a school or the CEO collects personal information or as soon as practicable afterwards, take such steps (if any) as are reasonable in the circumstances to make an individual aware of:
   a) why information is collected
   b) who else the school or the CEO might give the information to
   c) action and correction procedures.
10. Only use or disclose personal information for the primary purpose of collection unless one of the exceptions in APP 6.2 applies. For example, for a related secondary purpose within the individual's reasonable expectations, consent for other use is granted or there are specified law enforcement or public health and public safety circumstances.
11. If the information is sensitive, the uses or disclosures allowed are more limited. A secondary purpose within reasonable expectations must be directly related to the primary purpose of collection.
12. Personal information will not be used for direct marketing, unless one of the exceptions in APP 7 applies. For example, the School has obtained consent or where the individual has a reasonable expectation of their information being used or disclosed for that purpose and the school or the CEO has provided a simple means for the individual to unsubscribe from such communications.
13. Before the school or the CEO discloses personal information to an overseas recipient it must take such steps as are reasonable in the circumstances to ensure that the recipient does not breach the APPs, unless an exception applies.
14. Take such steps (if any) as are reasonable in the circumstances to ensure the personal information the school or the CEO collects, uses or discloses is accurate, complete and up-to-date. This may require the school or the CEO to correct the information and possibly advise organisations to whom it has disclosed the information of the correction.
15. Take such steps as are reasonable in the circumstances to protect the personal information a school or the CEO holds from misuse, interference and loss and from unauthorised access, modification or disclosure.
16. Take such steps as are reasonable in the circumstances to destroy or permanently de-identify personal information no longer needed for any purpose for which the school or the CEO may use or disclose the information.
17. If requested, the school and the CEO must give access to the personal information it holds about an individual unless particular circumstances apply that allow it to limit the extent to which it gives access.

Note: This is a summary only and NOT a full statement of obligations.

The full CEO Policy is available on the school website under policies www.merici.act.edu.au
## Contacts

### College Executive

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Mrs Loretta Wholley</td>
</tr>
<tr>
<td>Deputy Principal Learning</td>
<td>Dr Ann Cleary</td>
</tr>
<tr>
<td>Deputy Principal Development</td>
<td>Mrs Trazel Scott</td>
</tr>
<tr>
<td>Business Manager</td>
<td>Mr Adrian Heim</td>
</tr>
<tr>
<td>Principal's Executive Assistant/Enrolment Officer</td>
<td>Ms Trish Ryan</td>
</tr>
</tbody>
</table>

### Leadership Team

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Junior School</td>
<td>Ms Megan Keogh</td>
</tr>
<tr>
<td>Head of Senior School</td>
<td>Mr Phil Coe</td>
</tr>
<tr>
<td>Head of Mission and Community</td>
<td>Mrs Maria Tolfree</td>
</tr>
</tbody>
</table>

### House Coordinators

<table>
<thead>
<tr>
<th>House Coordinator</th>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Balgo House Coordinator</td>
<td>Mr Mark Chifley</td>
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<tr>
<td>Brescia House Coordinator</td>
<td></td>
</tr>
<tr>
<td>Ningil House Coordinator</td>
<td></td>
</tr>
<tr>
<td>Penola House Coordinator</td>
<td>Ms Liza Laird</td>
</tr>
<tr>
<td>Seiwa House Coordinator</td>
<td>Ms Catherine Amesbury</td>
</tr>
<tr>
<td>Tullow House Coordinator</td>
<td>Ms Amy Connellan</td>
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</tbody>
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### Studies Coordinators

<table>
<thead>
<tr>
<th>Coordinator</th>
<th>Name</th>
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<tbody>
<tr>
<td>Religious Education Coordinator</td>
<td>Mrs Louise Henderson</td>
</tr>
<tr>
<td>Global Studies Coordinator</td>
<td>Mr John Cave</td>
</tr>
<tr>
<td>Assistant Global Studies Coordinator</td>
<td>Ms Virginia McLeod</td>
</tr>
<tr>
<td>English Coordinator</td>
<td>Ms Louise Martingale</td>
</tr>
<tr>
<td>Expressive Arts Coordinator</td>
<td>Mrs MJ Logan</td>
</tr>
<tr>
<td>Head of Information Services</td>
<td>Mrs Tracey Kent</td>
</tr>
<tr>
<td>Inclusive Education Coordinator</td>
<td></td>
</tr>
<tr>
<td>Mathematics Coordinator</td>
<td>Ms Gina Galluzzo</td>
</tr>
<tr>
<td>---------------------------------------------</td>
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</tr>
<tr>
<td>P.E. Health and Behavioural Sciences Coordinator</td>
<td>Mr Robert Higginbotham</td>
</tr>
<tr>
<td>Science Coordinator</td>
<td>Mrs Joanne Aboud</td>
</tr>
<tr>
<td>Vocational &amp; Further Education Coordinator</td>
<td>Mrs Kerry McDonnell</td>
</tr>
<tr>
<td>Integrated Humanities</td>
<td>Ms Chris Fraser</td>
</tr>
<tr>
<td>Integrated Maths and Science</td>
<td>Mr David Rodda</td>
</tr>
<tr>
<td>Languages Facilitator</td>
<td>Ms Antonietta Martiniello</td>
</tr>
</tbody>
</table>

### Support Personnel

<table>
<thead>
<tr>
<th>Defence Transition Mentor</th>
<th>Mrs Narelle Patrick</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counsellor /Psychologist</td>
<td>Ms Sarah Foley</td>
</tr>
<tr>
<td>Counsellor/Psychologist</td>
<td>Ms Saskia Stekhoven</td>
</tr>
<tr>
<td>Cashier/Accounts</td>
<td>Mrs Christine Collins</td>
</tr>
<tr>
<td>Fees Liaison Officer</td>
<td></td>
</tr>
<tr>
<td>Text Books</td>
<td>Mrs Carol Maher</td>
</tr>
<tr>
<td>Student Services Officer/First Aid Officer</td>
<td>Mrs Gillian Dingley</td>
</tr>
<tr>
<td>Student Services Officer/First Aid Officer</td>
<td>Ms Sally O'Rourke</td>
</tr>
<tr>
<td>Reception</td>
<td>6243 4100</td>
</tr>
<tr>
<td>Student Services</td>
<td>6243 4165</td>
</tr>
<tr>
<td>Information Centre</td>
<td>6243 4113</td>
</tr>
</tbody>
</table>