### SCHOOL CONTACT INFORMATION

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Address:</strong></td>
<td>GPO Box 154, Canberra 2601</td>
</tr>
<tr>
<td><strong>Principal:</strong></td>
<td>Mrs Loretta Wholley</td>
</tr>
<tr>
<td><strong>Parish Priest / School Chaplain:</strong></td>
<td>Fr Bony Abraham</td>
</tr>
<tr>
<td><strong>School Board / Council Chair:</strong></td>
<td>Mr Mark Bunnett</td>
</tr>
<tr>
<td><strong>Telephone:</strong></td>
<td>02 6243 4100</td>
</tr>
<tr>
<td><strong>Fax:</strong></td>
<td>02 6243 4199</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:merici.principal@merici.act.edu.au">merici.principal@merici.act.edu.au</a></td>
</tr>
<tr>
<td><strong>Website:</strong></td>
<td><a href="http://www.merici.act.edu.au">www.merici.act.edu.au</a></td>
</tr>
</tbody>
</table>

This report was prepared by:

Mrs Loretta Wholley

PRINCIPAL
MESSAGE FROM OUR SCHOOL COMMUNITY

Principal's Message
Our focus for this year has been Building Futures in a Year of Faith. Our curriculum motivation has centred on targeting the professional development and learning of staff to engage in team teaching to facilitate excellence in curriculum differentiation. The new flexible learning areas have increased the number of opportunities for creative and innovative team teaching across the school. The use of Academic Welfare Tracking to identify individual student achievement during Pastoral Care has begun and has led to improved communication links to the community. In the area of sustainability attention has been given to raising awareness in regards to waste management at school.

School Board Message
The Board is working in partnership with Loretta Wholley trying new initiatives to promote Merici as a preferred place of learning. The Board hosted a welcome function and participated in a reporting and assessment seminar. Technology remains a focus as current funding ceases and future technological requirements are addressed. The Board has approved a school directed model: Bring your own device (BYOD) where all students will use laptops purchased privately or through the school by 2015. Parent Board representatives Kerrie Jesiolowski and Leanne Close were farewelled for their years of volunteering and we sadly said goodbye to business manager Keith Vardanega.

Student Representative's Message
Merici College has a positive energy. Students are able to voice their own opinions through the process of writing proposals. Extensive fundraising initiatives at Merici promote a sense of community and purpose, as we help others in Australia and overseas. Merici provides many leadership opportunities throughout the six years of schooling: through various roles and committees, junior and senior students are able to become involved in a cause they are passionate about. Having groups such as these allow students to network with their peers and exchange motivating ideas. Students are lucky to have a peer support network that has its roots embedded in a strong Pastoral Care program.

SCHOOL FEATURES
Merici College is a Catholic Secondary College located in Braddon. The school caters for students in Years 7-12, and has a current enrolment of 1005 students. Students attending this College come from a variety of backgrounds and nationalities consisting of 0 male and 1005 female students; 3% indigenous students; and 5.6% with a Language Background other than English (LBOTE).

The school employs 123 full time and part time staff comprising 82 teachers and 41 non-teaching staff, the latter being employed in a variety of capacities including Learning Support Assistants, Janitor, Maintenance, Clerical Officers, Canteen Staffs, Teacher Assistants, IT Support Officers. Over the last three years student enrolments have been steady even though there seems to be a lesser number of students in Year 7 due to, we think, a dip in the birth rate
The school’s website can be found at www.merici.act.edu.au
RELIGIOUS EDUCATION

Merici College follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old.*

The Merici College community is very proud of their many social justice initiatives. As well as supporting Caritas, two foster children, bushfire and disaster relief, Karinya House, and Movember, each of the 6 Houses has its own charity which reflects the charism of each House. This year, as part of Angela Merici Day, the girls also raised enough money to send our Chaplain, Fr Bony, to World Youth Day.

It is our care of each other at Merici College, staff and students alike, which makes it a truly special place, reflecting Catholic values. In our charity work we carry out corporal works of mercy eg. feed the hungry, shelter the homeless, clothe the naked. It is in our day to day interactions that we engage in the spiritual works of mercy including praying daily for the living and the dead, comforting the sorrowful and instructing the ignorant. This is not the sole responsibility of the Religious Education department, but the calling of every member of the community.

Within departments links with religious education are identified and celebrated. As part of a focus on creation stories in Year 7, Science staff give their time to present evolution and the big band theory as creation stories. Plans are afoot for Sustainability to be a big part of the Religious Education program in 2014.

Angela Merici instructed her followers to ‘ensure there are times when the whole community comes together.’ Some of the most moving occasions at Merici are when the whole school comes together to celebrate Mass or liturgy. The Opening Mass, Commissioning Liturgy and re-enactment of the Passion are particularly poignant occasions. As well as the Opening and Graduation Masses, each year group participates in a spirituality day, or an off-campus overnight retreat experience. Each morning the students join in prayer in their Pastoral Care Groups. Mass or liturgy, prepared by staff and students, is offered every Tuesday in our chapel. We are very blessed in the way that Fr Bony connects so beautifully with the students; the girls listen to every word as he shares his love of God through his stories.

STUDENT ACHIEVEMENT - NAPLAN

Students in Years 7 and 9 sat the National Assessment Program - Literacy and Numeracy (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in Literacy and Numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs.

<table>
<thead>
<tr>
<th>School and National Mean Scale Scores</th>
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<tbody>
<tr>
<td><strong>YEAR 7</strong></td>
</tr>
<tr>
<td>National</td>
</tr>
<tr>
<td>School</td>
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## YEAR 9

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
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<tbody>
<tr>
<td>National</td>
<td>580</td>
<td>554</td>
<td>583</td>
<td>573</td>
<td>584</td>
</tr>
<tr>
<td>School</td>
<td>613</td>
<td>608</td>
<td>607</td>
<td>617</td>
<td>591</td>
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### Proportion of students at or above the National Minimum Standard

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
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<tbody>
<tr>
<td>YEAR 7 National</td>
<td>94%</td>
<td>89%</td>
<td>94%</td>
<td>91%</td>
<td>95%</td>
</tr>
<tr>
<td>YEAR 9 National</td>
<td>93%</td>
<td>83%</td>
<td>92%</td>
<td>88%</td>
<td>91%</td>
</tr>
<tr>
<td>School</td>
<td>98%</td>
<td>98%</td>
<td>97%</td>
<td>97%</td>
<td>98%</td>
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</table>

### Proportion of students in each Achievement Band

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 9</td>
<td>16%</td>
<td>5%</td>
<td>10%</td>
<td>18%</td>
<td>8%</td>
</tr>
<tr>
<td>Band 8</td>
<td>34%</td>
<td>17%</td>
<td>28%</td>
<td>26%</td>
<td>18%</td>
</tr>
<tr>
<td>Band 7</td>
<td>29%</td>
<td>36%</td>
<td>35%</td>
<td>28%</td>
<td>40%</td>
</tr>
<tr>
<td>Band 6</td>
<td>15%</td>
<td>32%</td>
<td>19%</td>
<td>19%</td>
<td>28%</td>
</tr>
<tr>
<td>Band 5</td>
<td>6%</td>
<td>10%</td>
<td>7%</td>
<td>9%</td>
<td>5%</td>
</tr>
<tr>
<td>Band 4</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
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<tbody>
<tr>
<td>Band 10</td>
<td>7%</td>
<td>15%</td>
<td>13%</td>
<td>16%</td>
<td>9%</td>
</tr>
<tr>
<td>Band 9</td>
<td>31%</td>
<td>16%</td>
<td>15%</td>
<td>14%</td>
<td>12%</td>
</tr>
<tr>
<td>Band 8</td>
<td>33%</td>
<td>35%</td>
<td>35%</td>
<td>35%</td>
<td>33%</td>
</tr>
<tr>
<td>Band 7</td>
<td>22%</td>
<td>21%</td>
<td>29%</td>
<td>24%</td>
<td>31%</td>
</tr>
<tr>
<td>Band 6</td>
<td>5%</td>
<td>8%</td>
<td>6%</td>
<td>8%</td>
<td>14%</td>
</tr>
<tr>
<td>Band 5</td>
<td>2%</td>
<td>5%</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
</tr>
</tbody>
</table>
The above tables show Merici continues to perform above the National Mean in all areas of Year 7 and Year 9 NAPLAN, with the vast majority of students above the National Minimum Standard. Of particular note is the strength of our students’ performance in Year 7 Reading, and Grammar and Punctuation and Year 9 Reading, Spelling, and Grammar and Punctuation, where the percentage of students in the top two Bands of Achievement exceeds the comparative data for the ACT.

Our results indicate solid performances, and we continue to strive for performance above the ACT in the upper bands across all testing areas. Numeracy is a targeted area for improvement at Merici in 2014.

SCHOOL POLICIES

Enrolment Policy
In enrolling students we are directed by the Archdiocesan Enrolment Policy which can be found on the Annual Report page of the school’s website or on the Catholic Education Office website at http://www.ceocg.catholic.edu.au/parents/Pages/GeneralPolicies.aspx

Attendance Policy
Merici College encourages all students to attend all school days and events when they are able, but recognises that attendance is a parental responsibility. As such, it works with parents to support regular attendance. Students are legally obliged to attend school until the age of 17. Under the ACT Education Act, the Principal may require a student and her parents to meet with the Non-Government Schools Section, ACT DET authorised person if a student is not regularly attending without a valid reason.

Where a student is not regularly attending, every effort is made by the Pastoral Support Team to identify the reasons for this and re-establish a pattern of regular attendance. This will happen in the first instance through the Pastoral Care Teacher and the House Coordinator. The College Counsellors, the Assistant Principal Student Welfare and the Principal may become involved as appropriate.

Pastoral Care and Behaviour Management Policy
Policies for student welfare and behaviour management of students at Merici College are grouped under the Safe Schools Framework which endorses the principles of a safe school. Pastoral Care Policies include the philosophy and structure of Pastoral Care, and the House System, the Positive Peer Relations policy, the Digital Community Agreement and the Pastoral Care and Behaviour Management Policy. These policies are based on the principals of Glasser and are actively endorsed and fully implemented throughout the school. We take a proactive approach to investigate all instances of bullying and it is not tolerated at Merici College. Students, staff and parents have a clear understanding of the expectations articulated through our policies and are supportive of the need to provide a safe and caring learning environment. These policies acknowledge teacher and student rights and responsibilities and are based on Catholic values.

Corporal punishment is expressly prohibited in this school. In addition we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the school’s policy http://www.merici.act.edu.au/node/393 is available on the school website or from the Front Office.

Complaints and Grievances Resolution Policy
The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a
supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. A full text of the school policy is available on the school website or from the Front Office.

PRIORITIES AND TARGETS

Priorities for 2013 included:
- new flexible learning spaces completed to allow teachers to teach together in teams and progress the Quality Teaching Framework agenda
- implementation of a formal teacher mentoring program (still a work in progress)
- evaluation and forward planning based on the recommendations of the 2012 School Registration Report
- continue to evaluate areas of the school through Internal School Review
- evaluation of senior laptop program given the ending of DER funding
- evaluation and refinement of Phase 1 subjects of the Australian Curriculum
- ongoing development of sustainability initiatives in the College, particularly raising awareness and greater community action supporting recycling and waste reduction.

Priorities for 2014 include:
- developing and designing curriculum templates and rubrics that align with system priorities
- review the use of the flexible learning spaces
- fully implemented Phase 1 Australian Curriculum subjects with reporting and working on track towards Phase 2 Australian Curriculum subjects
- provide for the needs of our Aboriginal and Torres Strait Islander students
- develop and implement programs and strategies for extension and enrichment students
- review and re-shape Academic Welfare Tracking structures and programs
- introduce the Digital Community Agreement
- continue to implement sustainability initiatives in energy efficiency and waste management
- create a new building Master Plan and commence concept plans for a new Expressive Arts centre
- plan and prepare for the Bring Your Own Device (BYOD) program.

STUDENT ACHIEVEMENT CREDENTIALING

ACT Year 10 Certificate
In 2013, 179 students completed Year 10 at Merici College. 177 ACT Year 10 Certificates were issued and two High School Records.

ACT Year 12 Certificate
The 2013 Year 12 Cohort had 115 graduands, each receiving an ACT Year 12 Certificate.
PROFESSIONAL LEARNING AND TEACHER QUALIFICATIONS

Professional Learning
All teachers have been involved in professional learning during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional learning can take many forms including whole staff days, subject specific inservices, meetings and conferences.
The school held four whole staff days in 2013. The content of these days was as follows:
Assessment
Grade Standards and Grade Descriptors
Spirituality (RE Accreditation A)
Professional Learning Communities
Kagan structures for cooperative learning

Teacher Qualifications
All teachers are qualified as required by the relevant State and Territory bodies.

TEACHER ATTENDANCE AND RETENTION
The average teacher attendance rate during 2013 was 98.5%.
The teacher retention rate from 2013 to 2014 was 87%.

STUDENT ATTENDANCE
The average student attendance for the school during 2013 was 88.59%.
School attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
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<tbody>
<tr>
<td>Year 7</td>
</tr>
<tr>
<td>Year 8</td>
</tr>
<tr>
<td>Year 9</td>
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<tr>
<td>Year 10</td>
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<tr>
<td>Year 11</td>
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<tr>
<td>Year 12</td>
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Senior Secondary Outcomes
In addition to 100% of students attaining a Year 12 certificate, 62% of students in the Year 12 cohort also completed Vocational or Trade Training.
• 149 vocational certificates were issued, with 83 students achieving a full qualification at Certificate I, II and III level. There were 11 students who achieved a Certificate III qualification in the areas of Business and Hospitality
• Certificates were received in the areas of Media, Sport & Recreation, Business, Computing, Fashion & Design (Certificate II), and Community Services and Hospitality.
• 8 students completed an Australian School Based Apprenticeship.

Student Pathways and Post-School Destinations
Each year the college collects destination data relating to the Year 10 and Year 12 student cohorts.
Year 10 cohort: 80% of the Year 10 Cohort continued their senior studies at Merici College (148 students). The remainder moved either to other ACT Colleges or to schooling interstate or overseas.

Year 12 cohort:
Destinations of the Year 12 cohort include:
• Further study 91% (this includes those students who have taken a GAP year before entering further study);
• Employment 9%

The majority of students chose local tertiary destinations including: Canberra University 42%; Australian National University 19%; Australian Catholic University 10% and Canberra Institute of Technology 8%.
Some of our cohort have chosen study further afield including Charles Sturt University, Griffith University, University of Melbourne, University of Technology and Edith Cowan University

PARENT, TEACHER AND STUDENT SATISFACTION
300 students contributed to the survey across all 6 year groups. Agreement greater than 90% was achieved in the following areas:
My teachers care about me
My teachers give me challenging tasks in my class
My teachers encourage me to take some responsibility for my own learning
My teachers expect me to work hard
There are good resources at Merici College
Merici College expects students to act responsibly
Merici College has clear rules and expectations
I feel safe at Merici College
Overall 90% of the students were satisfied with Merici as their school.

92 parents contributed to the survey across all 6 year groups. Agreement greater than 85% was achieved in the following areas:
I am satisfied with the Religious Education Curriculum at the College
The College provides opportunities for the spiritual development of my child/children
My child's/children's school reports are informative
This school has a safe environment
Overall 80% of the parents were satisfied with their child's experiences at Merici College

52 staff members contributed to the survey across teaching and support staff. Agreement greater than 85% was achieved in the following areas:
I feel I am treated as a professional at work
Merici's culture encourages me to develop my skills and abilities
Staff at Merici are happy to provide assistance to me when I need it
The staff I work with provide a good example to students
Merici provides for less able students
Merici provides a wide range of extra-curricular opportunities for students
Merici promotes positive Christian values in students
Merici supports students who are suffering personal difficulties
I improved my teaching methods in 2013
Overall 92% of the staff were satisfied with their work at Merici

FINANCIAL INFORMATION

Merici College Braddon - Income

- Fees and Private Income: 32%
- Commonwealth Recurrent Grants: 44%
- State Recurrent Grants: 14%
- Other Capital: 9%
- Government Capital Grants: 1%

Merici College Braddon - Expenditure

- Salaries: 65%
- Capital Expenditure: 9%
- Non-Salary Expenses: 26%
- Salaries, Allowances and Related Expenses: 65%