### SCHOOL CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Address:</th>
<th>Wise Street, Braddon  ACT 2612</th>
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</thead>
<tbody>
<tr>
<td>Principal:</td>
<td>Mrs Loretta Wholley</td>
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<tr>
<td>School Chaplain:</td>
<td>Father Bony Abraham</td>
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<tr>
<td>School Board Chair:</td>
<td>Mr Mark Bunnett</td>
</tr>
<tr>
<td>Telephone:</td>
<td>02 6243 4100</td>
</tr>
<tr>
<td>Fax:</td>
<td>02 6243 4199</td>
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<tr>
<td>Email:</td>
<td><a href="mailto:principal.merici@merici.act.edu.au">principal.merici@merici.act.edu.au</a></td>
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<tr>
<td>Website:</td>
<td><a href="http://www.merici.act.edu.au">www.merici.act.edu.au</a></td>
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This report was prepared by:

Mrs Loretta Wholley  
PRINCIPAL
MESSAGE FROM OUR SCHOOL COMMUNITY

Principal’s Message
Our focus from our Mission Statement for this year has been ‘Dare to Dream’. Our curriculum motivation continued this year from last year’s theme and centred on targeting the professional development and learning of staff to engage in team teaching to facilitate excellence in curriculum differentiation. This was born out of the new Nationally Consistent Collection of Data for School Students with a Disability, however has grown into caring for all students with needs, including those with Mental Health issues. The introduction of the Digital Community Agreement and the subsequent Pastoral Care Program that focussed on this issue has allowed students to understand their role as digital citizens as we move into our BYOD laptop program next year.

School Board Message
2014 has been a year of consolidation for Merici with Loretta Wholley in her first full year as Principal and Adrian Heim employed as the new Business Manager. Together with the School Board we have all worked together to build a community between staff, parents and students that provides the girls with an excellent education, a range of co-curricular opportunities and the best possible pastoral care, allowing them to continue to grow into confident educated young women. It has been a relatively quiet year from the Board’s perspective but a Masterplan is in initial stages and a new Performing Arts Centre is planned.

Student Representative’s Message
The contribution of the student body to the life of Merici College has been one of unwavering strength throughout 2014. Students have participated in various student welfare programs including peer support, anti-bullying campaigns and mentoring, demonstrating the College’s focus on enhancing the learning environment of all students as well as the breadth of opportunity that the College provides. Student leadership roles and various leadership opportunities continue to inspire students and encourage unification and productivity of the student body as a whole. Fundraising activities and community-based events have been initiated and lead by members of the student body and have always proven to be successful based on the constant support and spirit of the students here at Merici College.

SCHOOL FEATURES
Merici College is an all girls Catholic Secondary College located in Braddon, ACT. The school caters for students in Years 7-12, and has a current enrolment of 977 students. Students attending this College come from a variety of backgrounds and nationalities consisting of 977 female students; 32 indigenous students; and 165 from Language Backgrounds other than English (LBOTE).

The school employs 121 staff comprising 82 teachers and 39 non-teaching staff, the latter being employed in a variety of capacities including Administrative and Clerical, Aides and Assistants also Building Operations Maintenance and other staff. No staff identified as Indigenous.

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*.

Throughout 2014 the Religious Education department has been contributing to the creation of new Treasures New and Old Units. The units are currently being trialled. Staff have busily been implementing new ideas from conferences and professional development, heading out on excursions and always looking for ways to help the students to grow further in their faith formation.

This year the Year 7 Religious Education team took a ‘hands on’ approach to stewardship. Whilst exploring the creation stories the students spent time in the glasshouse and garden, propagating their own seedlings. The students and staff enjoyed this new approach to Religious Education and were able to make more practical links to how we are called to care for the earth.

Year 8 has recently investigated the Sacraments, with each student creating a beautiful journal which follows a sacramental life journey. Their explorations of the Old Testament gave food for thought in the creation of some great newspapers, outlining the message of the Old Testament Prophets.

Year 9 students have continued our partnership with Black Mountain School, working side by side with young people with disability. The girls have been working with small groups of students, assisting them with specific communication skills as part of the Peer Interaction program. This work links beautifully with the units on Modern Day Prophets and the Gospel of Luke.

Year 10 have been exploring a range of prayer experiences including mandalas, labyrinths and meditation. They have been looking at ways of expressing and nurturing their own spirituality.

Year 11 have enjoyed using an inquiry based learning model to explore a range of ethical issues.

Within their Social Justice unit, Year 12 developed some fantastic awareness raising campaigns tackling the reality of slavery in our world today. As part of the Religion through the Arts and World Religions the girls enjoyed an afternoon at the National Gallery.

Pope Francis challenges us to spread the joy of the Gospel; it is alive and well at Merici.

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.

School and National Mean Scale Scores

<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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<td>Writing</td>
<td>Spelling</td>
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Proportion of students at or above the National Minimum Standard

<table>
<thead>
<tr>
<th>YEAR 7</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
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<td>95%</td>
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<td>95%</td>
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<tr>
<td>School</td>
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<table>
<thead>
<tr>
<th>YEAR 9</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>National</td>
<td>92%</td>
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<td>90%</td>
<td>94%</td>
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<tr>
<td>School</td>
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<td>95%</td>
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Proportion of students in each Achievement Band

<table>
<thead>
<tr>
<th>YEAR 7</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
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</thead>
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<tr>
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<td>18%</td>
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<tr>
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<tr>
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<td>10%</td>
</tr>
<tr>
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<table>
<thead>
<tr>
<th>YEAR 9</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
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</thead>
<tbody>
<tr>
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<td>7%</td>
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<tr>
<td>Band 9</td>
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<tr>
<td>Band 8</td>
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<tr>
<td>Band 7</td>
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<tr>
<td>Band 6</td>
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<td>9%</td>
<td>16%</td>
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<tr>
<td>Band 5</td>
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The above tables show Merici continues to perform above the National Mean in all areas of NAPLAN; the vast majority of students above the National Minimum Standard. Of particular note is our students’ strong performance in all areas of literacy in Year 7 and in Year 9 Reading, Writing, and Grammar and Punctuation; the percentage of students in the top two Bands of Achievement exceeds the comparative data for the ACT. Our results indicate solid performances of students at the proficient standard (top two bands), continuing to improve this measure of student performance across all test areas. Numeracy is a targeted area in 2015.

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](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.
It is required that Junior students attend from 8.45am - 3.25pm. Students are required to attend all scheduled lessons during the school day.
The College has a responsibility to assist parents with the regular attendance of their daughters Years 7-12 and to assist parents with their compliance to the national legislation regarding students attending school until age 17. The Education Act mandates that Principals must refer parents and children to support services when school procedures encouraging attendance are not successful.
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.

Positive Peer Relations and Anti-Bullying and Harassment Policy
Bullying is not tolerated at Merici College. Students, staff and parents have a clear understanding of the expectations articulated through the positive peer relations and anti bullying and harassment policy and are supportive of the need to provide a safe and caring learning environment for all students. This policy and all other student management policies in the College 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 Positive Peer Relations and Anti Bullying and Harassment Policy is available on the school website :


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.

PRIORITY AND TARGETS

Priorities for 2014 were met with varying degrees of success and included:
- 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
- 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

Targets for 2015 include:
- Implement stages 1 and 2 of the Christian Service Learning Program
- Develop a new timetable structure for 2016
- Develop a staff training program to support the successful implementation and integration of ICT in classroom practice given the introduction of the BYOD Laptop program
- Engage teachers actively in the creation and usage of Matrices and IPs to ensure that teaching strategies accommodate a range of student learning styles and interests
- Create agreed Departmental norms for the use and observation of the open and flexible learning spaces to enhance productive learning environments that engage all students
- Work collaboratively with colleagues by engaging in professional discussion and applying constructive feedback
- Implement and refine new Leadership Structure
- Engage staff in Authentic Conversation and Restorative Practice Professional Learning
- Align System initiatives and requirements: MyPad, PLPs and TQI
- Create and commence the 2016-2020 Strategic Plan
• Sustainability - reduce the total amount of waste produced by the school from 500kg to 250kg/week, increase waste recycling and recovery rates to 85% of total waste produced and encourage and reward waste free lunches
• Commence the Masterplan process

STUDENT ACHIEVEMENT CREDENTIALING

ACT Year 10 Certificate
In 2014, 190 students completed Year 10 at Merici College and all received an ACT Year 10 Certificate.

ACT Year 12 Certificate
The 2014 Year 12 Cohort had 132 graduands, each receiving an ACT Year 12 Certificate.

Senior Secondary Outcomes
Student Pathways and Post-School Destinations
This pie graph shows you in practical terms what our 100 students from 2014 achieved with their results. As you can see, students gained entry to a number of institutions.

Vocational Certificates were earned last year in a range of interest areas, as shown and, as a registered training organisation (RTO), we provide onsite training as well as access to external agencies.
In addition to 38 students receiving at least one vocational certificate, many more partially completed a vocational certificate. These students were issued statements of attainment that can be taken on with them in further training post-school to complete their qualifications.
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 8 whole staff days in 2014. The content of these days was as follows:
- whole staff and departmental planning
- subject specific in services and meetings.
- staff compliance- CPR, First Aid training
- staff spirituality day and category B training
- Kagan teaching strategies
- resource management

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 2014 was 86%.
The teacher retention rate from 2013 to 2014 was 80%.

STUDENT ATTENDANCE
The average student attendance for the school during 2014 was 91%.

Merici College Braddon – 2014 Annual Report
School attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
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<tbody>
<tr>
<td>Year 7</td>
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<tr>
<td>Year 9</td>
<td>88%</td>
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<tr>
<td>Year 10</td>
<td>89%</td>
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<tr>
<td>Year 11</td>
<td>93%</td>
</tr>
<tr>
<td>Year 12</td>
<td>89%</td>
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PARENT, TEACHER AND STUDENT SATISFACTION

500 students contributed to the survey across all 6 year groups. Agreement greater than 89% was achieved in the following areas:
- My teachers care about me
- My teachers help me with my work
- My teachers encourage me to take some responsibility for my own learning
- My teachers expect me to work hard
- Merici College expects students to act responsibly
- Merici College has clear rules and expectations
- I feel safe at Merici College
Overall 85% of the students were satisfied with Merici as their school.

74 parents contributed to the survey across all 6 year groups. Agreement greater than 80% 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
- Teachers at this school are enthusiastic in their approach to teaching
- My child’s/children’s school reports are informative
- This school has high standards of student behaviour
- This school’s student management policy is fair
- This school is meeting the social needs of my child/children
- This school is managed well
- The staff at this school are approachable
- The staff at this school listen to my concerns
- This school has a safe environment
- I am given the opportunity to be involved in the school’s activities
- Overall, I am satisfied with the education of my child/children at this school
Overall 83% of the parents were satisfied with their child’s experiences at Merici College

83 staff members contributed to the survey across teaching and support staff. Agreement greater than 96% was achieved in the following areas:
- I feel I am treated as a professional at work
- I trust the school Executive to do the right thing by me
- The school Executive plan and execute change well
- Coordinators and Facilitators plan and execute change well

Merici College Braddon – 2014 Annual Report
- Overall I am satisfied with the performance of the Coordinators and Facilitators I deal with at Merici
- 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
- I improved my teaching methods in 2014

Overall 96% of the staff were satisfied with their work at Merici

FINANCIAL INFORMATION

### Merici College Braddon - Income

- Government Capital Grants: 0%
- Commonwealth Recurrent Grants: 45%
- State Recurrent Grants: 13%
- Fees and Private Income: 36%
- Other Capital: 6%

### Merici College Braddon - Expenditure

- Salaries, Allowances and Related Expenses: 69%
- Non-Salary Expenses: 29%
- Capital Expenditure: 2%