SCHOOL CONTACT INFORMATION

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This report was prepared by:

Dr Ann Cleary (Acting Principal)

PRINCIPAL
MESSAGE FROM OUR SCHOOL COMMUNITY

Principal’s Message
It has been another year of innovation for Merici College, both in continuing the revitalisation of the learning environment and in the range of contemporary teaching approaches utilised across the College. The focus on team teaching and individualised learning in a sustainable environment drives our initiatives. The Kitchen Garden, Trades Training Centre with canteen and restaurant, multipurpose sports courts and Indigenous Garden link to form a new focal area for students. We aim for excellence in education and Merici students continue to succeed academically and develop into articulate, compassionate young women who are active members of our global community.

School Board Message
The Board has been very involved in the life of the College in 2012. It supported the Executive with regard to the latest building project; a new Pastoral Care centre and two flexible learning spaces. The new learning spaces provide environments suited to teaching and learning in the 21st century. This year saw the official opening of the Trades Training Centre and surrounds. The Board endorsed the College’s successful application for re-registration and were pleased to meet with parents at the Registration reception. The Board thanks Mrs Catherine Rey for her dedication to Merici over the last ten years.

Student Representative’s Message
With a strong focus on pastoral care and student welfare, Merici can rightly be named as a community and family. Not only does Merici provide knowledge and wisdom, it shapes and nurtures its students so that they may become strong, confident and responsible young ladies. This year our theme challenged us to “Be Faithful” to ourselves, our school and our beliefs. We have lived up to this through fundraising events and volunteering programs, such as the Caritas Concert and the Merici Mentoring program; each of these has strengthened our faith and sense of social justice.

SCHOOL FEATURES
Merici College is a Catholic Secondary College located in Braddon, ACT. The school caters for students in Years 7-12, and has a current enrolment of 1006 students. Students attending this College come from a variety of backgrounds and nationalities consisting of 0% male and 100% female students; 2.9% indigenous students; and 5.8% Language Background other than English (LBOTE). The school employs 111 staff comprising 75 teachers and 36 non-teaching staff, the latter being employed in a variety of capacities including Finance, Staffing, Public Relations, Student Services, Science Support, Food Service and Maintenance.

Merici boasts an exceptional integrated hospitality precinct, comprising a large commercial kitchen, school canteen and formal restaurant. Students and staff work together in real partnership to run the school canteen, as well as the restaurant. All food is cooked freshly each day, using as far as possible locally sourced, non-processed produce (including from our own kitchen garden), with students and staff eating in lovely surroundings, sitting at tables and using crockery and cutlery. The Sustainability elective in Years 9 and 10 and the Environmental Sustainability Team nurture
passionate student groups, who are working in partnership with staff to plan and realise a more sustainable school. Our Mentor Program in conjunction with Black Mountain School continues to build positive relationships between the volunteers and mentors and enhances students’ understanding of diversity in the community and gives all participants opportunities to demonstrate leadership within the College. These many elements combined were recognised by Merici’s success as the winner of the 2012 Keep Australia Beautiful ACT Sustainable Cities and Young Legends Awards, and a Commendation for Engagement with Youth Initiatives in the National awards.

In 2012, we continued our focus on innovation in learning to better meet the needs of all students. Our flexible learning areas are enabling new ways of teaching in a secondary environment where a great variety of strategies and groupings can be incorporated to better meet individual student needs. Students are supported in their academic and personal development through a targeted Pastoral Care program focussing on Academic Welfare Tracking and topical social and mental health issues.

Our co-curricular programs are rich and varied. A highlight in 2012 has been the success of the junior and senior bands in Eisteddfods. 2012 saw the inaugural Merici musical with the all-girl cast presenting Joseph and the Amazing Technicolor Dreamcoat. Students continue to excel in individual and team sports with netball and volleyball representing the major sports. 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.

All students study Religious Education, with students in Years 11 and 12 following the ACT Board of Senior Secondary Studies Type 2 course. As part of our partnership with Black Mountain School, students in Years 9 and 10 have the opportunity to work with young people with a disability in the context of their Religious Education program. This includes a program where our students visit the students at Black Mountain School to assist them in classes on a regular basis and a program where Merici students are mentors to disabled young people who work as volunteers in the school each week of the year gaining training and work experience.

Groups within the College run weekly Masses or Liturgies, and the whole school community is invited to an annual community Mass. Students work actively to support social justice initiatives through the Vinnies group, Social Justice group and charities supported through the Pastoral Care system.

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>YEAR</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>541</td>
<td>518</td>
<td>543</td>
<td>546</td>
<td>538</td>
</tr>
<tr>
<td>School</td>
<td>564</td>
<td>544</td>
<td>540</td>
<td>566</td>
<td>532</td>
</tr>
</tbody>
</table>

### Proportion of students at or above the National Minimum Standard

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>94%</td>
<td>90%</td>
<td>93%</td>
<td>95%</td>
<td>94%</td>
</tr>
<tr>
<td>School</td>
<td>97%</td>
<td>98%</td>
<td>94%</td>
<td>98%</td>
<td>97%</td>
</tr>
</tbody>
</table>

### Proportion of students in each Achievement Band

<table>
<thead>
<tr>
<th>YEAR</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>14%</td>
<td>7%</td>
<td>9%</td>
<td>16%</td>
<td>13%</td>
</tr>
<tr>
<td>Band 8</td>
<td>27%</td>
<td>15%</td>
<td>22%</td>
<td>21%</td>
<td>16%</td>
</tr>
<tr>
<td>Band 7</td>
<td>27%</td>
<td>15%</td>
<td>22%</td>
<td>21%</td>
<td>16%</td>
</tr>
<tr>
<td>Band 6</td>
<td>20%</td>
<td>27%</td>
<td>23%</td>
<td>24%</td>
<td>27%</td>
</tr>
<tr>
<td>Band 5</td>
<td>9%</td>
<td>21%</td>
<td>10%</td>
<td>8%</td>
<td>15%</td>
</tr>
<tr>
<td>Band 4</td>
<td>4%</td>
<td>8%</td>
<td>7%</td>
<td>2%</td>
<td>3%</td>
</tr>
</tbody>
</table>
The above tables show Merici continues to perform very well in Year 7 and Year 9 NAPLAN. Of particular note is the strength of our students’ performance in Year 7 and Year 9 Reading, Writing, and Grammar and Punctuation. The percentage of Year 9 students in the top two Bands of Achievement for writing and spelling exceeds the comparative data for the ACT. The number of students at Merici achieving above the minimum standard is higher than the national figures, significantly better in most areas. While our results indicate very solid performances, one goal for Merici is to move more students into the upper bands across all testing areas. Numeracy is a targeted area for improvement at Merici in 2012-2013, with staff professional development in whole school numeracy, as well as a refocused Mathematics teaching program. Staff are given Professional Development on the usage of data available on SmartData.

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. 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. 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. 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.

The Pastoral Care teacher will contact parents of students who fail to attend school for three subsequent school days. If the Pastoral Care Teacher is concerned or the absence is a repeating pattern, the Pastoral Care Teacher should inform the House Coordinator.
The Attendance Policy will be communicated to students, parents and staff each semester.

Behaviour
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, the House System, the Positive Peer Relations policy, the Technology Policy 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. These policies are available on our website and are clearly displayed in the student planner and full copies are available from the Front Office.

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 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.

STUDENT ACHIEVEMENT – Year 10 and Year 12 Certification

ACT Year 10 Certificate
In 2012, 181 students completed Year 10 at Merici College. 180 ACT Year 10 Certificates were issued and one High School Record.

ACT Year 12 Certificate
The 2012 Year 12 Cohort had 147 graduands, each receiving an ACT Year 12 Certificate.

PROFESSIONAL LEARNING AND TEACHER QUALIFICATIONS

Professional Learning
All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional development can take many forms including whole staff days, subject specific in services, meetings and conferences.

The school held nine whole staff days in 2012. The content of these days was as follows:

- Term 1
  - Using SmartData
  - The Australian Curriculum
  - RE Accreditation
Student Academic welfare tracking
Brain based Learning
Numeracy across the curriculum

Term 4
Evidence collecting for the AITSL standards
Meeting students in their digital world with web tools
Interactive Whiteboard Skills
Flipped Learning
Teacher Mentoring
First Aid/CPR/Anaphylaxis

Examples of other PD activities undertaken by members of staff include: BSSS organised forums and workshops; The Mental Health & Wellbeing of Young People; Differentiation in the Secondary Language classroom; AuSSI Energy Efficiency in ACT schools; Coaching Children with an Autism Spectrum Disorder; CEO - Preparing Assessment Items under the Australian Curriculum; Joyful Learning - Engaging all students in the inclusive classroom; Resilience and wellbeing workshop - Managing ourselves; Moodle Training.

Teacher Qualifications
All of the 81 teachers at Merici College are qualified as required by the relevant State and Territory bodies

TEACHER ATTENDANCE AND RETENTION
The average teacher attendance rate during 2012 was 96%.
The teacher retention rate from 2011 to 2012 was 82%. Staff took up teaching roles in other schools (5), completed contracts (5), resigned (3) and retired (3).

STUDENT ATTENDANCE
The average student attendance for the school during 2012 was 94%.

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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</thead>
<tbody>
<tr>
<td>Year 7</td>
</tr>
<tr>
<td>Year 8</td>
</tr>
<tr>
<td>Year 9</td>
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<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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</tbody>
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Senior Secondary Outcomes
100% of Students in the Year 12 cohort complete a Year 12 Certificate
- Students achieved an average of 26.4 standard units in their academic packages. (The Certificate only requires 17 units)
81% of students (119) who received a Year 12 Certificate were awarded a Tertiary Entrance Statement and received an ATAR

46% of students received an ATAR above 80

91% of students received an ATAR above 60, which would have given entry to university.

61% of students in the Year 12 cohort also completed Vocational or Trade Training.

- 120 vocational certificates were issued, with 89 students attaining at least 1 vocational statement of attainment
- Certificates were received in the areas of Arts, Entertainment, Sport & Recreation, Business & Clerical, Computing, TCF & Furnishings (Certificate II), and Community Services, Health & Education (Certificate I). Tourism & Hospitality students gained Certificates I, II and III
- 8 students completed an Australian School Based Apprenticeship.

Student Pathways and Post-School Destinations

Each year the school collects destination data relating to the Year 12 student cohort. Destinations of the Year 12 cohort include: Further study 72%; Employment 12%; gap year 16%. Of those students undertaking a gap year, 78% plan to take up further study in 2014. Students chose a variety of tertiary destinations including: Canberra University 46%; Australian National University 30%; Australian Catholic University 7%; Canberra Institute of Technology 9%; and Interstate universities 8%.

PARENT, TEACHER AND STUDENT SATISFACTION

Parent Satisfaction - The majority of parents who completed a satisfaction survey did so on-line. All year groups were represented by the 86 responses. Greater than 80% of respondents had high levels of agreement (combining Agree and Strongly Agree) for all areas of the survey, with the highest responses being for the school’s Religious Education program (94%), Spiritual Development of the students (92%) and having a safe school (92%). Overall, 90% of parents were satisfied with being at Merici, nearly identical to the figure over the last three years.

Student Satisfaction - 612 students across all year levels participated in the survey. Overall 86% were satisfied with being at Merici, a similar figure to previous years. High levels of agreement (combining Agree and Strongly Agree) around the 85% or higher level were obtained from such statements:

- My teachers care about me
- My teachers help me with my work/teach me skills to help my learning
- 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
Teacher Satisfaction - Overall, 97% of teachers (47 respondents; 43%) are satisfied with Merici’s working environment. Staff responded with greater than 90% agreement on:

- Overall I am satisfied with the performance of the school executive
- Staff at Merici are happy to provide assistance to me when I need it
- 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

PRIORITIES AND TARGETS

Priorities for 2012 included:

- a successful School Registration process
- the successful implementation of Phase 1 of the Australian Curriculum, including the completion of all associated documentation
- further development of team teaching, including instigating formal QTF processes for classroom observation
- a set of agreed practices to further implement brain-based learning to meet individual needs
- continued development of the literacy initiatives of 2011, including augmented participation in La Sfida (our Challenge Program), formalising an agreed practice in spelling and further development of different ways of supporting individual students through tutoring
- the development and implementation of whole school processes to support numeracy in the middle years
- ongoing development of sustainability in the College, including the raising of awareness and investigating ways of further reducing waste

Our priorities for 2013 include:

- 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
- 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.
**FINANCIAL INFORMATION**

**Merici College Braddon - Income**
- Government Capital Grants: 0%
- Other Capital: 12%
- Commonwealth Recurrent Grants: 44%
- Fees and Private Income: 30%
- State Recurrent Grants: 14%

**Merici College Braddon - Expenditure**
- Capital Expenditure: 10%
- Non-Salary Expenses: 25%
- Salaries Allowances and Related Expenses: 65%