



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# ANNUAL SCHOOL REPORT TO THE COMMUNITY 2019



## Merici College Braddon

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### **Principal**

Mrs Loretta Wholley

## Section One: Message from Key Groups in our Community

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### Principal's Message

As a Catholic school our goal is to provide opportunities for our school community to give expression to the harmony of God's intent for the world; that is with God, ourselves, others and all of creation. Our Strategic Plan for 2019-2021 draws on these four areas in our aspirations. In this our 60th year we have been celebrating the role our faith has played in the life of this College. Praying is an expression of our relationship with God.

Our journey towards authorisation as an International Baccalaureate (IB) World School has been a focus for staff. The IB Diploma Program will commence next year for our Year 11 students.

Merici's role in continuing to be a strong promoter in this area has been at the forefront of our planning for improving facilities and services. The students have worked with staff on projects and initiatives to help raise awareness and make a positive impact on waste management and energy efficiency.

Merici College is a place where exploration, creativity and imagination make learning exciting and where all learners aspire to reach their dreams.

Principal

### Parent Body Message

This year has been a very busy year with the Merici College 60th Anniversary, a year that held many commemorative functions. Thank you to the 60th Committee that organised all the functions to make it a memorable one and showcase our history. Along with new Statue and House Crests we had our Diamond 60th Anniversary Concert with over 400 people in attendance. A new mural was completed by Hullabaloo students that involved students and outlined our history and charism.

Merici is now a candidate school for the International Baccalaureate Middle Years program, after successfully completing authorisation as a Diploma program school.

Renovations have continued this year with work in the Tullow area, new carpet laid in the Brescia corridor and classrooms fitted out with new technology. We have also fixed the heating issues in the auditorium with heating and cooling now effective for the size of the room. We now have a new uniform and uniform shop to directly sell to parents. This year we also transitioned to the new bus timetable to accommodate the light rail; this has gone fairly well.

A big thank you to the many members of the College Board for their dedication and commitment.

Board Chair

### Student Body Message

We are honoured to celebrate the school's 60th Anniversary through fantastic and fun events. With the theme of Fidelitas in mind, we announced that we would be focusing our efforts on a mental health campaign as Fidelitas translates to loyalty and faithfulness.

Our year started off by welcoming a wonderful new cohort of Year 7s. Our little sisters were met with heaps of amazing student-run initiatives which encouraged loyalty to one another. We re-introduced "Feel Good Friday", with lots of activities, food and music to promote a welcoming and inclusive environment. We were also proud to announce our newly formed partnership with Lifeline Canberra. In honour of this, we participated in the World Mental Health Week with a day of coming to school in casual clothes for Stress Down Day and a trivia/auction night for all senior students attending Catholic Schools in the ACT.

St Angela Merici Day was very special this year, with a wonderful new statue of St Angela and new House Crests unveiled. We are extremely proud of the sisterhood band that has been shown this year, not only in helping our peers but the wider community.

Captain and Vice-Captain

## Section Two: School Features

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Merici College is a Catholic systemic Girls College located in Braddon.

Merici College:

- follows the Principles of Powerful Learning which promote academic excellence, innovative digital learning, inclusivity and an environment underpinned by the values of Faith, Hope and Love.
- has an engaging educational environment, designed to challenge our students to take risks within and beyond the classroom to achieve individual academic excellence.
- has an accredited Trade Training Centre, Technical Support Centre and a Vocational Educational Career Centre.
- is an IB World school offering the International Baccalaureate Diploma Years program.
- candidate school for the IB Middle Years program.
- students are engaged in a Religious Education program that bridges knowledge, faith and life.
- responds to and supports local and global needs through our Social Justice and Christian Service Learning Program.
- fosters in all students positive mental health and wellbeing through a vertical pastoral care system.
- provides mentoring support to students of Australian Defence Force members and their families.
- provides support for Aboriginal and Torres Strait Islander students through the Narragunnawali group
- offers a wide range of co-curricular activities in sporting, cultural and social experiences, placing emphasis on broadening education and leadership opportunities.
- provides opportunities for students to immerse themselves in different cultures through an extensive foreign languages program complemented by overseas tours.
- is a technology-rich school with BYOD (Bring Your Own Device Program), enhanced through the Digital Community Agreement.
- enjoys facilities that are being constantly upgraded - including refurbished classrooms, sound and lighting in the Auditorium, plus solar panels on the roof.
- has an excellent sustainability, kitchen garden and healthy eating initiatives.
- 2019 ACTSmart Sustainable School of the Year

## Section Three: Catholic Identity and Faith Formation

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Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

### Religious Life & Religious Education

Praying is an expression of our relationship with God. Our 60th anniversary prayer, especially created by our students, was used at all events this year. Senior students, together with Marist College leaders, organised and facilitated spirituality and faith formation days, where students were able to share about their journey with God. We had many special occasions together where staff, students, families, friends and alumni gathered for prayer, mass and liturgies.

We are proud of the new artworks that grace our buildings. The St Angela Merici statue and 60th Anniversary art project, the rose garden and Year 12 memorial light box were ideas that came to life. The creation of the new House crests capture the spirit of the six Religious orders who founded Merici and will go on to be living icons and sacraments of God's presence here on earth.

The Christian Service Learning program has gathered great momentum with over 100 Blue Angel awards (up from 20 in 2015), 30 Red Angel awards for over 100 hours of service and 15 God Angel awards for over 150 hours of service given out.

Issues of social justice have continued to be a focus for students through Religious Education classes, focus groups, Houses, the Student Representative Council and Pastoral Care. We have collected containers for St Vincent de Paul, and joined in their Winter Sleepout, collected items for women and children and fundraised for LifeLine, Caritas Australia (through Project Compassion), Catholic Mission, Barnardos and Menslink. We have raised awareness on issues including refugees, organ donation with a walk around the lake for Donate Life, homelessness, cancer, the environment and climate change.

## Section Four: Student Profile

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### Student Enrolment

The School caters for students in Year 7 to Year 12. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019:

Girls	Boys	LBOTE*	Total Students
647	0	14	647

\* Language Background Other than English

### Student Retention

Of the students who completed Year 10 in 2017, 74% completed Year 12 in 2019.

### Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the [Catholic Education Office](#) website.

### Student Attendance Rates

The average student attendance rate for 2019 was 84%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	86%
Year 8	88%
Year 9	82%
Year 10	79%
Year 11	84%
Year 12	84%

## Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

## Student Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Destination Data	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2019 Graduating Class	87%	8%	5%	0%

## Section Five: Staffing Profile

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The following information describes the staffing profile for 2019:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
54	26	80

\* This number includes 43 full-time teachers and 11 part-time teachers.

Percentage of staff who are Indigenous	0%
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### Professional Learning

All teachers have been involved in professional learning during the year. These learning opportunities are designed to develop the skills and understandings of staff to improve student outcomes. They include at a whole staff level:

- Whole staff and departmental planning
- International Baccalaureate staff training in MYP and DP
- Gifted and Talented
- Inclusive Education
- Pastoral Care
- Christian Service Learning and Reflection
- Accreditation A, B and C
- Compliance Training: Child Safety, WHS and CPR

Individual staff have also attended workshops/conferences in their learning areas or for personal development.

### Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

### Teacher Accreditation

Levels of Teacher Accreditation are as stated below:

Graduate Level	Proficient Level	Lead/Highly Accomplished
3	51	2

## Section Six: Academic Profile

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. 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.

The tables below show the average scores in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four Domains: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single Domain.

NAPLAN RESULTS 2019		Average Scores	
		School	Australia
Year 7	Reading	564	546
	Writing	551	513
	Spelling	560	546
	Grammar and Punctuation	566	542
	Numeracy	555	554

NAPLAN RESULTS 2019		Average Scores	
		School	Australia
Year 9	Reading	616	580
	Writing	589	549
	Spelling	604	582
	Grammar and Punctuation	602	573
	Numeracy	598	592

## Student Credentialing

### ACT Year 10 Certificate

All 105 students received a Year 10 Certificate.

### ACT Year 12 Certificate

94 students received their Year 12 Senior Secondary Certificate. 66 students graduated with a tertiary package.

- Highest ATAR – 99.95
- 4 students achieved an ATAR over 99
- 26% of tertiary students achieved an ATAR over 90
- 55% of tertiary students achieved an ATAR over 80
- ACT Vocational Education Student of the Year

Students have chosen to study at:

- University of Canberra 56%
- Australian Catholic University 8%
- Australian National University 6%
- Canberra Institute of Technology 6%
- Other (NSW, VIC, QLD) 18%

## Section Seven: School Review and Improvement

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Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

### Key Improvements Achieved in 2019

#### *Strong Faith*

Strategy 1.1: Align founding charisms to College culture

Strategy 1.2: Increase visibility of Catholic signs and symbols throughout the College

Strategy 1.8: Implement contemporary religious education practices

#### *Powerful Learning*

Strategy 2.1: Develop and implement the International Baccalaureate for MYP and DP Programs

Strategy 2.2: Embed inquiry learning across all curriculum areas

#### *Thriving Community*

Strategy 3.1: Develop a systemic response to staff wellbeing and support

Strategy 3.2: Promote student engagement and support mechanisms

Strategy 3.4: Expand engagement of the Alumni in current school activities

#### *Sustainable Future*

Strategy 4.2: Maintain and improve facilities and supporting resources to enable best practice in teaching and learning.

Strategy 4.3: Ensure financial status sustains the desired educational offering

Strategy 4.4: Strengthen college participation in sustainable practises

### Priority Key Improvements for 2020

#### *Strong Faith*

Action 1.2.1: Ensure a cross or crucifix is visible in every classroom and main area of the College

Action 1.2.3: Extend House symbol branding into House areas

Action 1.4.2a: Investigate opportunities for an immersion and partnership program with an Australian indigenous community

Action 1.4.3: Align Christian Service-Learning Program with MYP Service in Action Program

#### *Powerful Learning*

Action 2.1.1: Complete unit development, timetable and authorisation requirements required for the Year 7-10 MYP. (Apply for Authorisation in 2020)

Action 2.3.1: Establish interdisciplinary tasks for each junior year group, varying in complexity

Action 2.5.1: Develop a self-assessment framework, through Unit Evaluations, to support student and teacher reflections on their learning style and abilities

#### *Thriving Community*

Action 3.1.1: Refine the early career teaching mentoring program

Action 3.3.0: Establish mechanisms to increase parent engagement and involvement

#### *Sustainable Future*

Action 4.2.1: Facility upgrade program, commencing with partial refurbishment of Penola and Brescia classrooms

Action 4.3.1: Operate a uniform shop

Action 4.4.3: Achieve 5 Star Sustainability rating

## Section Eight: School Policies

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### Student Welfare and Behaviour Management

Pastoral Care policies include the philosophy and structure of Pastoral Care, the House System, the Positive Peer Relations (Anti-bullying and Harassment) policy, the Digital Community Agreement and the Behaviour Management Policy. These policies are based on the principles of Glasser and are actively endorsed and fully implemented throughout the school. We take a proactive approach to investigate all instances of bullying. 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, Restorative Practices and Authentic Conversation models.

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.

Student Welfare and Behaviour Management Policies were reviewed in July 2017.

The full text of the School's Student Welfare and Behaviour Management Policies may be accessed at <https://www.merici.act.edu.au/school-policies/behaviour-management-students> .

### Complaints and Grievances Resolution Policy

Catholic Education Archdiocese of Canberra and Goulburn (CECG) has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of school life it is recognised that from time to time misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CECG monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

## Section Nine: Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

### Parent Satisfaction

Merici enjoys a very high rating across most of the measures. All parent items received a rating of 2.0-2.5, which is very high.

Items that scored the highest (2.4-2.5) included:

- School is a safe place for my child
- I would recommend our school to others
- Our school is well maintained, eg. clean, buildings painted, etc.
- Our school celebrates student achievements.

Items with potential for growth (2.0) included:

- Parent/Teacher conferences are helpful at our school
- Our school promotes and sets targets for improving student outcomes
- There is a strong partnership between the parish/Chaplain and our school.

### Student Satisfaction

Items that scored strongly (2.1-2.4) by students included:

- I like being at our school
- I feel safe at our school
- I would recommend our school to others
- Our school gives me opportunities to do interesting activities
- I regularly use technology at our school to help me learn
- Our school celebrates student achievements
- Our school encourages me to be a good community member
- I am encouraged to care for others.

Items that had an average score of 1.6-1.8 were:

- My lessons are interesting
- My teacher/s help me achieve my learning goals
- The homework we do helps me learn
- Our schools takes students' opinions seriously
- I value the Religious Education taught at our school
- Our schools helps me to be more involved in prayer
- I enjoy the prayer life at our school.

Whilst the items with a lower average school had a particular focus around faith and spirituality, we were heartened that the score has risen from 1.4 to fall into the 1.6-1.8 range from previous years.

## Teacher Satisfaction

The survey very strongly reflects an appreciation for a strong, caring and respectful culture and sense of belonging at the College.

Items that scored strongly (2.4-2.7) by teachers included:

- I get a lots of satisfaction from working in our school
- I would recommend our school to others
- I have opportunities to enhance my students' learning through the use of technology
- Our school celebrates student achievements
- Catholic religious identity is a strong focus in our school

Items that had an average score (1.8-1.9) were:

- Change initiatives are well managed at our school
- There is good balance in time allocation for curriculum delivery
- Collaborative planning processes in our school are effective

# Section Ten: Financial Statement

## Income

## Expenditure

- Commonwealth Recurrent Grants (42.2%)
- Government Capital Grants (0%)
- State Recurrent Grants (12.2%)
- Fees and Private Income (45.2%)
- Other Capital Income (0.4%)

- Capital Expenditure (8.7%)
- Salaries and Related Expenses (60.3%)
- Non-Salary Expenses (31%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$5,726,987
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,654,466
Fees and Private Income <sup>4</sup>	\$6,133,493
Other Capital Income <sup>5</sup>	\$49,972
<b>Total Income</b>	<b>\$13,564,918</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$1,332,481
Salaries and Related Expenses <sup>7</sup>	\$9,252,731
Non-Salary Expenses <sup>8</sup>	\$4,757,051
<b>Total Expenditure</b>	<b>\$15,342,263</b>

**Notes**

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.