



Merici College Annual Improvement Plan 2025

ANNUAL IMPROVEMENT PLAN 2025



As part of the 2025-2027 Strategic Plan, the Annual Improvement Plan focuses solely on the goals and tasks allocated and/or created for 2025. This plan will ensure a continued commitment to providing a positive and nurturing learning environment that supports our school's mission and vision for the future.

Mission Statement

Merici College empowers women to love life, have hope, be faithful and build futures more wondrous than they dare to dream.

Vision Statement

Merici College endeavours to be a vibrant, faithful learning community that fosters excellence, and takes positive action to build a shared global future.

Purpose Statement

To educate women so that they are empowered to love life, have hope, be faithful and build futures more wondrous than they dare to dream.

Values

Fidelitas

Integritas

Communitas

Spes

1. FIDELITAS - ASPIRATION: TO BUILD A STRONG AND POSITIVE CATHOLIC IDENTITY, WHERE FAITH IS NURTURED AND ALL ARE EMPOWERED TO SERVE OTHERS.

Domain: Catholic Identity			
Goal 1.1: Enrich charism and Catholic culture in the College			
Actions	Enablers	Evidence of Success	Resources
1.1.1: Establish regular Masses for students and staff, focusing on specific themes aligned with Feast Days	Head of Mission and Community, Religious Education Coordinator and Youth Minister work with Priests (College Chaplain) to assist and mentor staff and student leaders to develop resources	Monitor attendance at Masses and prayer events, aiming for growing participation over time	Prayer books, liturgical guides, and Catholic resources to support Masses and daily prayer routines CACG Resources
1.1.2: Further embed daily morning prayer routines across the College	Head of Mission and Community, Religious Education Coordinator and Youth Minister work with Spirituality Captain to organise prayer groups, focusing on diverse themes (e.g., social justice, environmental stewardship)	Gather survey feedback from students, staff, and parents on their experiences with the prayer culture initiatives	Time to conduct workshops to support students to lead prayer groups with confidence

Domain: Mission and Service			
Goal 1.2: Build understanding and commitment to Social Justice activities			
Actions	Enablers	Evidence of Success	
1.2.1: Realign the Christian Service-Learning Programme (CSLP) with the Middle years Programme (MYP)	<p>Head of Mission and Community, Head of IB/MYP Coordinator lead the review and realignment of the programs</p> <p>Head of Mission and Community and Religious Education Coordinator support RE staff to deliver revised program</p> <p>RE Teachers to guide students in reflection on SEQTA</p> <p>Head of Mission and Community, Head of IB, MYP Coordinator to establish a review and refinement process</p>	<p>Initial review and refinement of Angel Hours recording processes completed.</p> <p>Policy documentation updated to align CSLP and MYP standards</p> <p>Teaching staff can articulate the CSLP's purpose and its connection to MYP when interviewed</p> <p>Religious Education (RE) staff trained in the new system</p> <p>Reflection process established and functional within SEQTA.</p> <p>Students are engaged in pre- and post-reflection activities.</p> <p>Positive feedback received from students and staff via TTFM</p>	<p>Time release for Head of Mission and Community, Head of IB and IB MYP Coordinator</p> <p>Administrative support for documentation preparation and formatting</p> <p>SEQTA training for Head of Mission and Community</p> <p>Faculty time for RE staff. Dedicated time for regular review meetings</p>

Domain: Faith Formation			
Goal 1.3: Formalise Professional Learning and Religious Education Accreditation for Staff			
Actions	Enablers	Evidence of Success	Resources
1.3.2: Develop and implement a staff faith formation program focused on integrating Catholic Social Teaching (CST) and synodality within the curriculum and College activities.	<p>Head of Mission and Community and Religious Education Coordinator to work with Formation Leadership team in Catholic Archdiocese Canberra and Goulburn</p> <p>Curriculum and wellbeing areas where CST's intersect are identified and documented</p>	Staff will be able to articulate the nature and purpose of the CST's	<p>Faculty meeting time</p> <p>Curriculum meeting time</p>
1.3.3: Ensure compliance with accreditation requirements for 'Working, Teaching and Leading in a Catholic School'	<p>CACG development of accreditation opportunities</p> <p>Head of Mission and Community working with CACG</p> <p>Head of Mission and Community ensures that College staff participate in accreditation opportunities</p> <p>Head of Mission and Community to maintain accreditation database</p>	<p>Staff enrolled in and completing relevant accreditation programmes.</p> <p>Database maintained with updated staff accreditation details.</p> <p>Staff details updated on CACG database</p>	Time release for staff to attend accreditation

2. POWERFUL LEARNING - ASPIRATION: AN EDUCATIONAL ENVIRONMENT THAT FOSTERS LEARNING, ENABLING EVERYONE TO ACHIEVE INDIVIDUAL EXCELLENCE.

Domain: Learning Frameworks			
Goal 2.1: Every student is engaged in learning			
Actions	Enablers	Evidence of Success	Resources
2.1.1: Support embedding of non-volunteers and checks for understanding in every classroom	<p>Leadership will provide training and clarity of non-volunteers and checks for understanding</p> <p>Studies Coordinators and teachers embed non-volunteers and checks for understanding into programs and practice</p> <p>Leadership, Studies Coordinators and instructional coaches observe the use and effectiveness of non-volunteers and checks for understanding</p>	<p>All teachers trained in non-volunteers and checks for understanding</p> <p>All curriculum programs show implementation of non-volunteers and checks for understanding</p> <p>Observations evidence use and effectiveness of non-volunteers and checks for understanding</p>	<p>Catalyst onboarding materials</p> <p>Staff meeting time to clarify and train teachers</p> <p>Checks for understanding and non-volunteer materials</p>
Goal 2.2: Build low-variance, knowledge-rich curriculum			
Actions	Enablers	Evidence of Success	Resources
2.2.1: Refine Year 7 curriculum documents and resources to ensure alignment with curriculum map, ACARA v9, IB MYP and high impact teaching practices	Assistant Principal Teaching and Learning to work with Year 7 curriculum writers to refine programs, assessment and resources	<p>100% of subject areas in Year 7 have low-variance, knowledge-rich curriculum programs, assessment and resources written</p> <p>Improved student grade point averages from Semester 1 to Semester 2</p>	<p>Time allocation in teacher timetables for curriculum writing</p> <p>Collaboration time with teaching teams for data analysis</p>

	Year 7 teachers to deliver low-variance curriculum programs Year 7 teachers analyse student performance on formative and summative assessments	Improved student and cohort performance in diagnostic tests – PAT and DIBELS	All staff professional development in information literacy
2.2.2: Create first iteration of Year 8 low-variance curriculum programs	Studies Coordinators and subject experts to write low-variance programs and resources Year 8 teachers to deliver low-variance curriculum programs	100% of all subject areas in Year 8 have first iteration of low-variance knowledge-rich curriculum programs Improved student grade point averages from Semester 1 to Semester 2	Time release for teachers and Studies Coordinators to create curriculum programs
Goal 2.3: proactively educate students on career pathways			
Actions	Enablers	Evidence of Success	Resources
2.3.1: Create a scope and sequence for Years 7-12 careers education	Careers and Senior Studies Coordinator to collaborate and create whole school careers scope and sequence Careers and Senior Studies Coordinators to create student surveys for pre and post careers lessons and events	Careers scope and sequence has been created, complete with identified lessons and events for each cohort across Years 7-12 Student surveys demonstrate a majority of student satisfaction with lessons and events	Time allocation for career mapping and writing of scope and sequence. Careers lessons in Pastoral Program Year group events for Careers Education

3. THRIVING COMMUNITY - ASPIRATION: A CONNECTED COMMUNITY THAT CULTIVATES COMPASSIONATE RELATIONSHIPS, WELLBEING AND THE WHOLE PERSON

Domain: Staff Culture			
Goal 3.1: Develop a collegial culture that reflects College values			
Actions	Enablers	Evidence of Success	Resources
3.1.1: Restructure and extend the staff induction program: Stage 1 digitise Induction Modules	<p>Assistant Principal Development develops digitised models</p> <p>Senior Leaders and Middle Leaders lead induction modules</p>	<p>Staff retention and exit data</p> <p>Post-program evaluations for each staff member</p> <p>TTFM data re staff culture</p> <p>Modules are completed</p>	<p>Time and release for modules to be run and coaches and mentors to be made available</p> <p>Catering costs</p>
3.1.2: Build Leadership capacity and career development through succession planning and mentoring programs	<p>Assistant Principal Development refines PL&D at Merici conversations and goal setting</p> <p>Middle and Senior Leader programs PLC program re-invigorated to enable expert teacher leaders to develop colleagues as aligned to AIP and Strategic Plan</p> <p>Middle Leaders (Study Coordinators, House Coordinators) establish</p>	<p>Middle and Senior Leaders can articulate strategic goals and achievements/connect with AITSL standards</p> <p>TTFM data to gauge staff satisfaction regarding leadership development</p> <p>Professional Learning Communities embedded in school meeting structure each term.</p>	<p>Professional learning time for goal setting and professional conversations</p> <p>Funding for Middle and Seniors Leaders for professional learning and retreats</p> <p>Time for all staff to complete TTFM</p>

	<p>faculty and goals as aligned to AIP and Strategic Plan</p> <p>AITSL Middle Leader Standard incorporated into leadership reviews, role descriptions and goal setting</p>		<p>University of Canberra Professional Certificate of Educational Leadership</p>
Domain: Student Engagement and Wellbeing			
Goal 3.2: Promote student engagement and support mechanisms to ensure safe and orderly environments			
Actions	Enablers	Evidence of Success	Resources
<p>3.2.1: Embed Classroom Mastery in every classroom</p>	<p>Leadership team to develop and communicate a clear timeline of implementation</p> <p>Assistant Principal Wellbeing to facilitate professional learning with all staff</p> <p>Head of Student Wellbeing to oversee and coordinate coaching process</p> <p>Coaches to observe and feedback on Classroom Mastery</p> <p>Staff will participate in professional learning</p>	<p>Classroom Mastery routines evident in all classrooms</p> <p>Behaviour data in SEQTA demonstrating a decrease in behaviour incidents</p> <p>Improved student performance in Approaches to Learning data</p>	<p>Time: Professional learning and release for coaches</p> <p>Classroom Mastery resources</p>

	Assistant Principal Wellbeing to outline tiered behaviour management approach		
3.2.2: Development and implementation of a tiered behaviour management approach	Assistant Principal Wellbeing and Head of Student Wellbeing develop approach Assistant Principal Wellbeing and Head of Student Wellbeing inform and train staff in approach	Tiered approach is being used by staff to manage behaviour Behaviour data demonstrates improvement in student behaviour A reduction in reported behaviour instances End of year review of efficacy of the approach	Time for Assistant Principal Wellbeing and Head of Student Wellbeing to develop approach Meeting time to train staff
Goal 3.3: Enhance student wellbeing programs and processes that support student engagement			
Actions	Enablers	Evidence of Success	Resources
3.3.1: Holistic use of SEQTA data to inform student wellbeing	Assistant Principal Wellbeing and Head of Student Wellbeing to work with Catholic Archdiocesan of Canberra Goulburn Data Analyst to develop a data profile. Assistant Principal Wellbeing and Head of Student Wellbeing to upskill pastoral leaders in their use of data	Improved daily attendance and College event attendance Reduced number of student incidents Greater engagement in learning as evidence in improved Grade Point Averages TTFM data	Time: Leaders to work with CACG experts Professional learning time for staff

Domain: Parent and Community Engagement			
Goal 3.4: Parents/carers are actively involved in the learning of Merici students			
Actions	Enablers	Evidence of Success	Resources
3.4.1: Continue to develop opportunities for parents/carers to be involved in student learning.	<p>Reception coordinates volunteers register and WWVP records.</p> <p>Assistant Principal Wellbeing involves parents /carers in Wellbeing Workshop program.</p> <p>Senior Studies Coordinator and Careers Coordinator involves parents/carers in Careers Education Program</p> <p>Principal and Community Council/P&F School Liaison Officer build and work with Community Council and P&F Committee to contribute to major events and community group events.</p>	<p>TTFM Parent data</p> <p>Post event feedback and evaluations</p> <p>Parent/carer involvement/P&F membership</p> <p>Success of wellbeing and careers initiatives</p>	<p>Administration staff time</p> <p>P&F Liaison Officer time</p> <p>Principal time</p> <p>Community Council and P&F time</p>

4. SUSTAINABLE FUTURE - ASPIRATION: ETHICAL PRACTICES ENSURE SHARED RESPONSIBILITY FOR THE STEWARDSHIP OF ALL RESOURCES

Domain: Facilities and Infrastructure to accommodate higher enrolments and maximise learning and wellbeing			
Goal 4.1: Capital works to maximum learning and wellbeing			
Actions	Enablers	Evidence of Success	Resources
4.1.1: Implementation of the College Masterplan	<p>Business Manager and Principal ensure the completion of Stage Minus 1 (Modulars) and Stage 0 (Pavilion and OYC)</p> <p>Business Manager to facilitate the development of the design brief for Stage 1 with stakeholders</p> <p>Business Manager completes the Business Case for the Master Plan</p> <p>Business and Principal develop design brief and tender the design services with assistance of Procurement team at Catholic Archdiocese of Canberra Goulburn</p> <p>Business Manager completes Stage 1 project estimate cost to source the necessary funds</p>	<p>Stage Minus 1 and 0 are completed</p> <p>Design brief for Stage 1 completed</p> <p>Business Case for Master Plan completed</p> <p>Tender for Stage 1 underway</p>	<p>Business Manager and Principal time</p> <p>Time for stakeholder consultation</p> <p>Consultancy fees</p> <p>Building funding</p>

4.1.2: Information Centre / Learning Commons design brief	Assistant Principal Development to conduct external review into the Information Centre	Review conducted and recommendations informing next stages of the project	Assistant Principal Development time External expert fee for conducting review
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Domain: Financial Sustainability			
Goal 4.2: Ensure the financial sustainability of the College			
Actions	Enablers	Evidence of Success	Resources
4.2.1: Investigate and assess financial resourcing including Gov, CACG funding, Capital Levy, maximising existing revenue streams and exploring new ones for the College.	Business Manager designs 3–10-year scenarios for College fees and revenue Principal and Business Manager work to design annual budget that maximises financial outcomes	Achieve an operating surplus of 3% for 2026 budget.	Business Manager and Principal strategic planning time
Domain: Kinship and Environment			
Goal 4.3: Merici College cares for our common home.			
Actions	Enablers	Evidence of Success	Resources
4.3.1: Complete and then maintain the ACT Sustainable Schools audit and accreditation process.	Design and Technology Coordinator, Sustainability Officer, Sustainability Teacher, SAM Team, Narragunnawali, Angela's Angels, Catering staff and Maintenance	ACT Sustainable School Accreditation achieved Improved data in ACTSmart areas of waste, energy, water, biodiversity	Release for staff involved in audit

	<p>team work together to complete audit.</p> <p>CACG Procurement Policy informs ethical purchasing practices</p>		
4.3.2: Implement and sustain the Biodiversity project	<p>Sustainability Officer, SAM, Narragunnawali partner with Head of Mission, REC and staff.</p>	<p>Biodiversity project completed with report.</p>	<p>Grant funds</p> <p>Time release for staff</p> <p>Maintenance staff and resources</p>