



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

ANNUAL SCHOOL REPORT TO THE COMMUNITY 2024



Merici College Braddon

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Principal

Mrs Anna Masters

Section One: Message from Key Groups in our Community

Principal's Message

Our theme for this year was *Spes*. Our symbol for 2024 pointed to the nature of this concept: hope is a steadfast and calm anchor that gives us courage and wonder as we move through our lives, however challenging and chaotic seeming they may be. This year, the Merici community were called to be people of hope. Pope Francis says that Christian hope is founded on trusting "that the future is in God's hands." It is very appropriate that, in our year of Hope, we have thought deeply about the future and what our young women will need to flourish in the second half of the 21st Century!

The Merici College Strategic Plan 2025-2027 was launched at the Community Council Open Forum on Tuesday 12 November, 2024. It outlines the following as major strategic goals: Build a strong and positive Catholic Identity, where faith is nurtured and all are empowered to serve other; Enrich an educational environment that inspires life-long learning, enabling everyone to achieve individual excellence; Strengthen a connected community that cultivates compassionate relationships, well-being and the whole person; and Act ethically to ensure shared responsibility for the stewardship of all resources.

Parent Body Message

2024 saw the smooth transition from a College Board to a Community Council. The School Council Charter provides for two Community College Open Forums each year. A momentous event in August was the special liturgy in the chapel followed by the blessing and tour of the newly refurbished Angela Brady Administration Centre. Merici girls also make meaningful contributions to our community through a variety of activities such as volunteering at events such as the Royal Canberra Show, Donate Life Gift of Life Walk, Vinnies Sleep-Out, Open Day and the Creative and Performing Arts (CAPA) Showcase.

The College also continues to impress with an array of events designed to bring the community together including the Opening Mass and Luncheon, International Women's Day event, Grandparents' Day, Mother's Day Liturgy and Lunch, St. Angela Merici Day, Academic Awards ceremonies, Father and Daughter Mass and Dinner and, who could forget the memorable P&F Committee Trivia Night, which was a tremendous success with an increase in tickets sales from last year, fabulous prizes donated by our community and an amazing evening of fun!

Student Body Message

In Term 1, we started the year with our beautiful Opening School Mass, The International Women's Day Soiree in March was an opportunity to hear insightful reflections from inspirational women. The Swimming Carnival was one of the first inter-house competitions of the year, and it was thrilling to see everyone's House spirit on show through their costumes, participation and chants.

Some other highlights included the Activities Expo, the Community BBQ and the DonateLife Walk. St. Angela Merici Day in Term 2 was unforgettable. As 2024 marked the 65th anniversary of Merici College, we were given the opportunity to MC the 65th Anniversary Ball.

Another highlight of 2024 has been the introduction of House weeks, which have given Houses more time to truly celebrate their house. Term 3 saw the continuation of the Merici Olympics and we were lucky to have perfect weather on the day of our Athletics Carnival! On top of seeing all our talented Merici athletes kill it on the track and field, it was great to see everyone's participation in the newly formatted novelty events. The P&F Trivia Night towards the end of Term 3 was another night where the Merici community spirit was on full display.

Section Two: School Context and Catholic Identity

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

Merici College follows the Principles of Powerful Learning which promote academic excellence, promotes innovative digital learning, inclusivity and an environment underpinned by the values of Faith, Integrity, Community and Hope.

Merici College is an International Baccalaureate World school offering the IB Middle Years and Diploma Years programmes as well as ACT Board of Secondary School Studies (BSSS) certifications. It has an engaging educational environment, designed to challenge our students to take risks within and beyond the classroom to achieve individual academic excellence.

Merici College has an accredited Trade Training Centre, Technical Support Centre and a Vocational Educational Career Centre. Students are engaged in a Religious Education program that bridges knowledge, faith and life. The College responds to and supports local and global needs through our Social Justice and Christian Service Learning Program. It fosters in all students positive mental health and wellbeing through a vertical pastoral care system.

The College provides mentoring support to students of Australian Defence Force members and their families as well as providing support for Aboriginal and Torres Strait Islander students through the Narragunnawali group. It also offers a wide range of co-curricular activities in sporting, cultural and social experiences, placing emphasis on broadening education and leadership opportunities. Merici College is a technology-rich school with a BYOD (Bring Your Own Device) Program, enhanced through the Digital Community Agreement. It enjoys facilities that are being constantly upgraded - including refurbished classrooms and gardens. Merici has an excellent sustainability, kitchen garden and healthy eating initiatives.

Section Three: Student Profile

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 2024:

Girls	Boys	LBOTE*	Total Students
905	0	98	905

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2022, 68% completed Year 12 in 2024.

The majority of our Year 10 students from 2022 completed their secondary education with Merici College.

Enrolment Policy

The Catholic Education Commission has established an Enrolment Policy for Catholic Education Canberra Goulburn schools. Catholic Education monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Additional information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn can be found on the [Catholic Education website](#).

Student Attendance Rates

The average student attendance rate for 2024 was 87%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	89%
Year 8	87%
Year 9	85%
Year 10	85%
Year 11	91%
Year 12	87%

Managing Student Non-attendance

Regular attendance at school is essential for students 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 & Family Services Senior 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/CIT/Other institutions	Workforce entry	Destination not reported
2024 Year 12				
Graduating Class	85%	5%	10%	0%

Section Four: Staffing Profile

The following information describes the staffing profile for 2024:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
70	40	110

* This number includes 58 full-time teachers and 12 part-time teachers.

Percentage of staff who are Indigenous	1%
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Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Teacher Accreditation

Levels of Teacher Accreditation are as stated below:

Number of staff with Provisional Teacher Accreditation	11
Number of staff with Proficient Teacher Accreditation	57
Number of staff with Lead/Highly Accomplished Teacher Accreditation	1

Section Five: 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 achievement in literacy and numeracy. An analysis of these results assists school planning and is used to support the development of teaching and learning programs.

The tables below show average scores for each cohort in numeracy and literacy. The school results shown are compared to the national average.

NAPLAN RESULTS 2024		Average Scores	
		School	Australia
Year 7	Reading	585.65	526.75
	Writing	579.81	529.76
	Spelling	552.15	530.39
	Grammar and Punctuation	568.43	527.10
	Numeracy	555.78	529.04

NAPLAN RESULTS 2024		Average Scores	
		School	Australia
Year 9	Reading	609.32	559.66
	Writing	620.32	566.54
	Spelling	594.16	559.96
	Grammar and Punctuation	592.77	548.85
	Numeracy	581.86	557.80

ACT Student Credentialing

ACT Year 10 Certificate

All 2024 Year 10 students received their Year 10 Certificate.

ACT Year 12 Certificate

100% of our students received their Year 12 ACT Senior Secondary Certificates.

62% completed a Tertiary Package and received an ATAR. 38% completed Accredited Packages, which included vocational qualifications.

2024 results include:

- Median ATAR achieved – 80.2
- 19% of students achieved an ATAR over 90
- 49% of students achieved an ATAR over 80
- 85% of students achieved an ATAR over 70
- 100% of students achieved an ATAR over 60

Section Six: School Policies

Catholic Education Archdiocese of Canberra and Goulburn (CECG) has developed a suite of Policies which are implemented by all systemic Catholic schools in the Archdiocese of Canberra Goulburn.

The full text of policies relevant to the requirements of Annual Reporting can be found below:

Behavioural Support, Suspension and Expulsion Policy

Bullying and Harassment Policy

Child Safety Policy

Complaints Policy

Safe and Supportive Schools Policy

Access to additional policies related to CECG schools can be found on the Catholic Education Canberra Goulburn website.

Further information about processes specific to this school can be found on the school's website.

Section Seven: Parent, Student and Staff Satisfaction

The opinions and ideas of parents, students and school staff in this learning community are sought and valued. Their suggestions are considered and incorporated into planning for and achieving improved outcomes for students. This year, the school has used a variety of processes to gain information about levels of satisfaction with the school from parents, students and staff.

Parent Satisfaction

51 parents and carers responded to the TTFM survey in August 2024. The highest responses concerned the following:

- I feel welcome when I visit the school.
- I am well informed about school activities.
- Written information from the school is in clear, plain language.
- Reports on my child's progress are written in terms I understand.
- If there were concerns with my child's behaviour at school, the teachers would inform me immediately.
- Encourage your child to do well at school.
- Praise your child for doing well at school.
- My child is encouraged to do his or her best work.
- Teachers show an interest in my child's learning.
- Teachers expect homework to be done on time.
- Teachers expect my child to work hard.
- Teachers expect my child to pay attention in class.
- My child is clear about the rules for school behaviour.
- Teachers devote their time to extra-curricular activities.
- My child feels safe at school.
- My child feels safe going to and from school.
- Gangs are not a problem at our school.

Student Satisfaction

688 students responded to the Tell Them From Me survey in August 2024. The highest responses concerned the following:

- Students find learning interesting, enjoyable, and relevant.
- Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.
- Students feel safe at school as well as going to and from school.
- My teacher reviews content previously taught to help me remember.
- My teacher ensures all students are actively learning in lessons by questioning and checking for understanding.
- I feel supported with my learning and have opportunities for additional help if required.
- My teacher makes it clear what we are learning and teaches at a pace that helps keep me focused and on track.
- My teacher makes it clear what we are learning and teaches at a pace that helps keep me focused and on track.
- My teacher works to reduce distractions in class so we can focus on learning during class time.
- My school is a place where I can happily learn every day.
- At my school there is a strong sense of making Jesus known, loved and lived in this community.
- I have a clear understanding of the IB and being an IB learner at my school.

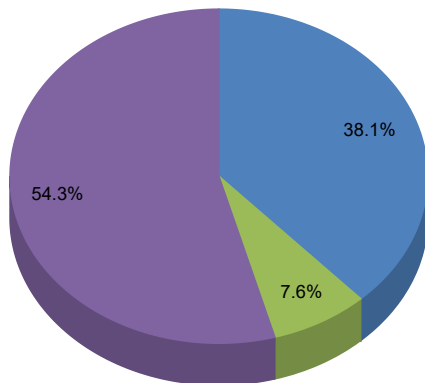
Staff Satisfaction

45 teaching staff responded to the TTFM in August 2024. The highest responses concerned the following:

- I work with school leaders to create a safe and orderly school environment.
- School leaders have provided guidance for monitoring student progress.
- I discuss my assessment strategies with other teachers.
- I give students written feedback on their work.
- I set high expectations for student learning.
- I give students feedback on how to improve their performance on formal assessment tasks.
- My students are very clear about what they are expected to learn.
- I use two or more teaching strategies in most class periods.
- I discuss with students ways of seeking help that will increase learning.
- Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.
- I help students use computers or other interactive technology to undertake research.
- I strive to understand the learning needs of students with special learning needs.
- I establish clear expectations for classroom behaviour.
- I help low-performing students plan their assignments.
- I make sure that students with special learning needs receive meaningful feedback on their work.

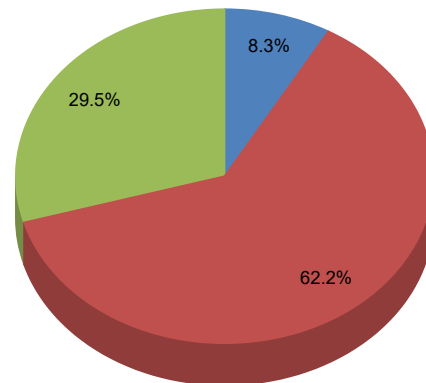
Section Eight: Financial Statement

Income



- Commonwealth Recurrent Grants (38.1%)
- Government Capital Grants (0%)
- State Recurrent Grants (7.6%)
- Fees and Private Income (54.3%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (8.3%)
- Salaries and Related Expenses (62.2%)
- Non-Salary Expenses (29.5%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$8,544,765
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,697,210
Fees and Private Income ⁴	\$12,179,773
Other Capital Income ⁵	\$0
Total Income	\$22,421,749

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$1,988,872
Salaries and Related Expenses ⁷	\$14,931,034
Non-Salary Expenses ⁸	\$7,069,289
Total Expenditure	\$23,989,196

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.

Section Nine: Compliance With Registration Standards

This school is one of 29 systemic Catholic schools in the ACT under the governance of the Archdiocese of Canberra and Goulburn and overseen by Catholic Education Canberra Goulburn (CECG).

The standards for ongoing registration of ACT Non-Government schools are set out in Schedule 2 of the ACT Non-government Schools Registration Standards (Education Act 2004, Education Regulations 2005). With the support of CECG, as an ACT Non-Government school we ensure we are compliant with the Registration Standards in the required areas of Governance, Educational Programs, Safety and Welfare, and Other Operational Requirements.

CECG undertakes a five-year cycle of compliance review of its system of schools, systematically assessing each school against the Registration Standards. The review includes:

- consideration of a comprehensive suite of compliance documentation provided by the school;
- interviews with members of the school community; and,
- a full audit of the school premises, buildings and facilities.

It is then determined if each school is maintained and conducted in accordance with all requirements and remains compliant with the Registration Standards.

Additionally, each school Principal is required to annually attest to compliance with the Standards and provide evidence to prove this compliance.

Concurrent with the five-year cycle, CECG also employs an annual Compliance Assurance Program, with office staff conducting random audits of potential key risk areas in a selection of schools, providing feedback and ongoing support to improve practice where necessary and ensure compliance.

Our school remained compliant with the standards for ongoing registration in 2024.