

ANNUAL SCHOOL REPORT TO THE COMMUNITY 2025



Merici College Braddon

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Principal

Mrs Anna Masters

Section One: Message from Key Groups in our Community

Principal's Message

In 2025, God called us to be open to new things, goodness, the truth of our beliefs and, of course, beauty in all that we encounter and in the everyday. Our symbol for 2025 was the rose, and we associated the colour pink with compassion, good health, warmth, the rights of women and unconditional love. Scripture guided us. Jesus said: "I tell you these things that my joy might be in you, so that your joy might be full." (Jn 15:11)

The College is proud of what was achieved in 2025 in terms of the Annual Improvement goals as aligned to the 2025-2027 Strategic Plan. Some of these were:

- Realignment of the Christian Service-Learning Programme (CSLP) with the Middle years Programme (MYP);
- Being classed as a Transformative School by CYSMI;
- Embedding and scaling High Impact Teaching Practices in every classroom;
- Completing Phase 1 of building a low variance, knowledge rich curriculum;
- Achieving a successful 5 year review and registration of the College's Middle Years program;
- Proactively educating students on careers pathways;
- Developing a tiered behaviour management approach;
- Achieving 4 Stars in the ACT Schools Sustainability audit and review project.

Parent Body Message

2025 has been a year of wonderful achievements and spirit within the Merici College community. The two Community College Open Forums provided a wonderful opportunity for all families to participate, have a voice and understand more about our College and it's future.

There were outstanding achievements amongst our 2024 graduates. These amazing young women have left Merici College ready to take on the world. This achievement has been made through the individual dedication and support given to every student throughout their time at Merici College.

Merici College empowers independence for all girls. We are privileged to have so many truly dedicated educators. Students quickly become a Merici girl from their first day at Merici College and they wear it with pride. Importantly they are shown a faith they can relate to. Achievements can be many and varied, encompassing academic both tertiary and non-tertiary, community participation, sporting activities and great leadership and inspiration as shown by our School Captain, Laura Davidson, and Vice Captain, Zoe Crick.

Student Body Message

As we look back on the 2025 school year, we are filled with a deep gratitude and pride for the remarkable community we have had the privilege of leading. Serving as College Captains in 2025 has truly been a privilege. This experience has allowed us to contribute to a community that has given us so much, while also enabling us to learn, grow, and be continually inspired by the students, staff, and families of Merici College. We hoped to make joy a lived reality, one that inspired confidence, resilience, and a community spirit across the Merici College community. We are proud to say that joy was not just spoken about but truly lived and embraced in every corner of our school.

Our 2025 Year 12 cohort began with a celebration of their Last First Day, signalling the beginning of their final year at Merici College. St. Angela Merici Day was a standout highlight of the year and a memorable experience for our leadership team. The variety of activities, stalls, and games made this year's event the largest St. Angela Merici Day to date, with considerable effort put into expanding the scale of the event.

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, innovative digital learning, inclusivity and an environment underpinned by the values of Faith, Integrity, Community and Hope.

Merici College is an International Baccalaureate (IB) World school offering the IB Middle Years and Diploma Years programmes as well as ACT Board of Secondary Secondary 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 Bring Your Own Device Program, enhanced through the Digital Community Agreement. It enjoys facilities that are being constantly upgraded - including refurbished classrooms and gardens.

Additionally, 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 2025:

Girls	Boys	LBOTE*	Total Students
991	0	135	992

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2023, 85% completed Year 12 in 2025.

A decreasing number of students are choosing to move to ACT Senior Colleges for Years 11 and 12.

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 2025 was 88%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	91%
Year 8	88%
Year 9	86%
Year 10	85%
Year 11	89%
Year 12	90%

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
2025 Year 12 Graduating Class	89%	7%	4%	0%

Section Four: Staffing Profile

The following information describes the staffing profile for 2025:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
80	35	115

* This number includes 68 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	8
Number of staff with Proficient Teacher Accreditation	76
Number of staff with Lead/Highly Accomplished Teacher Accreditation	3

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 2025		Average Scores	
		School	Australia
Year 7	Reading	569.57	538.37
	Writing	569.42	538.31
	Spelling	561.23	541.62
	Grammar and Punctuation	572.64	538.89
	Numeracy	550.11	544.89

NAPLAN RESULTS 2025		Average Scores	
		School	Australia
Year 9	Reading	612.62	567.70
	Writing	611.80	574.95
	Spelling	581.60	568.97
	Grammar and Punctuation	597.30	558.99
	Numeracy	596.48	572.61

ACT Student Credentialing

ACT Year 12 Certificate

100% of our students received their Year 12 ACT Senior Secondary Certificates or International Baccalaureate Diploma. For the students completing a BSSS package, 64% completed a Tertiary Package and received an ATAR. 36% included vocational qualifications.

2025 results include:

- Median ATAR achieved – 83.8
- 30% of students achieved an ATAR over 90
- 60% of students achieved an ATAR over 80
- 90% of students achieved an ATAR over 70
- 100% of students achieved an ATAR over 60

Merici College is proudly the highest ranked Catholic school in the ACT for Year 12 2025 results.

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

Our parents and carers were very positive about Merici College.

This as most obvious in areas relating to:

- Service opportunities offered;
- Daughters' safety at the College and ease of access to find support;
- Sense of belonging and acceptance in our community;
- Communication channels;
- Pride in the college;
- Facilities and resources;
- Respectful culture between students and staff;
- Effective and challenging learning for their daughters.

They would like to see improvement in:

- Opportunities to connect socially with other families in the community;
- Clearer communication regarding the outcomes of concerns expressed;
- More regular feedback concerning their daughters' progress;
- Opportunities to develop their faith and understanding of Catholic Tradition.

It is hoped that more parents and carers avail themselves of the opportunity to share feedback with the College in 2026.

Student Satisfaction

The majority of students who responded to the 2025 survey felt satisfied with Merici College and that they belonged to our community.

The most positive responses focused on:

- The quality of friendships and sense of safety they felt at school;
- Facilities and resources;
- Having trusted adults who care about them and that they can go to if they need help;
- The level of challenge and progress in their learning;
- The acceptance of diversity especially in terms of different cultures and faiths;
- Service opportunities

They would like to see improvement in:

- Teachers' knowledge of them;
- Student sense of College pride;
- Student respect of teaching staff;
- Religious Education programs.

Staff Satisfaction

Most of the staff who responded to the survey were satisfied with the College and feel that they belong to our community.

They were most positive about:

- Collegiality, collaborative, safe and very effective professional relationships;
- Pride in working at Merici College and the knowledge that they are listened to by leadership;
- The growth and development of the students in their care;
- Knowing their students' needs and seeing that they are prepared for a complex future;
- The respectful student/teacher/parent relationships at the College;
- The inclusive culture of the College;
- Service at Merici College;
- Quality professional development and learning opportunities.

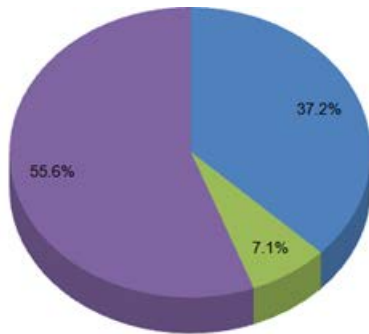
They would like to see improvement in:

- Their use of High Impact Teaching practices in their classrooms;
- Faculties and resources, especially in specialist fields;
- Leadership knowledge of their personal needs and interests;
- Receiving quality feedback and mentoring, especially as future leaders.

It is hoped that more teachers avail themselves of the opportunity to share feedback with the College in 2026.

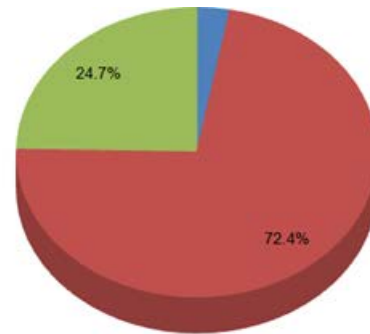
Section Eight: Financial Statement

Income



- Commonwealth Recurrent Grants (37.2%)
- Government Capital Grants (0%)
- State Recurrent Grants (7.1%)
- Fees and Private Income (55.6%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (3%)
- Salaries and Related Expenses (72.4%)
- Non-Salary Expenses (24.7%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$9,613,463
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,846,173
Fees and Private Income ⁴	\$14,378,623
Other Capital Income ⁵	\$0
Total Income	\$25,838,259

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$720,766
Salaries and Related Expenses ⁷	\$17,646,511
Non-Salary Expenses ⁸	\$6,019,324
Total Expenditure	\$24,386,600

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 2025.