# Merici College Annual Improvement Plan 2026

# ANNUAL IMPROVEMENT PLAN 2026

As part of the 2025-2027 Strategic Plan, the Annual Improvement Plan focuses solely on the goals and tasks allocated and/or created for 2026. 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.

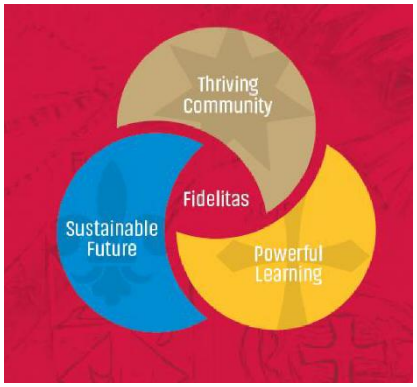
## Values

Fidelitas

Integritas

Communitas

Spes




Actions as aligned to 2025-2027 Strategic Plan are:

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

| Domain: Catholic Identity | | | |
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| Goal 1.1: Enrich charism and Catholic culture in the College | | | |
| Actions | Enablers | Evidence of Success | Resources |
| 1.1.1 Establish regular masses and liturgy for students and staff, focusing on themes aligned with Feast Days and liturgical seasons | Head of Mission and Community, Religious Education Coordinator and Youth Minister with priests and Angela's Angels to develop liturgical resources and schedule/calendar | Mass or liturgy provided at least twice a term for the school community, with a minimum of 90% school attendance for whole school masses and increased number of students attending morning liturgy | Prayer books, liturgical guides, and Catholic resources to support masses and liturgy<br><br>Date collection of attendance |
| 1.1.2 Provide opportunities for peer to peer ministry and regular prayer opportunities | Head of Mission and Community, School Youth Minister and Religious Education Coordinator to map and review the current offerings of prayer and liturgy | Religious Education Program has embedded prayer opportunities each week.<br><br>Student opportunities to run prayer and liturgy for younger students embedded in the RE curriculum | Religious Education curriculum program<br><br>CYSMI resources<br><br>Prayer resources |

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| | Angela's Angels and CYSMI students to conduct mini retreats | Retreats have been run and evaluated | |

| Domain: Mission and Service | | | |
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| Goal 1.2: Build understanding to and commitment to Social Justice activities | | | |
| Actions | Enablers | Evidence of Success | Resources |
| 1.2.1 Embed the Christian Service-Learning Programme (CSLP) with the Middle Years Program (MYP) | Head of Mission and Community, Head of IB/MYP Coordinator to lead regular review of program<br><br>PC Teachers to verify student reflections before awarding of Angela's Angel awards<br>Guidelines for the process developed and disseminated | Teaching staff have embedded CSLP opportunities in curriculum program and have been delivered<br><br>Reflection process established and functional within SEQTA<br><br>Students have completed provide pre and post-service reflections when eligible under the Angel Wings program | Introduction to CSLP to staff at beginning of year<br><br>Guideline |

| Domain: Faith Formation | | | |
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| 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 | Head of Mission and Community to work with Formation Leadership team in Canberra Goulburn Archdiocese to design formation experience | Faith formation program developed<br><br>Staff evaluations show positive change in staff faith formation program | Staff time<br>Staff evaluation<br>CAGEL |

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

| Domain: Learning Frameworks | | | |
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| 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 | Leadership will provide training and clarity of non-volunteers and checks for understanding at professional development days<br><br>Studies Coordinators and teachers embed non-volunteers and checks for understanding into programs and practice<br><br>Leadership, Studies Coordinators and instructional coaches observe use and effectiveness of non-volunteers and checks for understanding | All teachers trained in non-volunteers and checks for understanding<br><br>All curriculum programs show implementation of non-volunteers and checks for understanding<br><br>Observations evidence use and effectiveness of non-volunteers and checks for understanding, looking to achieve 100% success across the school | Catalyst onboarding materials<br><br>Staff meeting time to clarify and train teachers<br><br>Checks for understanding and non-volunteer materials<br><br>Merici College Coaching program |
| 2.1.3 Upscaling Numeracy intervention program | Creation and timetabling of intervention classes | Data tracking of student intervention results<br><br>Minimum of 80% students in exceeding or strong for NAPLAN in numeracy | Time for facilitator to analyse data<br><br>Timetabling lesson time<br><br>Staffing allocation for lessons |
| 2.1.4: Research and plan to embed ATL skills and the tracking of student performance 7-10 | Head of IB and MYP coordinator to research other schools for systems of ATL tracking<br><br>Creation of an ATL scope and sequence for mapping across 7-10 | ATL tracking system is created through Power BI<br><br>Scope and sequence of ATL's | Time allocation for Head of IB and MYP Coordinator<br><br>Power BI |

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| | Create a Merici College ATL tracking system | | |
| 2.1.5: Development of Masters Program | Teaching and Learning Centre Coordinator to create afternoon academic Masters program | Increased student participation and use of learning spaces | Teaching and Learning Centre Coordinator<br><br>Appointment of iC tutors |
| 2.1.6: Development of academic care scope and sequence | Teaching and Learning Centre Coordinator, working with Leadership, Middle Managers and ACU Research Program | Implementation of program in Semester 2 | ACU Research Program<br><br>Merici-based data<br><br>Time |
| Goal 2.2: Build low-variance, knowledge-rich curriculum | | | |
| Actions | Enablers | Evidence of Success | Resources |
| 2.2.1: Refine Year 7 and 8 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 | 100% of subject areas in Year 7 and 8 have low-variance, knowledge-rich curriculum programs, assessment and resources written<br><br>Improved student grade point averages from semester 1 to semester 2 | Time allocation in teacher timetables for curriculum writing<br><br>Collaboration time with teaching teams for data analysis |
| 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<br><br>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<br><br>Improved student grade point averages from semester 1 to semester 2 | Time allocation for teachers and Studies Coordinators to create curriculum programs |

| Goal 2.3: Proactively educate students on career pathways | | | |
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| Actions | Enablers | Evidence of Success | Resources |
| 2.3.1: Implement 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<br><br>Careers and Senior Studies Coordinator 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<br><br>Student surveys demonstrate a majority of student satisfaction with lessons and events | Time allocation for career mapping and writing of scope and sequence.<br><br>Careers lessons in pastoral program<br><br>Year group events for Careers Education |
| 2.3.2: Create and communicate Merici College VET reports for students and parents | Develop VET report templates<br><br>Communicate VET student reports to students and parents each semester | Academic reports | Template<br><br>Time allocation for teachers and coordinators for creation and communication of reports |

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

| Domain: Staff Culture | | | |
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| Goal 3.1: Develop a collegial culture that reflects College values | | | |
| Actions | Enablers | Evidence of Success | Resources |
| 3.1.1 Promote Staff Engagement Targeting Staff Retention and Wellbeing | Assistant Principal Development develop targeted staff surveys<br><br>Research current literature to develop an Action Plan for staff retention (voice and wellbeing).<br><br>Re invigorate Staff Wellbeing Committee | Staff retention is recorded and monitored<br>Staff Wellbeing Committee actions staff suggestions where practicable.<br>Transparency of results and iteration of action (survey results) | Staff Wellbeing Committee<br><br>Staff surveys and meetings<br><br>In the Loop |

| Domain: Student Engagement and Wellbeing | | | |
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| Goal 3.2: Promote student engagement and support mechanisms to ensure safe and orderly environments | | | |
| Actions | Enablers | Evidence of Success | Resources |
| 3.2.1: Implementation of a tiered behaviour management approach | Assistant Principal Wellbeing and Head of Student Wellbeing develop approach and statement of practice.<br><br>Middle leaders to train and support staff in approach and management of behaviour.<br><br>Head of Student Wellbeing to collaborate with Coordinator of Coaching and Staff Development to embed Classroom Mastery coaching. | Tiered approach is being used by staff to manage behaviour as evidence in classroom observations<br><br>Behaviour data on SEQTA demonstrates improvement in student behaviour<br><br>End of year review of efficacy of the approach using behaviour data and staff/student feedback<br><br>Increased use of SEQTA | Behaviour curriculum resources ie AERO resources<br><br>PL time and facilitator costs<br><br>SEQTA<br><br>Survey<br><br>Time<br><br>Pre/post survey to measure staff satisfaction and confidence |
| 3.2.2: Holistic use of SEQTA data to inform student wellbeing | Assistant Principal Wellbeing and Head of Student Wellbeing to upskill House Coordinators in their use of data to support student wellbeing on SEQTA and more generally | All House Coordinators are using SEQTA daily for student wellbeing management | Pastoral Care survey<br><br>SEQTA training for House Coordinators |

| Goal 3.3: Enhance student wellbeing programs and processes that support student engagement | | | |
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| Actions | Enablers | Evidence of Success | Resources |
| 3.3.3: Implement Child safe standard Improvement Action Plan that ensures compliance, accountability, and ongoing enhancement of practices | Assistant Principal Wellbeing and Head of Student Wellbeing develop and drive Child Safe Standard Action Plan. | Child Safety Improvement Action Plan with tracked progress<br><br>Evidence of corrective actions taken from audits or feedback. | Child safe standard audit tool<br><br>CAGEL Child Safey team<br><br>S.A.L.T.<br><br>PL time and resources |

## 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 | | | |
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| Goal 4.1: Capital works to maximum learning and wellbeing | | | |
| Actions | Enablers | Evidence of Success | Resources |
| 4.1.1: Development of the College Masterplan Stage 1- Performing Arts Centre | Principal and Business Manager complete Business Case for the Masterplan Stage 1, develop design brief for Stage 1 with stakeholders, develop design brief and tender the design services with assistance of Procurement team at Catholic Archdiocese of Canberra Goulburn, and complete Stage 1 project estimate cost to source the necessary funds | Business Case for Masterplan Stage 1 completed and funds secured and approved<br><br>Design Brief for Stage 1 completed<br><br>Tender for Stage 1 completed<br><br>Works to commence end of 2026/early 2027 | Principal, Business Manager and CACGEL staff<br><br>Time for extensive stakeholder consultation<br><br>Project funds sources<br><br>Tender proposals |

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| 4.1.2: Teaching and Learning Centre design brief completed and implementation planned | Business Manager, Assistant Principal Development and Teaching and Learning Centre Coordinator to complete Design Brief and timeline for implementation | Brief completed and timeline of works has been developed | Staff time<br><br>Budget for identified charges |

| Domain: Kinship and Environment | | | |
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| Goal 4.3: Merici College cares for our common home. | | | |
| Actions | Enablers | Evidence of Success | Resources |
| 4.3.1: Complete the ACT Sustainable Schools audit and accreditation process: achieve 5th star | Design and Technology Coordinator, Sustainability Officer, Sustainability Teacher, SAM Team, Narragunnawali, Angela's Angels, catering staff and maintenance team work together to complete audit. | ACT Sustainable School Accreditation achieved<br><br>Improved data in ACTSmart areas of waste, energy, water, biodiversity | Release for staff involved in audit<br>ACTSmart data<br><br>Audit data<br><br>CAGEL Procurement Policy |