



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# ANNUAL SCHOOL REPORT TO THE COMMUNITY 2023



## Merici College Braddon

Wise Street, Braddon 2612

Phone: 02 6243 4100

Email: [principal.merici@merici.act.edu.au](mailto:principal.merici@merici.act.edu.au)

Website: [www.merici.act.edu.au](http://www.merici.act.edu.au)

### Principal

Mrs Anna Masters

# Section One: Message from Key Groups in our Community

---

## Principal's Message

Our College values are integral to our theme for this year, *Communitas*. We are a faithful, principled, and hope-filled community. Our symbol for 2023 pointed to the collaborative and relational nature of this concept: we have gathered together, in all our wonderful diversity, to face into each other as one community. Whenever we have gathered this year, we explored the powerful African philosophy that emphasises the importance of community, *Ubuntu*. It essentially means “I am because we are”.

We have achieved so much as a community this year. We have aspired to live our Catholic values in community through many initiatives. For example, we have expanded the CYSMA program and Angela’s Angels. Our staff have worked collaboratively to build capacity and leadership in order to ensure that we are continually improving and seeking excellence in all that we do. Our extended Merici family have continued to be active in support of all our young women endeavour to do, be it through the College Board, sport, clubs and major productions such as Alice in Wonderland. We were especially proud to launch our Reconciliation Action Plan for Merici College in 2023.

## Parent Body Message

It is with great pleasure that I reflect on the theme of *Communitas* during 2023 and what Merici College has achieved as a community. It has been an honour and privilege to serve as your Board Chair amongst so many dedicated teachers, support staff, Board, P&F and Executive members. Thank you for your direct support to not only myself but to our beautiful student body. In daring to dream, I believe our College lives up to our Mission Statement that ‘empowers women to love life, have hope, be faithful and build futures more wondrous than they dare to dream’. Engendering a love of learning is something that starts all the way back in Year 7 and this year has been no exception commencing with the *Aspiring to Achieve* workshops for parents in February. Aside from academics our girls have also been inspired by our College Captains and the Board was delighted to have Raechel McKinnon and Matilda Hanley discuss their ideas and leadership aspirations for 2023. The College also continues to impress with an array of events designed to bring the community together including the Opening Mass and Luncheon, International Womens' Day event, Grandparents' Day and the inaugural P&F Trivia Night.

## Student Body Message

The theme of *Communitas* helped ensure that 2023 was a great year for Merici College. A special thank you to all who competed in the inaugural Merici Olympics. Another highlight of this year was our Opening Mass held in Term 1 as this was an amazing opportunity for us to gather as a school community and welcome in the new year and our new College theme of ‘*Communitas*’. The Donate Life walk was also held in Term 1 and this was an wonderful opportunity for students to learn and spread awareness about the important issue of organ donation. St. Angela Merici Day was definitely a highlight of this year, not only because it marked the commencement of our Merici Games initiative, but also because it was incredible to celebrate our school community on such a momentous day. To our Merici sisters, thank you infinitely for choosing us as your College Captains in 2023. It has been an honour to serve and get to know you. No matter what grade you are in, we encourage you to make the most of what we have here at Merici. Enjoy your time here, because it goes so fast. You are such a talented and kind group of individuals, and we have no doubt you will do incredible things in the future.

## 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.
- is an IB World school offering the International Baccalaureate Middle Years and Diploma Years programmes.
- 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.
- 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.
- 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 and gardens.
- 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 2023:

<b>Girls</b>	<b>Boys</b>	<b>LBOTE*</b>	<b>Total Students</b>
821	0	65	821

\* Language Background Other than English

### Student Retention

Of the students who completed Year 10 in 2021, 90% completed Year 12 in 2023.

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 2023 was 86%. Attendance rates disaggregated by Year group are shown in the following table.

<b>Attendance rates by Year group</b>	
Year 7	87%
Year 8	85%
Year 9	83%
Year 10	81%
Year 11	90%
Year 12	85%

## 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.

<b>Destination Data</b>	<b>University</b>	<b>TAFE/CIT/Other institutions</b>	<b>Workforce entry</b>	<b>Destination not reported</b>
<b>2023 Year 12 Graduating Class</b>	72%	14%	14%	0%

## Section Four: Staffing Profile

---

The following information describes the staffing profile for 2023:

<b>Total Teaching Staff*</b>	<b>Total Non-Teaching Staff</b>	<b>Combined Total</b>
67	38	105

\* This number includes 59 full-time teachers and 8 part-time teachers.

Percentage of staff who are Indigenous	1%
--	----

### Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

### Teacher Accreditation

Levels of Teacher Accreditation are as stated below:

<b>Number of staff with Provisional Teacher Accreditation</b>	4
<b>Number of staff with Proficient Teacher Accreditation</b>	87
<b>Number of staff with Lead/Highly Accomplished Teacher Accreditation</b>	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 2023		Average Scores	
		School	Australia
Year 7	Reading	573.70	536.26
	Writing	559.89	533.71
	Spelling	553.48	539.37
	Grammar and Punctuation	569.94	538.89
	Numeracy	540.09	538.41

NAPLAN RESULTS 2023		Average Scores	
		School	Australia
Year 9	Reading	600.83	564.42
	Writing	603.21	566.57
	Spelling	585.42	567.68
	Grammar and Punctuation	588.38	556.72
	Numeracy	572.77	567.66

## ACT Student Credentialing

### **ACT Year 10 Certificate**

All 2023 Year 10 students received their Year 10 Certificate.

### **ACT Year 12 Certificate**

100% of our students received their Year 12 Senior Secondary Certificate or International Baccalaureate Diploma. 52% completed a Tertiary Package and received an ATAR. 48% completed Accredited Packages, which included vocational qualifications.

2023 results include:

- Median ATAR achieved – 83.4
- 21% of students achieved an ATAR over 90
- 70% of students achieved an ATAR over 80
- 93% of students achieved an ATAR over 70
- 98% 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 Handling Summary

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

159 parents and carers responded to the TTFM survey in mid 2023.

Items that scored the highest included:

- 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.
- If there were concerns with my child's behaviour at school, the teachers would inform me immediately.
- Teachers show an interest in my child's learning.
- My child is encouraged to do his or her best work.
- 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.
- My child feels safe at school.
- My child feels safe going to and from school.
- Gangs are not a problem at our school.
- There are no racist or ethnic tensions at our school.
- Teachers help students who need extra support.

## Student Satisfaction

616 students responded to the Tell Them From Me survey in mid 2023.

Items that scored the highest included:

- Student participation in extracurricular activities
- Students with a positive sense of belonging
- Students with positive relationships
- Students with positive behaviour at school
- Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.
- Students find classroom instruction relevant to their everyday lives.
- Students feel teachers are responsive to their needs and encourage independence with a democratic approach.
- School staff emphasise academic skills and hold high expectations for all students to succeed.
- Students have someone at home or community who consistently provide encouragement and can be turned to for advice.
- My school community supports and articulates the importance of the dignity of each person.
- My school is distinctively Catholic. This is expressed through Catholic values, culture, rituals, practices and hospitality.

Items with an average score were:

- Students that value schooling outcomes
- Students with positive homework behaviours
- Students try hard to succeed in their learning.

## Staff Satisfaction

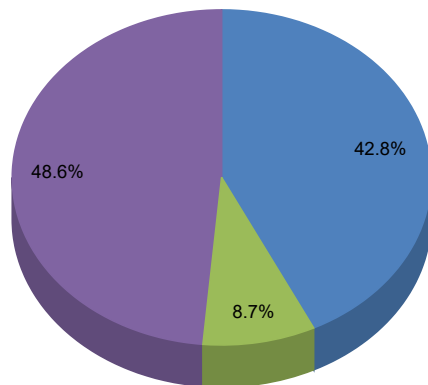
35 teaching staff responded to the TTFM in mid 2023. It is hoped more participate in 2024.

Items that scored the highest included:

- School leaders have helped me create new learning opportunities for students.
- I work with school leaders to create a safe and orderly school environment.
- School leaders have supported me during stressful times.
- I talk with other teachers about strategies that increase student engagement.
- Teachers in our school share their lesson plans and other materials with me.
- I discuss my assessment strategies with other teachers.
- I discuss learning problems of particular students with other teachers.
- I give students written feedback on their work.
- I monitor the progress of individual students.
- I set high expectations for student learning.
- My assessments help me understand where students are having difficulty.
- When I present a new concept I try to link it to previously mastered skills and knowledge.
- Students have opportunities to use computers or other interactive technology for describing relationships
  - between ideas or concepts.
- I discuss with students ways of seeking help that will increase learning.

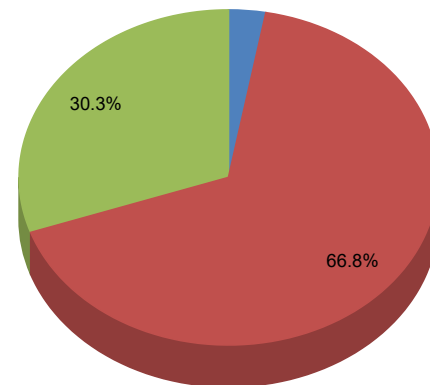
## Section Eight: Financial Statement

Income



- Commonwealth Recurrent Grants (42.8%)
- Government Capital Grants (0%)
- State Recurrent Grants (8.7%)
- Fees and Private Income (48.6%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (2.9%)
- Salaries and Related Expenses (66.8%)
- Non-Salary Expenses (30.3%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$8,402,517
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,702,198
Fees and Private Income <sup>4</sup>	\$9,546,110
Other Capital Income <sup>5</sup>	\$0
<b>Total Income</b>	<b>\$19,650,825</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$565,151
Salaries and Related Expenses <sup>7</sup>	\$13,190,907
Non-Salary Expenses <sup>8</sup>	\$5,986,980
<b>Total Expenditure</b>	<b>\$19,743,038</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.

## 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 2023.