



BUILDING
FUTURES

Merici College Strategic Plan 2022-2024 Updated

STRATEGIC PLAN 2022-2024 (Updated)

As a Catholic community aspiring for excellence, Merici College is inspired by our Catholic teachings;

Jesus said: 'I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit...' (John 15:5)

We are an innovative, progressive and caring learning community, committed to the well-being of our students and driven by our Catholic values. We work in partnership with parents to provide a nurturing and inclusive environment, which develops young women who can lead and have impact within their communities by showing respect for others, empathy, intercultural understanding and positive stewardship. In order to facilitate the ongoing spiritual, emotional, academic and social development of our young women, Merici College has a comprehensive Pastoral Care system based on Christian beliefs. We create a positive and inclusive learning environment that develops and challenges students who are compassionate, confident and engaged life-long learners. Our vision for each young woman is that she feels fully prepared to meet the challenges of an increasingly globalised world where differences are valued and respected.

We take St Angela Merici as our guide and as such, view each student as a unique individual with inherent dignity.

'Never cease to cultivate the vine entrusted to you. Then leave the rest to God...you will see wonders.'

(Angela Merici's Counsels)

Teaching and Learning at Merici College is designed, implemented and evaluated to achieve excellence in education. We promote enthusiasm and energy for learning within our classrooms by utilising a variety of strategies to meet individual student needs. We encourage ownership of learning, higher-order and critical thinking and reflection to empower students and allow them to develop the self-discipline and drive required to become life-long learners.

Our focus is on developing students holistically, so that they become compassionate and active members of our global community; young women who value ethical behaviour, who have a strong yet realistic sense of their own worth, and who are ready to take their place in the world.

Mission Statement

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

Vision

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

Purpose

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

We are a faithful community.

'Act, bestir yourselves, have faith and confidence. You will see wonders.'(Angela Merici's Counsels)

Integritas

We are a principled community.

'See how important integrity is. For this reason long for it, search for it, embrace it, hold onto it with all your strength.' (Angela Merici's Counsels)

Communitas

We are an inclusive community.

'Let the quality of our relationships be characterised by goodness, kindness, gentleness and attentiveness to the needs of every person.' (Angela Merici's Counsels)

Spes

We are a hope-filled community.

'Hold this for certain ... every request you ask of God will certainly be granted.' (Angela Merici's Counsels)

Policy Context

The CE Office has determined the following three priority areas and enablers.

Strategic Priorities

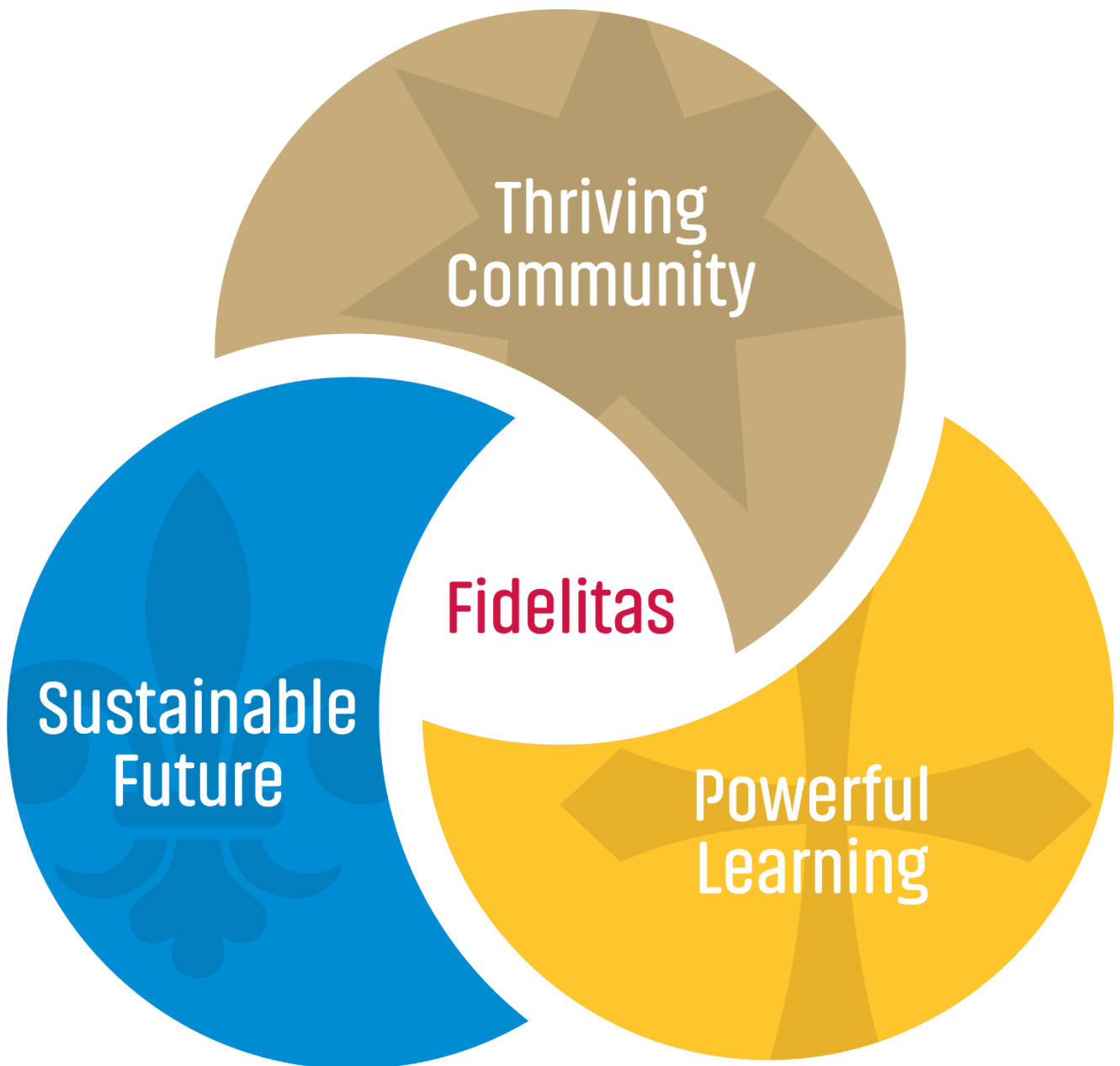
1. Mission (Strengthen Catholic identity across the system)
2. Performance (Intensify the focus on improving student engagement and learning outcomes)
3. Service (Clarify how everyone contributes to the growth and wellbeing of students)

Key Enablers

1. Celebrate (Promote Catholic Education as a compelling choice for students, families and staff)
2. Professional Growth (Cultivate and extend talent and leadership)
3. Accountability (Use data to inform decision making and drive performance)

This version of the Strategic Plan for Merici College incorporates recommendations from the Registration and School Improvement Review conducted in July 2022.

On reviewing the feedback and considering the challenges and opportunities outlined in the environmental scan, Merici has identified four priority areas of Fidelitas, Powerful Learning, Thriving Community, and Sustainable Future as depicted in the following illustration:



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		
Strategy 1.1: Enrich charism and Catholic culture in the College		
Actions	Enablers	Evidence of Success
<u>Action 1.1.1</u> : Aligning student faith formation experiences to the Pastoral Care Program	Undertaking deep dive as part of Pastoral Care Program audit.	Tell Them From Me (TTFM) survey results and College generated survey feedback.
Strategy 1.2: Increase visibility of Catholic signs and symbols throughout the College		
Actions	Enablers	Evidence of Success
<u>Action 1.2.1</u> : Continue to procure Catholic signs and symbols to build awe and wonder in our school environment. <u>Action 1.2.2</u> : Procure relevant symbols for each of the founding religious communities and display in House and chapel areas. Timing: December 2024.	Engaging key stakeholders in development and sourcing of Catholic signs and symbols.	Key stakeholder feedback remains strong. TTFM Survey results around Catholic identity in the College.
Strategy 1.3: Increase awareness and usage of prayer rooms		
Actions	Enablers	Evidence of Success

<p><u>Action 1.3.1:</u> Develop new chapel space to align with the College's Catholic identity and practice.</p> <p><u>Action 1.3.2:</u> Develop spaces within college grounds to provide opportunities for students to engage with and connect to spiritual traditions, including Aboriginal and Torres Strait Islander spiritualities i.e labyrinth and yarning circle.</p>	<p>Creating a sacred chapel space which is available to all.</p> <p>Project driven by active Contact Officer and Narragunnawali Team.</p>	<p>Qualitative feedback using College generated survey mechanisms ie TTFM survey</p> <p>Chapel is a spiritual centre of college.</p> <p>Faith spaces across the college are in active use.</p>
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<p>Domain: Service Learning</p>		
<p>Strategy 1.4: Build understanding and commitment to Social Justice activities</p>		
<p>Actions</p>	<p>Enablers</p>	<p>Evidence of Success</p>
<p><u>Action 1.4.1:</u> Develop and implement student and staff reflection processes before, during and after service learning and social justice initiatives, as aligned to IB philosophies..</p> <p><u>Action 1.4.2:</u> Investigate and establish ongoing reciprocal partnership with an indigenous community/remote and or regional schools to enable an immersion, mission and outreach program.</p>	<p>Added section on MYP/DP unit planners to document Service as Action opportunities / CAS and more formalised tracking of student reflections in SEQTA and Managebac.</p> <p>Formalise relationship with new external provider</p>	<p>MYP and DP Unit planners include Service as Action /CAS section for teacher planning and reflection.</p> <p>Completed student reflections on service outcomes of IB.</p> <p>Indigenous Immersion undertaken and student experience.</p>

<p>Action 1.4.3: Embed Reconciliation Action Plan (RAP) in College life.</p>	<p>Embedding reflective activities into class activities and greater focus on indigenous culture during religion classes.</p> <p>Relates to Action 3.2.3 Indigenous Reconciliation Action Plan.</p>	<p>Completion and implementation of Reconciliation Action Plan and student survey measures.</p>
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Domain: Faith Formation

Strategy 1.5: Formalise Professional Learning and Religious Education Accreditation for Staff

Actions	Enablers	Evidence of Success
<p><u>Action 1.5.1</u>: Further developing staff faith formation program for professional learning regarding the application of Catholic Social Teaching and an understanding of synodality across the curriculum and within other areas of College life.</p>	<p>Designing and implementing the program.</p>	<p>Annual requirement of staff participation in Faith Formation activities is met by a minimum of 95% of staff.</p> <p>A minimum of 1 professional learning opportunity regarding the application of Catholic Social Teaching is conducted annually.</p>

Strategy 1.6: Strengthen Youth Ministry opportunities for the student body

Actions	Enablers	Evidence of Success
<p><u>Action 1.6.1</u>: Establish new and foster ongoing relationships with primary schools to assist in facilitating their sacramental programs (Timeline: December 2024).</p> <p><u>Action 1.6.2</u>: Consolidate an ongoing Youth Minister position with defined scope of work reviewed annually (Timeline: December 2024).</p>	<p>Promotion of existing programs such as Catholic Schools Youth ministry Australia (CSYMA) and Angela's Angels.</p> <p>Continued min. 1 day/ week with view to expand depending on appropriate resourcing.</p>	<p>A minimum of 2 episodes of students promoting faith in primary schools annually.</p> <p>Qualitative student feedback using College generated survey mechanisms.</p>

Strategy 1.7: Promote parent engagement in faith formation activities

Actions	Enablers	Evidence of Success
<p><u>Action 1.7.1</u>: Continue to develop and implement father/daughter and mother/daughter reflection opportunities to nurture relationships and strengthen engagement in faith formation.</p>	<p>Continue use of Parent's Day on 1 June as an opportunity for a community event.</p> <p>Partner with the parent community to foster parent faith formation activities.</p>	<p>A minimum of two family events are scheduled annually.</p> <p>Qualitative feedback using College generated survey mechanisms.</p>

Domain: Mission in Curriculum		
Strategy 1.8: Implement contemporary Religious Education practices		
Actions	Enablers	Evidence of Success
<p><u>Action 1.8.1:</u> Further aligning the Christian Service Learning Program cross-curricula and mapping</p> <p><u>Action 1.8.2:</u> Introduce and implement Christian Meditation practices for students and staff</p>	<p>Minimum hours of student service hours per annum could be reintroduced as a vehicle to support new frameworks.</p> <p>Implementation should coincide with the IB Accreditation processes.</p> <p>Staff training and formation in Christian meditation.</p>	<p>Minimum students meeting annual student service hour's requirement is 90% and feedback through TTFM survey.</p> <p>Implementation of Christian Meditation and it is established practice.</p>

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

Domain: Learning Frameworks		
Strategy 2.1: Refine the International Baccalaureate for MYP and DP Programs		
Actions	Enablers	Evidence of Success
<p><u>Action 2.1.1:</u> Implement a 3-year Teacher Professional Development Program that includes MYP and DP curriculum requirements for design and delivery, and approaches for teaching and learning.</p> <p><u>Action 2.1.2:</u> Develop visible IB MYP and DP strategies in all classrooms throughout the school.</p>	<p>Consider skills and training relevant to the International Baccalaureate available in existing staff and in future recruitment processes.</p> <p>Use coaching program to celebrate and share IB MYP and DP strategies across the school.</p>	<p>Upskilling and training staff in identified areas in published PD program document.</p> <p>Implementation of IB training as part of new staff induction process.</p> <p>Documented sharing of IB MYP and DP practices at faculty, IB and staff meetings.</p> <p>Students understand and use IB language in classrooms.</p>

Strategy 2.2: Train staff in and embed practices in Catalyst Program, SEQTA and Virtual Learning

Actions	Enablers	Evidence of Success
<p><u>Action 2.2.1:</u> Train first, second and third wave teachers in Catalyst HITP</p> <p><u>Action 2.2.2:</u> Implement SEQTA as the chosen LMS across the school, including: SEQTA Teach, SEQTA Learn and SEQTA Engage.</p> <p><u>Action 2.2.3:</u> Use SEQTA to record and report on student achievement.</p> <p><u>Action 2.2.4:</u> Implement MacLit and Writing Revolution programs.</p>	<p>Enrol and complete the Catalyst HITP program.</p> <p>Train all staff in the use of SEQTA for teaching, learning and wellbeing.</p> <p>Report template designed by Executive with SEQTA.</p> <p>Record all student academic results in SEQTA and send all student reports out to parents through SEQTA.</p> <p>Train identified staff members in MacLit and Writing Revolution programs.</p> <p>Create MacLit intervention program schedule.</p>	<p>First, second and third wave teachers graduate the Catalyst HITP program.</p> <p>HITP strategies are evident in every classroom.</p> <p>Student surveys indicate the impact of HITP strategies on learning.</p> <p>SEQTA PD units completed by all teaching staff. SEQTA is used by all teachers in all classrooms.</p> <p>Reports designed and used by teachers and communicated to parents at the end of Semester 1 2023.</p> <p>Students graduate MacLit program with improved reading skills.</p> <p>Writing Revolution strategy evident in all classrooms.</p>

Strategy 2.3: - Develop collaborative planning strategies for horizontal and vertical alignment of curriculum and the design and delivery of interdisciplinary studies		
Actions	Enablers	Evidence of Success
<p><u>Action 2.3.1:</u> Refine interdisciplinary tasks for each year group.</p> <p><u>Action 2.3.2:</u> Review and refine curriculum assessment agreed practices and strategies</p> <p><u>Action 2.3.3:</u> Review and develop College Vocational and Educational Training offerings, including mapping student pathways, increasing profile of those pathways and determining more credentialing opportunities in Certificate 1 and 2 courses across Years 9-12</p>	<p>Evaluate current interdisciplinary units and tasks for effectiveness and authenticity.</p> <p>Study Coordinators collaborative work to review, simplify and synchronise assessment.</p>	<p>Interdisciplinary links become embedded across departments and natural links are found.</p> <p>Students articulate interdisciplinary understanding in assessment tasks through reflections and evaluations.</p> <p>Survey feedback re: VET offerings and student achievement data</p>

Domain: Reflective Practices		
Strategy 2.4: Expand opportunities for student reflection of learning through SEQTA		
Actions	Enablers	Evidence of Success
<p><u>Action 2.4.1:</u> Develop a reflection process for students on their learning using SEQTA.</p>	<p>Development of school policy on reflective practices in all subjects using SEQTA.</p>	<p>Reflection policy is developed and implemented across the school.</p>

		Students use reflective processes effectively to improve their learning and understanding.
Strategy 2.5: Create and trial innovative feedback techniques for teachers and students.		
Actions	Enablers	Evidence of Success
<u>Action 2.5.1</u> : Develop a self-assessment framework to support student reflections on their learning style and abilities.	Teachers develop a clear understanding on the nature of effective feedback through the Teaching and Learning Core Document.	Teachers develop skills in integrating feedback into their classroom practice. Student Evaluation proformas developed and implemented.
<u>Action 2.5.2</u> : Develop and implement a framework for staff reflection, coaching and feedback that informs professional learning, leadership development and supports succession planning.	PL&D Framework that encompasses, goal setting, reflective practice, action and annual professional conversations. Coaching program aligned to Catalyst program Tailored professional learning suite for leaders. CECG resources for support staff, teachers and leaders.	TTFM data: improvement in staff feeling supported and developed professionally.
Strategy 2.6: Extension and Support of Languages Other Than English		
Actions	Enablers	Evidence of Success
<u>Action 2.6.1</u> : Develop support for and promote mother tongue languages across the school.	Library staff to purchase new fiction texts and promote through What's On. Translate key school policies into various languages for access by parents.	Visible fiction texts in languages other than English in the iC. Publishing of key policies on school website.

	Survey families for Language information.	Use of data from language survey to support parent engagement. Students engage in mother tongue promotional opportunities.
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0. THRIVING COMMUNITY -_ASPIRATION: A CONNECTED COMMUNITY THAT CULTIVATES COMPASSIONATE RELATIONSHIPS, WELLBEING AND THE WHOLE PERSON

Domain: Staff Wellbeing		
Strategy 3.1: Develop a systemic response to staff wellbeing and support		
Actions	Enablers	Evidence of Success
<u>Action 3.1.1</u> : Further enhance early career teaching mentoring program.	Create additional opportunities for Early Career teachers to network within and outside the College. Yearly career teacher survey established.	Early Career teacher survey results show the College caters well for their wellbeing and development.

Domain: Student Engagement and Wellbeing		
Strategy 3.2: Promote student engagement and support mechanisms		
Actions	Enablers	Evidence of Success
<p><u>Action 3.2.1:</u> Develop scope & sequence of the pastoral program.</p> <p><u>Action 3.2.2:</u> Embed the use of SEQTA to track and inform decision making related to student well-being.</p> <p><u>Action 3.2.3:</u> Develop and Implement a community-based Indigenous Reconciliation Action Plan (RAP)</p>	<p>Review existing programs, audit of resources and content.</p> <p>House Coordinators & staff to complete training in mental health and selected pastoral topics such as school refusal and e-Safe.</p> <p>Parent/student review and feedback.</p> <p>Review reporting capabilities of SEQTA and align to student needs. Use of SEQTA as a platform for pastoral lessons.</p> <p>Clarify role and function of Indigenous Contact Teacher and Narragunnawali Group.</p> <p>Develop RAP: connect with experts and Indigenous experts in the process.</p>	<p>Successful accreditation of e-Safe School. Scope & Sequence Document that details Year Level & Whole School lessons & programs.</p> <p>Document use of IB language in pastoral care program with a focus on ATLS.</p> <p>Focus group creation and/or survey.</p> <p>Successful development of agreed practice document of SEQTA use.</p> <p>RAP completed, implemented and reviewed by December 2024.</p>

Domain: Parent and Community Engagement		
Strategy 3.3: Establish mechanisms to increase parent engagement, involvement and consultation across the school		
Actions	Enablers	Evidence of Success
<p><u>Action 3.3.1:</u> Continue to develop opportunities for parental volunteers and systems to support transparency of voluntary activities and to advertise other community engagement activities.</p> <p><u>Action 3.3.2:</u> create opportunities for governance training for staff, College Board and P&F Committee</p>	<p>Review current communication options and transparency of key information for parents on SEQTA and consider trialling new methods (eg Online forum for ongoing feedback or teacher/parent communication).</p> <p>CECG resources</p>	<p>Dissemination of communication.</p> <p>Facilitation of Parent and Friends Committee.</p> <p>Date measures over 80% of parents engaging in SEQTA usage.</p>
Strategy 3.4: Expand engagement of the Alumni in current school activities.		
Actions	Enablers	Evidence of Success
<p><u>Action 3.4.1:</u> Embed opportunities to engage College Alumni in the current school community, through:</p> <ul style="list-style-type: none"> • Sponsorship of student scholarships • Maintain and further develop communication systems with Alumni 	<p>Promote Alumni achievements on the College web and social media sites and scan all yearbooks onto the College website could increase awareness of Alumni to the College community.</p> <p>Build a networking platform for ex-students and ex-staff.</p>	<p>Communication with Alumni established. Increase Alumni communications and participation.</p>
Strategy 3.5: Build on connections with single-sex boys schools		
Actions	Enablers	Evidence of Success

<p><u>Action 3.5.1:</u> Explore opportunities to engage the Marist and St Edmunds student community to work together with Merici students in leadership, sport, social justice and productions.</p>	<p>School and House Captains could promote social and academic activities.</p> <p>Facilitation of joint activities and events for the purpose of faith formation and student wellbeing</p>	<p>Facilitation and organisation of inter school events and programs.</p> <p>Increased participation of Merici students in organised activities.</p>
<p><u>Strategy 3.6: Build Partnerships with Community Organisations</u></p>		
<p>Actions</p>	<p>Enablers</p>	<p>Evidence of Success</p>
<p>Action 3.6.1</p> <p>Build partnerships with community organisations, schools, universities, CIT, agencies and volunteer groups.</p> <p>Establish communication networks through Communications and Marketing office for the facilitation of joint events.</p>	<p>Facilitation of joint activities and events for the purpose of academic programs, faith formation, co-curricular and student wellbeing,</p> <p>Development of networks with community networks to initiate joint programs.</p>	<p>Establishment of partnerships.</p> <p>Organisation of joint events and activities.</p>

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

Domain: Marketing and Communications		
Strategy 4.1: Embed a communications approach to sustain the College’s reputation, enrolment target and diversity.		
Actions	Enablers	Evidence of Success
<p><u>Action 4.1.1:</u> Maintain and implement a comprehensive communications strategy and plan that includes a social media strategy, consideration of other media promotions, engages the College community in positive messaging to both internal and external stakeholders. This is line with the Strategic Marketing and Implementation Plan.</p>	<p>Promote the activities of the College.</p> <p>Promote co-curricular opportunities.</p> <p>Promote student academic achievements.</p> <p>Provide the activities of the IB.</p> <p>Educate the parent community on the value and components of the IB.</p> <p>Establish contact with prospective families through the organisation of Open Day Enrolling Now events.</p> <p>Update marketing/promotional written, visual and video materials</p>	<p>Expand visibility of the College within the school and wider communities, enhancing the prospects of enrolments.</p> <p>Up-to-date websites.</p> <p>Organisation of Open Day Enrolling Now campaign events.</p>

Domain: Facilities and Infrastructure		
Strategy 4.2: Maintain and improve facilities and supporting resources to enable best practice in teaching and learning.		
Actions	Enablers	Evidence of Success
<p><u>Action 4.2.1:</u> Continue facility upgrade program, including refurbishment of classrooms, reception area, inclusive education space, Year 12 common room, chapel, quadrangle. Also consider establishing a bus shelter.</p> <p><u>Action 4.2.2:</u> Identify a Building Management System that meets the College's needs.</p> <p><u>Action 4.2.3: Master Plan</u> Development of a new master plan</p>	<p>Maximise funding and financial opportunities.</p> <p>Consultation with college community and design agencies.</p> <p>Research 'off the shelf' maintenance management systems, including that offered by Compass and assess existing governance and risk management practices address compliance, facility management, risk mitigation, work health and safety and data security issues.</p> <p>Identify parameters for master-planning including teaching and learning needs and student and staff population</p>	<p>The following staff and parent survey measures remain at or above; "Our school is well maintained"</p> <p>The following parent survey measure remains at: "I am happy with the school's facilities"</p> <p>A completed working document.</p>

Domain: Financial Sustainability		
Strategy 4.3: Ensure financial status sustains the desired educational offering.		
Actions	Enablers	Evidence of Success
<p><u>Action 4.3.1:</u> Investigate and assess financial resourcing including Gov and CE funding, maximising existing revenue streams and exploring new ones for the College, including:</p>	<p>Existing financial management practices actively assess College financial status and estimate future operating revenues and costs to inform the need for fee increases to sustain desired educational offerings.</p>	<p>Maintain per student income at current levels.</p> <p>Achieve operating surpluses of around \$500 per student to build cash reserves to pay down debt and develop site and facilities.</p>

<ul style="list-style-type: none"> • Continue lobbying CE for financial assistance in College's transition to reduced funding levels as a result of Gonski 2.0. • Model funding and revenue scenarios towards a 3 Year plan for school fees to address shortfalls in light of Gonski 2.0 funding and help position the college in the ACT market. • Develop Venue hire to ensure effective utilisation of facilities/grounds and maximise return on capital investment • Embed Uniform Shop trading activities on campus. • Investigate additional opportunities for restaurant and catering. <p><u>Action 4.3.2:</u> Foundation and Bursaries Investigate the establishment and structure of a foundation to support the college for academic scholarships and student well-being</p> <p><u>Action 4.3.3:</u> Compass and Tech 1.</p>	<p>Communication Strategy developed in Action 4.1.1 could direct promotional opportunities for the College to increase revenue streams.</p>	<p>Uniform Shop: Achieve sales of \$200,000+ p.a. with an average gross mark-up of 35% on cost of goods sold, and a net profit contribution to the college of \$35,000.</p> <p>Consolidate portfolio of venue hirers with a full calendar of bookings.</p> <p>Infographic showing placement in market based on school fees for promotional purpose.</p> <p>Re-establish tomato sale - generating much goodwill in the community.</p> <p>All school financial reports - for CE, Executive and College Board are derived directly from Tech1.</p>
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Domain: Stewardship and Environmental Sustainability		
Strategy 4.4: Strengthen College participation in sustainable practises.		
Actions	Enablers	Evidence of Success
<p><u>Action 4.4.1:</u></p> <ul style="list-style-type: none"> ● To be the leading sustainability promoting school in the ACT in order to model sustainable practices to other schools to inspire and influence sustainable action on a larger scale beyond the Merici campus. ● Continue to increase engagement in sustainable activities and practices among staff, students and the community. ● To continue to improve performance in all five key Actsmart accredited areas – waste, energy, water, biodiversity and links to the curriculum. ● To continue to offer the Sustainability elective to nurture future sustainability leaders. ● To continue to support the Kitchen Garden as the centrepiece of our waste strategy ie. Garden > Produce for Canteen > Waste > Compost in the garden. 	<ul style="list-style-type: none"> ● The Sustainability Coordinator ● The Sustainability Elective ● SAM Team ● Sustainability Captain ● The canteen and garden and their strategic relationship and partnership for waste reduction. ● The Communications and Marketing Officer ● The Business Manager ● Maintenance Team ● Principal and Executive 	<ul style="list-style-type: none"> ● Merici is the “go to” school for the ACT government and other organisations wishing to promote sustainability for events and conferences including the Eco-Bus tour, IEU conference, and other tours including two busloads of school principals from South Korea and the on-going connection with the sister school in Indonesia. ● Merici continues to receive recognition for sustainability promoting actions at the annual Actsmart schools awards. ● Participation in, and a win in one category, for the Parliament of Youth. ● The expansion of “full circle” sustainability promoting education and actions across the curriculum including Y8 Religion.

<ul style="list-style-type: none">● To facilitate ongoing reductions in the use of energy and water, alongside reduced waste, maximising biodiversity opportunities and sustainability education on campus.● To develop and implement a green procurement strategy, which would be the first school in the ACT to do so, and enable the expansion of our environmental action to the marketplace.		
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APPENDIX 1

ENVIRONMENTAL SCAN

Policy Context

Merici College is a systemic school with oversight by the Catholic Education (CE) Office in the Archdiocese of Canberra and Goulburn. The CE Office provides broad objectives in their *Strategic Plan 2018-2020* that support consistency in operational standards and effective utilisation of systemic resources, functions and processes.

Australian Curriculum
International Baccalaureate
ACT Education Directorate/BSSS
TQI

As with all schools in the Canberra region, Merici is impacted by drivers in both the internal and external environment that influences the sustainability of a quality learning environment, contemporary teaching practices, access to resources, and effective business practice. Key influences on Merici operations are briefly discussed in the following sections.

Academic Reputation

Merici has responded to innovation in education through a focus on:

- STEM
- Vocational Courses
- Inquiry Learning
- International Baccalaureate (IB). DP and MYP endorsed World School
- Responding with agility to COVID-19 pandemic and the offering of Remote Learning

Growth data and summative results indicate the ongoing strength of the academic programs at Merici College, and the gains achieved through innovation now need to be consolidated.

Median ATARs in the newspaper every March shows that Merici's ATAR is moving beyond 72 yet this may not be considered competitive by some. The Year 12 Achievements poster and destinations wall work to counter negative perceptions of academic outcomes at the College. These show that nearly all students get their first preference for those completing a Tertiary Package and those completing an Accredited Package go onto a third party supplier/educator or the workplace. Multiple pathways for students support individual growth and success.

Co-curricular Life of the College

The co-curricular opportunities for students are many and diverse with most students involved for enjoyment and some performing at elite levels. This is more so than many competitor schools in the Canberra region. Although very appreciated by our community, this does pose a challenge for staffing and administration.

Competing demands for limited resources also can add tension between interest groups. That said, the Creative and Performing Arts are beginning to rebuild a presence in the school.

Community engagement

The school community is heavily invested in the College as evidenced in an effective School Board, parent/carer volunteers and the initiation of a Parent and Friends sub-committee of the Board. Alumni interest in school tradition and current life is growing.

Catholic Education System

Merici College continues to work effectively as a member of a dynamic and evolving system of schools. The College seeks to build partnership and innovation across the system by

- Fully supporting Catalyst
- Sharing expertise and contributing to system projects

Rebranding and marketing

Merici College has successfully responded to the challenged of reduced enrolments. Considerable time and effort continues to be given to branding, marketing and promoting the College, especially through social media channels and experiential programs for prospective families.

Enrolments

Merici College draws enrolments from all areas across Canberra and surrounding regional NSW. With very few single sex schools in Canberra, Merici has an opportunity to emphasise the benefits of this learning environment and its convenient location. Although there has been a marked improvement in enrolments, a significant threat is presented from secondary colleges planned for areas from where the College draws considerable enrolments. A dedicated Enrolments Officer is now in place and very successful experiential programs will continue to be run through Communications and Marketing.

Pastoral care and wellbeing

Merici continues to be well known for the Pastoral Care of students. A sense of community and relational approach is evident in feedback. The students feel 'known and safe'. The College prides itself on being inclusive and effective in nurturing young women. That said, the embedding and scaling of Inclusive Education methodologies and practice is ongoing. The Pastoral Care program and structures were last reviewed in 2017 and are due for revisiting and refinement.

Catholic identity

The College's faith life is strong with deeply moving faith celebrations a feature of our annual calendar. Solid connections have been re-established with the founding religious orders of the College and there is opportunity to strengthen the school's sense of sacred and sense of tradition through increased religious artworks, liturgies, retreats and immersions.

The College must respond to the Archbishop's call to introduce Christian Meditation and build the presence of CSYP in the school.

Service learning

The Christian Service Learning Program (CSLP) has been embedded in our College and has strengthened ties with our local communities and agencies. Students from Merici have a reputation in the community as caring, kind and extraordinary young women impacting their world.

Funding and finances

Changes in the calculation methodology of parents' capacity to pay (PIT score) are a very real threat to the financial health of the College. Without CE support with the transition of the College's funding over time we will not be able to meet our educational financial resourcing and infrastructure needs now and into the future without considerable fee rises. That said, the College has managed to break even every year in despite of considerable and unforeseen challenges such as roof repairs and long-service payment shortfalls. A Foundation for the College would be ideal.

Staff retention, development and organisational structures

Merici College is blessed with a dedicated and expert staff and is firm in the maintenance of professional standards. Merici is attracting staff of high calibre and is an employer of choice for teachers and support staff in the region. Staff health and wellbeing is now a focus of College leadership. The Catalyst program is adding to the professional development of staff. Nevertheless, there is a perceived need to have an effective feedback culture for teachers/support staff and a conscious development and up-skilling of middle leaders and aspiring senior leaders in the school and across the system. Leadership structures may not be the best fit given the growth and evolving needs of the College.

Facilities

As an older school, some of the facilities at Merici are required to be modernised to meet classroom requirements and educational facility standards. This is a challenge day-to-day and in a competitive educational market. Many of the classrooms have been refurbished at a value at \$40,000 per classroom and this project is progressing. A new Chapel space in the Jubilee Centre is pin planning and a review of use of spaces has been conducted in 2021 with some minor changes under way. A new Masterplan and Capital resourcing for this plan are needed.

Single-sex education

With a comparatively small population, Canberra continues to be over-serviced with three all-girls schools. Whilst girls' schools tend to fare better nationally than boys' schools, sustainability of these schools is uncertain. Despite a range of benefits and the offer of a diversity of choice in education environments, Merici is challenged to continue to combat negative media attention with the help of CE and continuous positive stories.

School registration

The College will be going through the Registration and Accreditation process in 2022.

Parent/student/staff annual Satisfaction Survey

The College participated in a new survey tool in 2021, 'Tell Them From Me'. This survey needs to be refined in 2022 but may provide a mechanism for measuring improvement in specific areas of College life for the future.

APPENDIX 2

VALUES - DEFINING WORDS

Fidelitas

We are a faithful community.

- Faith
- Courage
- Love – self, others, environment, God, whole of creation
- Loyalty
- Commitment
- Wisdom women
- Solidarity

‘Act, bestir yourselves, have faith and confidence. You will see wonders.’ (St Angela Merici’s Counsels)

Integritas

We are a principled community.

- Truth and understanding
- Authenticity
- Honesty
- Justice
- Respect
- Principled
- Ethical
- Honour
- Balanced

‘See how important integrity is. For this reason long for it, search for it, embrace it, hold onto it with all your strength.’ (St Angela Merici’s Counsels)

Communitas

We are an inclusive community.

- Inclusive
- Community
- Compassionate
- Hospitality
- Service – make a difference
- “Welcoming” the other
- Collaboration

- Relationship – relational
- Holistic
- Diversity
- Open-minded/balanced
- Synodality

‘Let the quality of our relationships be characterised by goodness, kindness, gentleness and attentiveness to the needs of every person.’ (St Angela Merici’s Counsels)

Spes

We are a hope-filled community.

- Solution of future focused
- Courage
- Care
- Faithful
- Positive
- Resilient
- Agile/adaptable
- Wonder

‘Hold this for certain ... every request you ask of God will certainly be granted.’ (St Angela Merici)

APPENDIX 3

STRATEGIC PRIORITIES

Priority 1: Fidelitas

Aspiration: To build a strong and positive Catholic identity where faith is nurtured and all are empowered to serve others

Domains:
Catholic identity
Service learning
Faith formation
Mission in curriculum

Priority 2: Powerful learning

Aspiration: An educational environment that inspires learning, enabling everyone to achieve individual excellence

Domains:
Learning frameworks
Reflective practices

Priority 3: A thriving community

Aspiration: A connected community that cultivates compassionate relationships, wellbeing and the whole person

Domains:
Staff wellbeing
Student engagement and wellbeing
Parental and community engagement

Priority 4: Sustainable future

Aspiration: Ethical practices ensure shared responsibility for the stewardship of all resources

Domains:
Marketing and communications
Facilities and infrastructure
Financial sustainability
Stewardship and environmental sustainability

APPENDIX 4

SURVEY MECHANISMS

- Tell Them From Me (TTFM): Catholic Education survey initiated in 2021
- Google Survey and Microsoft Forms: College generated for specific purposes
- Wellbeing Survey: To be identified
- Student/Staff Evaluations and Reflections
- Other: As required