



2019

EDUCATIONAL AND
FINANCIAL REPORT



MERIDEN
AN ANGLICAN SCHOOL FOR GIRLS

Meriden girls
make their **marks.**

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THEME 1

Message from key school bodies

Chairman of the School Council

Meriden School continues to provide an outstanding holistic Christian education for girls. The primary determinant of any school is the staff, and Meriden benefits from the professionalism and dedication of its teaching, administrative and maintenance staff. They are outstandingly led by our Principal, Dr Julie Greenhalgh, who brings remarkable energy, ability and commitment to the very challenging task of leading an independent school.

Both the full Council and the Council Executive met regularly during 2019. In addition, there were a number of other sub-committees of the Council which have specific tasks and which report back to the Council. Miss Naomie Nguyen, a recent Meriden Old Girl, joined the Council in 2019. Rev Catherine Wynn Jones resigned after 24 years of dedicated service on Council. Mrs Isabel Copeman and Rev Paul O'Brien also resigned. Meriden is grateful to each of them for their generous contribution to the Meriden community.

The 2019 HSC cohort achieved outstanding results with Meriden students with two students being awarded the highest possible ATAR of 99.95, 53% of students receiving an ATAR of 90 or more and 14% receiving an ATAR of 99 or more. Placings in the top 14 in the State were obtained in nine courses, including one student placed 1st in the State in English EAL/D, one student placed second in Family and Community Studies, one student who placed third in Chemistry and one student placed third in History Extension. Twenty seven students (20% of the cohort) were included on the HSC All-Round Achievers List for achieving 90 or above in 10 or more units of HSC study. 338 students obtained Distinguished Achievements (Band 6 results). The depth of these overall achievements resulted in Meriden being ranked in 14th place in the 2019 HSC Schools Ranking published by the *Sydney Morning Herald*.

Excellence was also achieved in Music, Visual Arts, Design and Technology, Drama and Sport. Ten students were nominated for the ENCORE concert which showcases exemplary works by HSC Music students; one student was nominated for the HSC Drama Showcase, OnSTAGE for her Major Work (Costume Design); two students had major works nominated for inclusion in ARTEXPRESS which features exceptional works by HSC Visual Arts students and two students had their major works nominated for inclusion in the Shape exhibition which exhibits outstanding HSC Design and Technology projects. Two graduates were awarded scholarships to study at top universities in the USA. Our NAPLAN results were similarly strong. Meriden continues to be one of the leading independent schools in the Inner West.

The Council acknowledges sincerely the very significant contribution which an enormous number of volunteers make to the School, often quietly and without any fanfare. Without them the School would have far less of the spirit of generosity and friendship which makes Meriden so distinctive and which we are delighted to serve.

Rev Andrew Katay
Chairman of School Council

Principal

Every year has its own flavour, and this has certainly been the case in 2019.

We started the year by celebrating the best HSC results in the School's history. The 2018 cohort was hard-working and talented but it was probably their support of one another that led to their extraordinary academic successes. We look forward to following their future pathways.

Term 1 also saw an enrolment of over 1300 students across the three campuses. The achievements and quality of the girls and staff, along with the increasing population of the Inner West, have resulted in Meriden enjoying increasing demand.

The opening of the new Lingwood campus was a special feature of Term 2. Lingwood now accommodates pre-Kindergarten and Kindergarten students in a specialised and vibrant learning environment. It is little wonder that the Lingwood teachers have remarked on the calm but advanced learning that is taking place on this purpose-built and happy campus. The classrooms, playground, COLA, gardens and library are full of colour and natural light, and watching the children skipping up the Lingwood path each morning has been one of my most enjoyable memories of 2019.

In Term 2, the School Council provided me with a significant period of time to write the next Strategic Plan for the School. Entitled, *Meriden Girls: Creating and Leading the Future*, it aims to equip the girls to be at the forefront of education and their respective careers. Over the past few years, we have been working on enabling the girls to read documents with a critical eye, to analyse data with discernment, and to evaluate plans and claims with insight. Having mastered these skills, we now believe the girls are ready to write the documents, gather the data, and to make the plans for the future. We want our girls to lead, because we know they have the talent, values and skills to make a positive, compassionate and wise contribution to their communities. Hopefully this Strategic Plan will enable them to do so.

The need for more opportunities for the girls to hone their leadership skills led to the decision to join forces with the Trinity Grammar School Cadet Unit. During the course of the year, more than one hundred and twenty girls signed up for this worthwhile program. These Meriden girls are enjoying the co-educational experience of Cadets, but also benefiting from the experience of leading their male counterparts.

The School Council also asked me to use the Study Leave to investigate the possibility of expanding the School in order to cater for the increased demand. I enjoyed visiting many schools which had expanded, and hearing about the challenges and advantages of increased growth. Later in the year, the School Council decided to increase enrolments to the extent that could be comfortably accommodated by the site, but to remain solely based at Strathfield, at least in the foreseeable future.

Term 3 saw many notable achievements from the girls, including success in the annual Da Vinci Decathlon competitions, the Philosothon and other rigorous challenges and competitions. Deep thinking and creativity are now hallmarks of Meriden girls, and opportunities such as these, organised by the Coordinator of Learning Link – Research and Critical Thinking, Mrs Priscilla Curran, are warmly embraced by the girls.

Music continues to flourish at Meriden. The Year 12 Graduation Service in the City Recital Hall, Speech Night in the Town Hall, and the many other concerts throughout the year were, once again, occasions of sheer delight. Musicals and plays were also features of 2019 and the girls involved used these opportunities to develop their confidence and stage presence.

With over 400 students having private music lessons every week, many large and small ensembles in need of rehearsal space, and more and more students electing to study Music in Years 9-12, the need for increased space for Music has become very obvious. Much of 2019 was spent designing and approving a new Centre for Music and Drama in the Senior School (on the site of the current Music Building) and a Music specialist space for the Junior School (adjacent to the Denise Thomas Building). The latter is expected to commence in December 2019, while a commencement date for the Senior School facility will be determined once approval for the building has been received.

Sport has also been another area of growth and success in 2019. Once again, we were named as the Champion AHIGS School in NSW, and possibly beyond, for Tennis, Water Polo and the newly-introduced Badminton. Touch Football, Basketball and Netball also enjoyed incredible success although, arguably, our greatest sporting moment in 2019 was the naming of Meriden as the Champion Athletics team in the Intermediate division. The introduction of IPSHA sport in Year 3 has been very popular, and many girls

have availed themselves of this 2019 initiative; the appointment of a resident Head Coach in Water Polo has also been another exciting sport initiative in 2019.

On many occasions in 2019, I was reminded of the impact of our impressive staff team. Under the care of Mrs Christine Kenny, the Head of Teaching and Learning in the Senior School and Dr Michele Benn in the Junior School, the girls across the School are experiencing high quality teaching. Of course, the girls in the Senior School are well cared for by their teachers, tutors, Stage Coordinators and Year Coordinators, all under the diligent care of Mrs Anstey, the Head of the Senior School, and Dr Benn.

I am greatly indebted to the Heads - the Head of Junior School, the Head of Senior School, the Head of Teaching and Learning and the Head of Operations, Mr Richard Arkell. They give me great advice and do their work with enormous expertise and generosity. I am especially grateful to them this year as they ran the School in my absence in Term 2 when I took study leave. As Acting Principal, Mrs Kenny did a wonderful job and I thank her in particular.

Together with the Chaplain, Mr Clayton Moss, the leadership team of the school also consists of a group of Deans - Mrs Lisa Brown (Co-curricula), Ms Sascha Bass (Academic Care), Mrs Vicki Sheehan (Staff), Mr Richard Loane (Studies) and Ms Julie Jorritsma (Lateral Learning). Mrs Liz Betbeder (Inquiry Learning), Mrs Cath Evans (Academic Care), Mrs Tina Ralevska (Junior School) - and a group of Directors – Mr Adrian Jackson (Property), Ms Anne-Maree Marczan (Marketing and Communications), Mr Adam Raw (Sport), Mr Mark Stephens (ICT), Ms Janet Wong (Finance) and Ms Sharon Moore (Compliance).

Ms Jorritsma, the Dean of Lateral Learning, left Meriden at the end of the year to take up the position of Head of Senior School at Canberra Girls' Grammar School. We wish her well and thank her for establishing Lateral Learning into the culture and practice of the School.

The community groups have also enjoyed a successful year. My thanks are extended to Dr Bang Tran and his P and F team, Mr Damian Brennan and the other Directors of the Meriden Foundation, Mrs Mimi McLeod and her Friends of Meriden Sport, Ms Rathini Mahendran who is the President of the Old Girls' Union, and the trustees of the Meriden Indigenous Bursary for another year of generous service to the School.

The School Council has remained active, wise and superbly led by Rev Dr Andrew Katay and I thank him for his continual counsel and encouragement. Andrew has been on the Council for approximately 12 years and this year celebrated 10 years as Chairman.

The annals of Meriden history will record 2019 as a year of achievement, innovation and community. We look forward to 2020 with enthusiasm and happy anticipation.

Dr Julie Greenhalgh
Principal

Parents and Friends' Association

Meriden Parents and Friends' Association (P and F) exists to bring together all adults who are interested in the welfare of the School and to promote the interests and future development of the School, in short, *friend-raising* and *fund-raising*. To that end, in 2019 we conducted all our activities with an underlying spirit of inclusion, expansion and collaboration.

By *inclusion*, I mean having a welcoming, hospitable and open-hearted attitude that seeks to make everyone feel like they belong in our school community, especially those who are new. I am delighted that our team has exemplified this quality resulting in very valuable goodwill growing in the parent community.

Expansion, relates to growing our leadership team both in depth and numbers. To do so, we have frequently publicised our meetings and invited parents to participate. We've also personally contacted every parent who has expressed interest in helping at P and F events and ensured they had the opportunity to do so. It's healthy to see that, as our committee renews, there have been numerous parents who have stepped up into leadership roles.

Collaboration speaks of purposefully using our resources to benefit other groups within School, assisting them in their endeavours. The groups we have supported in 2019 include:

- Meriden Foundation
- Friends of Meriden Sport
- Meriden Old Girls' Union
- Meriden Indigenous Bursary
- Chaplaincy department
- Music and Performing Arts Department
- Certain businesses owned by Meriden parents

It has been a joy working with them and seeing them succeed.

Our events and activities in 2019 included the Senior School Parents' Expo, P and F information evening, Years 7, 8, 11 and 9, 10 and 12 combined parent social events, Mother's Day Breakfast, Blue Tie Dinner hampers, Millie Musical bake sale and BBQ, Senior School Father's Day Breakfast, Festival of Speech BBQ, the Year 12 Valet dinner gift to all Year 12 students, Music under the Stars food stalls and Carols service free BBQ.

There were a total of fifteen events, well above the six that we had planned. All were very well attended and many volunteers invested their time and resources to make them successful. We have had seventy one volunteers throughout 2019, not to mention the Year 10 Ambassadors and other parents who gave financially in absentia. I applaud the enthusiasm with which my P and F colleagues brought to each endeavour. Their leadership was inspiring and has led to a warm, positive and community-minded atmosphere evident to many.

Significant funds were raised in the course of these activities. Financially, the P and F's opening balance at the start of 2019 was \$4,505, with a total income of \$81,991 and total expenses for the year at \$16,825.

We have subsequently donated \$60,000 to the School. These funds along with the \$45,000 donated in 2018 will go toward the construction of a new, outdoor gym and additional seating. Meriden students will benefit from these facilities for years to come. The closing balance for 2019 was \$9,671.

Furthermore, I would like to acknowledge and thank:

- The wonderful staff at Meriden for their assistance, especially Mrs Julia Anstey, Mrs LiLi Fisher and Ms Anne-Maree Marczan.
- Our generous sponsors:
 - Spark Interact – Mr Mackey Kandarajah
 - R&G Consulting – Mr Steven Higgins
 - PM Fresh – Mr Ben and Mrs Maria Watt
 - Pure Gelato – Mr Joe and Mrs Angela Di Maria
 - Forte Catering and Events – Mr Ross Mitchell
 - Strathfield Golf Club
 - All the Year 10 Ambassadors for their diligent help

I would like to formally thank my esteemed colleagues on the Committee, in particular to those who vacated their positions at the conclusion of 2019:

- Mr Steven Higgins (Treasurer 2017-2019). Thank you for serving us with such professionalism and precision.
- Mrs Helen Pakchung (Jnr Vice President 2017-2018 and Snr Vice President 2019). Your ability to gather people and inspire them to volunteer is precious.

- Mr Mackey Kandarajah (Publicity Officer 2019). Thank you for all the practical help at so many events. You will be missed.
- Ms Jane Farah (Junior Vice President 2019). Your enthusiasm and eagerness are infectious and you have added richness to our Committee.

I would like to personally thank Dr Bang Tran (Senior Vice President and then President 2019). Dr Tran was our instrumental leader and conductor, enabling the committee to successfully drive and embrace Inclusion, Expansion and Collaboration throughout the P and F community.

Ms Jacqui Algar
President Parents and Friends Association

Junior School Auxiliary

The Junior School Auxiliary (JSA) had a very strong 2019 raising over \$63,000 for the Junior School through its core five annual events comprising the Twilight Picnic, the Mother’s Day Stall, the Dance-a-Thon (our major fundraising event), the Father’s Day Breakfast and the School Disco (see Review of Events below).

These events of course raise money for the School but, more importantly, they promote Community and School spirit. The Twilight Picnic and the Father’s Day Breakfast are especially beneficial, as they are an opportunity for the Junior girls' families to meet and get to know other parents which is essential for later years.

The JSA was extremely pleased to provide the Junior School with funding for:

Robotics:	\$22,933.00
Lingwood Outdoor Furniture	\$14,267.00
Year 6 Autograph books	\$ 500.00
Total:	\$37,700.00

I would like to congratulate the new elected JSA Committee Members for 2020: Ms Marika Kompus Vice President, Mrs Valeria Ko – Treasurer and Mrs Kate Lam – Secretary. I would also like to acknowledge and sincerely thank Gina Stamson for nine years of dedication and service to the JSA. She would also like to thank all the Committee Members of the JSA who work extremely hard and are very dedicated to the School.

The President would very much like to thank the Watt Family. Maria and Ben are always extremely generous with everything they donate to the School and it is very much appreciated.

Lastly, I would like to thank Dr Benn and Mrs Ralevska who work so closely and always giving great guidance and their ongoing support.

Mrs Meeghan Tsihlis
JSA President 2019

Valedictory Address

This is a transcript of speech given by Kate Jacobs at the 2019 Year 12 Graduation

Dr Greenhalgh, special guests, teachers, family and friends, girls, and most importantly, Year 12. I would love to coin it first: Congratulations, Class of 2019. Wow, how long have we waited to hear that? I can tell you exactly. Three thousand, five hundred and forty-nine days.

Now that we’ve known each other for so long, I have something I’m ready to confess to you all. Many of you will know me as a Kent girl, but the truth is, I am in Warwick. I know, blasphemy. But it’s true!

Let me explain. On my first day at Meriden, I was given a little green sticker, and so, for my first 3 years, I went to every Kent pastoral session, House event and wore that green shirt proudly.

At swimming carnivals, the House Officers would always find my number and name under Warwick, and I – semper fidelis to the end – would staunchly reassure them that I was in Kent. I considered it a routine machine error. Now I must say, this is surely why Warwick won, because I - the Master athlete - was secretly feeding them points.

I'm not sure why fourteen-year-old me was so convinced that I was actually a Kent girl, and the school computer eventually caught up and started writing Kent on my documents. Coincidentally, I am certain that's when Kent started winning everything.

But it made me think about how I spent my first three years here at Meriden, figuring out where I fit in. And I'm sure that was true for many of us. Meriden presented us with choices and as we made all those many little and big decisions, they shaped us. Even now, thirty minutes from graduating, I'm figuring out the potential of who I can be in this space. And I've realised that it's the choices we make along the way that end up shaping our identity. No doubt, our years at Meriden will continue to shape us, long after today.

And with all these memories, I was unsure how to describe to you six years of our year group in six minutes. So, as I've done in the past, I consulted the experts. These last few weeks, I've been asking some Year 12 students: "What would you want to say as a final message?" I was so touched by the heart of their responses, I'd like to share some of them with you today.

Firstly, Sandra would like to say "Hi, Mum."

Narmi wants to tell you that the "world is full of opportunities, but you don't need to take every single one – make the most of what you've been given."

Reflecting on the year, Bekah thinks "Year 12 is so much less scary than expected, it goes so fast, and it's so fun."

Jacqueline wants to thank every one of you for "putting a smile on her face, no matter her mood."

Pavi says to "Shoot for the stars," and Michelle reminds you that "You hold the power to happiness, it is up to your attitude and your actions."

People are what make a place and Meriden has some amazing people that we need to say "thank you" to today. Without this incredible community that we have supporting us, we wouldn't be able to walk across this stage. Thank you to our families, to all those who have come to watch a young woman graduate today. Thank you for the early morning drives and the late night pick-ups. For the boxes of tissues and the cups of tea. For the brownies at netball games and the ardent applause at the end of recitals

Thank you to all of our teachers, for teaching us in more ways than one.

I want to say "thank you" to my parents.

Mum: you have taught me how to pause, how to find beauty in the small interactions and things around us. Without you, I would never have come to understand the worth of helping and listening to others.

Dad: you have taught me that humour is the fast lane to confidence and that being a leader goes beyond giving direction; that it is about connection and self-belief.

And to my older brother, Jack. Thank you for sometimes telling me that the sad playlist is just not helping.

And of course, Mrs Shannon. Thank you for always being there. For the day-by-day smiles and check-ups, for running after notes we never handed in. We love how you have secretly been planning our graduation since we were in Year 9 and will be forever grateful for your sweet nature and iconic accent.

In the end, when I look back at our time at Meriden, it's these experiences I remember, the human experiences.

Yes, I can recite obscure lines from TS Eliot and tell you that that mitochondria are the powerhouse of the cell but what's even more memorable is the day we convinced the DaCA Department that Alex Gregory

owned half of Burwood and that she was formally Alexandra Victoria Elizabeth Gregory the Third of Burwoodshire.

What's memorable is that dark and stormy night of Year 11 Camp. As the thin fabric of our tents dripped with cold rain, Anushua and Michelle heroically dove into their shelter to avoid death by lightning strike.

It's having my friends laugh hysterically as we fall down yet another staircase, Mykaela – I'm looking at you.

It's having an incredible woman at Ti Tree tell me she could see her story and mine coming together in the painting I was making under her guidance.

These are the things I will take with me when I walk out of those blue gates for the last time. And I know many of us will have similar stories.

Year 12, truly, from the bottom of my heart, thank you. Thank you for the incredible memories, for the unending support and painful laughter and for the many hair ties I will never return. I will miss facing each day with you all, our peculiar white board polls, Lauren's famous cartoons and Narmi's routine reminders to buy Formal tickets (they close this Friday so please do get onto that). But in all seriousness, thank you for letting me be a part of such an incredible group of girls. I am constantly left in awe by your wisdom, faith, talent and kindness. We've seen each other through our worst haircuts and our most tired days and I am so confident that as you all leave Meriden, you will do something great for your corner of the world – regardless of what it'll be.

Even just last week I heard Ashley tried to sneak the dissected eyeball of a bull out of the science labs. Now, I'm not sure if that's true but it's a good analogy for just how much we want to keep Meriden mementos, maybe just the wrong kind.

Now, looking back on my first day at Meriden, it seems that fateful day deciding I was a Kent girl was quite necessary after all. It became the first step in figuring out my identity but most certainly, not the last. I wish for you that wherever you go and whatever you choose to do, you will continue to become the individuals you want to be. Year 12, you make the path by walking it.

Thank you for everything.

Kate Jacobs
Head Prefect 2019

THEME 2

Contextual information about the School and characteristics of the student body

Meriden is a medium-sized independent Anglican school for girls from Kindergarten to Year 12. There is also a Pre-kindergarten for boys and girls. Meriden is conveniently located close to Strathfield train station and bus depot.

At Meriden, our priority is our girls. We aim to teach them, care for them and help them to grow and develop academically, physically, emotionally, spiritually and socially. Small classes, high standards, well-qualified and passionate teachers, a broad curriculum and outstanding facilities result in excellent academic results.

Sport plays an important part of life at Meriden. Approximately fifteen sports are offered at the School and, in recent years, Meriden girls have represented Australia in athletics, tennis and water polo. Many girls also participate in music at Meriden. The orchestras, concert bands and choral ensembles all enjoy regular success in concerts, eisteddfods and championships. A wide-ranging co-curricular program gives every girl an opportunity to be involved in the life of the School. This includes debating, public speaking, chess, Student Christian Groups, Cadets, Duke of Edinburgh Awards, Theatresports, STEM clubs, coding clubs and many more. At Meriden, we aim to help our girls develop into confident and articulate global citizens of integrity, compassion, creativity, courage and optimism.

Enrolment details*

Total Pre-K enrolments	59
Girls	45
Boys	14
Total Pre-K – 12 enrolments	1276
Girls	1276
Boys	0
Full-time equivalent enrolments	1276
Indigenous students	1%
Language background other than English	73%
Total enrolments Pre-K – 12	1335

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1171
Average ICSEA value	1000
School ICSEA percentile	98

*As at census date of 2 August 2019

Further information on the School's profile can be found on the My School website - <https://www.myschool.edu.au/school/43913/profile/2019>

THEME 3

Student outcomes in standardised national literacy and numeracy testing (NAPLAN)

Meriden students in Years 3, 5, 7 and 9 produced outstanding results in the 2019 NAPLAN testing. The results for each year are summarised in the tables below.

Year 3 and Year 5 students

Year 3 Results

The following table shows the percentage of Year 3 students at Meriden and in NSW who were placed in the various reporting bands. Sixty-two Year 3 Meriden students took part in the NAPLAN testing in 2019.

Year 3 Literacy and Numeracy (percentage of students)

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
	2019	2019	2019	2019	2019
Band 6 and above State	31	19	30	39	20
Band 6 and above Meriden	68	47	60	73	42
Band 5 State	25	39	25	22	23
Band 5 Meriden	21	39	31	15	42

Year 5 Results

The following table shows the percentage of Year 5 students at Meriden and in NSW who were placed in the various reporting bands. Sixty-five Year 5 Meriden students took part in the NAPLAN testing in 2019.

Year 5 Literacy and Numeracy (percentage of students)

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
	2019	2019	2019	2019	2019
Band 8 and above State	17	6	15	19	13
Band 8 and above Meriden	40	22	52	54	29
Band 7 State	23	14	25	22	19
Band 7 Meriden	31	31	30	31	34

Year 7 and Year 9 students

All students at Meriden in Years 7 and 9 took part in the National Assessment Program. In Year 7, 114 students completed the testing program and in Year 9, 140 students completed the testing program.

Year 7 Results

The following table shows the percentage of Year 7 students at Meriden and in NSW who were placed in the various reporting bands.

Year 7 Literacy and Numeracy (percentage of students)

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
	2019	2019	2019	2019	2019
Band 9 State	12	4	14	16	18
Band 9 Meriden	43	25	53	40	54
Band 8 State	20	15	22	17	20
Band 8 Meriden	29	28	29	31	28

Year 9 Results

The following table shows the percentage of Year 9 students at Meriden and in NSW who were placed in the various reporting bands.

Year 9 Literacy and Numeracy (percentage of students)

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
	2019	2019	2019	2019	2019
Band 10 State	7	4	8	9	12
Band 10 Meriden	20	21	24	27	33
Band 9 State	18	9	18	15	17
Band 9 Meriden	31	25	34	24	32

Further information on the School's NAPLAN results can be found on the My School website - <https://www.myschool.edu.au/school/43913/naplan/results>

THEME 4

Senior secondary outcomes (student achievement)

Record of School Achievement (RoSA)

The Record of Secondary Achievement (RoSA) is a cumulative credential. It is for Year 10, 11 and 12 students leaving school prior to the Higher School Certificate. Meriden did not have any students in 2019 who required the award of a RoSA.

Results of the Higher School Certificate (HSC)

In 2019 there were 134 girls eligible for a Higher School Certificate (HSC) and all candidates achieved the award of HSC.

Meriden was placed 14th in the 2019 HSC Schools Ranking (*Sydney Morning Herald*).

27 students (20%) received All Rounders Awards for achieving results in the highest band possible for at least 10 units of HSC courses.

7 students placed in the top 10 in the State in a subject.

There were 338 Distinguished Achievements (Band 6 results).

Two students were awarded the highest possible ATAR of 99.95.

53% of the Meriden students received an ATAR of 90 or above with 62% achieving greater or equal to 85.

The median ATAR was approximately 90.6.

15 students were nominated for ArtExpress (Visual Arts), Encore (Music), OnSTAGE (Drama) and Shape (Design & Technology), for exemplary performance in these subjects.

Meriden students achieved the following excellent positions in a course within the State of NSW.

3 students were awarded scholarships to top USA universities including Harvard University and Columbia University.

HSC Course	Position in the State
English EAL/ED	1 and 4
Community and Family Studies	2
Chemistry	3
History Extension	3
Modern History	5 and 14
Physics	5
Mathematics	11

Year 12 students undertaking vocational or trade training

Year 12	Qualification/Certificate	Percentage of Year 12 students
2019	9 students - Hospitality	7%
2019	1 student – Human Services (TAFE)	1%

Year 12 students attaining Year 12 certificate or equivalent VET qualification

Year 12	Qualification/Certificate	Percentage of Year 12 students
2019	HSC	99%

One Year 11 student also completed a Retail Services Cert III.

HSC Comparative Performance Data

These results show that Meriden students' performance was superior to their State counterparts in all subjects where the cohort was greater than 6 students. The Meriden mean in Ancient History, Biology, Business Studies, Chemistry, Community & Family Studies, English EAL/D, French Continuers, French Extension, History Extension, Japanese Beginners, Legal Studies, Mathematics, Mathematics Extension 1, Modern History, Music 1 and Physics and Science Extension was either at least ten marks or one standard deviation (with a z-score of 1 or more) above the State mean.

Course Name	Meriden			State		School/ State Variation	Z-Score
	Students Included	Exam Mark Mean	Exam Mark Std Dev	Exam Mark Mean	Exam Mark Std Dev		
Ancient History 2 unit	11	85.42	5.97	72.62	14.48	12.8	0.88
Biology 2 unit	62	82.03	9.27	71.93	12.58	10.1	0.8
Business Studies 2 unit	38	86.48	7.52	72.18	13.77	14.3	1.04
Chemistry 2 unit	36	85.96	9.37	75.38	13.69	10.58	0.77
Chinese and Literature 2 unit	6	87.63	5.92	82.64	6.96	4.99	0.72
Chinese in Context 2 unit	6	87.2	6.22	88.36	5.84	-1.16	-0.2
Community and Family Studies 2 unit	20	87.57	7.39	74.03	11.26	13.54	1.2
Design and Technology 2 unit	19	82.98	4.15	77.82	10.87	5.16	0.47
Drama 2 unit	14	81.8	5.75	78.31	9.58	3.49	0.36
Economics 2 unit	13	84.6	11.1	77.34	12.07	7.26	0.6
English Advanced 2 unit	108	86.5	6.42	80.73	8.19	5.77	0.7
English EAL/D 2 unit	10	87.12	7.3	70.73	12.06	16.39	1.36
English Extension 1 1 unit	31	45.37	2.8	41.68	4.77	3.69	0.77
English Extension 2 1 unit	12	43.97	2.94	39.14	6.28	4.83	0.77
English Standard 2 unit	16	73.9	5.45	69.16	9.23	4.74	0.51
Food Technology 2 unit	9	79.2	6.78	73.84	11.75	5.36	0.46
French Continuers 2 unit	3	92.6	3.19	82.29	10.61	10.31	0.97
French Extension 1 unit	1	47.3	0	40.23	5.48	7.07	1.29

Course Name	Meriden			State		School/ State Variation	Z-Score
	Students Included	Exam Mark Mean	Exam Mark Std Dev	Exam Mark Mean	Exam Mark Std Dev		
Geography 2 unit	13	82.15	9.09	74.66	13.72	7.49	0.55
History Extension 1 unit	5	47.1	1.78	38.92	6.7	8.18	1.22
Hospitality Examination (Kitchen Operations) 2 unit	9	80.93	4.42	73.09	11.39	7.84	0.69
Japanese Beginners 2 unit	12	89.65	3.81	73.02	16.95	16.63	0.98
Legal Studies 2 unit	19	86.78	8.65	73.66	14.71	13.12	0.89
Mathematics Extension 1 1 unit	43	93.07	4.15	79.98	16.4	13.09	0.8
Mathematics Extension 2 2 unit	15	89.87	7.19	81.59	13.62	8.28	0.61
Mathematics Standard 2 2 unit	44	79.68	9.55	70.68	12.1	9	0.74
Mathematics 2 unit	70	88.22	9.88	78.01	13.48	10.21	0.76
Modern History 2 unit	15	89.05	6.93	73.44	14.1	15.61	1.11
Music Extension 1 unit	11	47.71	2.25	44.98	4.91	2.73	0.56
Music 1 2 unit	9	94.2	3.14	81.85	9.54	12.35	1.29
Music 2 2 unit	14	91.47	3.26	87.67	6.16	3.8	0.62
Personal Development, Health and Physical Education 2 unit	28	81.34	7.66	72.57	11.54	8.77	0.76
Physics 2 unit	15	89.09	6.1	73.2	13.84	15.89	1.15
Science Extension 1 unit	3	44.67	1.01	36.28	5.18	8.39	1.62
Spanish Beginners 2 unit	11	81.89	10.85	73.6	14.93	8.29	0.56
Studies of Religion I 1 unit	4	36.78	3.51	38.24	5.22	-1.46	-0.28
Studies of Religion II 2 unit	13	77.68	9.07	76.58	10.61	1.1	0.1
Visual Arts 2 unit	19	89.35	5.44	80.77	8.99	8.58	0.95

The following table indicates the trends in performance of Meriden students across Bands 5 and 6.

COURSE Percentages in Band 5 and 6	2019		2018		2017		2016		2015	
	Meriden	State	Meriden	State	Meriden	State	Meriden	State	Meriden	State
Ancient History 2 unit	82	36	94	36	71	36	88	31	75	33
Biology 2 unit	65	32	75	37	82	39	84	35	85	28
Business Studies 2 unit	87	33	90	37	81	36	86	34	77	36
Chemistry 2 unit	81	46	70	42	73	43	80	41	90	41
Chinese and Literature 2 unit	83	71	-	-	100	67	-	-	-	-
Chinese in Context 2 unit	83	90	100	93	100	88	-	-	-	-
Community and Family Studies 2 unit	80	37	93	29	100	30	86	31	70	32
Design and Technology 2 unit	74	47	84	47	80	43	86	41	67	36
Drama 2 unit	57	44	69	42	67	42	100	43	100	42
Economics 2 unit	77	52	64	46	73	49	75	45	89	46
Engineering Studies 2 unit	-	-	100	36	50	36	-	-	-	-
English (Advanced) 2 unit	88	62	89	63	86	64	92	62	88	58
English (Standard) 2 unit	25	12	29	15	33	16	50	13	14	8
English EAL/D 2 unit	90	24	44	25	50	26	56	27	75	26
English Extension 1 1 unit	100	94	100	95	58	30	100	95	100	94
English Extension 2 1 unit	100	80	100	71	38	21	100	79	100	82
Food Technology 2 unit	56	34	70	32	75	30	67	29	50	28
French Continuers 2 unit	100	65	80	64	100	66	80	65	100	66
French Extension 1 unit	100	88	100	82	-	-	-	-	-	-

Geography 2 unit	69	44	80	43	42	42	100	41	50	41
History Extension 1 unit	100	77	100	79	100	22	100	81	100	78
Hospitality Examination (Kitchen Operations) 2 unit	56	34	71	29	100	30	29	30	100	33
Japanese Beginners 2 unit	100	43	88	45	60	40	50	43	33	38
Latin Continuers 2 unit	-	-	100	87	100	82	100	80	100	83
Latin Extension 1 unit	-	-	100	99	100	71	-	-	-	-
Legal Studies 2 unit	89	42	100	44	67	44	88	42	54	40
Mathematics 2 unit	76	49	75	52	84	53	91	53	97	52
Mathematics Extension 2 2 unit	100	86	100	85	89	84	100	85	100	86
Mathematics General 2 2 unit	55	24	69	27	65	25	90	26	57	26
Modern History 2 unit	87	40	100	42	57	39	84	41	88	44
Music 1 2 unit	100	66	100	65	89	65	100	63	100	62
Music 2 2 unit	100	91	100	91	100	89	100	90	100	88
Music Extension 1 unit	100	98	100	96	100	95	100	94	100	93
Personal Development, Health and Physical Education 2 unit	68	32	58	33	50	31	81	34	25	30
Physics 2 unit	93	37	68	34	67	34	48	30	71	29
Senior Science 2 unit	100	68	48	21	73	24	69	29	100	28
Spanish Beginners 2 unit	73	36	71	45	63	48	50	43	-	-
Studies of Religion I 1 unit	50	46	50	37	75	50	83	50	100	51
Studies of Religion II 2 unit	46	45	-	-	-	-	-	-	-	-
Visual Arts 2 unit	100	63	85	53	86	55	75	54	86	53

THEME 5

Teacher qualifications*

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia OR as recognised within the National Office of Overseas Skills Recognition (AEI – NOOSR) guidelines	135
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI – NOOSR guidelines but lack formal teacher education qualifications.	0

* As at 6 November 2019. Permanent/fixed term only. Indicates teachers holding teacher education bachelor degrees or higher qualifications, including many teachers with Masters Degrees and 4 with Doctoral qualifications.

Professional Learning – Junior School

Junior School professional learning examined pedagogical practices associated with successful, improvable teaching. In response to the initial professional learning provided by Adjunct professor Erica McWilliam, the teachers adopted a professional learning theme of increasing students' curiosity in learning and reducing anxiety. In addition to internal professional learning, teachers developed personal professional learning plans aligned to the AITSL standards to investigate these concepts.

Professional learning was also provided to prepare for the implementation of the PDHPE syllabus in 2020. Teachers explored the syllabus rationale and investigated the knowledge, skills and understandings that are inherent to the curriculum. The participants used the sessions as the basis for developing new scope and sequence documents and units of work.

Internal Professional Learning	Number of Participants
PDHPE Syllabus Familiarisation @ Meriden Junior School	33
PDH Syllabus: Propositions, Outcomes and Familiarisations	33
Exploring Mental Models of Effective Teachers and Learners Part 1 and Part 2	37
Child Protection Training	40
Helping Anxious Students	38
Successful, Improvable Teaching	39
Maintenance of Teacher Accreditation	41
Asthma and Anaphylaxis Training	41

External Professional Learning	Number of Participants
MiniCOGE	6
Exploring Technology with Art	1
Understanding Autism Spectrum Disorder	1
NSW Chinese language Teachers Association Annual conference	2
Teaching EAL/D Students K-6 Part A	1
Leading others: The Balcony and the Dance Floor	1
Provide First Aid	21
External Professional Learning	Number of Participants

EduTech 2019	1
Primary Curriculum Requirements for Registration	1
Using Synthetic Phonics Toolkits in the Classroom	3
Inquiry Learning: The Whats, the Myths and the Hows	3
Research Conference 2019 Preparing Students for Life in the 21st Century	1
MiniLit Reading Tutor Program	1
Ways into Script Writing	1
Meet the New Languages K-6 Syllabus	1
MiniLit	1

Professional Learning – Senior School

Teaching staff engaged in both internal and external professional learning designed to improve and consolidate their practice. The focus of internal professional learning for teachers was determined by Erica McWilliam's *First Day First Class* presentation at the beginning of year. Erica advocated for lessons to begin with activities that illuminate the big ideas underpinning units of work. A follow up session provided teachers with the forum to share their resources and experience engaging students in overarching questions. Developing the technology skills of staff was an additional priority, with many participating in practical technology sessions.

Internal Professional Learning Activity	Number of Participants
Academic Support Information Session	92
Child Protection Training	89
Erica McWilliam Big Ideas	97
Erica McWilliam Follow Up	72
Learning from our International and Indigenous Students	83
Maintenance of Accreditation	89
Mandatory Compliance Training – Asthma/Anaphylaxis	95
Mentor Training	3
Microsoft Training	90
Using NAPLAN to measure Student Growth	72
Using Technology in the Classroom (eVe, Virtual reality, Podcasts, Pear Deck) multiple sessions	152
Walking in my Students' Shoes – Differentiation Strategies	82

Professional Learning Activity

The table below summarises the external professional learning undertaken throughout the year. There is considerable emphasis on subject specific updates and HSC marking insights. Attendance at seminars, including the ACER Research Conference, the National Coalition of Girls' Schools Conference in the USA and the ACSA Curriculum Conference ensured that senior staff were familiar with the latest developments in academic education and the pastoral care of students. Senior staff also attended leadership training that focused on developing a more cohesive and cooperative workplace.

Subject specific professional learning included coding and robotics, 3D software design, as well as creative technologies in screenprinting for Digital and Creative Arts teachers. In Performing Arts, teachers participated in choral conducting and composing for a 21st century orchestra.

Student wellbeing continues to be an area of investment with Year Coordinators and Counsellors attending sessions on mental health, including the management of stress and anxiety.

External Professional Learning Activity	Number of Participants
Chaplaincy	12
HSC subject updates	43
Lateral Learning	11
Leadership	3
Mental Health and Counselling	8

Teacher Accreditation Status – Prep and Junior Schools**

Level of accreditation	Number of Teachers
Conditional	2
Provisional	4
Proficient teacher	31
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers in Prep and Junior Schools	37

Teacher Accreditation Status – Senior School**

Level of accreditation	Number of Teachers
Conditional	2
Provisional	4
Proficient teacher	91
Highly Accomplished Teacher (voluntary accreditation)	1
Lead Teacher (voluntary accreditation)	0
Total number of teachers in Senior School	98

** As at 6 November 2019. Permanent/fixed term staff only.

THEME 6

Workforce Composition *

Teaching Staff	140
Full-time Equivalent teaching staff	130.7
Support Staff	91
Full-time Equivalent support staff	73.7

*As at 2 August 2019. <https://www.myschool.edu.au/school/43913/profile/2019>

Meriden School does not currently employ any Aboriginal and/or Torres Strait Islander staff.

THEME 7

Student Attendance

The overall whole School student (K-12) attendance rate for 2019 was 95.4%.

The following table gives an indication of attendances in each Year, as well as a whole School figure:

Attendance Data 2019

Year	Number of Students	Days Absent	Number of Days	Attendance Rate%
K	48	325	185	96.3%
1	54	363	185	96.4%
2	62	448	185	96.1%
3	63	399	185	96.6%
4	56	329	185	96.8%
5	58	347	185	96.8%
6	64	382	185	96.8%
7	103	706	186	96.3%
8	134	1242	186	95.0%
9	134	1350	186	94.6%
10	143	1650	186	93.8%
11	147	1386	186	94.9%
12	135	1054	143	94.5%

Management of Non-attendance

Student attendance is managed according to the School's attendance policies and procedures. These are outlined and issued to all School families through the Junior and Senior School Student Planners.

Parents wishing to take vacations outside the scheduled holiday periods must apply in writing to the Head of School for leave and the granting of such leave should not be assumed.

Junior School

Parents are expected to notify the Junior School Reception if a student is going to be absent. Attendance and reasons for absences are recorded each day on the digital roll. Attendance is initially monitored by the class teachers and any concerns are referred to the Dean of Academic Care. Students who are marked absent, with no explanation, are contacted initially via Reception and by class teachers if necessary. Unexplained absences are followed up by the Dean of Academic Care. Records of late arrivals are kept on file and students may be referred to the Junior School Counsellor for persistent lateness. Parents are advised, in writing, if their child is late on multiple occasions and the Dean of Academic Care contacts parents by phone if late arrivals continue.

In the event that the School's usual procedures do not result in improved or satisfactory attendance, parents/guardians are asked to attend interviews with the Junior School Executive, and referrals may be made to the Junior School Counsellor or external agencies.

Senior School

Parents are expected to notify the School Reception on the morning before school, if a student is going to be absent. On the day of return after an absence, a note from parents or guardian should be handed in to the Reception. A phone message or an email from a parent is also acceptable.

Parents of students marked absent and who have not previously notified the School of the reasons for the absence, are sent an SMS informing them that their daughter is not at school. The parents are asked to return a text with reasons.

Continued absence from school

Year Coordinators keep records of absences of the students in their year group and communicate with the Head of Senior School and the student's parents to monitor and improve poor attendance. The Pastoral Team also meet fortnightly and review attendance data. If the unsatisfactory attendance continues, senior staff, including the Head of Senior School, meet with parents or carers to address the issue. Student Attendance Improvement Plans may be implemented and include support from the School's Counsellors and external agencies.

Student Retention Rate

The student retention rate from Year 10 in 2017 to the completion of Year 12 in 2019 was 91%. This rate is generally consistent with the rates across the last 3 years. The students who left Meriden subsequently attended other schools due to relocation or personal reasons. From 2017 to 2019, an additional 27 students enrolled at Meriden and completed the HSC in 2019.

Post School Destinations

Approximately 94% of Meriden's HSC students progressed to university education. The remaining 6% proceeded to alternative tertiary studies.

The preferred university destinations of Meriden students are indicated below:

Sydney University	33%
University of NSW	33%
University of Technology Sydney	20%
Macquarie University	10%
Other universities*	4%

* Includes Australian and international universities.

Faculty destinations for Meriden's HSC students include:

Arts, Communications, Marketing	Medicine
Commerce, Business, Finance	Music, Performing Arts
Design, Architecture	Science, Psychology
Economics, Accounting	Visual Arts
Education, Social Work	Liberal Studies, Political Science
Engineering, Biomedical Design	
Human Movement, Exercise Science	
Information Technology, Website Design	
Law, International Studies	

THEME 8

Enrolment Policy and Terms of Enrolment*

The full text of Meriden's policy as at 1 October 2019 and Terms of Enrolment as at September 2019 (for continuing enrolment) are produced below.

Enrolment Policy

Introduction

Meriden is an Anglican School for Girls in Strathfield, Sydney, N.S.W. Education is offered for girls and boys in the Pre-Kindergarten, and for girls in Kindergarten to Year 12. Meriden School operates across three campuses, all in close proximity, with one Principal and one governing Council. The three campuses are: Meriden Lingwood Campus (Pre-K and K), Meriden Junior School (Years 1 to 6) and Meriden Senior School (Years 7 to 12).

Meriden may accept students whom the School believes can best be assisted by the School. Some preference may be given, if the Principal deems it appropriate, to siblings of present students or children of past students and staff.

Meriden has a school community characterised by warm and positive relationships. This is a vital and key feature of our School culture and one we actively seek to nurture and promote. It is important, therefore, that families joining Meriden understand, appreciate and contribute to this positive culture. The Meriden Parents' Charter has been developed to assist parents/legal guardians to understand the School's reciprocated expectations of parents (Appendix 1).

While this policy is as comprehensive as possible, there will inevitably be some situations which are not specifically covered, in which cases the Principal will be responsible for taking appropriate courses of action.

Legislative Framework

Various Acts of the Australian and New South Wales parliaments make it unlawful to discriminate against a person on the grounds of their disability, sex, race or creed by refusing to enrol them at the School. The School accepts its obligations under the *Disability Discrimination Act 1992* (Cth) and the *Disability Standards for Education 2005*. Exemption is granted under the various Acts, for Meriden to operate as a girls' school from Kindergarten to Year 12.

Privacy legislation requires the School only to collect and store information about a prospective or an enrolling student that is relevant to the primary purpose for which the School requires that information, i.e. the education of a student.

Information Exchange

In accordance with current legislative requirements, information regarding matters related to student / child safety, welfare or wellbeing, may be shared between appropriate prescribed bodies (Government and non-government) involved in the care of children or young people. This information may pertain, for example, to current or past employees or students of the School.

The School is committed to fulfilling its obligations under the law in its enrolment policy.

Definitions

Throughout this policy, unless the context requires otherwise:

- 'parents' include legal guardians or any other persons who have applied to have a child entered on the waiting list or enrolled at the School and, where the child has only one parent, means that parent.
- 'disability' – see Appendix 2

- 'Principal' includes the Principal herself or a person appointed by the Principal to carry out a function on behalf of the Principal.
- Meriden School includes all three campuses of Meriden: Lingwood Campus, Junior School and Senior School.
- With due consideration to privacy, all information, files and records pertaining to each student's progress through the three campuses of Meriden School are available to relevant staff across the School as relevant to the conduct of the student's schooling.

Enrolment Procedures

Step 1: Initial inquiry and information package

The Registrar will receive the initial inquiry. The Registrar will send to every inquirer, as appropriate, the following information:

- a covering letter
- a prospectus
- an *Application for Enrolment* form
- Terms of Enrolment
- Terms of Enrolment - *Addendum for International Students (for international student enquiries only)*
- Schedule of Fees
- Schedule of Fees for International Students (*for international student enquiries only*)
- Out of Hours brochure
- 'Why a girls school?' brochure
- Open Day Flyer
- Academic Highlights brochure
- Music Highlights brochure
- Strategic Plan
- Whatever optional documents that have been ascertained as appropriate.

If parents/legal guardians wish to proceed, they should contact the Registrar.

Step 2: Open Mornings

Opportunity is provided for tours of the School and the acquisition of general information through "Open Mornings" held three times per year, as advertised through school and media publications.

In addition, the School Registrar will provide a general introduction to and tour of the School if desired. No offer of a place is made at this time; any offer is made at Step 7.

Step 3: Application for Enrolment

In order to lodge an application for enrolment, the following will be lodged with the Registrar:

- the Application for Enrolment form (which includes signed authorisation to contact the child's previous School/s and child's doctor/s and a signed undertaking to furnish the School with all details, under the terms of privacy legislation, relevant to the child's education and wellbeing).
The Application for Enrolment form must be signed by both of the child's parents/legal guardians. Exemption may only be granted by the Principal, in rare and extenuating circumstances. In this case further supporting documentation and/or evidence may be required.
- a non-refundable Application Fee of \$250.00, (\$250.00 also for international students) subject to change.
- a copy of the most recent school report (or, where appropriate, preschool/early childhood report), including the applicant's school attendance record. Alternatively the school attendance record may be provided as a separate, verified report. A history of poor school attendance may jeopardise a girl's enrolment at Meriden.
- copy of NAPLAN results (where applicable for Years 3,5,7 and 9)
- proof of citizenship or permanent residency in Australia (if not born in Australia) for the student and their parents/legal guardians

- Birth Certificate or passport as proof of age – certified copy or original to be sighted if application proceeds to interview.
- Immunisation Certificate from Medicare Australia or equivalent - a copy prior to interview. Immunisation records from overseas countries must be translated into English and authorised by a public notary or Justice of the Peace (JP). These records need to then be passed onto a General Practitioner to transfer the immunisations records onto an Australian Immunisation Register (AIR) – Catch-up Schedule. Once these immunisation records are transferred to the Catch-up Schedule, a copy of the Catch-up Schedule is to be provided to the School.

Parents/Legal Guardians are required, in good faith, to provide the School with all information relevant to their child's development and enrolment in the School. A letter informing the parents/legal guardians of the School's placement of the child on the list of prospective applicants will be sent by the Registrar, with a request for the following documents as applicable:

- an assessment of English proficiency for students who have been educated in a language other than English (see NESB section)
- a certified copy of any relevant family court orders or parenting orders (if there are no court orders or parenting orders in place, the parents are required to provide a Statutory Declaration that is signed and witnessed outlining each parents responsibilities), for example:
 - Parenting arrangements
 - Living arrangements for the child/ren
 - Who will be responsible for paying all School related fees
 - Drop-off and Pick-up arrangements for the child/ren
- copies of any psychometric report or any other report relating to the social, emotional, behavioural, educational, medical or physical development of the child.

In the case of international applicants, additional information or documentation may be required, including but not limited to:

- family census information
- Meriden 'Welfare Provider' form
- domiciliary and care arrangements
- visa approval grants (including parent/legal guardian)
- current Confirmation of Enrolment/s (eCoE/s) and Confirmation of Appropriate Accommodation/Welfare Arrangements (CAAW's) (if applicable)
- English language test from Australian Education Assessment Services (AEAS) or IELTS.

The Registrar will then pass all documents, along with any recommendation or comment, to the person responsible for conducting any enrolment interview. The Registrar should keep and file a copy of each document. Files may be stored electronically.

Step 4: Child entered on Applicants' List

The Registrar is responsible for maintaining the documents necessary for the Applicants' List for entry to the School. A child's name may only be entered on the List when all the information outlined above has arrived at the School. A child will only be entered on the Applicant List at their appropriate year level of entry, as determined by the School.

In some instances, an applicant may need to be placed on a waitlist when there are no places available. Waitlists are kept with the Registrar.

Step 5: Enrolment Application Assessment Process

As part of the assessment process, the School will thoroughly assess the student's application and may ask the parents/legal guardians to provide more information about the child and his/her schooling.

Where a child has declared education support needs or a disability, or where other information has come to light indicating a possible need for support services, the School may make an initial assessment of the child's needs. In addition, the Principal may:

- require the parents/legal guardians to provide current medical, psychological or other reports from specialists outside the School;
- obtain advice from other independent bodies such as the Association of Independent Schools (AIS), and AIS representatives may be involved in subsequent interview processes.

In the case of a student with a disability, a thorough, individual planning process will be undertaken as appropriate, to determine the needs of the student and the School's capacity to address these needs (Step 6b).

Any assessments or reports required from non-school personnel will usually be at the parents' expense.

In considering all prospective enrolments, and as authorised by parents/legal guardians in the enrolment application, the Principal may elect to contact:

- the Principal of the child's previous School/s to confirm information pertaining to the child;
- any medical, professional or other personnel considered significant for providing information pertaining to the needs of the child.

In the case of wilful misconduct, illegal activities or strong anti-social behaviour that indicate that the child's enrolment is likely to be detrimental to other students, the staff or the School, notwithstanding that the child be a sibling of a current student, the Principal may decline to proceed any further with the enrolment process. Similarly the on-going enrolment of a child already attending the School may be jeopardised as a result of such behaviour.

The School reserves the right not to offer any child a place in the School or to defer the offer of a place at the School at its absolute discretion but particularly when the parents/legal guardians, having been aware of the child's specific educational needs, decline to declare those needs or withhold relevant information pertaining to their child.

The School also reserves the right to terminate an enrolment where the parents/legal guardians have not declared or have withheld known information or reports pertaining to their child's needs or schooling. This information is conveyed to parents in the letter informing them of the placement of their child on the prospective Applicants' List.

After a child has been entered on the prospective Applicants' List, if the Principal decides to go ahead with the application, the School will ask the student and parents/legal guardians to proceed with the School's interview process.

Step 6: Interview Process

The interview process for Pre-Kindergarten will usually be conducted by the Pre-Kindergarten Coordinator, for Junior School places (K -6) will usually be conducted by the Head of Junior School, and for Senior School places by the Principal, or her delegate. As part of the interview process, an interview will be conducted with the child and both parents/legal guardians present, wherever possible. In addition, student applicants will be assessed by school staff to ascertain their learning needs and their readiness for Meriden programs.

At this stage, further reports or assessments may be required of any applicant, to enable the School to fully understand the child's development and/or associated needs.

At the discretion of the person interviewing, and only if considered necessary to explain financial arrangements, an on-the-spot interview might take place between parents/legal guardians and Head of Operations.

Step 6b: Individual Planning Process – as required

Where information obtained by the School indicates that the child has a disability, the Principal or her delegate, will seek to understand the exact nature of the child's needs and the strategies, adjustments and modifications required to address these needs.

An individual planning process will be undertaken and may involve:

- a request to parents/legal guardians for further information, reports or assessments, regarding any aspect of the child's development
- an independent assessment of the child by external or in-School services
- interview/s and consultation with the parents/legal guardians and/or child and other professionals involved with the child, together with representatives of the School, usually including the AIS
- advice from other independent bodies such as the AIS, RIDBC
- the development of a detailed plan in relation to the child's possible enrolment, education and support needs within the School and the projected adjustments required to enable the child to access all areas of the curriculum and overall school program, and giving consideration to the future years of possible enrolment.

Having obtained this information, the Principal will determine whether the child, if enrolled, would require services or facilities that are not required by students who do not have the child's disability. Where the Principal determines that the child would require such services or facilities, the Principal will determine whether enrolling the child would impose unjustifiable hardship on the School. In making this assessment, the Principal will take into account all relevant circumstances in the case including:

- the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the school, the child, the family of the child, and the School community); and
- the effect of the disability of the child; and
- the School's financial circumstances and the estimated amount of expenditure required to be made by the School.

In consideration of all available information, the Principal will make a decision regarding the child's enrolment. Every effort will be made to complete the application process in a timely and consultative manner.

Step 7: Written School Offer and Acceptance

At the satisfactory conclusion of the assessment and interview processes, the School may make an offer to the parents/legal guardians to enrol the child, which includes a copy of the Terms of Enrolment and Parents' Charter. At this point, an offer of enrolment is made.

To accept the offer, the parents/legal guardians must, within two weeks of receiving it, deliver to the School:

- the signed Acceptance of Offer form
- all required documentation
- the non-refundable Enrolment Fee

Failure to reply within the required time is likely to result in the position being offered to another family.

Additional places at the School will not be offered to families with outstanding debt.

Step 8: Provision of further information desirable under the terms of privacy legislation for the student's education but not terms of enrolment.

At the beginning of each school year, each student will be issued with forms such as the following, to be returned within one week (these forms will be completed by parents/legal guardians via an on-line portal):

- photograph permission form
- generic excursion form
- student data form
- medical form
- movement between campuses form and others as required (for Pre-Kindergarten and Junior School only)
- Ministerial Council for Education, Employment and Youth Affairs (MCEETYA Data)
- any other forms as appropriate.

ENROLMENT REQUIREMENTS FOR NESB STUDENTS

International students whose first language is not English will be required to sit an English assessment. Requirements apply for Non-English Speaking Background (NESB) students applying to enter Meriden.

Meriden is a diverse school, and it warmly welcomes students from non-English-speaking backgrounds (NESB).

Meriden is also a high-achieving academic school whose students are able and aspirational. To achieve in Meriden's fast-paced learning environment, students enrolling at the School need to have a suitable level of English literacy skill. Therefore, students entering Meriden need to show evidence of having reached a suitable level of skill in English literacy.

Procedures

There are no literacy pre-requisites for NESB students wishing to enter Meriden from Pre-Kindergarten to Year 3.

NESB students wishing to enrol at Meriden from Year 4 – Year 12 must meet the following literacy levels through the Australian Education Assessment Services (AEAS) or the International English Language Testing System (IELTS).

All costs associated with the AEAS or IELTS are too be paid by the parents/legal guardians.

Year	AEAS	IELTS
*4	≥30	N/A
*5	≥35	N/A
*6	≥40	N/A
7	≥61	Band 5.5
8	≥61	Band 5.5
9	≥71	Band 6.0
10	≥81	Band 6.0
11	N/A	N/A
12	N/A	N/A

NOTE. *Those applicants for Years 4 and 6 who do not meet the literacy pre-requisites set out in the table above will not be refused enrolment on this criteria alone. However, if such a student is offered enrolment at Meriden, the parent/legal guardian will be required to pay, prior to their commencement date, an additional one full term's tuition fee. This fee provides for intensive English language instruction, provided by the School, over the coming academic year.

NOTE:

1. Evidence of the appropriate level of literacy will be required prior to enrolment at Meriden and the School reserves the right to administer its own English assessment to determine entry eligibility into Meriden.
2. Exemptions to requirements for NESB students may be granted to students who live in an English speaking country and have studied in an English speaking school for at least 12 months.

3. Students enrolling at Meriden under certain specific programs may be exempt from this policy at the discretion of the Principal.

In addition, for those students who are permanent residents or citizens of Australia and have been studying in another country for more than 12 months are required to sit the Australian Education Assessment Services (AEAS) or the International English Language Testing System (IELTS).

PROVISIONAL ENROLMENT OFFER

Where circumstances give rise to uncertainty on the part of the Principal, a provisional enrolment may be offered for a child for a set period of time.

Conditions applying to such provisional enrolment will be set out in writing. In these cases, either the parents/legal guardians or the Principal may terminate the enrolment. In such circumstances, school fees may be adjusted to cover the period of enrolment only.

Provisional enrolment must not be offered to a child in relation to that child's disability, although it may be offered on other grounds in relation to that child.

DEFERRAL OF PLACES

Deferral of a place to a later year of entry is subject to availability, regardless of status of enrolment. For example paid enrolment fee does not guarantee a place in the deferred year of entry. The student will be placed back on the application list.

HOLDING OF PLACES

A place may be kept in a later year for a student who has been withdrawn from the School provided:

- a vacancy exists, at the time of re-entry, in the year for which a position is requested
- a payment is made equal to the difference between the non-refundable enrolment fee paid upon the original entry of the student and that payable at the date of re-entry
- there are no existing debts from the previous time at the School.

Should the period of intended absence be less than 10 months, places may be held subject to school tuition fees being maintained for the period of absence and the enrolment continuing to be eligible to attract government subsidies. These tuition fees paid will not be credited on the return of the student to the School.

WITHDRAWAL OF ENROLLED STUDENTS

A full school term's notice in writing, or the payment of fees in lieu, is required for withdrawal of enrolled students. A full term's fees will be charged in lieu of such notice.

SCHOOL ENTRY AGE

Students entering Pre-Kindergarten will have turned 4 years of age by May 31 of their year of entry into Pre-Kindergarten.

Students entering Kindergarten will have turned 5 years of age by May 31 of their year of entry into the Junior School.

Some flexibility may apply to Kindergarten applicants whose birthdays fall early in June and additional assessment for entry may be conducted through the Junior School.

Year One to Year Six

The usual cut off for entry into Year 1 to Year 6 is for girls whose birthdays fall before the end of May in their year of commencement. The class placement of girls who are transferring between schools, and whose birthdays fall after May, will be at the discretion of the Head of Junior School in consideration of the student's needs.

Senior School

The Public Education system has a different cut off for entry (end of July in year of commencement) than Meriden. It is recognised that there will be girls joining Meriden in Year 7 whose birthdays fall after May in their year of commencement. These girls have always been accommodated.

The placement of girls who are transferring between schools or seeking entry to Meriden after Year 8 will be at the discretion of the Principal or Head of Senior School.

EARLY ENTRY PROCEDURES (Appendix 3)

Applications for Early Entry must progress through all the usual processes of application for enrolment in Meriden, but in addition must be referred to the Head of Junior School who will oversee the application in accordance with the School Early Entry procedures. Further information may be obtained from the Registrar's Office.

MOVEMENT OF STUDENTS TO THE JUNIOR SCHOOL FROM PRE-KINDERGARTEN

Following completion of Pre-Kindergarten programs, girls (only) enrolled at Pre-Kindergarten may progress to the Junior School at the Principal's discretion.

Prior to entry into the Junior School the following steps apply:

- Records and reports from Pre-Kindergarten will be passed to the Junior School for each student
- Each girl and both her parents/legal guardians, wherever possible, may be interviewed by the Head of Junior School or Senior Staff member of the Junior School
- An extract of the Junior School Planner and other relevant documentation is available upon request to each Pre-Kindergarten family, outlining various operating policies and procedures of the Junior School.

ASSESSMENT OF NEW STUDENTS – JUNIOR SCHOOL

School assessments will be undertaken for all students entering the Junior School, at any year level, in order for girls' individual educational and general needs to be identified and addressed within the school context. Such assessments may take place either prior to entry to the School or soon after.

MOVEMENT OF STUDENTS – SENIOR SCHOOL

Girls in Year 6 will progress to Year 7. All Year 6 girls are required to sit a Learning Assessment prior to entry into Year 7 to identify academic weaknesses and to assist with class placement. Late enrolments may also be required to sit a Learning Assessment.

Current Year 10 students may be required to attend an interview with the Principal or the Head of Senior School prior to entry into Year 11.

Students in Year 10 will complete a Passport to Senior Studies Program prior to commencing in Year 11.

REGISTER OF STUDENTS' ENROLMENTS

The Register of Enrolment includes the following information for each student:

- name, age and address
- the name and contact telephone number of parent(s)/legal guardian(s)
- emergency contact details
- date of enrolment and, where appropriate, the date of leaving the School and the student's destination
- for students older than six (6) years, previous school or pre-enrolment situation
- where the destination of a student below seventeen (17) years of age is unknown, evidence that a Department of Education officer with home school liaison responsibilities has been notified of the student's full name, date of birth, last known address, last date of attendance, parent(s)/legal guardian(s) names and contact details, an indication of possible destination, other information that may assist officers to locate the student, and any known work health and safety risks associated with contacting the parents/legal guardians or student
- medical, psychological, social and emotional reports
- court or parenting orders
- immunization records

Archiving of student enrolments:

The Register of Enrolments is to be retained for a minimum period of five (5) years preceding the current date before archiving. This process is overseen by the office of the School Registrar.

Parents' Charter

Meriden values the partnership that exists between the School and the home. Students whose parents support the values, ethos and policies of the School benefit from this support and are more likely to thrive at Meriden.

By the time a girl leaves Meriden at the end of Year 12, it is hoped that she will be a:

- Confident, articulate and responsible leader
- Aspiring and academic achiever
- Well-informed and critical thinker
- Well-rounded and resilient team-player
- Creative innovator and collaborative problem-solver
- Compassionate, healthy and optimistic global citizen
- Woman of integrity, appreciative of the Christian faith.

By enrolling their daughters at Meriden, parents are committing to developing a positive partnership with our School through their:

Commitment to education

- sending their daughters to School each school day unless the girls are unwell
- sending their daughters to School each day in complete school uniform
- working positively and openly with school staff, thereby fostering a spirit of goodwill and cooperation.

Thoughtful actions

- behaving ethically and thoughtfully when attending school functions
- displaying exemplary sportsmanship at all sporting functions
- supporting the discipline policy of the School and its code of conduct
- keeping the School informed of any relevant changes to the girls' personal circumstances involving contact details and medical issues.

Loyalty to school

- representing the School positively in public forums, either formally or informally
- paying school fees in a timely manner
- contributing, where possible, to the school community.

APPENDIX 2

Disability Discrimination Definition – *Disability Discrimination Act 1992* (Cth) (DDA)

Section 4(1) of the DDA defines 'disability' as follows:

disability, in relation to a person, means:

- (a) total or partial loss of the person's bodily or mental functions; or
- (b) total or partial loss of a part of the body; or
- (c) the presence in the body of organisms causing disease or illness; or
- (d) the presence in the body of organisms capable of causing disease or illness; or
- (e) the malfunction, malformation or disfigurement of a part of the person's body; or
- (f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- (g) a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;

and includes a disability that:

- (h) presently exists; or
- (i) previously existed but no longer exists; or
- (j) may exist in the future (including because of a genetic predisposition to that disability); or
- (k) is imputed to a person.

To avoid doubt, a **disability** that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.

APPENDIX 3

PROCEDURES FOR EARLY ENTRY, GRADE REPETITION OR ACCELERATION, AND SPECIAL NEEDS

These procedures in relation to the Pre-Kindergarten and Junior School students supplement the Meriden Enrolment Policy, and should be read in conjunction with the Enrolment Policy. The following areas covered with the document:

1. School Entry Age
2. Early Entry to School
3. Transfer into Years One to Six
4. Grade Repetition or Acceleration
5. Special Needs and Gifted Education: Learning Enrichment

1. SCHOOL ENTRY AGE

Students entering Pre-Kindergarten will have turned 4 years of age by May 31 of their year of entry into Pre-Kindergarten.

Students entering Kindergarten will have turned 5 years of age by May 31 of their year of entry into the Junior School.

Some flexibility may apply to students whose birthdays fall early in June, subject to interview and assessment of the student by the School.

2. EARLY ENTRY TO SCHOOL

Early Entry to Pre-Kindergarten, Kindergarten or Year One

Applications for Early Entry into Pre-Kindergarten, Kindergarten or Year One, must first progress through all the usual processes of application for enrolment at Meriden, but in addition must be referred to the Coordinator of Pre-Kindergarten (for Pre-Kindergarten Applicants) or the Head of Junior School (for

Kindergarten and Year 1) who will oversee the application in accordance with the School's Early Entry procedures and processes.

In the case of children with unusually advanced learning abilities, it is possible to apply for early entry either into Pre-Kindergarten, Kindergarten or directly into Year One, under the School's early entry provisions.

Under the provisions of early entry, children who have:

- turned four by 30th November in the year of their enrolment in Pre-Kindergarten School
- turned five by 30th November in the year of their enrolment in Kindergarten
- turned six by 30th November in the year of their enrolment directly into Year One, may be considered for early entry in accordance with the School's conditions and procedures.

The need for early entry to school is likely to occur only in a very small percentage of the population, and will only be available to those students whose professionally assessed intellectual abilities fall in the "superior range", and who demonstrate appropriate English language skills and school readiness.

In the case of Kindergarten applicants who turn five by 31st July, the School may conduct initial assessments of the child and may then require parents/legal guardians to provide an educational psychologist's assessment. For those beyond 31st July, a full psychometric assessment conducted by a suitably qualified, educational psychologist must be provided to the School by the child's family. Alternatively, it may be possible in some cases, for the School Psychologist to conduct the assessment and provide a brief report to parents/legal guardians.

The School, in view of best serving the child's needs, will then make a decision regarding enrolment, through the Learning Enhancement Committee, in consultation with parents/legal guardians.

The final decision regarding acceptance or deferral of the enrolment will be made through the Learning Enhancement Committee, in full consultation with the Head of Junior School.

Early Entry Application Process

Initial inquiry

All of Meriden School's applications for enrolment procedures apply in the usual manner to applications for early entry and must be completed prior to application for early entry.

Following the completion of application for enrolment through the School Registrar, all inquiries regarding early entry will be directed to the Head of Junior School, via the Junior School Office.

Age

The age of the early entrant will be verified as being within six months of the standard entry age for the grade for which entry is sought. An original birth certificate or passport will be sighted.

Psychometric Assessment

A comprehensive psychometric assessment and supportive recommendation from a suitable, registered educational psychologist will need to be supplied to the School by the applicant's parents or guardians. In addition to the child's academic aptitude, consideration will be given to factors such as social, emotional and physical development, and English language skills.

Reports

Reports will be required, where possible, from the child's pre-school or day-care centre etc. and, if appropriate, from the child's medical doctor or other professional service providers. The School may call to speak with the child's pre-school or day-care centre.

Pre-School Visit

Teachers from Meriden may visit and observe the applicant in his/her pre-school or similar environment.

Pre-enrolment Visits and Assessment

The applicant will be required to attend Meriden School for one or several sessions for observation, interview and more formal assessment.

Parent/Legal Guardian Interview

Parents/Legal Guardians are able to supply extremely valuable information regarding their children, and an interview with parents/guardians and members of our teaching staff will be arranged.

Learning Enhancement Committee

Recommendations regarding the child's early entry application will be made by the Learning Enhancement Committee, which consists of suitably qualified and experienced staff members. In all cases, recommendations will be made in accordance with what is considered to be in the best interests of the child concerned, within the context of our School.

Review Process

Each early entry placement is reviewed by the Learning Enhancement Committee after six weeks, or earlier depending upon need. At this time, recommendations will be made concerning the continuation or otherwise of the early entry placement. If it is found that the placement is unsatisfactory in terms of the child's or the School's needs, the School reserves the right to discontinue the student's placement and defer it until a later time, usually the following year.

Subsequent reviews will be conducted as necessary, in particular, as the student nears the end of the school year, and in consideration of grade or class placement in the following year. It is expected that the child will continue to progress through the school at the usual rate. However, sometimes, extenuating circumstances may necessitate a revision of this progress.

3. TRANSFER INTO YEARS 1 TO 6

The usual cut off for entry into Year 1 to Year 6 is for girls whose birthdays fall before the end of May in their year of commencement, in accordance with the age of their respective year group.

The class placement of girls who are transferring between schools, and whose birthdays fall after May, will be at the discretion of the Head of Junior School. The placement of girls will depend upon their cognitive abilities, the standard of their previous academic performance, English language skills, and social and emotional development.

Girls whose birthdays fall after 31st July in their year of commencement, in accordance with the age of their respective year group, and who are seeking admission into Meriden between Year 1 and Year 4, should have assessed, cognitive abilities at least in the "superior range".

The School will conduct assessments for students transferring from other Schools and may recommend grade repetition for girls for whom it is considered detrimental to enter a particular grade at a younger age than the cohort. Such recommendations will be made by the Junior School's Learning Enhancement Committee, in consultation with parents and the student concerned.

For girls whose birthdays fall after July, and who are seeking entry in Year 5 or Year 6, social needs will be considered in conjunction with academic needs. This is to take into account the potential impact on an older child of grade repetition.

4. GRADE ACCELERATION OR REPETITION

From time to time, parents/legal guardians request grade repetition for their child. Whilst this is not usually the School's preferred option, individual needs will be considered and decisions managed by the Learning Enhancement Committee, in consultation with parents/legal guardians, students and teachers.

Parents/Legal Guardians may be required to supply the School with full psychometrics assessments from a registered educational psychologist; alternatively such an assessment may be conducted by our School Psychologist.

Similarly, parents/legal guardians may request grade acceleration for their child. Applications for such accelerations are managed by the Learning Enhancement Committee and decisions are made, in consultation with parents/legal guardians, students and teachers. Parents/Legal Guardians will be required to supply the School with full psychometric assessments from a registered educational psychologist; alternatively in some cases, such an assessment may be made by the School Psychologist.

Students will only be accelerated or repeated if this is believed, by the School, to be in the best interests of the child. The School will conduct relevant reviews and assessments as part of the acceleration or repetition process and further professional assessments may be required.

Following an initial six weekly review, or earlier depending upon need, recommendations will be made concerning the continuation or otherwise of the current grade placement. If it is found that the placement is unsatisfactory in terms of the child's or the School's needs, the School reserves the right to discontinue the student's placement and enable the student to return to their original grade level.

Subsequent reviews will be conducted as necessary, in particular, as the student nears the end of the school year, and in consideration of grade or class placement in the following year. It is expected that the child will continue to progress through the School at the usual rate. However, sometimes extenuating, circumstances may necessitate a revision of this progress.

Teachers must refer any decision relating grade acceleration or repetition to the Head of Junior School and the Learning Enhancement Coordinator in the first instance, prior to discussion with parents. It is expected that matters relating to grade repetition or acceleration will be raised well within the first semester of the particular year.

Final decisions regarding these matters will be made in full consultation with the Head of Junior School.

5. SPECIAL NEEDS AND GIFTED EDUCATION: LEARNING ENRICHMENT

Our staff endeavour to differentiate the curriculum effectively to meet the needs of all students, including those with particular needs or abilities. To this end, for learning enrichment programs with the Junior School, Meriden currently employs a:

- Learning Enhancement Coordinator, who also oversees Gifted Education;
- School Psychologist, part time;
- Learning Support Teacher;
- EALD Teacher (English as another Language or Dialect) and
- Teacher aides

For students seeking enrolment into Meriden School it is both vital and required that parents/legal guardians discuss in full any special learning needs or abilities of their child at, or prior to, the initial interview and provide any appropriate reports to the school for consideration.

Parents/Legal Guardians of enrolled students are urged to discuss as early as possible the special needs of their child, with the class teacher and the Learning Enhancement Coordinator, Learning Support or EALD teachers, as appropriate. These teachers may assist in the identification of students with particular needs or abilities through procedures such as: observation; parent/legal guardian and teacher interviews or checklists; assessment of work samples and use of teacher designed or standardised tests. Students may also be referred for further professional assessment should this be deemed necessary.

Whilst the class teacher is primarily responsible for students' education, support teachers may assist with programming for an individual or group of students; help select/provide appropriate student textbooks and teacher resources; assist with formation and outworking of ability groupings e.g. across-grade or stage; involve students directly in individual or group programs, depending upon the magnitude of difficulty or ability; and assist with staff training and the provision of teacher reference materials. The Learning Enhancement Coordinator may assist in the coordination of extra-curricular programs and activities such as enrichment courses, clubs and competitions.

A copy of any professional or psychological assessments completed by the child should be left at the Junior School Office for consideration by the Head of Junior School, Learning Enhancement Coordinator and other relevant teaching Staff.



Terms of Enrolment

1. Introduction

These Terms of Enrolment set out the agreement between Meriden School and parents or guardians (each a **Parent**) who signed and returned the Application for Enrolment in respect of the student named in the Application for Enrolment (**Student**) relating to the Student's enrolment and attendance at the School. By accepting an offer of enrolment at the School each Parent agrees to comply, and ensure that the Student complies, with these Terms of Enrolment.

2. Attendance

- 2.1 Subject to these Terms of Enrolment, the Student must attend School during school hours every school day during term, and at any other time as required for school events, activities or disciplinary reasons.
- 2.2 If the Student is unable to attend School on a given day due to illness, Parents must contact the School by 8.00am that day by telephone or email as notified from time to time.
- 2.3 The Student may not be absent from School, other than for illness, without the School's written approval at least three days prior to the absence.
- 2.4 The Parents must submit any approval request under clause 2.3 that is a request for extended leave as early as possible but in any event no later than fourteen [14] days prior to the absence.
- 2.5 The School may grant or refuse each request for Student absence in its sole discretion and on any conditions as it sees fit. School fees remain due unless the School waives its rights in writing. Students granted extended leave may hold a place at the School as long as full school fees are being paid and the Student does not enrol in another Australian school.
- 2.6 Each Parent grants permission for the Student to attend and participate in all school events and activities including but not limited to excursions and camps. The Parents may request that the Student be excused from an activity by providing the Principal with a request in writing with reasons supporting the request, and the Principal may approve such a request in her sole discretion.

3. Behaviour

- 3.1 The Student must:
 - a. comply with the School's rules and policies from time to time (School Rules and Policies) and with all lawful directions of School staff;
 - b. behave in accordance with the School's values and not do anything that may bring the School into disrepute; and
 - c. wear the school uniform neatly and properly while at the School, at all school events and when travelling to and from the School.
- 3.2 If the Student breaches any of the School Rules and Policies or any obligation under these Terms of Enrolment, the School may discipline the Student.
- 3.3 The Student must not possess, supply or consume any alcohol, illegal drugs or cigarettes at School, while travelling to or from School, or during any School-related activity.

4. Parents

- 4.1 Each Parent must:
 - a. ensure that the Student has all items necessary to attend School and participate in school activities;
 - b. attend parent-teacher interviews as requested;
 - c. comply with all relevant School Rules and Policies and with the directions of School staff; and
 - d. behave in accordance with the School's values and not do anything that may bring the School into disrepute.
- 4.2 Each Parent warrants that they have full power and authority to enter into and perform their obligations under these Terms of Enrolment.

Continued

5. Communication

- 5.1 The School may in its discretion act on the basis of instructions or information provided by either Parent.
- 5.2 Information included in any School newsletter will be deemed received by Parents on issue.
- 5.3 The Parents must immediately notify the School of any change to their contact details. Responsibility for maintaining the accuracy of each Student's details rests with the Parent.

6. Fees

- 6.1 The School Council will determine the School's enrolment and tuition fees from time to time and may vary them without notice to the Parents.
- 6.2 The School will issue fee notices to Parents, and the Parents must pay the fees in full by the date specified on the fee notice.
- 6.3 The School will charge an administration fee of \$95 for each overdue amount, and may charge interest.
- 6.4 Each Parent is jointly and severally liable for payment of school fees.
- 6.5 If the Parents are unable to pay school fees by the due date, they may notify the School Council and the School may in its discretion enter into alternative payment arrangements with the Parents.
- 6.6 If the Parents fail to pay any school fees in full by the due date, the School may suspend or expel the Student from the School and may commence any action it considers appropriate to recover debts comprising unpaid school fees and any related costs including but not limited to legal costs.
- 6.7 If the Parents fail to pay any school fees by the due date (including any instalments under an agreed payment plan), the School reserves the right to exclude the Student from extra-curricular activities.
- 6.8 If the Student starts attending the School after the first week of term, the School will charge the Parents the school fees for that term calculated as a pro rata amount of the fees otherwise payable for the full term. If the Student ceases attending the School during a term for any reason, school fees remain due and the School will not refund any School fees already paid.
- 6.9 The School will charge other costs, including but not limited to the costs of camps, excursions or materials, to the Student's school account, and those costs will be payable on the same payment terms as school fees.

7. Disclosure

- 7.1 The Parents must disclose to the School all medical and education information relating to the Student, and any other information relating to the Student's needs at School, in a complete, accurate and current form. If the Parents fail to declare any such information the School may terminate the Student's enrolment with immediate effect.

8. Illness or injury

- 8.1 If the Student is injured or ill and requires first aid or urgent medical treatment (including without limitation treatment by a doctor, paramedic or ambulance officer, hospitalisation, injections, blood transfusions, surgery or similar treatment), the Parents authorise the School to do all things it considers necessary or appropriate for the Student's welfare including but not limited to authorising such treatment.
- 8.2 The Parents must pay all of the School's medical expenses relating to the Student.
- 8.3 The School and its employees and agents are not liable for any losses or damage in relation to any first aid or other medical treatment provided to the Student by the School or under its authorisation.
- 8.4 Each Parent indemnifies the School against all liabilities, losses, damages, costs and expenses suffered or incurred by the School in relation to any act or omission by the School or under its authorisation in relation to any first aid or other medical treatment provided to the Student, and the Parents release the School from all related claims and liabilities.

Continued

9. Termination of enrolment

9.1 If the Student:

- a. seriously or repeatedly breaches the School Rules and Policies, or fails to follow staff directions;
- b. does anything that may bring the School into disrepute; or
- c. is absent repeatedly, or for an extended period, without School authorisation,

the School may suspend or expel the Student from the School. School fees remain due and the School will not refund any School fees already paid.

9.2 If in the School's opinion its relationship with either or both Parents is at any time not one of trust and cooperation, the School may terminate the Student's enrolment.

9.3 If a Parent breaches any of these Terms of Enrolment, the School may terminate the Student's enrolment.

9.4 If Parents wish to withdraw the Student from the School, or from any additional activity the Student is undertaking, the Parents must provide the Principal with one full term's written notice. If such notice is not provided, the Parents must pay to the School the school fees for the total term or activity as per the School's fee schedule at that time. Re-enrolment is at the School's sole discretion and a re-enrolment fee will apply if a new Application for Enrolment is accepted and a place is available.

10. Insurance

10.1 Parents should take out appropriate insurance cover.

The School does not hold insurance to cover medical expenses arising from any injury the Student suffers while taking part in school activities, including without limitation school sporting activities.

10.2 The School has accident insurance covering all enrolled students for their school activities, with worldwide cover. The insurance benefits may include lump sum payment for certain permanent disability, certain non-Medicare medical expenses and benefits for broken bones and damaged teeth. Further details may be obtained from the School's Business Services Office.

10.3 The Parents acknowledge that the School does not have insurance for, and takes no responsibility in relation to, the Student's personal belongings.

11. International Students

Additional terms of enrolment apply to International Students as notified at the time of enrolment and varied in the School's reasonable discretion on one term's notice.

12. Miscellaneous

12.1 The School may at any time commence, vary or discontinue any academic or other program without notice to the Parents.

12.2 The School may use any personal information it collects under these Terms of Enrolment in accordance with the School's privacy policy.

12.3 The School may confiscate, examine or conduct searches of the Student's belongings and locker, and may undertake any surveillance or monitoring it considers appropriate.

12.4 The Parents and Student must not publish or cause to be published any images of or information relating to the School, or any images of or information relating to any person connected with the School, or any of the School's intellectual property without the School's prior written approval.

12.5 The School may vary these Terms of Enrolment in its reasonable discretion on one term's notice.

THEME 9

Summaries of School Policies

Student Welfare

The welfare and happiness of our students are always important concerns at Meriden. The School is fully committed to promoting the welfare, safety and security of all its students, regardless of race, creed, religion, gender, ability or disability, and to providing appropriate academic programs for all students.

The pastoral and welfare program is aimed at recognising the interconnectedness of student well-being and achievements. The School fosters the development of respect for each individual and of service, within the Christian context of the School. The School also encourages its students to be compassionate, well-informed, confident and articulate. Meriden seeks to provide a safe and supportive environment which minimises the risk of harm and ensures that students feel secure.

Across the School, the services of a psychologist and counsellors are available to support our welfare programs and assist individual students as appropriate. Wherever possible, our psychologist and counsellors work in conjunction with the student's family, in a mutually supportive framework. The School also has a Christian Chaplain and Chaplaincy team available to assist families and students in need.

Our Child Protection Policy and procedures are rigorously employed in the protection of our students and in the engagement, induction and on-going training of all staff. The full text of the Child Protection Policy and Procedures is published on the School's website and intranet. The Child Protection Policy and Procedures was reviewed in 2019 and changes were made to include information about the School's child protection procedures for staff recruitment, induction and annual training and to include reference to procedures for parents and students to report any inappropriate, reportable or criminal conduct (see further below).

Junior School

Teaching staff provide daily pastoral care that is primarily centred on the child's class teacher/s, but is supported by all teachers and staff members. In addition to general related teaching across the curriculum, students are involved annually in the "Bounce Back" Program and other anti-bullying and anti-cyber bullying education. Child Protection lessons are conducted across the School from Kindergarten to Year Six, and all child protection concerns are referred immediately to the Head of Junior School.

The full text of the Junior School's Student Welfare Policy and Procedures can be accessed on the School's intranet (staff and parents) and upon request from the Principal or Head of Junior School. There were no changes made to this policy in 2019.

Senior School

In the Senior School, the Head of Teaching and Learning oversees curriculum while the Head of Senior School oversees the Pastoral Program. The two Heads work as a team to ensure the well-being of students in all facets of their school life. Every effort is made to involve parents as partners in their children's learning and teachers are involved in many interviews with parents.

On a daily basis, Tutors meet with and care for a small group of students in pastoral time, and additional pastoral support is available through Year Coordinators.

The full text of Senior School's Pastoral Care and Student Welfare Policy and Procedures can be accessed on the School's intranet and upon request from the Principal or Head of Senior School. No changes were made in 2019.

Student Discipline Policies and Procedures, incorporating Anti Bullying

The students of Meriden are expected to uphold the traditions and expectations of the School. The School's Code of Conduct is designed to promote a high standard of conduct in each girl and to ensure the safety of all and the efficient running of the School. It is communicated regularly to all students, in an age-appropriate fashion and at appropriate intervals.

Meriden does not tolerate bullying, including cyberbullying. Bullying behaviour is dealt with within the discipline codes of the School and students are regularly reminded to report all incidents of bullying promptly to teachers. The policies also include contact information for the local police School Liaison and Youth Liaison Officers.

The School's discipline policies and behaviour management plans are based on principles of procedural fairness and involve parents in the processes of procedural fairness when sanctions may result in suspension and expulsion. The School is committed to the principles of procedural fairness, providing students and/or their parents with the appropriate opportunity to respond to matters raised, and provide for a review of process and findings, as appropriate.

The School's discipline policies expressly prohibit the use of corporal punishment of any kind in disciplining students attending the School. Further, the School does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents or caregivers, to enforce discipline at the School.

Parents, guardians and students are provided with details of the procedures involved in the disciplinary processes within the School in the Student Planners issued to Junior and Senior School students. The measures outlined are part of a framework where there is an emphasis on positive encouragement for correct behaviour as a matter of choice, rather than fear of the negative consequences for wrong behaviour. However, on infrequent occasions, there is a need for formal disciplinary procedures of a significant or serious nature.

Junior School

The Junior School's Discipline and Behaviour Management Policy and Procedures sets out the Code of Conduct and the School's approach to Behaviour Management including Anti-Bullying.

In the Junior School, class teachers ensure students in breach of expectations are made aware of the issues involved and are always provided with the opportunity to respond to a situation or allegation. Bullying behaviour is dealt with within the policy of the Junior School.

Parents are fully informed of any on-going disciplinary matters and may be asked to attend an interview with a view to finding a positive way forward. Parents and/or students may seek a review of the decisions made, with member/s of the Junior School Executive, followed by the Principal.

The full text of the Junior School's Discipline and Behaviour Management Policy and Procedures is contained in the Junior School Planner and can be accessed on the School's intranet (staff and parents) or upon request from the Principal or Head of Junior School. No changes were made to the policy in 2019.

Senior School

The Senior School's Discipline Policy is supplemented by the:

- Code of Behaviour
- Student Behaviour Management Plan
- Uniform regulations
- Sport Code of Conduct
- ICT Code of Conduct

- Anti-Bullying Policy and Procedures

The full text of these policies and procedures can be accessed on the School's intranet (staff and parents) and upon request from the Principal or Head of Senior School. Substantive extracts are also contained in the Senior School Planner. No changes were made to the Discipline policy or Anti-Bullying Policy in 2019.

Grievance and Complaints Handling Policy and Procedures

Meriden School is committed to providing a fair, safe and productive environment where grievances are dealt with sensitively and expeditiously, and has in place a Grievance and Complaints Handling Policy and Procedures for Parents and Students.

An essential part of developing a positive environment is ensuring that parents, staff and students are encouraged to come forward with their grievances in the knowledge that school authorities will hear their grievance and take appropriate action. Across the School, an age-appropriate approach to the resolution of grievances is employed, within the general framework of the student welfare and discipline policies and procedures. Meriden School treats complaints and grievances seriously and sensitively, having due regard to procedural fairness, and confidentiality and privacy requirements. Procedural fairness principles include the right to know the allegations, the process by which the matter will be considered, to respond to the allegations, to know how to seek a review of the decision, to impartiality and absence of bias by the decision-maker.

Both the Junior and Senior School Planners provide clear advice on how parents can raise a concern including which staff member to contact. In accordance with Meriden procedures, parents or students of the Junior School are urged to raise a concern directly with the appropriate class or specialist teacher, followed, if necessary, with the appropriate Stage Coordinator or Dean of Junior School, or Head of School. Similarly, in the Senior School, complaints should be raised with the teacher, Year Coordinator, Head of Department or Head of School, as appropriate. Separate procedures apply for complaints or allegations of staff misconduct or reportable conduct. These should be made directly to the Principal or the Chairman of the School Council if the complaint is about the Principal.

The Head of School or the Principal may be involved in complaint deliberations at any stage of the process, as appropriate, and other support staff may be called upon e.g. School Counsellor or Psychologist. Mediation may, as appropriate, be offered by the School's Grievance Officer.

All matters of concern relating to interactions with staff, student relationships, conflicts, discipline, must be referred to the School for investigation and appropriate action. Under no circumstances should parents or other adults directly approach students (children of other families) with their concerns.

The full text of the Grievance and Complaints Handling Policy and Procedures - Parents and Students is available on the Meriden website and can be accessed on the School's intranet (staff and parents) or upon request to the Principal. In 2019 this policy was revised to add a new section of procedures for dealing with parent, carer or community member complaints or allegations of employee misconduct or reportable conduct which are different to procedures for general complaints by parents and students.

THEME 10

School determined priority areas for improvement

The following priority areas nominated for 2019 were identified and addressed as follows:

Priority Area	Achieved	Comments
Whole School Pre K–12		
Focus continued on ensuring the well-being of our staff and girls, as set out in our Strategic Plan 2019-2022 (https://www.meriden.nsw.edu.au/assets/downloads/Meriden_Strategic_Plan_2019-2022.pdf)	●	Ongoing. New Strategic Plan announced 2019.
Teaching and Learning Junior School Pre-K - 6		
Focus on creative and critical thinking to sustain student curiosity in learning	●	All teaching staff engaged in professional learning and designed and implemented a professional learning plan based on this theme.
Further individualise learning programs and progress for students	●	Six staff completed the UNSW Mini-COGE course.
Support the implementation of new syllabuses across the School	●	A team of teachers investigated the PDHPE K-10 syllabus and provided professional development to staff, for implementation in 2020. The revised <i>Science K-10 syllabus</i> was implemented in 2019.
Build on the work of tracking student academic progress	●	A new senior staff role of Dean of Academic Care commenced in 2019.
Teaching and Learning Senior School Years 7-12		
Forge connections with industry and the tertiary sector	●	Year 12 Engineering Studies students participated in the Wanago Program, attending UTS on a weekly basis to learn from academic staff and industry representatives.
Enhance the acquisition of skills through Lateral Learning	●	Meriden hosted the Festival of Speech and placed 4 th with students participating in all sections. Multiple STEM activities engaged and challenged students, such as the Space in Schools Competition. A global outlook fostered an appreciation of opportunities available overseas. Year 12 students gained places for 2020 at prestigious universities in the UK and USA.
Provide professional learning to improve teaching practice	●	Erica McWilliam from the Queensland University of Technology provided the initial Staff Day professional learning and follow up session, focusing on student engagement. Subject specific external professional learning continued to inform teachers' understanding of current thinking.
Continue to promote the use of technology in the classroom	●	The learning of Year 7 students was supported by the growth of the robotics

		program. The purchase of additional equipment for the foundry, such as 360 degree cameras, increased the creative capacity of students.
Create engaging programs for new syllabuses	•	Teachers created and implemented new programs, capturing the spirit and intention of new syllabuses in Stages 4 and 6.
Promote critical and independent thinking		
Facilities and Resources Prep and Junior Schools		
Construction of three Pre-Kindergarten and three Kindergarten classrooms on the Lingwood campus	•	Opened in March 2019.
Expand the specialist facilities in the School	•	The Cottage became a specialist language teaching space. Preparation for the construction of new Music classrooms, Music Academy rooms and a STEM space.
Technology Senior School Years 7-12		
Add updated 3D Printing to Foundry	•	
Install new data cabling into DaCA Building	•	
Fit out new History Rooms with new electronic boards	•	
Replace of Electronic Projectors in Science	•	
Provide Adobe CC Suite for all Students	•	
Installation of new PA system in Sports Centre	•	
Technology Whole School Pre K -12		
Install CCTV on all campuses	•	
Replace all Staff Laptops	•	
Full Server Refresh	•	
Implement Replication Site	•	
Install redundant internet connection in Junior School	•	
Setup Intune to manage devices across all campuses	•	
Setup Intune to manage devices across all campuses	•	
Introduce of Foldr to provide a private cloud access to centralised files	•	
Upgrade of ICT Helpdesk system	•	
Introduce Bus monitoring system	•	
Setup the new Uniform Shop in Strathfield	•	
Technology Junior School		
Purchase Robotics equipment for each year group	•	Donated by the JSA.
Complete full 1 to 1 device program	•	

Fit out the new Lingwood complex with Network, Wifi, Electronic Boards, Print, and staff facilities	•	
Add various Robots 3D printing equipment	•	

THEME 11

Initiatives promoting respect and responsibility

Meriden is a culturally diverse Christian school in which responsible citizenship and respect for others are strongly encouraged. We emphasise an holistic, well-balanced approach to living and learning, promoting well-being and respectful relationships, in all we do. The School has a counsellor, psychologist, Chaplaincy team and year-based pastoral teams who are involved in the pastoral care of students and their families.

Our behavioural expectations are made clear to students in a number of ways, for example, the discipline code is clearly stated in the Student and Staff Planner. It is enforced clearly and fairly and the School is a calm and safe place with minimal discipline problems.

Across the School P - 12, our extensive and exciting cocurricular and sporting programs provide invaluable opportunities for personal growth, development and satisfaction for the vast numbers of students involved in these impressive programs. Similarly, a wide variety of activities promote the value and practice of service to others, particularly those in need within our community and beyond.

Junior School

Respect and responsibility are key facets of the Junior School and are embedded in the Golden Rule: “*Do to others as you would have them do to you*” Luke 6:31. (NIV). The Junior School POWER approach to student wellbeing encourages students to be positive, optimistic and willing, to have empathy and show respect. Respect and responsibility are actively taught in teaching programs and pastoral care sessions. Lessons focusing on digital citizenship are designed to promote the development of responsibility and resilience.

The development of awareness of the needs of others and respect for the diversity of people’s heritages occurs through participation in global awareness activities associated with Harmony Week, Reconciliation Week, NAIDOC Week, the Anglicare Christmas Appeal, and financial support for six sponsor children. The student-led Cultural Awareness Team has a particular focus on promoting Aboriginal and Torres Strait Islander cultures and organising participation in the Great Book Swap to support the Indigenous Literacy Foundation. The lunchtime Christian groups are widely attended.

Students are encouraged to assume responsibility for an aspect of school life through a leadership role, including Class Captains, Prefects and House Leaders. All Year 6 students are viewed as leaders and have the opportunity to join a leadership team within their area of interest, such as the Cru team, Environmental Team, Library Team, News Team, STEM Team and Cultural Awareness Team. Students can also facilitate the commencement of a new team or library club.

An outdoor education program assists students in Years 2 to 6 to develop skills associated with responsibility through challenging activities, such as canoeing, rock climbing, abseiling, sailing and strategic games.

Senior School

Respect and responsibility are intertwined in almost all our School activities and programs, and in regular pastoral care lessons, we promote and practise skills of understanding and tolerance.

The School participates in NAIDOC and Languages week and guest speakers frequently attend assemblies and encourage students to learn ways to help those less fortunate than themselves, or to become aware of issues affecting the world, and our possible responses.

The Christian ethos of ‘serving others’ is a continual theme throughout our varied cocurricular activities and students are encouraged to give serve others through activities such as:

- The Interact and Social Justice Clubs and the House Service Weeks where the students organise creative activities for staff and student to fundraise for their chosen charities. Some of the charities supported by the Houses were:
 - Toys 'n' Tucker (Anglicare) – distributes Christmas food and toy hampers to families in need
 - LIVIN' -breaking the stigma of mental health
 - Every Little Bit Helps – redistributes unwanted toiletries (e.g sample makeup and hotel toiletries) to those in need
 - Fitted for Work – helps Australian women experiencing disadvantage get work, keep work and navigate the world of work
 - Camp Lionheart - annual camp run by the children's Hospital at Westmead for children with brain and spinal injuries and complex neurological and musculoskeletal conditions
 - Orange Sky – a charity aiming to increase a sense of dignity for the homeless by offering free mobile laundry and shower services
- The student Christian groups continue to run successfully with over 150 girls attending each week.

Our outdoor education and camping programs in Years 7 to 11 each visit a different location and context, and provide a wide range of outdoor experiences and challenges, which facilitate the development a multitude of skills, including many aligned with responsibility and respect, for example: teamwork and collaboration, relationship building, self-confidence and resilience, bush survival skills, environmental responsibility and awareness, orienteering and safety, service activities, physical wellness and strength, social and emotional well-being, personal presentation.

Further personal development opportunities are available to students through:

- Broad ranging student leadership opportunities right across the School
- Attendance and/or leadership at SCG Christian Camps
- Duke of Edinburgh Award Scheme
- Green Team which continues to look at ways to develop the sustainability of the environment around the School e.g. recycling.

THEME 12

Parent, student and teacher satisfaction

Parents and Students

Each year Meriden surveys parents of students in Pre-Kindergarten, Year 6 and Year 12, and it also surveys the students in Year 5, Year 6 and Year 12.

In 2019, the survey questions were aligned across the surveys and grouped under six major categories. Two additional categories applied to Year 12 only. Year 12 students were asked about tertiary advice received, and Year 12 parents were asked about the Meriden Vision. The categories of questions were:

- i. General demographics
- ii. Pastoral care
- iii. Teaching at Meriden
- iv. Learning opportunities at Meriden
- v. Facilities and resources at Meriden
- vi. Technology
- vii. Tertiary Advice at Meriden (Questions for Year 12 students only)
- viii. Meriden Vision - The questions in this category refer to the Meriden Vision of the skills and attributes with which a Meriden student will graduate. (More information on this is available in the Strategic Plan 2017-2019 brochure) (Questions for Year 12 parents only)

Responses to the surveys by both parents and students were very positive.

Parents scored an average of 8.9 out of 10 when asked how likely they would be to recommend Meriden School. Parents rated their overall level of satisfaction with their experience at Meriden School as 8.4 out of 10.

Staff Satisfaction Survey

In the second half of each year, Meriden conducts its annual staff survey. In 2019 107 responses were received.

The care taken of students and the quality of teaching were again rated equal highest in the staff survey. This was followed by the level of support received from their manager and the level of support received from peers.

By applying weightings of 1 for 'Totally Dissatisfied' up to 5 for 'Very Satisfied', a continued increase in average overall satisfaction by staff has been measured. The satisfaction measure rose from 4.0 out of 5 in 2017, to 4.1 out of 5 in 2018, and in 2019 it was 4.4 out of 5.

Meriden staff are also strong advocates of Meriden as an employer and school, and continue to be proud to work at Meriden.

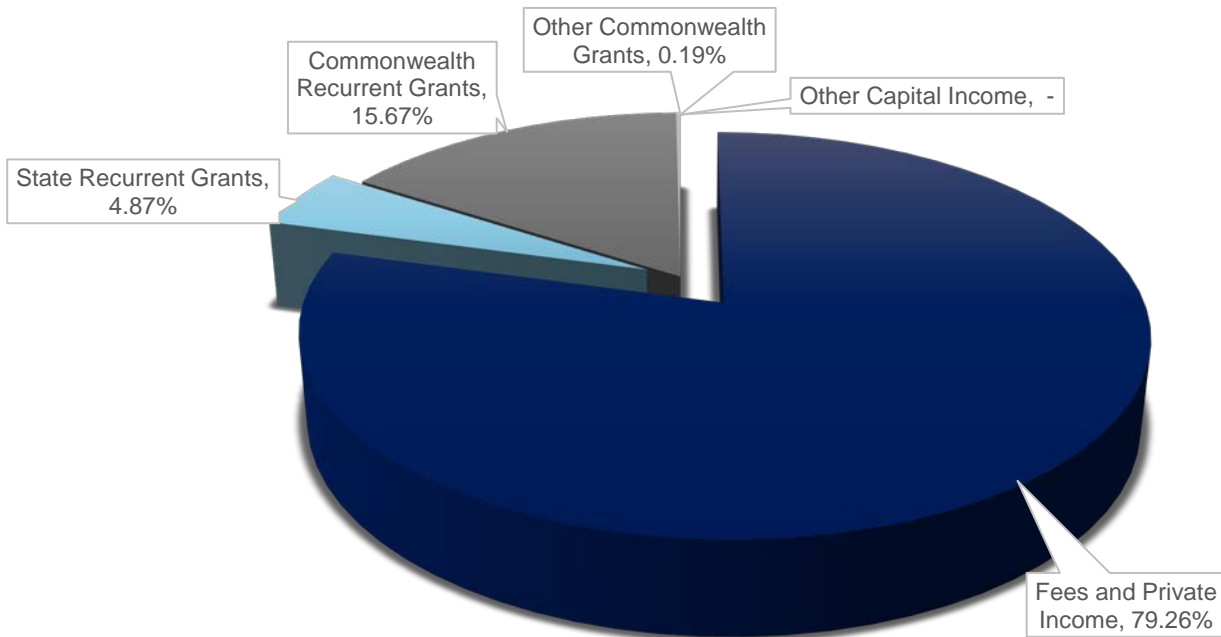
Staff Satisfaction Survey – Would you recommend Meriden and how proud are you of Meriden (out of 10)

How likely would you recommend to a friend or colleague		How proud are you to work at Meriden?
Working at Meriden	Meriden as a school	
8.7	9.0	8.0

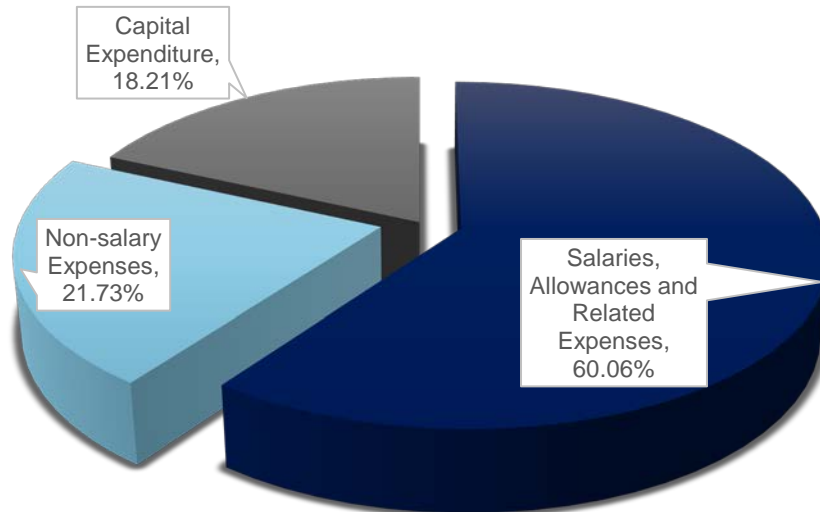
THEME 13

Financial information

Meriden School Recurrent & Capital Income 2019



Meriden School Recurrent & Capital Expenditure 2019





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