



2022

EDUCATIONAL AND  
FINANCIAL REPORT



**MERIDEN**  
AN ANGLICAN SCHOOL FOR GIRLS

**125** YEARS  
EST. 1897



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# Theme 1

## MESSAGE FROM KEY SCHOOL BODIES

### CHAIRMAN OF THE SCHOOL COUNCIL

In 2022, the Meriden community marked the School's 125-year anniversary with a range of tributes and special events, including the opening of a new playground in the Junior School campus, a magnificent Celebration Concert by Junior School musicians, and the opening of the School's new building, the Greenhalgh Centre for Music and Drama, complete with a lighting installation commissioned to mark the anniversary. The celebrations culminated with a joyous concert at the Sydney Opera House, featuring the world premiere of a choral and orchestral work by composer Oliver John Cameron. The work was commissioned to mark the anniversary – making fitting testament to how Meriden has grown and thrived in its 125 years.

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 and support staff. In 2022, they were again 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.

Dr Greenhalgh retired at the end of 2022. The best way to describe Julie's leadership contribution is transformative. Over the past sixteen years Meriden has gone through a series of transformations – educational, size of the School, the fabric and facilities of the School, co-curricular areas such as Sport, Music and Drama, and finally the Christian ministry of the school. Transformative leadership is something of a buzzword, more common in books and articles than in reality. For Julie, transformative leadership has not just been a theory or an aspiration, but a legacy.

Mrs Lisa Brown was appointed as Principal elect in October 2022 and commenced her role as Principal formerly on 1 January 2023. Lisa has a long history at Meriden and the transition was well managed. We have full confidence that Lisa will continue the excellent management of the School.

Both the full Council and the Council Executive met regularly during 2022. In addition, there were a number of other sub-committees of the Council which had specific tasks and which reported back to the Council. Ms Sarah Harmston and Rev Stephen Gardner resigned during the year.

The Class of 2022 achieved outstanding HSC results. Meriden was ranked 17th in the 2022 HSC Ranking published by the Sydney Morning Herald with a median ATAR of 90.5. Below is

a summary of some of the HSC highlights of the Class of 2022.

Three students were awarded the highest possible ATAR of 99.95. A mark of 100% was achieved in three courses. A first or equal first in State was obtained in six subjects – Food Technology, Japanese Beginners, Music 2, Music Extension, Science Extension and Spanish Beginners. Top 10 placings were also achieved in Chinese in Context, Community and Family Studies, English EAL/D, Hospitality Examination (Kitchen Operations and Cookery), Japanese Beginners, Science Extension and Spanish Beginners. 52% of students received an ATAR of 90 or above. Twenty two students (14% of students) were named as All-Round Achievers and there were 360 Distinguished Achievers (Band 6 results).

Meriden also achieved excellence in Music, Drama, Design and Technology and Sport. A remarkable seven students were nominated for inclusion in the annual ENCORE concert, a showcase event of the most outstanding HSC Music performances and compositions from across the state. Two students' Major Works were nominated for the HSC Drama Showcase, OnSTAGE. Three students had their Major Works nominated for inclusion in the Shape exhibition which exhibits outstanding HSC Design and Technology projects. After successfully completing their HSC, three of Meriden's tennis players will take up their tertiary studies at American Universities, enabling them to pursue their tennis careers in the highly-competitive world of collegiate sport.

Meriden has become one of, if not the, leading academic non-selective school in NSW.

The Council also acknowledges sincerely the very significant contribution which an enormous number of volunteers make to the School, often quietly and without fanfare.

REV DR ANDREW KATAY  
CHAIRMAN OF SCHOOL COUNCIL

### PRINCIPAL

Throughout the year, the School community and I have "walked through" the history of the School as part of our 125th anniversary celebrations. In fact, the whole year has been a time of celebration as we rejoiced in God's gracious provision to the School over its 125 years.

# Theme 1



After a COVID-disrupted Semester 2 in 2021, it was a huge relief to be able to resume learning, confidently on site, at the start of 2022. Nonetheless, for the first three terms of the year, we implemented a considerable number of precautions in order to keep our community as safe as possible from COVID-19.

We spread out the girls in Assembly and Chapel which meant that there were often girls watching these events remotely in their classrooms or in the Lecture Theatre. The girls were allowed to wear their sports uniform to and from school on their sports days in an attempt to minimise the use of the “super-spreading” change rooms.

Masks were mandatory for much of the year for staff and for the Senior School girls, while many Junior School girls chose to wear them too. Happily, by the start of Term 4, the restrictions had eased to such an extent that it felt as if we were back to “normal”.

I think the COVID-19 pandemic has taught our school community two main lessons. Firstly, we all need to play a part in keeping each other safe whether it is staying home when unwell, getting vaccinated, or maintaining a reasonable social distance; we all need to contribute to the well-being of our community. Secondly, we have been forcefully reminded of the easy access to outstanding medical care that we enjoy in Australia, and our hearts are full of gratitude as a result.

Throughout Australia, businesses and employers have had to face understaffing and considerable staff movement. While we at Meriden have seen more staff movement than normal, it has been a considerable blessing to have been able to maintain a full complement of extremely competent staff. As a result of the initiative, dedication and sheer hard work of the staff, I can say with confidence that the learning of the girls has been maintained at a very high level throughout the years of the COVID-19 pandemic. Academic results and achievements in the cocurricular program have continued to grow in quality and number, all of which have resulted in a growing reputation and long waiting lists for enrolments!

With the lifting of COVID restrictions, we were, once again, able to invite parents to school events, and parents responded with gusto. It was wonderful to be able to have full audiences at our concerts, dinners and other events including the Junior School musical, *Moana Jr.*

Furthermore, the girls have shown unprecedented levels of participation in cocurricular activities, especially sport, probably in response to the periods of isolation that have been forced

upon them over the previous two years. I’m sure you will be amazed at the level of involvement and success of the girls that is reflected in the pages of this Yearbook.

Throughout the year, the girls and staff watched the completion of two building projects. After considerable delay, the demolition of the old house at 4 Vernon Street and the establishment of a new playground for the enjoyment of our Junior School girls was finalised. This additional playground has added a precious 400m<sup>2</sup> to the Junior School site and made a welcome difference to the play opportunities for the girls.

And then, gloriously, the magnificent new Music and Drama building on the Senior School site was completed in Term 2, and officially opened by the Governor of NSW, Her Excellency the Honourable Margaret Beazley AC KC. It was a great honour to be informed by the School Council that the building would be known as the Greenhalgh Centre for Music and Drama (GCMD). This semester, the girls and staff have enjoyed the wonderful facilities that it provides.

Towards the end of last year, the roof on one of our Senior School buildings – above the kitchen – mysteriously collapsed. Considerable investigation needed to be carried out, including an inspection of all the roofs of the older buildings in the School. As a result, the damaged roof was replaced, several rooms reformed and reconfigured, and the roof over one of our smaller buildings replaced as a precaution. While these roofs were being restored, we were pressured for classrooms, so much of 2022 saw the girls needing to be adaptable and flexible with regard to room changes.

As our School continues to grow in size and in reputation, it has become necessary to develop a detailed Master Plan for the next decade or so. The preparation of this detailed Plan was a significant feature of 2022 and a considerable achievement by the School Council. The next building project in this Plan is the addition of a new building for the Design and Creative Arts (DaCA) Department. At the time of writing, the plans for this building have been finalised and approval for this building is being sought. It is hoped to commence this building in the middle of next year and, once completed, the current DaCA building will be able to be demolished.

It was with much joy that the Chairman of the School Council, Rev Dr Andrew Katay, announced at Speech Day that, this year, the School had been able to acquire all the apartments in an adjacent block of apartments. This means that, for the first time since 1984, the School has increased the footprint of the Senior School site.



# Theme 1



Perhaps the highlight of the year was the 125th Anniversary Concert which was held in November in the newly-refurbished Concert Hall of the Opera House. Featuring some of our finest musicians in Years 5-12, it truly was a magnificent way to celebrate the history of the School and to recognise the blessings that the School has enjoyed throughout this time. In the same month, the Junior School Ensembles Concert provided all our Junior School musicians with the opportunity to join the celebrations through music. We have so much for which to be grateful.

It would be remiss of me not to mention that the year commenced with the announcement of my intention to retire at the end of the school year. Consequently, the School Council was busy during Semester 1 overseeing the appointment of Meriden's next principal. It gave me great pleasure to learn that the successful applicant was Mrs Lisa Brown who is currently our Head of Campus at the School. She will pick up the reins of principalship in January 2023 with the full confidence of the School Council and the whole school community. Subsequent internal and external appointments were made to fill other positions, resulting in a strong leadership team for 2023.

There are many aspects of the School that I will miss once I leave Meriden. The beautiful school grounds, the skill, friendship and kindness of my colleagues, the exciting planning of the School Council, the clever thinking and sage advice of Rev Dr Katay, and the celebrations of achievements in all their forms. However, mostly, I will miss the girls – their grace, their grit, their gumption, their gratitude and their generosity. And the friendly waves of the littlest girls as they walk past my window on their way to swimming lessons. It has been a joy of inexpressible magnitude to have worked with them all over the past sixteen years.

I know that Meriden will continue to flourish in the future as a result of the generous commitment of the families, the hard work and talent of the staff, the stamina and courage of the leadership team, the wisdom and guidance of the School Council, and God's gracious provision to the School in response to the prayers of the entire school community.

I count it a privilege to have been part of the Meriden story.

**DR JULIE GREENHALGH**  
PRINCIPAL

## PARENTS AND FRIENDS ASSOCIATION (P AND F)

I always like to start the Annual Report by stating the purpose of the Parents and Friends Association. It exists to bring together adults who are interested in the welfare of the School and to promote the interests and future development of the School. Our aim is always to foster and build on the underlying spirit of inclusion, expansion and collaboration. After what has been a couple of challenging years, given the pandemic, we took whatever opportunity we could to meet our aim.

We entered 2022 with renewed optimism in offering our usual annual events.

It was great to start the year with the Parent Expo, in February, which was well attended, in addition to finalising the Parent Social Organisers for each year group in time to welcome the new school year. Thank you to each of these parents for contributing their time toward building parent community within their own year group. It was extremely helpful of Mrs Lisa Brown to make a time with each to clarify their roles and offer support in how best to communicate social activities for their respective year groups.

We also collected sixty-eight expressions of interests from parents willing to volunteer for our events. We responded to each with a personalised email thanking them and committing to keeping in touch with respect to volunteer opportunities for the remainder of the year.

For the first time, the P and F Committee drafted nine goals, to reclarify focus and identify new opportunities aligned to our purpose. These were agreed to on 7 February and are still underway towards completion.

We enlisted guidance from the School's Marketing and Communication team, to identify opportunities to broadcast P and F events, activities and updates.

Based on the Committee's review and evaluation of previous annual Mother's Day breakfast events, we made a number of positive changes. As it is our most popular and subscribed event, we increased the capacity, changed to a new venue, and enlisted assistance from volunteer Fathers. Feedback from many sources deemed this year's breakfast a huge success.

We donated inventory from the 2022 Mother's Day gift bags to the JSA for the Mother's Day stalls and in return gratefully received five Luxury Gift Hampers for our own Mother's Day Raffle prizes. The Uniform shop also kindly donated sports packs.

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In August, after a two year break, we welcomed more than 160 attendees (fathers and daughters) back to our annual Father's Day breakfast. It was lovely to see so many back on the School campus. We took the opportunity to introduce a coffee cart which, although struggling to cater to the volume, produced great-tasting coffee. We enlisted student photographers to capture memorable moments and offered a treat of eight lucky draw prizes.

In August, we finalised the 2021 P and F donation to the School, providing additional bubblers and water stations for the students. This donation equated to \$19,316. The Committee also agreed to fund two new BBQs for the school.

Each year, the P and F provides a thoughtful gift for Year 12 students – a mirrored jewellery box detailed with their year of graduation and the School logo.

Financially, the P and F's opening balance at the start of 2022 was \$38,903.58.

We are delighted to advise that in 2023 we are donating \$16,115 to the School to fund twelve outdoor seats for the students.

Finally, I would like to acknowledge and thank:

- the Year Parent Social Organisers, the many parent volunteers, contributing their efforts;
- our wonderful Year 10 Ambassadors who turn up to each event on time, willing and eager to help out in anyway, their confidence, respect and kindness is a credit to each of them;
- the talented String Quartet for Mother's Day, and
- the student photographers for Father's Day.

I started attending the P and F in 2017 as a guest, then as a Year Parent Social Coordinator in Year 7, then P and F Secretary and, for the past three years, as President. This is my last year on the P and F Committee and I would like to thank each of you for being a critical part of what we were able to deliver to the School community. Each of us is busy and to find and make time to contribute as each of you have to date is commendable.

Thank you, and I wish the next Committee ongoing success.

MS JACQUI ALGAR  
PRESIDENT MERIDEN P AND F

## JUNIOR SCHOOL AUXILIARY (JSA)

It was an amazing year for the JSA. With all events returning, we were filled with joy as we saw our students and their families enjoy the events the JSA had organised.

There were four main highlights:

### Twilight Picnic

All Junior School students from Pre-K to Year 6 and their families were to invited to attend this event and meet their friends and teachers. We had great weather, resulting in amazing ice cream sales.

This event generated \$4,149 from the sales of ice cream/coffee and raffle tickets.

### Mother's Day Stall

The JSA organised three lovely stalls in Lingwood, the Selim Library and the Junior School Hall. Parents came together over the two weeks leading up to the event to wrap and price point more than 2,000 items. This event generated \$19,337 from Pre-K to Year 6.

### Father's Day

With more than 500 adults, children and School staff attending, the event generated \$6,031 from ticket sales for a hearty warm Father's Day breakfast. A team of thirty volunteers started setting up at 5:00am, with lots of sizzling, flipping and cutting to do.

### Walk-a-thon

The annual Junior School Walk-a-thon event was enjoyed by the students and generated \$38,841 in donations.

## DONATIONS FOR 2022

- Junior School Benches: \$38,433
- Sebel plastic chairs: \$1,413
- Refrigerator: \$1,518
- Year 6 Graduation Diary: \$1,166

## FINANCIALS

The JSA's opening balance at the start of 2022 was \$42,047.82, – with a total income of \$94,357 (including the parent levy of \$26,000). Total expenses for the year was \$82,099. The closing balance as at 31/12/2022 was \$47,932.04.

Finally, I would like to acknowledge and thank the amazing Junior School parent volunteers and the Committee Members

# Theme 1



for 2022. They have been such hardworking and fabulous people and it has been such a joy to work with them.

I would also like to thank Dr Benn, Mrs Tracey Gibson and Ms Janet Wong. The JSA workings with the Junior School was made so much easier and seamless due to their contribution.

## JSA Committee Members

I would like to congratulate the newly elected JSA Committee Members for 2023:

- President – Valeria Ko
- Vice President – Julia Lee
- Treasurer – Jenny Liu
- Secretary – Janet Kim

On a personal note, I would like to express my great joy and honour to lead the JSA into 2023. This will be my sixth year of service as an Executive Member to the JSA. I am very honoured to have taken part in all the school events and will be working together with the other Executive Members towards the smooth transition for the next successor to the role.

MRS VALERIA KO  
JSA PRESIDENT

## VALEDICTORY ADDRESS

THIS IS A TRANSCRIPT OF THE SPEECH GIVEN BY ADELE DANG, HEAD PREFECT, 2022, AT THE 2022 YEAR 12 GRADUATION

Thank you, Dr Greenhalgh, members of the School Council, staff and students. This is incredible. I never would have believed that the documentary of Year 12 2022 could have earned the Oscar for Best Picture – a specifically designed trophy for a special cohort. It truly is an honour to accept this on behalf of the cast and crew.

Firstly, I would like to thank the crew – the teachers. Your dedication to guiding us and enduring the frenzied preparation for the Year 12 video has been immeasurable. Next, the fans and donors – parents and guardians. Thank you for your endless support and motivation of the cast, whether verbal or food based.

To Mr Eloff, the director of this chaotic sequence, thank you. You have undoubtedly exceeded your role description in dancing with us at the Swimming Carnival and consoling us

through our tears. Due to you, our grade has learnt to unite as one and, as we leave Angel Place, a Mr Eloff-shaped chasm will form in our hearts.

To Dr Greenhalgh, the executive producer, a massive thank you. Year 12 has not known Meriden without you at the helm. You have opened many avenues for students to flourish and thrive. You have demonstrated what true leadership should look like, inspiring us as we look towards the next chapter of our lives.

Lastly, and most importantly, the cast – Year 12. Without you, the documentary would never have been possible. Thank you. Today is a celebration of the students we have become.

What is Year 12? The previous year groups have complained about the exams and the hardships. And at first, so it seemed. The documentary starts with a black and white establishing shot of the Year 12 common room. It is empty, a reminder that we started the most important time of our high school career in lockdown. And even as the minutes roll past, it stays empty – a throwback to when the common room was closed for a whole week. The documentary is veering towards being a perpetual soap opera.

However, Year 12 has not been defined by the exams nor the hardships. It has been defined by our resilience. This action and the drama have been necessary – we needed to learn to share the burden.

And so, the documentary has traced this upward trajectory. We came into this year, saw what lay ahead of us, and conquered. To paraphrase Julius Caesar, we slayed.

The common room, as the central setting of the documentary, begins to fill with colour, having never closed since those dark ages. Scene after scene plays, showing it thrumming with music, vibrant and filled with regular dance parties, microwaveable popcorn and laughter.

The contrast is truly astounding. For that, we deserve congratulations. How much we have grown.

Undoubtedly, Year 12 has also been about the friendships, old and new. Our year has grown stronger – now a complex web of friendships expanding from every circle to create a bond that time will not wear. The documentary shows parallel shots, from a timid Year 7 Adele, crying about struggling to make friends, to a Year 12 Adele surrounded by the friends she has had since Year 9 or made only this year – the friends she loves unconditionally. How proud she would be of me and of you, too.

# Theme 1



The friends around you, the ones you might say ‘hi’ to only occasionally in the corridors or the ones you sit with every day, are your support. Next year, it might be daunting to enter a new environment completely different to the one within the walls of Meriden, where some of you have been for the past thirteen years.

Do not forget that life next year is not a clean slate. Instead, we will carry the friendships we have made like kindling in our hearts, the foundation of a new glowing warmth.

This is spectacularly reassuring. Even if the times change – backgrounds blurring like time-lapse in a movie – we will always be cheering each other on, as we do bigger and better things. I know I’ll always have a smile on my face as I hear of your endeavours.

So, I say fly. While the documentary has ended with a tangible ‘The End’, the curtains drawing shut, Year 12 has not been the climax of our story. It is merely the exposition shaping the rich narratives of our lives.

The Oscar we have received this year, Year 12, is not the last. Let this be our manifesto. This will be the first of millions to come as we embark on our journey.

As the Head Prefect signing out for the last time, I want to say how proud I am of you, of us. Congratulations, Year 12 2022.

ADELE DANG  
HEAD PREFECT 2022



# Theme 2

## CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

Meriden is a leading independent Anglican school catering for girls from Pre-Kindergarten to Year 12. Meriden is conveniently located close to Strathfield train station and bus depot and the School also operates its own bus services to locations across Sydney.

Meriden offers a well-rounded education, characterised by outstanding academic performance, a supportive learning environment and a wide range of sport, music and cocurricular opportunities.

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. We are unfailingly proud of our Year 12 graduates.

A Christian foundation enriches life at Meriden, with every member of the school community encouraged to live out the values of compassion, integrity, courage and respect.

A wide-ranging cocurricular 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's Award, theatre sports, STEM clubs, philosophy clubs and many more.

Music has a long tradition of excellence at Meriden and forms an essential part of each girl's education. The School's thriving Music Department develops the skills of talented young musicians who consistently place among the top performers in state, national and international competitions.

Through Meriden's specialised sporting programs, students have the opportunity to participate in a variety of individual and team sports. The School has an impressive history of sporting achievement and our elite athletes succeed at the highest levels of sport, including at the Olympic Games.

When girls graduate from Meriden at the end of Year 12, they take with them lifelong friendships and the skills and attributes needed to thrive in, and contribute to, an ever-changing world.

## ENROLMENT DETAILS\*

ENROLMENTS: PRE-K – 12	
Pre-K enrolments	51
K-12 enrolments	1573
<b>Total Pre-K-12 enrolments</b>	<b>1624</b>

ENROLMENTS: PRE-K – 12	
Language background other than English	76%
Indigenous students	6

INDEX OF COMMUNITY SOCIO-EDUCATIONAL ADVANTAGE (ICSEA)	
School ICSEA value	1178
Average ICSEA value	1000
School ICSEA percentile	98

\*As at August 2022

Further information on the School's profile can be found on the My School website:

<https://www.myschool.edu.au/school/43913/profile/2022>

# 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 2022 NAPLAN testing. The results for each year are summarised in the tables below.

### LITERACY AND NUMERACY (PERCENTAGE OF STUDENTS) – 2022

#### YEAR 3

This table shows the percentage of Year 3 students at Meriden and in NSW who were placed in the various reporting bands. 69 Year 3 Meriden students took part in the NAPLAN testing in 2022.

	READING	WRITING	SPELLING	GRAMMAR AND PUNCTUATION	NUMERACY
BAND 6 AND ABOVE STATE	37	25	36	37	19
BAND 6 AND ABOVE MERIDEN	80	66	90	75	48
BAND 5 STATE	21	35	23	20	20
BAND 5 MERIDEN	15	27	12	21	28

#### YEAR 5

This table shows the percentage of Year 5 students at Meriden and in NSW who were placed in the various reporting bands. 86 Year 5 Meriden students took part in the NAPLAN testing in 2022.

BAND 8 AND ABOVE STATE	18	11	18	16	12
BAND 8 AND ABOVE MERIDEN	44	43	55	44	42
BAND 7 STATE	27	19	25	20	19
BAND 7 MERIDEN	30	35	35	29	33

In Year 7, 188 students completed the testing program. In Year 9, 190 students completed the testing program.

### YEAR SEVEN AND NINE STUDENTS

#### YEAR 7

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

	READING	WRITING	SPELLING	GRAMMAR AND PUNCTUATION	NUMERACY
BAND 10 STATE	2	2	3	4	7
BAND 10 MERIDEN	14	14	21	23	34
BAND 9 STATE	9	7	10	8	11
BAND 9 MERIDEN	16	22	28	15	26
BAND 8 STATE	10	21	27	8	9
BAND 8 MERIDEN	33	29	28	21	18

#### YEAR 9

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

BAND 10 STATE	7	7	5	11	9
BAND 10 MERIDEN	27	23	26	41	39
BAND 9 STATE	8	13	17	16	16
BAND 9 MERIDEN	33	26	28	20	27

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 School Achievement (RoSA) is a cumulative credential. It is for Year 10, 11 and 12 students leaving school prior to the Higher School Certificate. In 2022, Meriden had no students who required the award of a RoSA.

### RESULTS OF THE HIGHER SCHOOL CERTIFICATE (HSC)

- In 2022 there were 161 girls eligible for a Higher School Certificate (HSC) and all candidates achieved the award of HSC.
- Meriden was placed 17th in the 2022 HSC Schools Ranking (Sydney Morning Herald).
- 22 students received All-Round Achievers Awards for achieving results in the highest band possible for at least 10 units of HSC courses.
- 14 top-10 placings including 1st in State in 6 courses.
- Mark of 100% achieved in 3 courses.
- There were 360 Distinguished Achievements (Band 6 results).
- 3 students were awarded the highest possible ATAR of 99.95.

- 52% of Meriden students received an ATAR of 90 or more with 65% achieving greater or equal to 85.
- The median ATAR was 90.5 (State 71.25).
- 7 students were nominated for inclusion in the annual ENCORE concert, a showcase event of the most outstanding HSC Music performances and compositions from across the state.
- 3 students' Major Works were nominated for the HSC Drama Showcase, OnSTAGE.
- 2 students had their Major Works nominated for inclusion in the Shape exhibition which exhibits outstanding HSC Design and Technology projects.
- 3 tennis players will take up their tertiary studies at American Universities, enabling them to continue to pursue their tennis careers in the highly-competitive world of collegiate sport.
- Meriden students achieved the following excellent positions in a course within the State of NSW.

HSC COURSE	POSITION IN THE STATE
HOSPITALITY	Equal 1st
MUSIC 2	1st
EAL/D	Equal 1st
JAPANESE BEGINNERS	1st
CHINESE IN CONTEXT	1st
MATHEMATICS STANDARD 2	1st, 2nd and 3rd
ENGLISH EXTENSION 1	2nd
CHEMISTRY	4th
FOOD TECHNOLOGY	5th
STUDIES OF RELIGION	5th
HISTORY EXTENSION	9th
MATHEMATICS EXTENSION 2	10th
MATHEMATICS ADVANCED	17th

### YEAR 12 STUDENTS UNDERTAKING VOCATIONAL OR TRADE TRAINING 2022

QUALIFICATION/ CERTIFICATE	PERCENTAGE OF YEAR 12 STUDENTS
19	11.8%

### YEAR 12 STUDENTS ATTAINING YEAR 12 CERTIFICATE OR EQUIVALENT VET QUALIFICATION 2022

QUALIFICATION/ CERTIFICATE	PERCENTAGE OF YEAR 12 STUDENTS
HSC	100%

# Theme 4



## 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 two students. The Meriden mean in Ancient History, Biology, Community and Family Studies, Design and Technology, English Extension 2\*, Food Technology, Japanese Beginners, Music 1, PDHPE, Science Extension\* and Society and Culture\*, was either at least ten marks or one standard deviation (with a z-score of 1 or more) above the State mean.

\*These courses had small candidatures, being five students or less.

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	8	88.00	5.34	71.98	14.43	16.02	1.11
BIOLOGY 2 UNIT	59	83.63	7.51	70.03	13.00	13.60	1.05
BUSINESS STUDIES 2 UNIT	42	83.91	7.45	73.95	11.77	9.96	0.85
CHEMISTRY 2 UNIT	58	82.83	8.10	72.51	13.47	10.32	0.77
CHINESE AND LITERATURE 2 UNIT	8	90.23	2.14	82.66	8.92	7.57	0.85
CHINESE CONTINUERS 2 UNIT	3	93.73	1.16	84.87	8.98	8.86	0.99
CHINESE EXTENSION 1 UNIT	1	46.40	0.00	44.43	2.88	1.97	0.68
CHINESE IN CONTEXT 2 UNIT	6	94.50	1.86	87.50	11.16	7.00	0.63
COMMUNITY AND FAMILY STUDIES 2 UNIT	32	87.18	5.88	74.79	9.77	12.39	1.27
DESIGN AND TECHNOLOGY 2 UNIT	17	88.12	4.73	77.62	10.19	10.50	1.03
DRAMA 2 UNIT	13	88.85	4.43	80.71	9.61	8.14	0.85
ECONOMICS 2 UNIT	16	84.05	9.50	77.26	11.60	6.79	0.59
ENGINEERING STUDIES 2 UNIT	6	79.80	10.43	72.64	12.03	7.16	0.60
ENGLISH ADVANCED 2 UNIT	144	85.15	6.57	81.53	7.95	3.62	0.46
ENGLISH EAL/D 2 UNIT	11	80.87	9.12	66.73	14.74	14.14	0.96
ENGLISH EXTENSION 1 1 UNIT	24	43.80	3.80	41.79	5.12	2.01	0.39
ENGLISH EXTENSION 2 1 UNIT	5	46.98	1.99	39.89	6.59	7.09	1.08
ENGLISH STANDARD 2 UNIT	6	79.20	4.82	69.88	9.39	9.32	0.99
FOOD TECHNOLOGY 2 UNIT	14	86.40	8.09	71.78	13.21	14.62	1.11
FRENCH CONTINUERS 2 UNIT	7	90.03	5.28	80.38	11.20	9.65	0.86
FRENCH EXTENSION 1 UNIT	2	38.00	0.00	39.34	4.63	- 1.34	-0.29
GEOGRAPHY 2 UNIT	20	86.41	5.95	75.19	12.25	11.22	0.92
HISTORY EXTENSION 1 UNIT	2	45.30	3.00	39.47	6.48	5.83	0.90
JAPANESE BEGINNERS 2 UNIT	10	86.76	10.53	69.47	16.69	17.29	1.04
LATIN CONTINUERS 2 UNIT	6	89.47	5.17	84.31	9.88	5.16	0.52
LATIN EXTENSION 1 UNIT	1	49.10	0.00	45.59	4.71	3.51	0.75
LEGAL STUDIES 2 UNIT	17	82.86	8.30	73.78	14.49	9.08	0.63

# Theme 4



## HSC COMPARATIVE PERFORMANCE DATA CONT.

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		
MATHEMATICS ADVANCED 2 UNIT	78	86.35	8.81	78.31	12.25	8.04	0.66
MATHEMATICS EXTENSION 1 2 UNIT	55	86.04	9.50	77.45	16.61	8.59	0.52
MATHEMATICS EXTENSION 2 2 UNIT	22	87.53	8.26	81.43	14.84	6.10	0.41
MATHEMATICS STANDARD 2 2 UNIT	54	83.11	9.35	70.87	13.10	12.24	0.93
MODERN HISTORY 2 UNIT	14	85.29	6.15	73.67	12.61	11.62	0.92
MUSIC EXTENSION 1 UNIT	11	47.27	3.70	45.75	4.53	1.52	0.34
MUSIC 1 2 UNIT	8	94.13	3.09	81.88	9.91	12.25	1.24
MUSIC 2 2 UNIT	16	90.66	3.56	86.40	6.38	4.26	0.67
PDHPE 2 UNIT	17	83.59	6.67	69.75	12.41	13.74	1.11
PHYSICS 2 UNIT	20	85.12	7.90	74.25	14.14	10.87	0.77
SCIENCE EXTENSION 1 UNIT	2	48.55	1.05	37.50	4.98	11.05	2.22
SOCIETY AND CULTURE 2 UNIT	5	89.28	2.91	76.13	11.70	13.15	1.12
SPANISH BEGINNERS 2 UNIT	12	85.20	9.52	79.11	11.92	6.09	0.51
STUDIES OF RELIGION 1 1 UNIT	1	39.00	0.00	37.91	5.02	1.09	0.22
VISUAL ARTS 2 UNIT	17	87.59	3.25	81.36	8.62	6.23	0.72

THE FOLLOWING TABLE INDICATES THE TRENDS IN PERFORMANCE OF MERIDEN STUDENTS ACROSS BANDS 5 AND 6

PERCENTAGES IN BAND 5 AND 6	2022		2021		2020		2019		2018	
	MERIDEN	STATE	MERIDEN	STATE	MERIDEN	STATE	MERIDEN	STATE	MERIDEN	STATE
ANCIENT HISTORY 2 UNIT	87	33	89	34	73	33	82	36	94	36
BIOLOGY 2 UNIT	68	27	68	31	67	31	65	32	75	37
BUSINESS STUDIES 2 UNIT	76	34	81	36	70	35	87	33	90	37
CHEMISTRY 2 UNIT	62	33	79	40	85	43	81	46	70	42
CHINESE AND LITERATURE 2 UNIT	100	70	100	69	100	68	83	71	-	-
CHINESE CONTINUERS 2 UNIT	100	75	100	71	100	76	-	-	-	-
CHINESE IN CONTEXT 2 UNIT	100	89	100	85	100	89	83	90	100	93
COMMUNITY AND FAMILY STUDIES 2 UNIT	97	32	74	32	82	34	80	37	93	29
DESIGN AND TECHNOLOGY 2 UNIT	94	47	79	54	100	47	74	47	84	47
DRAMA 2 UNIT	92	58	85	45	93	47	57	44	69	42



# Theme 4



THE FOLLOWING TABLE INDICATES THE TRENDS IN PERFORMANCE OF MERIDEN STUDENTS ACROSS BANDS 5 AND 6 CONT.

PERCENTAGES IN BAND 5 AND 6	2022		2021		2020		2019		2018	
	MERIDEN	STATE	MERIDEN	STATE	MERIDEN	STATE	MERIDEN	STATE	MERIDEN	STATE
ECONOMICS 2 UNIT	69	49	90	50	73	51	77	52	64	46
ENGINEERING STUDIES 2 UNIT	50	30	75	36	80	34	-	-	100	36
ENGLISH (ADVANCED) 2 UNIT	82	67	85	69	87	63	88	62	89	63
ENGLISH (STANDARD) 2 UNIT	50	15	42	17	7	11	25	12	29	15
ENGLISH EAL/D 2 UNIT	55	19	75	23	75	26	90	24	44	25
ENGLISH EXTENSION 1 1 UNIT	100	92	100	94	100	93	100	94	100	95
ENGLISH EXTENSION 2 1 UNIT	100	85	100	84	100	82	100	80	100	71
FOOD TECHNOLOGY 2 UNIT	93	30	83	36	78	29	56	34	70	32
FRENCH CONTINUERS 2 UNIT	100	58	88	63	100	64	100	65	80	64
FRENCH EXTENSION 1 UNIT	100	87	100	80	0	27	100	88	100	82
GEOGRAPHY 2 UNIT	85	42	73	42	73	42	69	44	80	43
HISTORY EXTENSION 1 UNIT	100	83	100	77	100	21	100	77	100	79
HOSPITALITY (KITCHEN OPERATIONS) 2 UNIT	100	40	82	29	69	32	56	34	71	29
JAPANESE BEGINNERS 2 UNIT	70	32	88	35	92	35	100	43	88	45
LATIN CONTINUERS 2 UNIT	100	74	100	77	100	89	-	-	100	87
LATIN EXTENSION 1 UNIT	100	95	100	95	50	87	-	-	100	99
LEGAL STUDIES 2 UNIT	76	41	86	42	83	39	89	42	100	44
MATHEMATICS ADVANCED 2 UNIT	79	49	88	50	85	52	76	49	75	52
MATHEMATICS EXTENSION 1 1 UNIT	87	73	94	38	96	74	100	80	100	80
MATHEMATICS EXTENSION 2 2 UNIT	100	85	100	86	94	84	100	86	100	85
MATHEMATICS STANDARD 2 2 UNIT	70	29	69	25	68	25	55	24	69	27
MODERN HISTORY 2 UNIT	86	34	95	38	95	37	87	40	100	42
MUSIC 1 2 UNIT	100	69	100	64	100	64	100	66	100	65
MUSIC 2 2 UNIT	100	86	100	88	100	88	100	91	100	91
MUSIC EXTENSION 1 UNIT	100	95	100	95	92	69	100	98	100	96
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION 2 UNIT	59	26	70	31	68	34	68	32	58	33
PHYSICS 2 UNIT	70	39	100	40	73	40	93	37	68	34
SCIENCE EXTENSION	100	8	100	72	75	7	100	68	-	-
SPANISH BEGINNERS 2 UNIT	58	50	89	54	100	41	73	36	71	45
STUDIES OF RELIGION I 1 UNIT	0	41	100	42	50	8	50	46	50	37
STUDIES OF RELIGION II 2 UNIT	100	46	55	46	33	44	46	45	-	-
VISUAL ARTS 2 UNIT	100	66	80	63	89	65	100	63	85	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	159
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

\* Permanent/fixed term staff only as at August 2022. Indicates teachers holding teacher education Bachelor degrees or higher qualifications, including many teachers with Masters Degrees and 8 with Doctoral qualifications.

## PROFESSIONAL LEARNING – JUNIOR SCHOOL

Teaching staff engaged in internal and external professional learning designed to improve and consolidate their practice. The focus of internal professional learning for teachers was determined by Dr Jonathan Heard's presentation at the beginning of the year. Dr Heard explored the Critical Thinking Framework designed in response to ACER's analysis of critical thinking literature. A follow up session enabled teachers to develop a short, actionable cycle of inquiry to improve the teaching of critical thinking skills.

Professional learning was also provided to assist teachers prepare for the implementation of new K-2 English and Mathematics syllabuses in 2023. All teaching staff undertook Child Protection training.

INTERNAL PROFESSIONAL LEARNING	NUMBER OF PARTICIPANTS
CRITICAL THINKING – DR JONATHAN HEARD	41
CRITICAL THINKING TERM 2 SPRINT	35
K – 2 MATHEMATICS SYLLABUS FAMILIARISATION	31
CPR REFRESHER HLTAID001	25
ENGLISH SYLLABUS ORIENTATION	17
K – 2 ENGLISH SYLLABUS WRITING	27
FIRST AID HLTAID011	19

EXTERNAL PROFESSIONAL LEARNING	NUMBER OF PARTICIPANTS
RIDBC: SUPPORTING STUDENTS WHO ARE DEAF OR HARD OF HEARING	1
EDUTECH CONFERENCE	1
MINI CERTIFICATE OF GIFTED EDUCATION	8
MULTILIT READING TUTOR PROGRAM ELEARNING MODULES	2
GET READING RIGHT	2
PHONICS AND GUIDED READING	1

# Theme 5



## PROFESSIONAL LEARNING – JUNIOR SCHOOL CONT.

EXTERNAL PROFESSIONAL LEARNING	NUMBER OF PARTICIPANTS
INVESTIGATIONS MASTERCLASS REPORTABLE CONDUCT	1
INVESTIGATIONS MASTERCLASS WORKPLACE INVESTIGATION	1
DEEP DIVE INTO WELL-BEING DATA	1
MYTHS IN GIFTED EDUCATION	1
AUTISM SPECTRUM: UNIVERSAL SUPPORTS	1
LINKING LITERACY, NUMERACY AND SUBJECTS TO INVESTIGATIONS	1
LIVINGWORKS AND AIS	1
NEW TECH IDEAS FOR LEARNING, NETWORK AND LEARN ABOUT CURRENT TRENDS AND FUTURE DIRECTIONS IN IT EDUCATION	1
ACER RESEARCH CONFERENCE	2
INITIALIT	6
A PARTNERSHIP OF PLAY	1
SHARING SCHOOL STORIES MASTERCLASS	1
ERIC WHITACRE WORKSHOP "THE BEAUTIFUL MESS" MASTERCLASS IN COMPOSITION	2
LINKING LITERACY, NUMERACY AND SUBJECT AREAS TO INVESTIGATIONS AND LEARNING ENVIRONMENTS	1
TASKS THAT PROMOTE REASONING AND PROBLEM SOLVING	2
PLANNING & PROGRAMMING FOR THE NEW MATHEMATICS K-2 SYLLABUS	3
FIRST AID HLTAID011	1

## PROFESSIONAL LEARNING – SENIOR SCHOOL

Teaching staff engaged in both internal and external professional learning (PL) designed to improve and consolidate their practice. The focus of internal professional learning for teachers was established by Jonathan Heard's (Research Fellow, ACER) presentation at the beginning of year. Jonathan drew on the ACER Critical Thinking Framework to provide a structured approach for teachers. A follow up session facilitated sharing of resources and experience within faculties.

The remaining internal PL sessions targeted the NESA PL priority areas of delivery and assessment of NSW Curriculum, student mental health, students with disability and Aboriginal Education.

All teaching staff undertook Child Protection training.

INTERNAL PROFESSIONAL LEARNING	NUMBER OF PARTICIPANTS
ACADEMIC ENRICHMENT	104
CPR REFRESHER	82
CRITICAL THINKING, RESEARCH FELLOW, JONATHAN HEARD, ACER	111
JONATHAN HEARD – FOLLOW UP	114
MANAGING ANXIETY IN ADOLESCENT GIRLS	94
MANDATORY COMPLIANCE TRAINING – FIRE TRAINING	112
NEW TEACHER ACCREDITATION	21
TEACHMEET	103
DEVELOPING ABORIGINAL CONTENT AND OPPORTUNITIES	84

# Theme 5



## PROFESSIONAL LEARNING – SENIOR SCHOOL CONT.

The table below summarises the external professional learning undertaken throughout the year. Due to a return to face to face PL, the number of teachers participating in courses rose sharply in 2022. This supplemented the continued popularity of webinars and online options. The most notable increase is in subject specific PL and courses addressing pedagogy.

EXTERNAL PROFESSIONAL LEARNING	NUMBER OF PARTICIPANTS
CADETS	1
CAREERS	8
CHAPLAINCY	13
HSC EXAM COMMITTEES	3
HSC MARKING	13
LEADERSHIP	29
HEALTH, MENTAL HEALTH AND COUNSELLING	8
PEDAGOGY	32
SPORT	9
SUBJECT SPECIFIC	81
TECHNOLOGY	23

## TEACHER ACCREDITATION STATUS – JUNIOR SCHOOL\*\*

LEVEL OF ACCREDITATION	NUMBER OF TEACHERS
CONDITIONAL	0
PROVISIONAL	0
PROFICIENT TEACHER (INCLUDING EXPERIENCED)	45
HIGHLY-ACCOMPLISHED TEACHER (VOLUNTARY ACCREDITATION)	0
LEAD TEACHER (VOLUNTARY ACCREDITATION)	0
<b>TOTAL NUMBER OF TEACHERS IN PREP AND JUNIOR SCHOOLS</b>	<b>45</b>

## TEACHER ACCREDITATION STATUS – SENIOR SCHOOL\*\*

LEVEL OF ACCREDITATION	NUMBER OF TEACHERS
CONDITIONAL	4
PROVISIONAL	3
PROFICIENT TEACHER (INCLUDING EXPERIENCED)	93
HIGHLY-ACCOMPLISHED TEACHER (VOLUNTARY ACCREDITATION)	1
LEAD TEACHER (VOLUNTARY ACCREDITATION)	0
<b>TOTAL NUMBER OF TEACHERS IN SENIOR SCHOOL</b>	<b>101</b>

\*\* As at 30 November 2022. Permanent/fixed staff only.

# Theme 6

## WORKFORCE COMPOSITION 2022\*

<b>Teaching Staff</b>	<b>159</b>	<b>Support Staff</b>	<b>99</b>
Full-time Equivalent teaching staff	149.3	Full-time Equivalent support staff	82.9

Meriden School does not currently employ any staff who identify as Aboriginal and/or Torres Strait Islander.  
\*As at August 2022

Further information on the School's profile can be found on the My School website  
<https://www.myschool.edu.au/school/43913/profile/2022>

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# Theme 7

## STUDENT ATTENDANCE

The overall whole School student (K-12) attendance rate for 2022 was 93.8%.

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

YEAR	NUMBER OF STUDENTS	DAYS ABSENT	NUMBER OF DAYS	PERCENTAGE
K	71	813	185	93.8
1	65	645	185	94.6
2	65	532	185	95.6
3	69	564	185	95.6
4	71	683	185	94.8
5	87	715	185	96.5
6	95	1111	185	93.7
7	190	190	186	94.3
8	184	184	186	93.8
9	189	189	186	92.3
10	157	157	186	92.0
11	161	161	186	92.2
12	161	161	141	90.2

## MANAGEMENT OF STUDENT ATTENDANCE

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

The School maintains an electronic register of daily attendance of all students. Absences are recorded using the Minister's common code.

Parents wishing to take vacations outside the scheduled holiday periods must apply in writing to the Head of Junior School or Head of Student Wellbeing for leave and the granting of such leave should not be assumed. Students participating in elite sport programs during term time must also apply for leave.

### JUNIOR SCHOOL

Parents are expected to notify 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

All students are required to electronically sign in when arriving and leaving school. Any student who has not signed in by the commencement of school is automatically marked as absent. Parents are required to notify the school of their daughter's absence via the Meriden App or absences email address. Parents of students marked absent and who have not previously notified the School of the reasons for the absence, are automatically sent an SMS informing them that their daughter is not at school. The parents are asked to provide a reason for their absence.

Year Coordinators keep records of absences of the students in their year group and communicate with the Head of Student Wellbeing and the student's parents to monitor continued absences and improve poor attendance. A list of students whose

# Theme 7



attendance is of ongoing concern is maintained by the Head of Student Wellbeing. Year Coordinators meet with the Head of Student Wellbeing and regularly review attendance data. The Pastoral Team works with the school counsellors and external supports as required to support student attendance at school.

If an unsatisfactory attendance continues, senior staff, including the Head of Student Wellbeing and the Head of Teaching and Learning meet with parents or carers to address the issue. When there is significant poor attendance or school refusal that is impacting a student's ability to progress, they may be asked to meet with the Principal.

## STUDENT RETENTION RATE

The student retention rate from the commencement of Year 10 in 2020 to the completion of Year 12 in 2022 was 92%. This rate is generally consistent with the rates across the last three years. The students who left Meriden subsequently attended other schools due to relocation or personal reasons. An additional 18 students enrolled at Meriden after the commencement of the Year 10 school year in 2020 and completed Year 12 in 2022.

## POST SCHOOL DESTINATIONS

Approximately 95% of Meriden's HSC students progressed to university education. The remaining 5% proceeded to alternative tertiary studies.

The preferred university destinations of Meriden students are indicated below:

University of NSW	30%
Sydney University	29%
Macquarie University	11%
University of Technology Sydney	14%
Other universities*	16%

\* Includes Australian and international universities.

## FACULTY DESTINATIONS FOR MERIDEN'S HSC STUDENTS INCLUDE:

- Arts, Communications, Marketing
- Commerce, Business, Finance
- Design, Architecture
- Economics, Accounting
- Education
- Engineering
- Human Movement, Exercise Science, Nutrition, Dietetics
- Law, International Studies
- Medicine
- Music, Performing Arts
- Science, Psychology
- Speech Pathology
- Visual Arts

# Theme 8

## ENROLMENT POLICY AND PROCEDURES

The full text of Meriden's Enrolment Policy as at August 2022 is produced below.

### INTRODUCTION

Meriden is an Anglican School for Girls in Strathfield, Sydney, NSW. Education is offered for girls in Pre-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 where pastoral issues are addressed on an individual basis with the interests and well-being of the girl/s as the priority. 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

Information for prospective families about the School's academic, cocurricular and student wellbeing programs is contained on the School's website. Parents are encouraged to contact the Enrolments Department at Meriden for further information about the School and the enrolment process. Information packages in printed form can be requested via the website or by contacting the Enrolments Department.

Opportunity is provided for tours of the School and the acquisition of general information through Open Mornings which are held approximately three times per year. These events are advertised on the School's website and through media publications. In addition, the Enrolments staff will provide a general introduction to, and tour of, the School if desired.

#### Entry levels

Subject to availability of places, the main entry points at Meriden are:

- Pre-Kindergarten
- Kindergarten (limited places)

# Theme 8

- Year 5
- Year 7

New students may be accepted in other year levels up to Year 9, if places are available.

## Entry in Year 10

Students wishing to undertake their HSC at Meriden must commence at the School by the start of Year 10. New enrolments are not accepted after the commencement of the school year in Year 10.

A place in Year 10 is by invitation only and is at the sole discretion of the School. Factors that are taken into consideration are:

- strong academic performance by the student as evidenced; in recent school reports and other relevant documentation
- evidence of a high standard of punctuality, attendance and effort at school;
- commitment to joining Year 10 at Meriden at the commencement of the school year.

Prior to submitting an application for entry in Year 10, parents are required to contact the Enrolments Department to discuss the selection criteria and availability of places. Parents will be asked to provide recent school reports and other documentation showing that the student meets the above criteria.

The school reports and other documentation will be reviewed by the School's Enrolment Review Panel which will determine whether the student meets the criteria for enrolment in Year 10. The parents will be notified of the Enrolment Review Panel's decision. If the Enrolment Review Panel considers the student eligible for enrolment in Year 10, the parents will be notified and invited to submit an Application for Enrolment. If the Enrolment Review Panel determines that the student does not meet the criteria for enrolment in Year 10, the parents will be advised that an Application for Enrolment cannot be accepted.

## Application for Enrolment

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

- 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, 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 all enrolment details – age, name, gender, biological parents, place of birth – need to be consistent with the Birth Certificate/Passport details. A certified copy or original needs to be sighted prior 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

# Theme 8



- 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.

## 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.

## 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 her schooling. Only when all required information is provided will the enrolment process proceed further.

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.



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## 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 may 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 understand fully 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.

## 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 considering 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 consider 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.

## 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.

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 finalised 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;

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- 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-pace 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 to 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

\* Those applicants for Years 4 to 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 her 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.

## NOTES:

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, 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. A 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

If a period of absence from the School is sought, the student's place will be held provided:

- school tuition fees are maintained for the period of absence, and
- the enrolment continues to be eligible to attract government funding, and
- there are no existing debts to the School at the commencement of the period of absence.

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Tuition fees paid during a period of absence will not be credited on the return of the student to the School.

Holding of places at the School are at the discretion of the Principal.

## RE-ENTRY OF A STUDENT WHO HAS BEEN WITHDRAWN FROM THE SCHOOL

If a student is withdrawn from the School, a place may be available in a later year provided:

- a vacancy exists, at the time of re-entry, in the year for which a position is requested, and
- 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, and
- there are no existing debts from the previous time at the School.

All re-entry applications are at the discretion of the Principal.

## 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 four years of age by May 31 of their year of entry into Pre-Kindergarten.

Students entering Kindergarten will have turned five 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.

## 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 Enrolments Office.

## MOVEMENT OF STUDENTS TO THE JUNIOR SCHOOL FROM PRE-KINDERGARTEN

Following completion of Pre-Kindergarten programs, girls 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.

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Current Year 10 students may be required to attend an interview with the Principal prior to entry into Year 11.

Students in Year 10 will complete the Passport 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;
- immunisation records;
- visa grants.

### 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.

## APPENDIX 1

### 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, cooperation and support.

#### 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 the 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

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- (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 DISABILITY ADJUSTMENTS

These procedures in relation to the Pre-Kindergarten, Kindergarten and Years 1 to 6 students, supplement the Meriden Enrolment Policy and should be read in conjunction with the Enrolment Policy. The following areas are covered within the document:

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

#### 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.

#### 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.

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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 Junior School Reception.

### 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.

## 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



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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 consider the potential impact on an older child of grade repetition.

## 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. A place would need to be available in the lower grade.

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. . A place would need to be available in the higher grade.

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 so long as the place has not been filled.

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, 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 Dean of Academic Care 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.

## DISABILITY ADJUSTMENTS 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 Dean of Academic Care;
- Learning Support Coordinator;
- a School Psychologist, part time;
- a Learning Support teacher;
- an 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 specific learning needs, adjustments 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 needs of their child, with the class teacher and the Learning Support Coordinator, Learning Support or EALD teachers, as appropriate. These teachers may assist in the identification of students with disability



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adjustments or enrichment 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 implementing adjustments, staff training and the provision of teacher reference materials. The Co-curricular Coordinator and Dean of Academic Care 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 Junior School Reception for consideration by the Head of Junior School, Dean of Academic Care, Learning Support Coordinator and other relevant teaching staff.

## TERMS OF ENROLMENT

The full text of Meriden's Terms of Enrolment as at April 2021 (for continuing enrolment) are produced below.

### 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. School refers to any School-endorsed activity regardless of the location of the activity.

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, the enrolment continues to be eligible to attract government subsidies, and there are no existing debts at the School at the commencement of the period of absence. Tuition fees paid during a period of absence will not be credited on the return of the student to the 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:

- comply with the School's rules and policies from time to time (School Rules and Policies) and with all lawful directions of School staff;
- behave in accordance with the School's values and not do anything that may bring the School into disrepute; and
- 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.

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## 4. PARENTS

- 4.1 Each Parent must:
- ensure that the Student has all items necessary to attend School and participate in school activities;
  - attend parent-teacher interviews as requested;
  - comply with all relevant School Rules and Policies and with the directions of School staff;
  - adhere to the School's Parents' Charter; and
  - 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.

## 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 prior to the start of each term, 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, as listed on the School's Fee Schedule at that time, 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 a Resources Fee covering incursions and excursions, subject levy (where applicable), licences, annual Camp program if applicable (except for interstate/ overseas trips), and annual membership of the Parents and Friends Association. The Resources Fee is invoiced in Term 1 and is payable on the same payment terms as school fees.
- 6.10 The School will charge the costs not covered by the Resources Fee to the Student's school account and those costs will be payable on the same payment terms as school fees. Costs not covered by the Resources Fee include but are not limited to lost Student ID Cards and library books, Music Camp, Duke of Edinburgh's Award, Cadets, sports registration, additional HSC charge, School Bus Service, music instrument repair/ hiring and Exchange Programs.

## 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

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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.

## 9. COVID-19 AND ONLINE LEARNING

### 9.1 New Students

Once an Acceptance of Offer has been signed and the enrolment fee paid, a new student must commence, in person, at Meriden on the agreed date. Should the student be unable to commence on the agreed date due to factors beyond her control, such as international or domestic travel or border or quarantine restrictions, the student will not be provided access to Meriden's online learning system to commence her education on the date agreed in the Acceptance of Offer. No refund or reduction of tuition fees will apply.

### 9.2 Returning Students

Should a returning student be unable to commence a school term due to factors beyond her control, such as international or domestic travel or border restrictions or quarantine requirements, the student will be provided with access to Meriden's online learning system to continue her education. No refund or reduction of tuition fees will apply.

## 10. TERMINATION OF ENROLMENT

10.1 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.

10.2 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.

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

10.4 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 at the time of re-entry, and provided there are no existing debts from the previous time at the school.

## 11. INSURANCE

11.1 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.

11.2 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.

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

## 12. INTERNATIONAL STUDENTS

Additional terms of enrolment apply to International Students

# Theme 8



as notified at the time of enrolment and varied in the School's reasonable discretion on one term's notice.

## 13. MISCELLANEOUS

- 13.1 The School may at any time commence, vary or discontinue any academic or other program without notice to the Parents.
  - 13.2 The School may use any personal information it collects under these Terms of Enrolment in accordance with the School's privacy policy.
  - 13.3 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.
  - 13.4 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.
  - 13.5 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 psychologists and counsellors are available to support our welfare programs and assist individual students as appropriate. Wherever possible, our psychologists 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 were amended during 2022 to include more information in relation to crossing professional boundaries and information in relation to the Child Safe Standards.

### 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 6, and all child protection concerns are referred immediately to the Head of Junior School.

The Junior School's Student Welfare Policy and Procedures includes information about student welfare programs and how they are communicated to parents, the student welfare

teaching programs that cover such matters as antibullying, digital citizenship, personal development and child protection strategies, the responsibilities of staff and support services referral procedures. 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. No amendments were made to this policy in 2022.

### SENIOR SCHOOL

In the Senior School in 2022, the Head of Teaching and Learning oversaw curriculum while the Head of Student Wellbeing oversaw the Pastoral Program. The two Heads worked 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 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 Senior School's Pastoral Care and Student Welfare Policy and Procedures outline the pastoral care and student welfare program provided in the Senior School. The full text of Senior School's Pastoral Care and Student Welfare Policy and Procedures can be accessed on the School's intranet (staff and parents) and upon request from the Principal. No amendments were made to this policy in 2022.

### 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

# Theme 9



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, uniform regulations and the sport Code of Conduct. Harassment or bullying in any form is unacceptable. Incidents of bullying should always be reported to teachers immediately. The policy addresses the Junior School's focus on supporting positive interactions between students and a positive behaviour reward structure.

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.

During the course of the year, students are involved in anti-bullying education and an annual friendship survey is conducted.

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 may be accessed on the School's intranet (staff and parents) or upon request from the Principal or Head of Junior School. The Discipline and Behaviour Management Policy and Procedures was not amended in 2022.

## SENIOR SCHOOL

Meriden aims to create and maintain a safe environment for all students, ensuring that harm is minimised. Our policies and procedures are aimed at ensuring that all staff and students are aware of their rights and responsibilities to each other and that they work together to create an effective learning environment for all.

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

- Code of Behaviour
- Student Behaviour Management Plan
- Uniform requirements
- Sport Code of Conduct
- ICT Code of Conduct
- Anti-Bullying Policy and Procedures.

The Discipline policy sets out the behavioural expectations of Senior School students, the staff roles in the implementation of the policy and management of behaviour, consequences for breaches of behavioural expectations (e.g. detentions, suspension and expulsion).

The Anti-bullying policy defines bullying and bullying behaviour and states that bullying will not be tolerated. If an incident of bullying occurs, steps are taken by the Year Coordinator to provide support and to address it.

Both staff and students are educated about the harmful effects of bullying and each year's pastoral program includes sections on how to manage bullying, and the support structures that are in place.

Students are encouraged to stand up for someone if they think that behaviour is unacceptable.

Punishment for bullying behaviour and cyberbullying are included in the Senior School's Discipline Policy.

Information about the Youth Liaison Officer are contained in the Anti-bullying policy and students are given information about how to contact the YLO and other support agencies in year meetings and on year group eVe pages.

# Theme 9



The full text of these policies and procedures may be accessed on the School's intranet (staff and parents) and upon request from the Principal. Substantive extracts are also contained in the Senior School Planner. Amendments were made to the Discipline Policy, Anti-bullying Policy, Code of Behaviour and Student Behaviour Management Plan in 2022. The changes were largely non-substantive including for example change of responsible staff titles, and changes to procedures for detention/demerits.

## GRIEVANCE AND COMPLAINTS HANDLING POLICY AND PROCEDURES – PARENTS AND STUDENTS

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 – 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 Student Wellbeing, 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 Junior, the Head of Student Wellbeing 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 publicly available on the Meriden website and may also be accessed on the School's intranet (staff and parents) or upon request to the Principal. This policy and procedure was not amended in 2022.



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## SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

PRIORITY AREA	ACHIEVED	COMMENTS
<b>WHOLE SCHOOL PRE K-12</b>		
Focus continued on ensuring the well-being of our staff and girls, as set out in our Strategic Plan 2019-2022 <a href="https://www.meriden.nsw.edu.au/about-us/vision-and-strategic-direction/">https://www.meriden.nsw.edu.au/about-us/vision-and-strategic-direction/</a>	•	Achieved
Opening of the Greenhalgh Centre for Music and Drama (GCMD), May 2022	•	Achieved

PRIORITY AREA	ACHIEVED	COMMENTS
<b>TEACHING AND LEARNING JUNIOR SCHOOL PRE-K – 6</b>		
Develop evidence-based Continue at the forefront of pedagogical practice	•	Dr Jonathan Heard provided professional learning to all teaching staff. Junior School teachers developed, implemented and evaluated personal professional learning plans to further develop self-identified learning goals in this area.
Provide more targeted staff in STEM and English pedagogical practices	•	The Dean of Curriculum and Dean of STEM roles commenced in Term 3 to provide in-house, targeted support for staff to improve student learning outcomes.
Review the approach to teaching early literacy skills	•	The Dean of Curriculum investigated a range of options and preparation began for the implementation of the research-based InitialLit program in K-2 in 2023. Staff attended external training in the program.
Prepare for the implementation of new K-2 English and Mathematics syllabuses	•	The Dean of STEM and Dean of Curriculum led syllabus implementation professional learning sessions and worked with staff to develop new K-2 English and Mathematics teaching programs for 2023
<b>TEACHING AND LEARNING SENIOR SCHOOL YEARS 7-12</b>		
Continue at the forefront of contemporary pedagogical practice	•	Continued to offer hybrid Economics to allow students to combine online learning and face-to-face teaching. Scheduled Day 2i as a way of continuing the benefits of online learning. Introduced Cambridge IGCSE Combined Science (two classes) and Global Perspectives (two classes) into Year 9.
Build on the work of tracking student academic progress	•	School analyst continued to provide data to Heads of Department and the Academic team on student achievement.

# Theme 10



## SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT CONT.

PRIORITY AREA	ACHIEVED	COMMENTS
<b>TEACHING AND LEARNING SENIOR SCHOOL YEARS 7-12</b>		
Provide professional learning to improve teaching practice	•	Jonathan Heard (ACER) provided the initial Staff Day professional learning and follow up session, focusing on critical thinking. Subject specific external professional learning continued to inform teachers' understanding of current thinking. Internal professional learning focused on the four NESA priority areas of curriculum, students with disabilities, student mental health and Indigenous education/supporting Indigenous students.
Continue to evolve contemporary Senior School academic reports	•	Lateral Learning e-reports incorporated research skills and STEM spatial skills in the subjects of Science, Technology Mandatory and Maths in Year 7. In Year 8 the focus was on Literary Engagement and Speech, working with the subjects of English, PDHPE and History.

PRIORITY AREA	ACHIEVED	COMMENTS
<b>TECHNOLOGY WHOLE SCHOOL PRE K-12</b>		
Fixed streaming cameras implemented in Wallis Auditorium and Blackman Auditorium	•	A total of 5 fixed streaming cameras installed in the 2 spaces
Upgraded the School's security system	•	
Implemented new electronic door-locking system into Senior School Admin and Main doors of the Sports Centre	•	Stage 1 of implementing the new Salto fob based door-locking system that has also been implemented into the new GCMD building
New auto door installed in main entry to Sport Centre	•	
New laptop computers for all staff across all campuses (200)	•	Staff laptops lease ended and a full set of new laptops were distributed to all staff
Sharepoint Online implemented with new look eCentral	•	Old eCentral was redeveloped on the new Sharepoint online platform
Automated staff email signature system implemented	•	
New clock mechanism implemented in the Senior School's clock tower	•	
Replaced 8 printers in various areas around the School	•	

# Theme 10



## SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT CONT.

PRIORITY AREA	ACHIEVED	COMMENTS
<b>TECHNOLOGY JUNIOR SCHOOL</b>		
192 new laptops installed in Junior School	•	
3 Classrooms had new data cabling and electronic boards installed	•	
An additional 3D printer was installed in to the Junior School STEM lab.	•	
	•	
<b>TECHNOLOGY SENIOR SCHOOL</b>		
GCMD fitout including the following: <ul style="list-style-type: none"> <li>– Electronic boards, speakers and networked clocks</li> <li>– New WIFI</li> <li>– Student kiosks</li> <li>– Networking equipment</li> <li>– Radio Room fitout</li> <li>– Ensemble Room sound equipment fitout</li> <li>– TV's in Boardroom, Staffroom and Amphitheatre</li> <li>– Bio Box and Drama theatre fitout</li> <li>– Staffroom fitout including printer and monitors</li> <li>– Printroom fitout including 2 new production photocopiers</li> <li>– New Mac desktop computers in the compositions lab</li> <li>– CCTV Cameras</li> </ul>	•	This was a substantial fitout of the new GCMD building which was a key focus on works for 2022
DA07, DA09, DA13, DA14 and DA15 fitted out with new electronic projectors, WIFI and clocks	•	
Sound system installed in the Senior School staffroom	•	

# 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 counsellors, psychologists, a 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). 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 Harmony Day, NAIDOC Week, 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 supporting the Indigenous Literacy Foundation. The lunchtime Christian groups are widely attended. The Buddy Program helps Year 5 and 6 students develop a sense of care for others as they interact with Kindergarten and Year 1 students. Students have opportunities to thank and encourage members of the community through cards and letters to politicians, community workers and residents in the neighbouring assisted living facility.

Students are encouraged to assume responsibility for an aspect of school life through a leadership role, including Class Captains, Prefects and House Leaders. The House Leaders are responsible for raising awareness about the six children sponsored by the School, and the Prefects help the younger students learn about respectful relationships through Friendship Week. 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 Creativity Team, 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. Each term, the Class Captains and Vice Captains identify an area of need in the School and work on a small project to help students take action to address the need.

### 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 celebrates International Women’s Day and Harmony Day. 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 serve others through activities such as:

- The Interact Club, Green Team, the year-long House Service Initiatives and the Service Learning opportunities, 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:
  - **Rough Edges** – aims to bring a greater sense of self to everyone, encouraging community to those experiencing homelessness and marginalisation in Sydney.
  - **Neuroblastoma Australia** – whose mission is to save young children’s lives through improving the efficacy and safety of treatments for neuroblastoma.
  - **Bear Cottage** – serving the NSW community through its paediatric palliative care program.
  - **NextSense** – provides dedicated, innovative, and customised services aimed at breaking down barriers for children, adults and families of people with hearing or vision loss.
  - **SisterWorks** – Through work and entrepreneurship, their

# Theme 11



mission is to support women who are refugees, asylum seekers or migrants to improve their confidence, mental well-being, sense of belonging and economic outlook.

- **ROOP (Reading Out of Poverty)** – promoting literacy skills in early childhood and providing literacy resources and services to families with young children from low socio-economic backgrounds, including migrants, refugees, and Indigenous individuals in Australia.
- The student Christian groups continue to run successfully with many girls attending each week.

Our outdoor education and camping programs in Years 7 to 9 each visit a different location and context, and provide a wide range of outdoor experiences and challenges, which facilitate the development of 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. The Year 9 camps in particular included opportunities for week-long service trips to Queensland, in Cape York and the South East region.

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's Award Scheme
- Australian Army Cadets Program
- Green Team which continues to look at ways to develop the sustainability of the environment around the School e.g. recycling.
- Interact group which works as a junior branch of the Strathfield Rotary Club, and runs community events to raise money for charity.

# Theme 12

## PARENT, STUDENT AND STAFF SATISFACTION

Meriden values feedback from the school community and collects feedback on community satisfaction through numerous avenues. Feedback from parent, student and staff members' perspectives are all important inputs when planning for current and future generations of Meriden girls. Thoughtful consideration is given to information received which is then applied to decisions from high level strategic planning to improving daily operations.

Our community satisfaction measured by online surveys remains strong. Meriden actively conducts annual satisfaction surveys of all staff, and the parents and students of selected year groups.

### PARENT SATISFACTION

In our 2022 parent surveys, high parent satisfaction was evident in responses received. When asked if they would recommend Meriden as a school to friends or colleagues, the average parent response on a scale of zero to ten was 8.4, where ten represented Extremely Likely and zero represented Not Likely At All. In the Year 12 parent survey, when parents were asked about Meriden's Vision to be Leading in Excellence the average response was midway between the top two categories which are Very Good and Excellent.

Informal feedback is provided in person by parents to the Principal, Dr Greenhalgh, and staff at school events and parent-teacher interviews, and parents have access to contact their child's teachers and key school staff members directly. Our active and supportive parent groups, which include the Parents and Friends Association, the Junior School Auxiliary and Friends of Meriden Sport, have delegated school staff who liaise with them and receive feedback. Feedback is also collected from parents when students leave the school, either at the end of Year 12 or earlier. Parent and student satisfaction is vouched for through our very low exit rate.

### STUDENT SATISFACTION

Each year our Year 6 students complete a wellbeing survey to provide information to the School on areas including engagement, resilience and positivity. Our cohort of Year 6 students was surveyed in June 2022 and recorded positive results. Particularly pleasing were results for Engagement of 4.2 and Communication of 4.0, on a scale of zero to five where a higher score means greater strength.

In line with surveys in previous years, the Year 12 student survey results showed students rated highly the quality of teaching and learning, their confidence in the teachers' expertise, and the level of support provided by teachers.

### STAFF SATISFACTION

In 2022 the Staff Survey results remained positive and overall job satisfaction was high. Pride in Meriden as a school as well as a workplace continued to be strong, as well as the belief in the standard of care and quality of teaching the students receive.

On a scale from zero to ten, where zero represented Ashamed and ten represented Extremely Proud, when staff were asked how proud they were to work at Meriden they scored an average of 8.6. Similarly, on a scale of zero to ten, where zero represented Not Likely At All and ten represented Extremely Likely, staff scored an average of 8.6 when asked if they would recommend Meriden as a school to friends or colleagues.

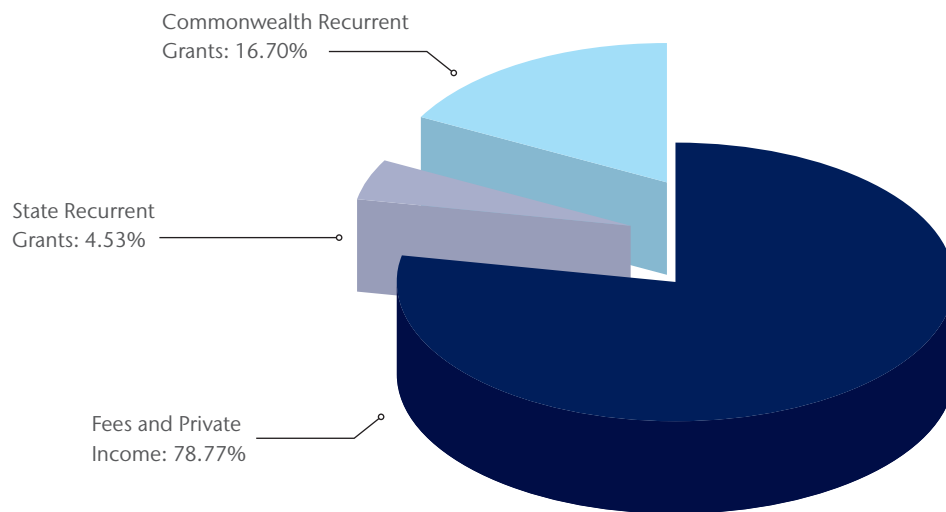
The high satisfaction amongst our Meriden community has supported the increasing demand over time by prospective parents to educate their child at Meriden. Enrolment interest across the school exceeds our enrolment capacity and demand continues to grow.

In line with the learning practice of continual improvement taught in our Fidelis Model for teaching and learning, Meriden endeavours to continually apply learnings from feedback in order to provide our students with an excellent education.

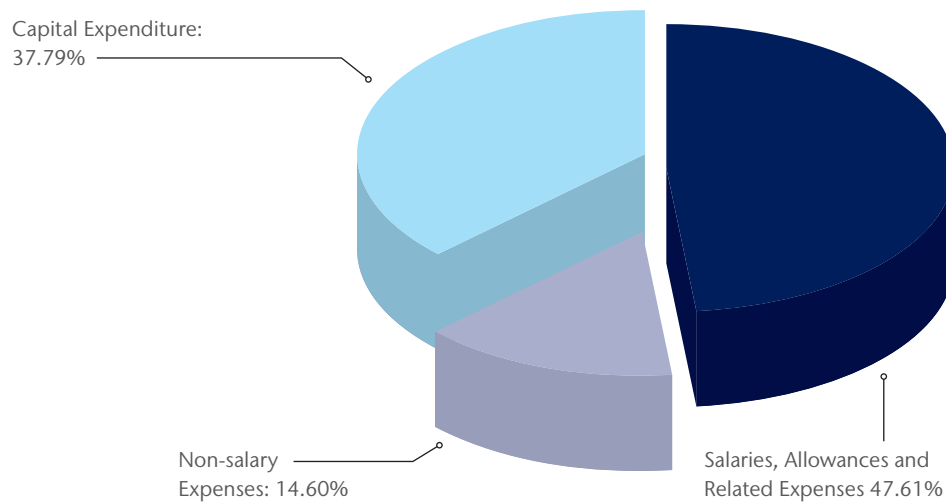
# Theme 13

## FINANCIAL INFORMATION

### MERIDEN SCHOOL RECURRENT AND CAPITAL INCOME 2022



### MERIDEN SCHOOL RECURRENT AND CAPITAL EXPENDITURE 2022







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