



2020

EDUCATIONAL AND
FINANCIAL REPORT



MERIDEN
AN ANGLICAN SCHOOL FOR GIRLS

Meriden girls
make their **marks.**

Table of Contents

Theme 1 Message from key School bodies	3
Theme 2 Contextual information about the School and characteristics of the student body.....	10
Theme 3 Student outcomes in standardised national literacy and numeracy testing	11
Theme 4 Senior Secondary outcomes (student achievement).....	12
Theme 5 Teacher professional learning, accreditation and qualifications	17
Theme 6 Workforce Composition	20
Theme 7 Student attendance & retention rates and post-school destinations in secondary schools	21
Theme 8 Enrolment policies	24
Theme 9 Summaries of other School policies.....	43
Theme 10 School determined priority areas for improvement.....	47
Theme 11 Initiatives promoting respect and responsibility	50
Theme 12 Parent, student and teacher satisfaction.....	52
Theme 13 Summary Financial information	53

THEME 1

Message from key School bodies

Chairman of the School Council

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

Both the full Council and the Council Executive met regularly during 2020. In addition, there were a number of other sub-committees of the Council which had specific tasks and which reported back to the Council. Mrs Irene Karantonis, Rev Stephen Gardner, Mrs Gina Lee and Dr Lynnette Kay all joined the Council in 2020. Dr Laurel Moffatt resigned after 10 years of dedicated service on Council. Mrs Barbara Horsfield OAM, the Old Girls' Union representative, also resigned after 6 years of dedicated service. Meriden is grateful to each of them for their generous contribution to the Meriden community.

The 2020 HSC cohort achieved outstanding results with one student being awarded the highest possible ATAR of 99.95, 58% of students receiving an ATAR of 90 or more and 16% receiving an ATAR of 99 or more. Placings within the top 9 in the State were obtained in seven courses, including one student placed 1st in Spanish Beginners, one student placed equal 1st in Biology and one student placed equal 1st in Community and Family Studies. Thirty students (19% of the cohort) were included on the HSC All-Round Achievers List for achieving 90 or above in 10 or more units of HSC study. 379 students obtained Distinguished Achievements (Band 6 results). The depth of these overall achievements resulted in Meriden being ranked in 17th place in the 2020 HSC Schools Ranking published by the *Sydney Morning Herald*.

Excellence was also achieved in Music, Visual Arts, Design and Technology, Drama, Sport and Engineering Studies. Ten students were nominated for the ENCORE concert which showcases exemplary works by HSC Music students; four students were nominated for the HSC Drama Showcase, OnSTAGE; one student had her Major Work nominated for inclusion in ARTEXPRESS which features exceptional works by HSC Visual Arts students and one student had her Major Works nominated for inclusion in the Shape exhibition which exhibits outstanding HSC Design and Technology projects. Multiple students received offers to study at top USA Universities including one graduate who was invited to undertake tertiary studies and join the champion water polo team at the University of California, Irvine, becoming the first female athlete from outside the USA to join the team. Another student received an offer from UTS for a Scholarship in Software Engineering. Meriden continues to be one of the leading independent schools in the Inner West.

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

Rev Andrew Katay
Chairman of School Council

Principal

Not unexpectedly, the annals of history will record 2020 as a year like no other. Twelve months ago, as we were planning for the year ahead, we would never have imagined that the year would require such constant change and revision, all as a result of a global pandemic. It has been a year of immense and intense learning and adaptation for us all!

We were in a very fortunate position in that we had early warning of the effects of the coronavirus. Because of what we were hearing from overseas, we asked parents to self-quarantine for two weeks prior to returning to school at the beginning of the year if they had taken part in any international travel in January. The feedback that we received from parents was very supportive of this move, so we knew that the overseas situation was dire, even before it had become a problem in Australia. Under the guidance of Mrs Christine Kenny, Head of Teaching and Learning, and Dr Michele Benn, Head of the Junior School, we quickly improved our Learning Management Systems and upskilled our teachers in video conferencing.

As a result, when Australian schools went into lockdown, Meriden was ready, and the girls' learning continued strongly without significant interruption. Dressed in their school uniforms and seated purposefully at a desk at home, the girls continued to follow their timetables and engage with their teachers throughout the day.

Moreover, other areas of school life continued too. The Director of Sport, Mr Adam Raw, organised for Sports training to be provided online. Watching the basketball coaches scattered across the Sports Centre, doing their drills in front of a computer screen for their teams online at 7:00 am will be one of my enduring memories of 2020.

Organising orchestra rehearsals and other music ensemble rehearsals has been even more of a challenge for 2020, as music scripts and backing music often needed to be sent home, with the resulting sound combined electronically to form the orchestra. Incredible!

Of all the areas of school life, I think that 2020 has been most difficult for the Music Department. Even as I write this article, we still can't sing in Chapel, and choral ensembles are restricted to five participants. Most of our Music events have had to be cancelled for the year. And yet, somehow, the Music Department across the School, under the extraordinary leadership of Mrs Jodie Spooner-Ryan, has continued to provide for our musical girls in wonderful ways.

Much of what we have achieved this year would not have been possible without the assistance of an outstanding ICT Department and other technology experts, under the leadership of the Director of IT, Mr Mark Stephens, and the Coordinator of Learning Link (COLL) - Online Learning, Mr Ben Robson. Our increased needs in this area have warranted an increase in the size of our IT team, and the skills of the whole team have allowed for the impressive livestreaming of events, including sport, as well as remote learning.

Fortunately, even with the interruption of the lockdown, two building projects were able to be completed during the year. The extension to the Denise Thomas Building in the Junior School now provides our Junior School classes with two specialised music rooms and a STEM Lab, beautifully outfitted with funds provided by the JSA. The P and F provided the funds for The Circuit in the Senior School which was also installed in 2020 and which acts as an outdoor activity area for these older girls.

Also during 2020, the approval for the construction of our new Centre for Music and Drama was finalised by the relevant authorities, with construction commencing in October 2020. We look forward to the completion of this much-needed building at the end of 2021.

For me, 2020 has given two strong messages. Firstly, the talent and generosity of the staff.

During the time of remote learning, I received much positive feedback from the parent community, thanking the teachers and coaches for their commitment to engaging their daughters in their learning, even though the girls were on the screen and not in the classroom, and for the serious approach that the School took to ensuring that learning continued unabated. Many parents, perhaps for the first time, were able to witness the work that goes into teaching, and to see the warmth of the relationship that exists between Meriden staff and the girls. Many parents also commented on the technology skills of their teachers who were able to use so many resources and teach so proficiently using technology. We even had girls doing pen and paper exams under the online supervision of their teachers! Teams, Zoom, See Saw, Google Classrooms, Mute and Google docs are now all part of the Meriden lingo.

Behind the scenes, too, the Support staff had to adapt. The Head of Operations, Mr Richard Arkell; the Director of Property, Mr Adrian Jackson; the Director of Finance, Ms Janet Wong; the Director of Communication and Marketing, Ms Anne-Maree Marczan; and the Director of Compliance, Ms Sharon Moore, were also making swift changes to ensure the girls were safe, that generous refunds were given to families when events were cancelled, that the school and wider communities were kept informed of changes, and that we were operating appropriately under the guidelines of the Department of Health.

We are certainly blessed with very competent and generous Teaching and Support staff teams, and I have never appreciated them more than in 2020.

The second message of 2020 for me was the importance of school to our community. We have always known that Meriden girls enjoy coming to school, and that the School has well provided for their learning and other educational needs. However, 2020, if there was any doubt, showed us very clearly that the girls need school for their total well-being.

During the lockdown, and then with restricted activities, it became so apparent that the girls missed their friends, their teachers and the very reassurance of school. In fact, as schools had to remain open during the period of remote learning, many girls chose to hold their remote lessons at school. When they all officially returned to school, we marvelled at the ways in which the girls sat together in the playground, often closely huddled together. The school environment is a safe and reassuring place for our girls, and they need to be on site.

Our parents also felt somewhat disconnected from the School in 2020. Even though we livestreamed most of our important events through the year, the absence of direct contact with parents restricted our communication and their awareness of what was happening at School. The important role that the School plays in the lives of our families also became apparent, and I am very grateful for the role that Mrs Julia Anstey, Head of the Senior School, Mrs Karen Ellis, our Community Chaplain, and the School's community groups played in keeping our families connected with the School.

The senior staff and I are making many changes as result of the pandemic of 2020. We will continue to enforce physical distancing as much as possible, and to employ additional cleaning facilities at the School for safety reasons. We have introduced Day 2i for Year 12 girls to give them more flexibility in their timetable and the possibility to learn from home at least one day per fortnight, as well as slowly introducing a hybrid model of learning for our girls in Years 11 and 12. We will be increasing the opening hours of the Hudson Library and Research Centre on Saturdays and in the school holidays to allow the older girls to enjoy, more frequently, the familiarity and comfort of the school grounds. Live-streamed events will be common, giving parents the option of viewing a school-based event while at home or at work.

2020 has left its mark on us all, and the School will be forever changed as a result. Nonetheless, throughout it all, we praised our gracious Heavenly Father for keeping our community safe, and for enabling us to keep our Meriden girls, and little boys, developing into confident, compassionate and creative citizens.

Dr Julie Greenhalgh
Principal

Parents and Friends Association (P and F)

In line with our Constitution, Meriden Parents and Friends' Association (P and F) 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.

We started 2020 with gusto and enthusiasm following an amazingly successful 2019. All events for the year were locked in and planning commenced. Our aim was to continue to build on our underlying spirit of inclusion, expansion and collaboration.

The first event of the year, in February 2020, was the Senior School Parent Expo. This event saw 205 parent bookings, the largest response ever. A special thank you to the Meriden Year 10 Ambassadors and all the volunteers who helped deliver this event. Feedback received from the parent community was very positive. We also received 90 expressions of interest from the community to help at future events.

Our ability to execute all remaining events for the year was stifled due to COVID-19 restrictions. As a Committee, we continued to meet, virtually, instead of in person and continued to review our role in supporting the community. While it was disappointing that we were unable to host the remainder of our usual events, we felt blessed that the Meriden School Leadership remained proactive in ensuring the safety and wellbeing of our girls, their teachers and the greater school community.

The events and associated activities that were cancelled included the Mother's Day Breakfast, Blue Tie Dinner hampers, Senior School Father's Day BBQ, Festival of Speech, Music under the Stars food stalls and the Carols Service BBQ. We were delighted to gift all Year 12 girls and their Year Co-ordinator with a keepsake. This was a gift boxed sterling silver bracelet presented during the Year 12 Graduation Ceremony, in place of the Valet Dinner.

Financially, the P and F's opening balance at the start of 2020 was \$9,671, with a total income of \$54,198 and total expenses for the year at \$6,840.

We donated \$35,000 to the School. These funds will go towards retractable seating for the new Drama Studio in the Centre for Music and Drama.

Furthermore, I would like to acknowledge and thank:

- the wonderful staff at Meriden for their assistance, especially Mrs Lisa Brown, Mr Richard Arkell, Ms Janet Wong, Ms Anne- Maree Marczan and Mrs Lili Fisher
- the Year 10 Ambassadors, for their diligent help at the Parent Expo and
- the year Social Organisers, for organising year group events in Term 1 and keeping engaged with their parent/guardian community throughout the remainder of the year.

I would like to thank my esteemed colleagues on the Committee, all of us new to our roles in 2020. Each remained engaged, willing, thoughtful and compassionate.

The year of 2020 was unique, but as a team we maintained focus and 2021 has seen the return to a somewhat new normal for the P and F with some exciting events already delivered.

Ms Jacqui Algar **President Parents and Friends Association**

Junior School Auxiliary (JSA)

2020 was the year where COVID-19 played havoc with all events, with the exception of, the Twilight Picnic.

We were extremely fortunate to still be able to hold the Twilight Picnic on 22nd February and even though the weather was very threatening, the evening was a great success.

Unfortunately, we all went into lockdown end of Term 1 and all of Term 2.

All our events for the remainder of the year were cancelled as parents are not allowed to enter the school grounds and the role of the JSA unfortunately changed to that of a holding pattern for the year.

Our major fundraiser, the Dance-a-thon, may have been able to go ahead but we decided for this year it would have been insensitive to ask families to donate to the School when the general school population was taking such a hit economically.

Our opening balance for 2020 was \$26,569.59. The closing balance for 2020 was \$16,163.67. The JSA did receive the parent levy of \$22,700 in May, which meant we were able to still donate \$25,000 to the STEM building fit-out in the Junior School.

The JSA provided the School with a small gift (bracelet) to present to all Year 6 students in recognition of their interrupted year, noting that many of their events were either cancelled or altered. The cost of the bracelets came to \$1,655.28.

The JSA also provided ice blocks for the girls at the Junior School disco, as we were not able to provide anything else due to COVID-19 restrictions.

I would like to congratulate the newly elected JSA Committee Members for 2021.

- President – Valeria Ko
- Vice President – Mr David Do
- Treasurer – Ms Jenny Liu
- Secretary - Kate Lam.

I wish to thank Mrs Meeghan Tsihlis, Ms Marika Kompus, and Mrs Kate Lam, the Committee Members from the past few years. They have been such hardworking and fabulous people to work with - it has been a joy. A special mention to Meeghan and Marika who have worked on the JSA for the past 6 years. Their daughters are now in Year 7 at Meriden. Their service has been invaluable to the JSA.

I would also like to thank Dr Benn and Mrs Ralevska. The JSA workings with the Junior School were made so much easier and seamless due to their contribution.

On a personal note, I would like to express my great joy and honour to lead the JSA into 2021.

Mrs Valeria Ko

JSA President

Valedictory Address

This is a transcript of speech given by Genevieve McKeown at the 2020 Year 12 Graduation

2020 vision. That's the perspective that we all started our year with – ready for a fresh start, for hard work, for fun and laughs and friendship. And while our 2020 vision didn't anticipate everything that was to be thrown at us this year, it did get those things right. Hard work, fun, laughs and, I'm sure you can all agree year 12, the most amazing friendships I could ever ask for.

Dr Greenhalgh, teachers, family and friends behind the camera, girls and most importantly year 12, class of 2020.

When I was thinking about what would make a memorable introduction to start my final speech, I thought what better way than to let you all know my favourite 'F word'. And sorry Mr Archer, unfortunately it's not form. But, friendship.

345 days ago we started our Year 12 journey and if anyone had told us at this time that we would be spending 2 and a half months apart to learn online, we probably would have laughed at them because that's just not meant to happen, especially in Year 12. But whilst some people could get used to the extra sleep in time in the morning or the ability to make a fashion statement by wearing your school shirt with pyjama pants and Ugg boots. Something that I'm sure no one can ever get used to is doing school without your friends. And yet friendship is the word that I am confident summarises our year. It encapsulates everything from dressing up at the Swimming Carnival, to the Common Room dance parties and even watching each other dance through the screen on Teams before class started (yes, India Bowden, I'm looking at you).

Because despite the time that we have had to physically spend apart, it has definitely brought us closer together as a year group. You are an incredible year group and have shown endless amounts of

resilience and courage. Thank you for making this year, and my entire time at Meriden so special and unforgettable.

To the wider Senior School, I hope that you make the most of your years at Meriden and the wonderful friendships that you make, that you will keep for the rest of your lives.

Year 12, I think it is safe to say that our friendship is what keeps us so cohesive as a year group. Each one of you inspires me so much every day. Seeing your commitment and dedication to whatever you do, both inside of school and outside of school is so encouraging. Whether you are Olivia Mitchell racing down the pool or Ashleigh Stathak lighting up the Auditorium as she sings or Eisha Chanan firing the gun down the range for cadets or even just seeing every one of you at school each day. This year has made me realise how blessed I am to be in your presence every day.

I can't wait to see what you all achieve in the future. I look forward to watching Chevyone get a bullseye at the Olympics and Natasha Nguyen speaking in Parliament House and even just turning on the news to see your faces.

But none of this would have happened without Mrs Kershaw. Mrs Kershaw. Thank you for being the most organised, caring, supportive and committed Year Coordinator that we could have asked for. Thank you for helping to make this high school journey so amazing for all of us. It has been so comforting knowing that your door is always open if we needed it. And thank you for being the one that's always so keen to hear about how our weekend was and to just chat about life. Thanks for being the one that egged on the rivalry between the houses with just dance and lip sync battles. And thanks for being the one that comforted us on the way to hospital, whether that be from a sprained ankle at Year 8 survival camp or if someone happened to pass out at the finish line of the fun run. There is no doubt that all of the time you have spent on us has made this experience unforgettable and no words could ever express how grateful we are for this.

Thank you to all of our parents. Although you can't be here in person to celebrate with us, we wouldn't be here without you! Thank you for all the work that you put in behind the scenes, making sure that (most of us) make it to school every day on time and telling us to start that assignment earlier the next time so we were not up until all hours of the night.

And to all the younger girls in the school. First of all, I hope you're all still awake in the classrooms. And secondly, I have to say a massive thank you to you all as well. You are all the reason I look forward to school each day and I am so encouraged by the care you show each other. I don't think I properly appreciated the connections I have made with you all until being a part of our athletics squad. This is a group of girls that support and encourage each other no matter what year group they are in, and have worked hard even in uncertain times. And I think this is a microcosm for the rest of Meriden. I am in awe of the array of talents and skills that you all hold and I really encourage you to make the most of your time at school. It is a place where you can meet some incredible people and take part in activities that will create lifelong memories. Keep aiming high and working hard girls!

Now we all know that the common room is where many eventful things happen and memories are made. Maybe it's where you took your naps during a free period or discovered someone's lunch from two weeks ago in the fridge. But one thing that is also so special that comes from here are the conversations we had with each other and the bonds we formed. Now one conversation that I had in there with Analise made me think. She suggested that I include a Winnie the Pooh quote into my speech and I can't remember exactly which one she mentioned but I stumbled across this one – "A day without a friend is like a pot without a single drop of honey left inside." I think this accurately sums up our time here at Meriden, that friends make every day so much sweeter and more enjoyable.

Meriden has provided so many opportunities, one of the most amazing being meeting every single one of you and it is incredibly special to have something that we have enjoyed so much. I am honestly going to miss tackling the day's challenges without you. But I am so excited for what the future holds for every single one of you.

I know that you all will continue to grow into the girls that God has planned for you to be. I will always be praying for each and every one of you and I can't wait to see where life takes you. Year 12, there's one song that's followed us through our last few years of school and I find it a perfectly fitting way to end my speech. We are more than conquerors. You are all more than conquerors. Now Year 12, go, make your mark on the world and be the conquerors I know you can be.

Genevieve McKeown
Head Prefect 2020

THEME 2

Contextual information about the School and characteristics of the student body

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

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

Sport plays an important part of life at Meriden. Approximately fifteen sports are offered at the School and, in recent years, Meriden girls have represented Australia in Athletics, Tennis and Water Polo. Many girls also participate in music at Meriden. The orchestras, concert bands and choral ensembles all enjoy regular success in concerts, Eisteddfods and championships. A wide-ranging co-curricular program gives every girl an opportunity to be involved in the life of the School. This includes debating, public speaking, chess, student christian groups, cadets, Duke of Edinburgh Awards, Theatresports, STEM clubs, coding clubs and many more.

At Meriden, we aim to help our girls develop into confident and articulate global citizens of integrity, compassion, creativity, courage and optimism.

Enrolment details*

Total Pre-K enrolments	52
Girls	49
Boys	3

Total K-12 enrolments	1353
Girls	1353
Boys	0
Full-time equivalent enrolments	1353
Indigenous students	5 (<1%)
Language background other than English	73%
Total Pre-K-12 enrolments	1385

Index of Community Socio-Educational Advantage (ICSEA)	
School ICSEA value	1176
Average ICSEA value	1000
School ICSEA percentile	98

*As at August 2020

Further information on the School's profile can be found on the My School website - <https://www.myschool.edu.au/school/43913/profile/2020> .

THEME 3

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

No NAPLAN testing was held in 2020.

THEME 4

Senior secondary outcomes (student achievement)

Record of School Achievement (RoSA)

The Record of Secondary Achievement (RoSA) is a cumulative credential. It is for Year 10, 11 and 12 students leaving school prior to the Higher School Certificate. Meriden did not have any students in 2020 who required the award of a RoSA.

Results of the Higher School Certificate (HSC)

In 2020 there were 162 girls eligible for a Higher School Certificate (HSC) and all candidates achieved the award of HSC.

Meriden was placed 17th in the 2020 HSC Schools Ranking (*Sydney Morning Herald*).

30 students (19%) received All-Round Achievers Awards for achieving results in the highest band possible for at least 10 units of HSC courses.

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

There were 379 Distinguished Achievements (Band 6 results).

One student was awarded the highest possible ATAR of 99.95.

58% of the Meriden students received an ATAR of 90 or above with 66% achieving greater or equal to 85.

The median ATAR was 92.4.

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

Two students accepted scholarships to study in the USA, to attend the University of California, Irvine, and Lake Superior State (Michigan).

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

HSC Course	Position in the State
Biology	Equal 1 and 6
Community and Family Studies	Equal 1
Spanish Beginners	1
Spanish Beginners	2
Science Extension	2
Chinese and Literature	4
Mathematics Advanced	Equal 9
Economics	9

Year 12 students undertaking vocational or trade training

Year 12	Qualification/Certificate	Percentage of Year 12 students
2020	16 students – Hospitality (Kitchen Operations)	9.9%
2020	1 student – Design Fundamentals – Sydney Institute – Design Centre Enmore	<1%

Year 12 students attaining Year 12 certificate or equivalent VET qualification

Year 12	Qualification/Certificate	Percentage of Year 12 students
2020	HSC	100%

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 8 students. The Meriden mean in Ancient History, Business Studies, Chemistry, Chinese Continuers*, Community & Family Studies, Engineering Studies*, English AL/D, Geography, History Extension*, Japanese Beginners, Legal Studies, Mathematics Extension 1, Mathematics Standard 2, Modern History, PDHPE, Science Extension*, Spanish Beginners and Studies of Religion 1 unit*, 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 5 students or less.

Course Name	Meriden				State		
	Students Included	Exam Mark Mean	Exam Mark Std Dev	State Exam Mark Mena	State Exam Mark Std Dev	School/State Variation	Z-Score
Ancient History 2 unit	15	86.17	11.02	72.1	14.1	14.07	1
Biology 2 unit	60	80.39	10.51	72.39	11.72	8	0.68
Business Studies 2 unit	33	83.53	9.2	71.99	14.61	11.54	0.79
Chemistry 2 unit	47	85.6	8.05	75.52	12.19	10.08	0.83
Chinese and Literature 2 unit	15	90.41	2.66	81.72	9.5	8.69	0.91
Chinese Continuers 2 unit	2	95.2	0.8	84.28	12.68	10.92	0.86
Chinese in Context 2 unit	6	93.03	2.65	88.32	6.93	4.71	0.68
Community and Family Studies 2 unit	44	85.45	6.77	74.06	10.27	11.39	1.11
Design and Technology 2 unit	19	86.07	4.58	78.54	9.67	7.53	0.78
Drama 2 unit	14	87.4	6.72	79.62	9.9	7.78	0.79
Economics 2 unit	26	83.73	11.1	77.02	12.47	6.71	0.54
Engineering Studies 2 unit	5	85.92	7.74	74.2	11.95	11.72	0.98
English Advanced 2 unit	126	87.22	6.01	81.33	7.5	5.89	0.79
English EAL/D 2 unit	20	83.19	6.85	70.27	13.37	12.92	0.97
English Extension 1 1 unit	23	44.29	3.1	41.66	5.49	2.63	0.48
English Extension 2 1 unit	12	43.54	3.22	39.43	6.52	4.11	0.63
English Standard 2 unit	15	73.55	5.26	69.93	8.52	3.62	0.42
Food Technology 2 unit	9	81.69	9.36	72.15	12.66	9.54	0.75
Course Name	Students Included	Exam Mark Mean	Exam Mark Std Dev	State Exam Mark Mena	State Exam Mark Std Dev	School/State Variation	Z-Score
French Continuers 2 unit	7	88.11	3.43	81.92	11.02	6.19	0.56

	Meriden				State		
French Extension 1 unit	3	38.33	2.74	39.65	5.46	-1.32	-0.24
Geography 2 unit	11	86.05	6.34	74.45	13.98	11.6	0.83
History Extension 1 unit	4	46.38	0.32	38.36	6.44	8.02	1.25
Hospitality (Kitchen Operations) 2 unit	16	81.41	6.68	75.09	9.77	6.32	0.65
Japanese Beginners 2 unit	13	88.34	5.39	71.92	16.41	16.42	1
Latin Continuers 2 unit	8	85.55	4.71	87.64	7.52	-2.09	-0.28
Latin Extension 1 unit	4	45.33	2.37	46.72	2.77	-1.39	-0.5
Legal Studies 2 unit	12	87.1	5.7	74.97	12.8	12.13	0.95
Mathematics Advanced 2 unit	68	88.32	8.39	79.2	12.12	9.12	0.75
Mathematics Extension 1 2 unit	45	88.71	10.41	78.49	17.09	10.22	0.6
Mathematics Extension 2 2 unit	18	90.12	8.29	81.46	14.21	8.66	0.61
Mathematics Standard 2 2 unit	47	81.13	8.41	68.4	14.61	12.73	0.87
Modern History 2 unit	22	88	5.63	72.53	15.38	15.47	1.01
Music 1 2 unit	8	90.63	4.25	81.56	9.87	9.07	0.92
Music 2 2 unit	14	91.53	3.25	87.03	6.06	4.5	0.74
Music Extension 1 unit	13	48.45	2.53	45.1	5.62	3.35	0.6
PDHPE 2 unit	19	82.96	8.41	72.46	13.18	10.5	0.8
Physics 2 unit	33	82.43	10.66	73.99	13.99	8.44	0.6
Science Extension 1 unit	4	43.95	3.52	37.04	4.94	6.91	1.4
Spanish Beginners 2 unit	11	90.42	5.26	74.73	13.39	15.69	1.17
Studies of Religion I 1 unit	2	44.85	1.55	37.69	5.34	7.16	1.34
Studies of Religion II 2 unit	6	75.03	12.59	75.5	11.51	-0.47	-0.04
Visual Arts 2 unit	19	87.39	5.74	81.02	9.33	6.37	0.68

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

COURSE Percentages in Band 5 and 6	2020		2019		2018		2017		2016	
	Meriden	State	Meriden	State	Meriden	State	Meriden	State	Meriden	State
Ancient History 2 unit	73	33	82	36	94	36	71	36	88	31
Biology 2 unit	67	31	65	32	75	37	82	39	84	35
Business Studies 2 unit	70	35	87	33	90	37	81	36	86	34
Chemistry 2 unit	85	43	81	46	70	42	73	43	80	41
Chinese and Literature 2 unit	100	68	83	71	-	-	100	67	-	-
Chinese Continuers 2 unit	100	76	-	-	-	-	-	-	-	-
Chinese in Context 2 unit	100	89	83	90	100	93	100	88	-	-
Community and Family Studies 2 unit	82	34	80	37	93	29	100	30	86	31
Design and Technology 2 unit	100	47	74	47	84	47	80	43	86	41
Drama 2 unit	93	47	57	44	69	42	67	42	100	43
Economics 2 unit	73	51	77	52	64	46	73	49	75	45
Engineering Studies 2 unit	80	34	-	-	100	36	50	36	-	-
English (Advanced) 2 unit	87	63	88	62	89	63	86	64	92	62
English (Standard) 2 unit	7	11	25	12	29	15	33	16	50	13
English EAL/D 2 unit	75	26	90	24	44	25	50	26	56	27
English Extension 1 1 unit	100	93	100	94	100	95	58	30	100	95
English Extension 2 1 unit	100	82	100	80	100	71	38	21	100	79
Food Technology 2 unit	78	29	56	34	70	32	75	30	67	29
French Continuers 2 unit	100	64	100	65	80	64	100	66	80	65
French Extension 1 unit	0	27	100	88	100	82	-	-	-	-
Geography 2 unit	73	42	69	44	80	43	42	42	100	41
History Extension 1 unit	100	21	100	77	100	79	100	22	100	81
Hospitality (Kitchen Operations) 2 unit	69	32	56	34	71	29	100	30	29	30
Japanese Beginners 2 unit	92	35	100	43	88	45	60	40	50	43
Latin Continuers 2 unit	100	89	-	-	100	87	100	82	100	80
Latin Extension 1 unit	50	87	-	-	100	99	100	71	-	-
Legal Studies 2 unit	83	39	89	42	100	44	67	44	88	42
Mathematics Advanced 2 unit	85	52	76	49	75	52	84	53	91	53
Mathematics Extension 1 1 unit	96	74	100	80	100	80	100	82	92	79
Mathematics Extension 2 2 unit	94	84	100	86	100	85	89	84	100	85
Mathematics Standard 2 2 unit	68	25	55	24	69	27	65	25	90	26
Modern History 2 unit	95	37	87	40	100	42	57	39	84	41
Music 1 2 unit	100	64	100	66	100	65	89	65	100	63
Music 2 2 unit	100	88	100	91	100	91	100	89	100	90

COURSE	2020		2019		2018		2017		2016	
	Percentages in Band 5 and 6									
Music Extension 1 unit	92	69	100	98	100	96	100	95	100	94
Personal Development, Health and Physical Education 2 unit	68	34	68	32	58	33	50	31	81	34
Physics 2 unit	73	40	93	37	68	34	67	34	48	30
Science Extension	75	7	100	68	-	-	-	-	-	-
Spanish Beginners 2 unit	100	41	73	36	71	45	63	48	50	43
Studies of Religion I 1 unit	50	8	50	46	50	37	75	50	83	50
Studies of Religion II 2 unit	33	44	46	45	-	-	-	-	-	-
Visual Arts 2 unit	89	65	100	63	85	53	86	55	75	54

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	145
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. Indicates teachers holding teacher education bachelor degrees or higher qualifications, including many teachers with Masters Degrees and 7 with Doctoral qualifications.

Professional Learning – Junior School

Junior School professional learning explored strategies for differentiation, including tailoring instruction by adapting the learning environment, content, process or product. In response to the initial professional learning provided by Dr Janet Dutton, the teachers collectively developed an annotated bibliography of resources associated with differentiation. Each teacher designed, implemented and reviewed a personal professional learning plans aligned to the AITSL standards to enhance his or her implementation of differentiation strategies in the classroom in order to improve student outcomes. Professional learning was also provided to assist teachers with public speaking, critical and creative thinking, and ICT integration.

Internal Professional Learning	Number of Participants
Understanding Differentiation: Presented by Dr Janet Dutton	41
Understanding Differentiation: Creating a Personal Professional Learning Plan	41
Understanding Differentiation: Implementing a Personal Professional Learning Plan	41
Compliance Training: Asthma	43
Child Protection Training	41
ICT Teach Meet	35

External Professional Learning	Number of Participants
MiniCOGE	6
Making Classroom Observations and Providing Feedback	1
Living Well at School	1
Risk Assessments and Excursions	1
Crossing Professional Boundaries	1
Updates to the NSW Child Protection Legislation	1
Harvard Visible Thinking	21
Introduction to Autism Spectrum Disorder and Whole School Support	1
Join the Conversation: Supporting the Full Participation of Students with a Disability	1
Understanding PAT Workshop	2
Reading to Write	1

Professional Learning – Senior School

Teaching staff engaged in both internal and external professional learning designed to improve and consolidate their practice. The focus of internal professional learning for teachers was determined by Dr Janet Dutton's *Differentiation* presentation at the beginning of year. Dr Dutton explored why we differentiate, including strategies for modifying content, process, product and learning environment. A follow up session provided teachers with the forum to share their resources and faculty specific experience.

The move to online learning necessitated by COVID-19 required increased training in technology. Teachers, already familiar with eVe, learned to use Teams as a way of connecting virtually with students. Heads of Department attended formal training and, in turn, instructed their staff. Once face to face teaching recommenced, the Lateral Learning team produced online modules to provide professional learning for staff.

Internal Professional Learning Activity	Number of Participants
Academic Enrichment	93
Child Protection Training	104
CPR Refresher	64
Janet Dutton Differentiation	102
Janet Dutton Follow Up	98
Managing Student Anxiety	82
Mandatory Compliance Training – Asthma/Anaphylaxis	106
Microsoft Teams Training	12
New Teacher Accreditation	20
Public Speaking	26
PL Module – Critical Thinking through Community of Inquiry	48
PL Module – Differentiating for Gifted Students	19
PL Module – The Art of Communication	46
PL Module – Reference Writing	9
PL Module – Utilising the Foundry	14
PL Module – ClickView and the Library	34
PL Module – Leveraging Literature	15
PL Module – Online Learning Toolkit	28

Professional Learning Activity

The table below summarises the external professional learning undertaken throughout the year. Physical attendance at conferences and seminars was significantly lower than previous years due to COVID lockdowns and the requirements of physical distancing. However, teachers attended online professional learning to address syllabus updates, particularly in Mathematics. Teachers also attended HSC marking sessions.

External Professional Learning Activity	Number of Participants
Chaplaincy	6
HSC subject updates	36
Leadership	3
Mental Health and Counselling	3
Technology	6

Teacher Accreditation Status – Prep and Junior Schools**

Level of accreditation	Number of Teachers
Conditional	0
Provisional	3
Proficient teacher (including Experienced)	34
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers in Prep and Junior Schools	37

Teacher Accreditation Status – Senior School**

Level of accreditation	Number of Teachers
Conditional	2
Provisional	4
Proficient teacher (including Experienced)	101
Highly Accomplished Teacher (voluntary accreditation)	1
Lead Teacher (voluntary accreditation)	0
Total number of teachers in Senior School	107

** As at 3 December 2020. Permanent/fixed term staff only.

THEME 6

Workforce Composition 2020*

Teaching Staff	145
Full-time Equivalent teaching staff	133.8
Support Staff	93
Full-time Equivalent support staff	77.0

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

*As at August 2020

Further information on the School's profile can be found on the My School website - <https://www.myschool.edu.au/school/43913/profile/2020>

THEME 7

Student Attendance

The overall whole School student (K-12) attendance rate for 2020 was 96.82%.

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

Attendance Data 2020

Year	Number of Students	Days Absent	Number of Days	%
K	55	269	182	97.3%
1	60	310	182	97.2%
2	61	287	182	97.4%
3	63	283	182	97.5%
4	67	350	182	97.1%
5	72	350	182	97.3%
6	72	275	182	97.9%
7	162	881	183	97.0%
8	120	759	183	96.5%
9	143	1243	183	95.3%
10	167	1173	183	96.2%
11	153	1111	183	96.0%
12	161	879	137	96.0%

Management of Non-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.

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 School for leave and the granting of such leave should not be assumed.

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 each morning and by class teachers if necessary. If no explanation for absence has been provided on the day, parents are asked to supply the School with a written or emailed explanation on the day the student returns to school. 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 marked as absent. 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.

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

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

Student Retention Rate

The student retention rate from the commencement of Year 10 in 2018 to the completion of Year 12 in 2020 was 94%. This rate is generally consistent with the rates across the last 3 years. The students who left Meriden subsequently attended other schools due to relocation or personal reasons. An additional 24 students enrolled at Meriden after the commencement of the Year 10 school year in 2018 and completed Year 12 in 2020.

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:

- Sydney University 30%
- University of NSW 32%
- University of Technology Sydney 8%
- Macquarie University 21%
- Australian National University 4%
- Other universities* 5%

* Includes Australian and international universities.

Faculty destinations for Meriden's HSC students include:

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

THEME 8

Enrolment Policy and Terms of Enrolment*

The full text of Meriden's Enrolment Policy as at December 2020 and the Terms of Enrolment as at April 2020 (for continuing enrolment) are produced below.

Enrolment Policy and Procedures

Revised: December 2020

For review: December 2021

ENROLMENT POLICY

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

Step 1: Initial inquiry and information package

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

- Covering letter
- Prospectus
- Application for Enrolment form
- Terms of Enrolment
- Terms of Enrolment Addendum for International Students (for international student enquiries only)
- Schedule of Fees
- Schedule of Fees for International Students (for international student enquiries only)
- Outside of School Hours Care leaflet
- 'Why a girls school?' brochure
- Open Mornings flyer
- Academic Highlights brochure
- Music Highlights brochure
- Strategic Plan
- Whatever optional documents that have been ascertained as appropriate.

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

Step 2: Open Mornings

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

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

Step 3: Application for Enrolment

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

- the Application for Enrolment form (which includes signed authorisation to contact the child's previous School/s and child's doctor/s and a signed undertaking to furnish the School with all details, under the terms of privacy legislation, relevant to the child's education and wellbeing).
- The Application for Enrolment form must be signed by both of the child's parents/legal guardians. Exemption may only be granted by the Principal, in rare and extenuating circumstances. In this case further supporting documentation and/or evidence may be required.
- a non-refundable Application Fee of \$250.00, 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
- copies of any psychometric report or any other report relating to the social, emotional, behavioural, educational, medical or physical development of the child.

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

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

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

Step 4: Child entered on Applicants' List

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

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

Step 5: Enrolment Application Assessment Process

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

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

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

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

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

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

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

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

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

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

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

Step 6a: Interview Process

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

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

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

Step 6b: Individual Planning Process – as required

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

An individual planning process will be undertaken and may involve:

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

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

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

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

Step 7: Written School Offer and Acceptance

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

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

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

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

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

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

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

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

ENROLMENT REQUIREMENTS FOR NESB STUDENTS

International students whose first language is not English will be required to sit an English assessment.

Requirements apply for Non-English Speaking Background (NESB) students applying to enter Meriden.

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

Meriden is also a high-achieving academic school whose students are able and aspirational. To achieve in Meriden's fast-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 too be paid by the parents/legal guardians.

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

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

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 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.

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.

WITHDRAWAL OF ENROLLED STUDENTS

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

SCHOOL ENTRY AGE

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

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

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

Year One to Year Six

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

Senior School

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

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

EARLY ENTRY PROCEDURES (Appendix 3)

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

MOVEMENT OF STUDENTS TO THE JUNIOR SCHOOL FROM PRE-KINDERGARTEN

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

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

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

ASSESSMENT OF NEW STUDENTS – JUNIOR SCHOOL

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

MOVEMENT OF STUDENTS – SENIOR SCHOOL

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

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

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

REGISTER OF STUDENTS' ENROLMENTS

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

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

- medical, psychological, social and emotional reports
- court or parenting orders
- immunisation records

Archiving of student enrolments

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

Parents' Charter

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

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

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

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

Commitment to education

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

Thoughtful actions

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

Loyalty to school

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

APPENDIX 2

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

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

disability, in relation to a person, means:

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

and includes a disability that:

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

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

APPENDIX 3

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

These procedures in relation to the Pre-Kindergarten, 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. Special Needs 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.

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

Early Entry Application Process

Initial inquiry

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

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

Age

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

Psychometric Assessment

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

Reports

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

Pre-School Visit

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

Pre-enrolment Visits and Assessment

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

Parent/Legal Guardian Interview

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

Learning Enhancement Committee

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

Review Process

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

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

TRANSFER INTO YEARS 1 TO 6

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

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

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

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

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

GRADE ACCELERATION OR REPETITION

From time to time, parents/legal guardians request grade repetition for their child. Whilst this is not usually the School’s preferred option, individual needs will be considered and decisions managed by the Learning Enhancement Committee, in consultation with parents/legal guardians, students and teachers. Parents/Legal Guardians may be required to supply the School with full psychometrics assessments from a registered educational psychologist; alternatively such an assessment may be conducted by our School Psychologist.

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

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

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

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

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

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

SPECIAL NEEDS AND GIFTED EDUCATION: LEARNING ENRICHMENT

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

- a Learning Enhancement Coordinator, who also oversees Gifted Education;
- 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 special learning needs or abilities of their child at, or prior to, the initial interview and provide any appropriate reports to the school for consideration.

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

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

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



Terms of Enrolment

1. Introduction

These Terms of Enrolment set out the agreement between Meriden School and parents or guardians (each a **Parent**) who signed and returned the Application for Enrolment in respect of the student named in the Application for Enrolment (**Student**) relating to the Student's enrolment and attendance at the School. 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 and the Student does not enrol in another Australian school.
- 2.6 Each Parent grants permission for the Student to attend and participate in all school events and activities including but not limited to excursions and camps. The Parents may request that the Student be

excused from an activity by providing the Principal with a request in writing with reasons supporting the request, and the Principal may approve such a request in her sole discretion.

3. Behaviour

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

4. Parents

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

Continued

5. Communication

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

6. Fees

- 6.1 The School Council will determine the School's enrolment and tuition fees from time to time and may vary them without notice to the Parents.
- 6.2 The School will issue fee notices to Parents 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 treatment by a doctor, paramedic or ambulance officer, hospitalisation, injections, blood transfusions, surgery or similar treatment), the Parents authorise the School to do all things it considers necessary or appropriate for the Student's welfare including but not limited to authorising such treatment.
- 8.2 The Parents must pay all of the School's medical expenses relating to the Student.
- 8.3 The School and its employees and agents are not liable for any losses or damage in relation to any first aid or other medical treatment provided to the Student by the School or under its authorisation.
- 8.4 Each Parent indemnifies the School against all liabilities, losses, damages, costs and expenses suffered or incurred by the School in relation to any act or omission by the School or under its authorisation in relation to any first aid or other medical treatment provided to the Student, and the Parents release the School from all related claims and liabilities.

Continued

9. Termination of enrolment

- 9.1 If the Student:
- seriously or repeatedly breaches the School Rules and Policies, or fails to follow staff directions;
 - does anything that may bring the School into disrepute; or
 - is absent repeatedly, or for an extended period, without School authorisation,
- the School may suspend or expel the Student from the School. School fees remain due and the School will not refund any School fees already paid.
- 9.2 If in the School's opinion its relationship with either or both Parents is at any time not one of trust and cooperation, the School may terminate the Student's enrolment.
- 9.3 If a Parent breaches any of these Terms of Enrolment, the School may terminate the Student's enrolment.
- 9.4 If Parents wish to withdraw the Student from the School, or from any additional activity the Student is undertaking, the Parents must provide the Principal with one full term's written notice. If such notice is not provided, the Parents must pay to the School the school fees for the total term or activity as per the School's fee schedule at that time. Re-enrolment is at the School's sole discretion and a re-enrolment fee will apply if a new Application for Enrolment is accepted and a place is available.

10. Insurance

- 10.1 Parents should take out appropriate insurance cover. The School does not hold insurance to cover medical expenses arising from any injury the Student suffers while taking part in school activities, including without limitation school sporting activities.
- 10.2 The School has accident insurance covering all enrolled students for their school activities, with worldwide cover. The insurance benefits may include lump sum payment for certain permanent disability, certain non-Medicare medical expenses and benefits for broken bones and damaged teeth. Further details may be obtained from the School's Business Services Office.
- 10.3 The Parents acknowledge that the School does not have insurance for, and takes no responsibility in relation to, the Student's personal belongings.

11. International Students

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

12. Miscellaneous

- 12.1 The School may at any time commence, vary or discontinue any academic or other program without notice to the Parents.
- 12.2 The School may use any personal information it collects under these Terms of Enrolment in accordance with the School's privacy policy.
- 12.3 The School may confiscate, examine or conduct searches of the Student's belongings and locker, and may undertake any surveillance or monitoring it considers appropriate.
- 12.4 The Parents and Student must not publish or cause to be published any images of or information relating to the School, or any images of or information relating to any person connected with the School, or any of the School's intellectual property without the School's prior written approval.
- 12.5 The School may vary these Terms of Enrolment in its reasonable discretion on one term's notice.

THEME 9

Summaries of School Policies

Student Welfare

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

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

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

Our Child Protection Policy and procedures are rigorously employed in the protection of our students and in the engagement, induction and on-going training of all staff. The full text of the Child Protection Policy and Procedures is published on the School's website and intranet. The Child Protection Policy and Procedures were reviewed in 2020 and changes were made in relation to reporting procedures for Mandatory Reporting and Reportable Conduct. The changes reflect the new regimes introduced by the *Children's Guardian Act 2019* which came into force on 1 March 2020.

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. Minor amendments were made to this policy in 2020.

Senior School

In the Senior School in 2020, the Head of Teaching and Learning oversaw curriculum while the Head of Senior School 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 many interviews with parents.

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

The 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 changes were made to these policies in 2020.

Student Discipline Policies and Procedures, incorporating Anti Bullying

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

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

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

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

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

Junior School

The Junior School's Discipline and Behaviour Management Policy and Procedures sets out the Code of Conduct and the School's approach to Behaviour Management including Anti-Bullying, 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 Planne r and can 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 Policy and Procedures was reviewed in 2020. Other than minor amendments, the only substantial change was the inclusion of a prohibition on possession or use of e-Cigarettes whilst at School, travelling to or from School or on any School-related occasion.

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 regulations
- 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.

The full text of these policies and procedures can be accessed on the School's intranet (staff and parents) and upon request from the Principal. Substantive extracts are also contained in the Senior School Planner. The Discipline Policy, Code of Behaviour, Student Behaviour Management Plan and Anti-Bullying Policies and Procedures were all reviewed in 2020. Other than minor amendments, the only substantial change was the inclusion in the Discipline Policy and the Behaviour Management Plan of vaping (use of e-cigarettes) as a kind of action which might result in suspension.

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 School, as appropriate. Separate procedures apply for complaints or allegations of staff misconduct or reportable conduct. These should be made directly to the Principal or the Chairman of the School Council if the complaint is about the Principal.

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

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

The full text of the Grievance and Complaints Handling Policy and Procedures - Parents and Students is publicly available on the Meriden website and can also be accessed on the School's intranet (staff and parents) or upon request to the Principal. No changes were made to the Grievance and Complaints Handling Policy and Procedures – Parents and Students in 2020.

THEME 10

School determined priority areas for improvement

The following priority areas nominated for 2020 were identified and addressed as follows:

Priority Area	Achieved	Comments
Whole School Pre K–12		
Focus continued on ensuring the well-being of our staff and girls, as set out in our Strategic Plan 2019-2022 (https://www.meriden.nsw.edu.au/assets/downloads/Meriden_Strategic_Plan_2019-2022.pdf)	●	Ongoing.
Teaching and Learning Junior School Pre-K - 6		
Focus on differentiation to further individualise learning programs	●	Dr Janet Dutton provided professional focused on differentiation to all teaching staff. Junior School teachers developed, implemented and evaluated personal professional learning plans to further develop self-identified learning goals regarding differentiated practice.
Further individualise progress for all students		The English and Mathematics Learning Progressions were used to teachers to develop success criteria in order to establish student achievement and the next steps for learning.
Support the implementation of new syllabuses across the School	●	The PDHPE K-10 syllabus was implemented in all year groups.
Critically analyse all student data and act on it to improve the learning and achievements of students	●	The Dean of Academic Care and Dean of Inquiry Learning established regular data tracking meetings. Internal and external academic and wellbeing data were analysed and additional support for students was provided by teachers, Learning Support staff and the School Counsellor.
Teaching and Learning Senior School Years 7-12		
Continue at the forefront of contemporary pedagogical practice	●	Developed and implemented an online learning program for the lockdown period, which involved strengthening eVe and introducing Microsoft Teams to give teachers video connection with students. Developed innovative assessment for online learning.

		Introduced Day 2i (one day of remote learning every fortnight) for Year 12 students to give them greater independence and efficiency.
Build on the work of tracking student academic progress		Increased the frequency of reviewing academic student data to monitor progress.
Provide professional learning to improve teaching practice		Janet Dutton from Macquarie University provided the initial Staff Day professional learning and follow up session, focusing on differentiation. Professional learning to equip teachers for online learning. Subject specific external professional learning continued to inform teachers' understanding of current thinking. COLLS developed online learning modules in technology, critical thinking, leveraging literature, Clickview, differentiation for gifted students and reference writing.
Continue to evolve contemporary Senior School academic reports		Outcomes were developed for a Lateral Learning page for Year 7 eReports to evaluate critical thinking and spatial skills. This page will expand to include other skills as the students move into Year 8 and 9.
Facilities and Resources - Junior School		
Continue to improve the School's level of sustainability and self-sufficiency	•	Solar cells were installed in the Junior School Campus.
Expand the specialist facilities in the School	•	The Junior School Music Centre and STEM Lab building was opened in Term 3. The facility includes two music classroom, music tutorial rooms, two classrooms and a STEM teaching space.
Technology Senior School Years 7-12		
Introduced CNC 3D cutting to Foundry	•	
Drones and Drone Tents for SS Foundry	•	
Various Robotics and 3D printer installed in SS Foundry	•	
New Laptops purchased for the Foundry	•	
Networked clocks installed in all SS classrooms	•	
MAC Desktop computers introduced into Music	•	
Large format printing services installed in DaCA	•	

Technology Senior School Years 7-12		
Sine visitor systems installed across all Campuses	•	
Mifair card printing systems introduced for Staff and Student cards	•	
40 Wi-Fi access points replaced	•	
Microsoft Teams setup and implementation	•	
Schoolbench photo management system implemented	•	
Various UPS units replaced across all Campuses	•	
Vimeo online streaming services introduced with new ATEM and Camera equipment	•	
New backup server and tape drives installed	•	
Large mobile TVs introduced into large teaching spaces in SS	•	
Replaced photocopiers in JS and SS	•	
Replaced 6 Department printers	•	
Technology Junior School		
Replaced 72 iPad in various grades	•	
Replaced / added 116 laptops	•	
Fit out new Music extension across 4 new classrooms including Electronic Boards, Wifi, networked clocks etc	•	
Added various Robots and 3D printing equipment in new Stem Room	•	

THEME 11

Initiatives promoting respect and responsibility

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

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

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

Junior School

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

The development of awareness of the needs of others and respect for the diversity of people’s heritages occurs through participation in global awareness activities associated with Global Awareness Week, Harmony Day, NAIDOC Week, the Anglicare Christmas Appeal, and financial support for six sponsor children. The student-led Cultural Awareness Team has a particular focus on promoting Aboriginal and Torres Strait Islander cultures and organising participation in the Great Book Swap to support the Indigenous Literacy Foundation. The lunchtime Christian groups are widely attended. The Buddy Program helps Year 6 students develop a sense of care for others as they interact with Kindergarten 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. All Year 6 students are viewed as leaders and have the opportunity to join a leadership team within their area of interest, such as the Cru Team, Environmental Team, Library Team, News Team, STEM Team and Cultural Awareness Team. Students can also facilitate the commencement of a new team or library club.

An outdoor education program assists students in Years 3 to 6 to develop skills associated with responsibility through challenging activities.

Senior School

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

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

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

- The Interact and Social Justice Clubs and the House Service Weeks where the students organise creative activities for staff and student to fundraise for their chosen charities. Some of the charities supported by the Houses were:
 - Toys 'n' Tucker (Anglicare) – distributes Christmas food and toy hampers to families in need
 - Mission Australia – a national Christian charity motivated by a shared vision of an Australia where everyone has a safe home and can thrive.
 - Love Mercy, an organisation working in Northern Uganda to help repair communities in the aftermath of the Civil War.
 - Beyond Blue. In particular, their initiative *The Brave Programme* designed to help young people manage anxiety through online resources.
 - The Indigenous Literacy Foundation which works as an initiative of the Australian Book Industry
 - Drought Angels'. This organisation seeks to financially and emotionally support farmers and families affected by drought in rural communities in NSW.
 - Macleay Vocational College. This is a school in Kempsey, dedicated to providing quality academic and life teaching to students who have fallen out of mainstream education.
 - CanTeen, an Australian charity who provide support for Australian youths that have been affected by illnesses.
- The student Christian groups continue to run successfully with over 200 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 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. Of course, in 2020, many of these planned activities were unable to occur due to COVID-19 restrictions.

Further personal development opportunities are available to students through:

- Broad ranging student leadership opportunities right across the School
- Attendance and/or leadership at SCG Christian Camps
- Duke of Edinburgh Award Scheme
- 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 teacher satisfaction

Parents and Students

Meriden annually surveys parents of students in Pre-Kindergarten, Year 6 and Year 12, and all students in Year 5, Year 6 and Year 12.

In 2020, we surveyed the three parent groups and the Year 12 students using a survey developed by Meriden. The categories of questions were:

- i. Pastoral care
- ii. Teaching at Meriden
- iii. Learning opportunities at Meriden
- iv. Facilities and resources at Meriden
- v. Technology
- vi. Tertiary Advice at Meriden (applicable to Year 12 students only)
- vii. Meriden Vision - The questions in this category refer to the Meriden Vision of the skills and attributes of a graduating Meriden student, and the Meriden Vision for the School and were applicable to Year 12 parents only.

Satisfaction levels across all four surveys in 2020 remain strong. Parents averaged 88 out of 100 when asked whether they would recommend Meriden School to their friends or colleagues.

Year 5 and Year 6 students were surveyed with the focus being on their wellbeing. Despite the disruption of 2020, both Year 5 and Year 6 scored strongly across all categories. Engagement scores averaged 4.3 out of 5 in Year 5, and 4.5 out of 5 in Year 6. Average scores in the remaining categories were very close.

Staff Satisfaction Survey

In the second half of each year, Meriden conducts its annual staff survey. One hundred and thirteen staff members participated in the survey in 2020, representing teachers in the Senior School, Junior School and the support staff.

The care taken of students and the quality of teaching continued to be rated equal highest in the staff survey. This was followed by overall job satisfaction, the level of support received from peers, and the quality of online learning provided as a result of COVID-19.

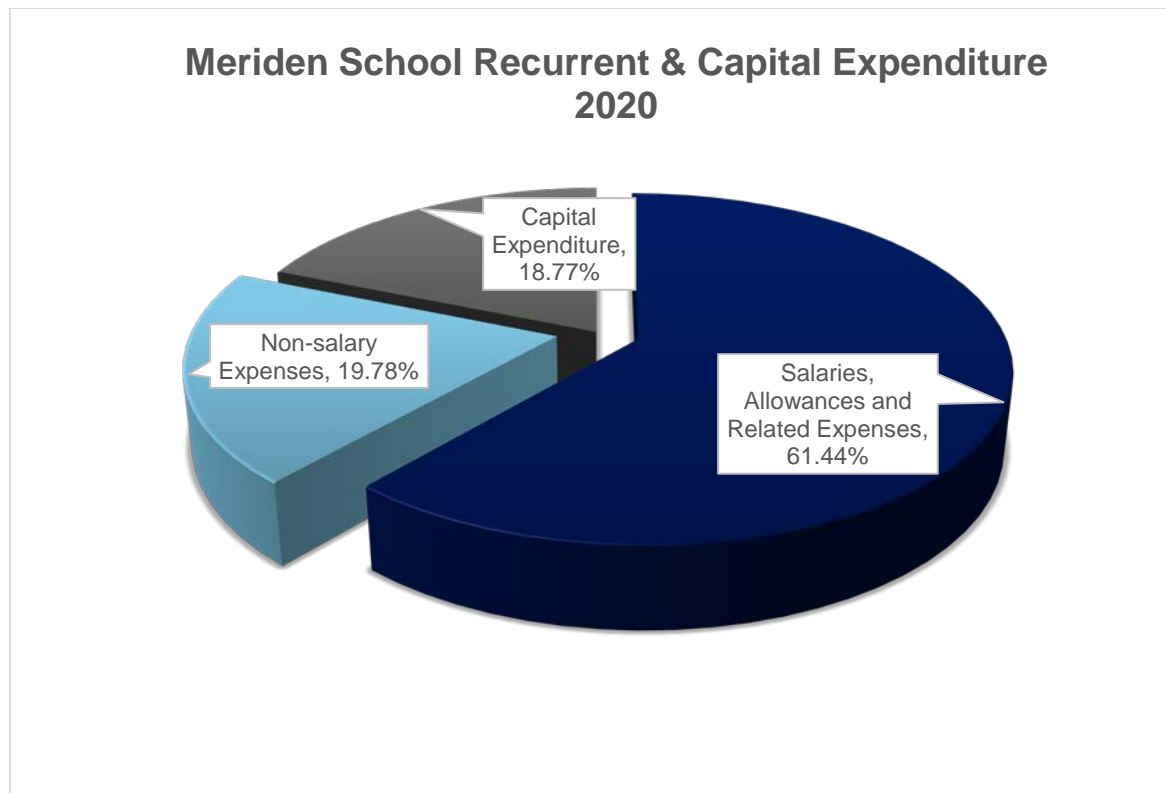
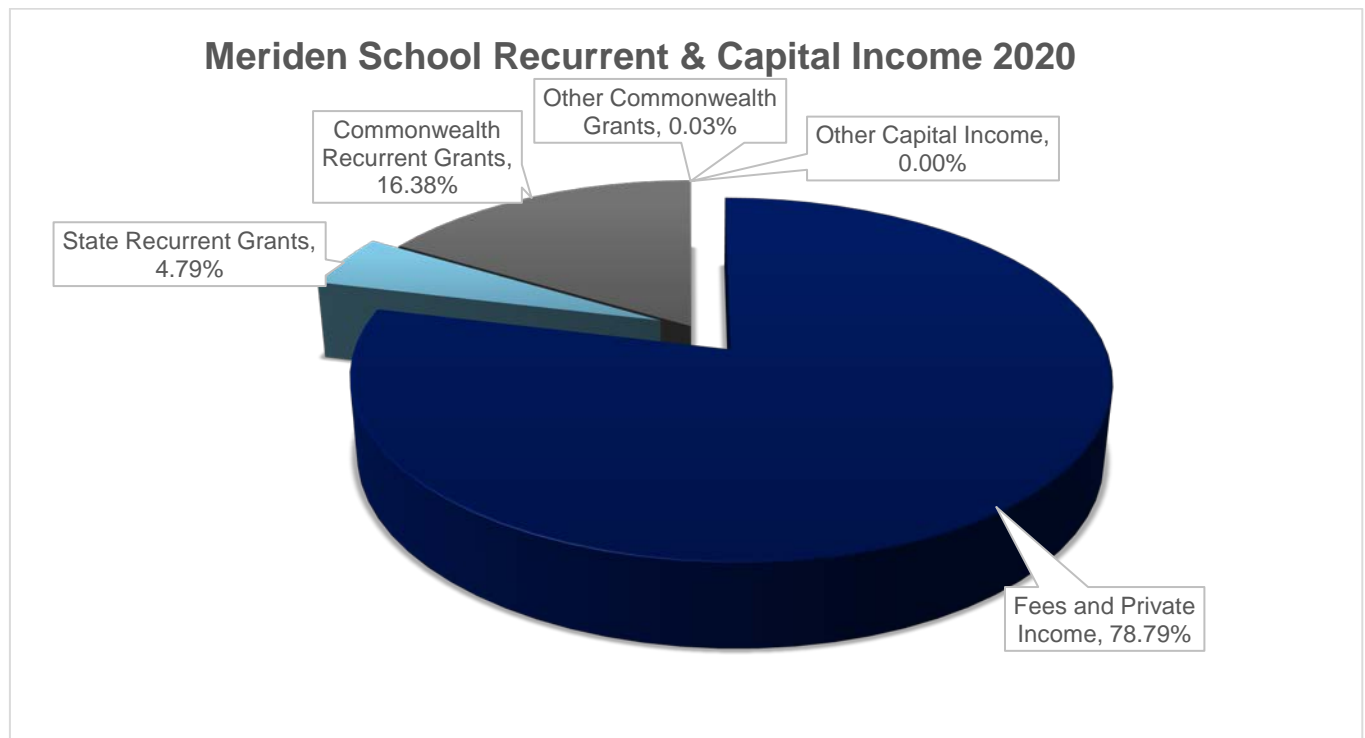
Overall job satisfaction with their role at Meriden was rated 4.3 out of 5.

How likely would you be to recommend to a friend or colleague (out of 10)		How proud are you to work at Meriden? (out of 10)
Working at Meriden	Meriden as a school	
8.3	8.7	8.8

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

THEME 13

Financial information





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