



2021

EDUCATIONAL AND FINANCIAL REPORT



MERIDEN
AN ANGLICAN SCHOOL FOR GIRLS

Meriden girls
make their **marks.**



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Theme 1

MESSAGE FROM KEY SCHOOL BODIES

CHAIRMAN OF THE SCHOOL COUNCIL

Meriden School continues to provide an outstanding holistic Christian education for girls. The primary determinant of any school is the staff, and Meriden benefits from the professionalism and dedication of its teaching and support 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 2021. In addition, there were a number of other sub-committees of the Council which had specific tasks and which reported back to the Council. Mr Wayne Leach resigned after 3 years of service on Council.

The Class of 2021 achieved outstanding HSC results despite two years of COVID-19 upheaval. Meriden was ranked 12th in the 2021 HSC Ranking published by the Sydney Morning Herald with a median ATAR of 92.05 and several students receiving full marks in their subject. The students' results are testament to their resilience, tenacity, hard work and optimism.

The future is bright for Meriden's Year 12 cohort. They certainly made their marks! For example, 1st in State was obtained in Japanese Beginners, Music 2 (equal), Hospitality and EAL/D. Top 10 placings were achieved in Chinese in Context, Japanese Beginners, Mathematics Standard 2, English Extension 1, Chemistry, Food Technology, Mathematics Extension 1, Studies of Religion II, History Extension, Mathematics Extension 2, Food Technology and Mathematics Advanced.

Excellence was also achieved in Music, Visual Arts, Design and Technology, Drama and Sport. Three students were nominated for the ENCORE concert which showcases exemplary works by HSC Music students; two 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 Design Projected nominated for inclusion in the Shapeexhibition which exhibits outstanding HSC Design and Technology projects.

One student was awarded a scholarship to Indiana University Bloomington where she will study and represent the university in the competitive world of NCAA Water Polo.

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. They continued to do much for Meriden this year despite the challenges of COVID-19 restrictions. 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 DR ANDREW KATAY
CHAIRMAN OF SCHOOL COUNCIL

PRINCIPAL

I recall thinking that 2020 could never be out-done as a year of change. How wrong I was!

One of the biggest blessings of 2021 was our calm and planned commencement of the school year. Despite needing to maintain the Covid-safe practices of physical distancing and hand sanitising, the year began fairly normally, which meant that our students were able to get into a regular routine with their new teachers, and new students could become familiar with the structure and expectations of the School, prior to the eventual disruption of a lockdown.

This year also saw the School reach a significant milestone. With its enrolment now exceeding 1500 students, Meriden is one of the largest girls' schools in NSW. While this additional size brings more responsibility and more operational demands, it also allows the School to offer more choice in subjects and more cocurricular opportunities for our girls. We are very pleased to be teaching and learning in a recognised place of significant expertise and influence in the education of Australia's young women, as a result of our achievements and size.

At the end of Term 2, I recall asking the teaching staff to leave the School for their holidays, anticipating a lockdown, just in case! And, sure enough, by the end of the first week of the mid-year holidays, a lockdown had been declared in NSW.

This lockdown continued until October. Once again, the girls had to move to online learning and, just as had been the case in 2020, the Meriden teachers did an outstanding job in maintaining the learning of the girls. Mrs Christine Kenny, the Head of Teaching and Learning in the Senior School, and Dr Michele Benn, Head of the Junior School, ensured that the teachers were supported and well-resourced in the delivery of their online lessons.

However, this year presented many more challenges than 2020. The 2021 strain of the Coronavirus – the Delta strain – was more contagious and more dangerous than the 2020 strain. Not surprisingly, with Strathfield being named as a Local Government Area of Concern, we had cases of COVID-19 at school which,

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while not caught at school, meant that many staff and students were identified as contacts and were required go into isolation at various stages during, and after, the lockdown. The Senior School needed to be deep-cleaned on three occasions.

Furthermore, with lockdown being towards the end of the school year, many girls had to conduct online examinations, including the Higher School Certificate Trial examinations. This skill took some mastering, but it is a skill that will probably stand the girls in good stead for the years ahead.

Many of the cocurricular activities were cancelled throughout Semester 2 but some, such as debating, the Festival of Speech and Tournament of Minds, were able to continue. The Independent Girls' Schools Association (IGSA) conducted its first inter-school chess championship, and Meriden entered ten teams, with all matches done online. Many subject-based competitions were also able to proceed, and more details of our successes in these competitions can be found throughout this publication.

Sadly, the cocurricular areas that were most affected by the lockdown were sport and music. No inter-school sport was conducted in Semester 2, although in-house sport training resumed for the girls in October. With restrictions prohibiting singing and the playing of woodwind and brass instruments, it has been difficult for our musicians to maintain their commitment to, and interest in, music. However, Ms Jodie Spooner-Ryan, the Director of Music, and her outstanding team have created innovative opportunities for the girls wherever possible. The music teachers' work with our Year 12 music students, in particular, was extraordinary.

Another COVID-related casualty of 2021 was the Meriden Indigenous Bursary. Commenced in 2009, this bursary raised funds to help support the education of Indigenous girls, especially those from remote communities such as Ti Tree in the Northern Territory. The presence of these girls in the school community has been a real blessing over many years, and the Year 9 girls have enjoyed their annual pilgrimage to the Ti Tree community for service opportunities. However, the closing of the borders between the states has meant that this program has had to be wound up; in fact, our last student from Ti Tree completed her HSC exams in Alice Springs this year. Sincere thanks are extended to the trustees of the Bursary, most of whom are Old Girls, for their service to the School in this important way.

Another unexpected change was the delayed start to the HSC examinations. These exams commenced in early November and were held in COVID-safe conditions in the Sports Centre. It was rather surreal seeing rows of desks and chairs, perfectly aligned, set out in the space that usually sees girls playing basketball and netball. The annual Graduation ceremony for the Year 12 girls was held

online at the end of Term 3; the Valette dinner was delayed until December 2021 but was, nonetheless, a very happy occasion full of wonderful memories and photos!

It is not surprising that the return to school for face-to-face learning in October was very joyous. The students In Pre-Kindergarten, Kindergarten, Year 1 and Year 12 arrived on Monday 18 October 2021, with the rest of the school returning the following week. Directions and guidelines from the Public Health Orders and NSW Health were closely adhered to, so this entailed mask-wearing for students and staff, physical distancing, the formation of "cohort bubbles" and mandatory vaccination for staff. The vast majority of the Senior School students also made the decision to be vaccinated which further helped to keep our community safe.

Despite these constraints, the return to School was not dissimilar to the start of the school year. The happiness of the occasion was palpable, and the excitement of the girls was obvious on their faces and in their voices. Squeals of delight could be heard up and down Margaret Street; parents and staff were also very pleased to have their children back at school.

Throughout 2021, the school community has enjoyed watching the ongoing construction of the new building for Music and Drama. While its progress was somewhat hampered by COVID restrictions that were placed on the construction industry by the state government in the middle of the year, the pace picked up considerably towards the end of the year. We are certainly looking forward to using this impressive facility next year.

During the lockdown period, the school-owned house at 4 Vernon Street was demolished. This project was scheduled to take place when the girls and staff were learning remotely so that they were not exposed to the noise and dust of the demolition. This land, which was left fallow for the remainder of the year, will be converted into additional playground space for our Junior School girls.

This year, the School also undertook significant master planning that covers the expansion of the School over the next ten years. This was a creative process that saw the School Council, the Head of Operations, Mr Richard Arkell, and me make important decisions about the future facilities of the School. During the process, we were determined to ensure that Meriden always remained a place of high-quality learning, with opportunities that acknowledged and celebrated our girls' diverse range of interests as well as our warm community spirit. As always, the Chairman of the School Council, Rev Dr Andrew Katay, led the Council with clarity, vision and wisdom. Extraordinarily, the roof over the industrial kitchen saw a partial collapse this year – a clear sign that a new facility is needed to accommodate this important teaching area!

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Overall, the year has been one of enormous blessing. The school community has been kept safe, the girls' learning in all its forms has continued to thrive, and the development of the School site has continued to progress. Despite all the restrictions and impositions of COVID-19, we can look back on 2021 with a deep sense of gratitude. It has been a year to remember!

DR JULIE GREENHALGH
PRINCIPAL

PARENTS AND FRIENDS ASSOCIATION (P AND F)

Meriden's Parents and Friends Association (P and F) exists to bring together adults who are interested in the welfare of the School and to promote its interests and future development.

Our aim is always to foster and build on the underlying spirit of inclusion, expansion and collaboration. I have to convey, however, that in 2021 we found this challenging.

After our 2020 experience where numerous planned events did not eventuate, due to the necessary COVID-19 restrictions, we cautiously approached 2021 open minded and agile enough to be prepared to plan and execute collaborative events within a short timeline. Of the 16 or so annual events, we would normally deliver, in 2021 we only achieved 4. The first being an overwhelming response from parent volunteers for donated bake goods, for our bake sale, at the musical in March. We sent personal thank you cards to each volunteer and contributor. It was also our first foray with cashless payment which helped immensely. Mother's Day gift bags were offered to our senior students. This was a first and a trial and perhaps not as successful as we hoped, but they still brightened quite a few Mother's Day celebrations.

The Mother's Day Breakfast, was touch and go, even in the last 24 hours due to changing COVID-19 restrictions. The event sold out within the first few days and a waitlist had to be created. It was a true "committee" team effort with contributions from Mr Bradley Ayres volunteering his time to take the photos, the JSA donating lovely gift hampers, school staff assisting with the marketing and communication and providing buses back to school for the students, the Year 10 Ambassadors and the Meriden String Quartet. I'm sure we could have doubled the size of the event and still sold out. We kept this in mind when planning the 2022 Mother's Day breakfast.

Finally, we gifted each Year 12 girl with a Year 12 Valet gift – a monogrammed jewel box.

This year we consulted the SRC to enquire if they had suggestions for funding consideration in support of the school. This relationship is something we would like to continue to build and encourage future proposals for our due consideration.

Financially, the P and F's opening balance at the start of 2021 was \$13,120, with a total income of \$61,330 and total expenses for the year as at 31/10/21 of \$ 15,514.

As at the end of 2021 we were still to determine how best to donate some of the P and F funds, in line with our Constitution. It was ultimately decided to donating funds (approximately \$22,000) for the installation of additional water stations and bubblers.

Finally, 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 and Ms Anne–Maree Marczan.
- the Year Parent Social Organisers for attempting to organise year group events and keeping connected with their respective year group parent/guardian community.

I would also like to thank my esteemed colleagues on the Committee, including Mrs Ros Deal (Senior Vice President) who left us at the end of 2021.

Even in the unique year of 2021, I appreciated how everyone on the Committee remained present and engaged, willing to help, thoughtful and compassionate.

MS JACQUI ALGAR
PRESIDENT MERIDEN P AND F

JUNIOR SCHOOL AUXILIARY (JSA)

The Year 2021 was one where COVID-19 played havoc with all JSA events, with the exception of two – the Mother's Day Stall and the disco.

We were extremely lucky to hold the Mother's Day Stall in three different locations during the 5th and 6th of May. Stalls were set up in Lingwood, the Junior School Library (for the first time) and the Hall. We minimised the number of volunteers, placed social distancing measures and successfully delivered an amazing experience for our Meriden girls.

Unfortunately, we all went into lockdown again at the start of Term 3 and therefore all of our events for Term 3 were cancelled and the JSA meetings went online.

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As Term 4 approached we thought of ideas to hold one more event for the Junior School students. Through online meetings with the school, we were able to lock in the disco at a reduced scale and social distanced dance areas. Unfortunately no hot and cold party food was able to be served like previous years however it was possible to have a little surprise of ice blocks at the end of the disco.

I would like to congratulate the newly elected JSA Committee Members for 2022:

- President – Mrs Valeria Ko
- Vice President – Mrs Julia Lee
- Treasurer – Ms Jenny Liu
- Secretary – Ms Kate Lam

The JSA's opening balance at the start of 2021 was \$16,165. The total income was \$38,875 (including the parent levy of \$23,600) and total expenses for the year was \$12,992. The closing balance was \$42,048.

I would like to acknowledge and thank the amazing Junior School parent volunteers and the Committee Members for 2021. They have been such hardworking and fabulous people to work with it and it has been such a joy.

I would also like to thank Dr Benn, Mrs Ralevska and Ms Janet Wong. The JSA workings with the Junior School was 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 2022.

Thank you

MRS VALERIA KO
JSA PRESIDENT

VALEDICTORY ADDRESS

THIS IS A TRANSCRIPT OF SPEECH GIVEN BY RENA TANG, HEAD PREFECT, 2021, AT THE 2021 YEAR 12 GRADUATION

I remember the first time I played with Meriden Symphony Orchestra in Year 7. My 'desk' was none other than Catherine Shin and we were playing Casus Belli (do not worry, I am not talking about Mrs Cassar here). I remember being hit by a wall of incredible sound as the orchestra started playing, so full and whole. Percussion and brass mixed perfectly with strings and woodwinds, building into a breathtaking euphony of sound.

Dr Greenhalgh, special guests, teachers, family and friends, girls, and most importantly, Year 12.

That day in Year 7 taught me how strong we truly can be when we work together. It taught me that music is meant to be shared with others, both in its creation and in its reception. And I think that holds for life as well.

Meriden has given us incredible opportunities to share life with the people around us, as well as give life to those beyond our community. And it is this same vision that I wish for the Class of 2021. Just as how we got through the past 2105 days together – 201 of those in lockdown – may we always remember that we can get through anything and everything when we have each other. May we then go out and spread this love to the rest of the community, wherever life takes us.

Someone once described graduation as something like this: behind you, you have all your memories; before you, all your dreams; around you, all who love you; within you, all you need.

And so, behind us, indeed, are all our memories – the moments when we spontaneously break into song in the locker areas, or the times when someone cries because her friend is crying.

Before us, all our dreams. I look forward to the day when I see some of you on TV, at Parliament House, at the Olympics, or even just hearing about your families and your travels. Wherever you end up, Year 12, never forget that life gives you the journey and you can create your own path, because...

Within us, all we need. I have to say, we are a pretty resilient year group. We have only managed to survive a real evacuation in Year 9, due to burnt toast, two lockdowns, pigeons bursting into the common room a couple times too many, the first ever online trials and everything in between. In all seriousness, however, I do think that getting to this point of our high school career, particularly during this time of the pandemic, says a lot about the courage and determination that is found in each of us. And I know that is going to serve us well, beyond our years at Meriden.

Lastly, and most importantly, around us, all who love us. I cannot end this speech without saying thank you to all the people who have made Meriden such a special place. Thank you, Ms Orlowski for everything you have done for us, putting up with triple cheese popcorn in the common room and running around looking for every student who was MIA. Thank you, Dr Greenhalgh, and all of our teachers, for all your support and guidance. Thank you to our parents for all the sacrifices you have made for us. Thank you to all the younger girls in the school, whose smiles, encouragement, prayers and chats will be cherished forever.

And to my dearest Class of 2021, thank you. Thank you for all the laughs and tears we have shared, for all the memories we have made,

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and for always putting up with my cluelessness and questioning of some very ‘gnarly’ things. I relate to Winnie the Pooh who said, “How blessed I am to have something that makes saying goodbye so hard.”

So thank you (raps) Abi, Alex, Alison, Alyah, Alyssa, Amber, Amelie, Amila, Angel, Angela, Anna, Anna, Annabelle, Arena, Arinona, Arlene, Ashleigh, Aswadi, Bianca, Carmen, Catherine, Celeste, Cestor, Chanel, Chelsea, Chi, Chilee, Cindy, Claire, Claire, Coco, Crystal, Clare, Daiety, Danee, Dawnice, Deanna, Dunja, Eden, Eden, Elanor, Elise, Eliza, Ellyn, Em, Em, Em, Em, Erin, Esther, Eva, Evelyn, Faith, Gabbie, Grace, Hannah, Helena, India, Bella, Bella, Bella, Ivy, Jacaranda, Jacinta, Jade, Jamila, Jasmine, Jasmine, Jasmine, Jen, Jesse, Jess, Jess, Joanne, Juliet,

Kaitlin, Kate, Kathryn, Keya, Kiara, Laura, Lauren, Layla, Layla, Layne, Lea, Lili, Lilian, Linda, Lindy, Liyang, Livia, Lizzie, Lucy, Lyly, Lyn, Maddie, Maddie, Maddie, Madina, Marissa, Mariya, Melisa, Metilda, Michelle, Natalia, Natalie, Natalie, Nicole, Olivia, Ornina, Patrice, Penina, Peta, Pia, Pip, Poppy, Rachel, Rebekah, Rina, Ruth, Sabrina, Salam, Sarah, Sarah, Shelley, Skye, Sophie, Su, Subie, Susan, Tara, Tara, Tayla, Tia, Tiffany, Tish, Tyeesha, Vanessa, Viv, Viv, Viv, Vernica, Yara, Yasmin, Yewon, Yi, Yiyang, Zenia, Zoe and that’s all. Remember graduation is just the beginning, so congratulations Class of 2021!

RENA TANG
HEAD PREFECT 2021

Theme 2

CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

Contextual information about the School and characteristics of the student body

Meriden is a leading independent Anglican school catering 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 and also operates its own bus services to locations across Sydney.

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

At Meriden, our priority is our girls. We aim to teach them, care for them and help them to grow and develop academically, physically, emotionally, spiritually and socially. Small classes, high standards, well-qualified and passionate teachers, a broad curriculum and outstanding facilities result in excellent academic results. We are unfailingly proud of our Year 12 graduates.

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

A wide-ranging cocurricular program gives every girl an opportunity to be involved in the life of the School. This includes debating, public speaking, chess, student Christian groups, Cadets, Duke of Edinburgh's Awards, theatre sports, STEM clubs, philosophy clubs and many more.

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

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

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

ENROLMENT DETAILS*

TOTAL PRE-K ENROLMENTS	70
Girls	62
Boys	8

TOTAL K-12 ENROLMENTS	1441
Girls	1441
Boys	0
Full-time equivalent enrolments	1441
Indigenous students	4
Language background other than English	75%
Total Pre-K-12 enrolments	1511

INDEX OF COMMUNITY SOCIO-EDUCATIONAL ADVANTAGE (ICSEA)	
School ICSEA value	1172
Average ICSEA value	1000
School ICSEA percentile	98

*As at August 2021

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

<https://www.myschool.edu.au/school/43913/profile/2021>

Theme 3

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING (NAPLAN)

Meriden students in Years 3, 5, 7 and 9 produced outstanding results in the 2021 NAPLAN testing. The results for each year are summarised in the tables below.

LITERACY AND NUMERACY (PERCENTAGE OF STUDENTS) – 2021

YEAR 3

This table shows the per-centage of Year 3 students at Meriden and in NSW who were placed in the various reporting bands. 68 Year 3 Meriden students took part in the NAPLAN testing in 2021.

	READING	WRITING	SPELLING	GRAMMAR AND PUNCTUATION	NUMERACY
BAND 6 AND ABOVE STATE	34	25	33	35	21
BAND 6 AND ABOVE MERIDEN	63	68	81	73	48
BAND 5 STATE	22	37	23	24	22
BAND 5 MERIDEN	24	26	16	16	21

YEAR 5

This table shows the per-centage of Year 5 students at Meriden and in NSW who were placed in the various reporting bands. 78 Year 5 Meriden students took part in the NAPLAN testing in 2021.

BAND 8 AND ABOVE STATE	18	9	17	18	13
BAND 8 AND ABOVE MERIDEN	52	38	55	40	29
BAND 7 STATE	25	17	27	21	21
BAND 7 MERIDEN	32	29	32	38	42

YEAR SEVEN AND NINE STUDENTS

All students at Meriden in Years 7 and 9 took part in the National Assessment Program. In Year 7, 184 students completed the testing program and in Year 9, 129 students completed the testing program.

YEAR 7

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

BAND 10 STATE	2	2	1	4	4
BAND 10 MERIDEN	13	9	13	29	32
BAND 9 STATE	10	5	12	11	14
BAND 9 MERIDEN	26	15	28	19	22
BAND 8 STATE	21	19	23	18	19
BAND 8 MERIDEN	30	45	33	23	25

YEAR 9

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

BAND 10 STATE	8	2	7	9	11
BAND 10 MERIDEN	33	9	31	33	44
BAND 9 STATE	18	19	12	15	15
BAND 9 MERIDEN	26	40	28	19	21

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

Theme 4

SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

The Record of School Achievement (RoSA) is a cumulative credential. It is for Year 10, 11 and 12 students leaving school prior to the Higher School Certificate. In 2021, Meriden had two students who required the award of a RoSA.

RESULTS OF THE HIGHER SCHOOL CERTIFICATE (HSC)

- In 2021 there were 151 girls eligible for a Higher School Certificate (HSC) and all candidates achieved the award of HSC.
- Meriden was placed 12th in the 2021 HSC Schools Ranking (Sydney Morning Herald).
- Only all-girls school in the top-10 placings in Mathematics.
- 30 students (20%) received All-Round Achievers Awards for achieving results in the highest band possible for at least 10 units of HSC courses.
- 16 students placed in the top 10 in the State in a subject, including 1st in State in 4 courses.
- Mark of 100% achieved in 4 courses.
- There were 396 Distinguished Achievements (Band 6 results).
- One student was awarded the highest possible ATAR of 99.95.
- 56% of the Meriden students received an ATAR of 90 or above with 69% achieving greater or equal to 85.
- The median ATAR was 92.05 (State 70.4).
- 7 students were nominated for ArtExpress (Visual Arts), Encore (Music), OnSTAGE (Drama) and Shape (Design & Technology), for exemplary performance in these subjects.
- One student was awarded a scholarship to study in the USA, to attend Indiana University Bloomington.
- 2 students were awarded co-op scholarships to study at UTS and NSW
- Meriden students achieved the following excellent positions in a course within the State of NSW.

HSC COURSE	POSITION IN THE STATE
HOSPITALITY	1st
MUSIC 2	Equal 1st
EAL/D	1st
JAPANESE BEGINNERS	1st and 2nd
CHINESE IN CONTEXT	Equal 2nd
MATHEMATICS STANDARD 2	4th
ENGLISH EXTENSION 1	4th and 8th
CHEMISTRY	5th
FOOD TECHNOLOGY	6th , 7th and 10th
STUDIES OF RELIGION	Equal 9th
HISTORY EXTENSION	Equal 9th
MATHEMATICS EXTENSION 2	10th
MATHEMATICS ADVANCED	17th

YEAR 12 STUDENTS UNDERTAKING VOCATIONAL OR TRADE TRAINING 2021

QUALIFICATION/ CERTIFICATE	PERCENTAGE OF YEAR 12 STUDENTS
16 (INCL 5 NON-MERIDEN RTO)	11%

YEAR 12 STUDENTS ATTAINING YEAR 12 CERTIFICATE OR EQUIVALENT VET QUALIFICATION 2021

QUALIFICATION/ CERTIFICATE	PERCENTAGE OF YEAR 12 STUDENTS
HSC	100%

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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.

	MERIDEN			STATE			
COURSE NAME	STUDENTS INCLUDED	EXAM MARK MEAN	EXAM MARK STD DEV	EXAM MARK MEAN	EXAM MARK STD DEV	SCHOOL/ STATE VARIATION	Z-SCORE
ANCIENT HISTORY 2 UNIT	9	86.6	6.2	71.06	15.98	15.54	0.97
BIOLOGY 2 UNIT	68	82.34	8.43	73.38	11.18	8.96	0.8
BUSINESS STUDIES 2 UNIT	36	85.74	7.2	73.32	13.07	12.42	0.95
CHEMISTRY 2 UNIT	47	84.23	10.22	74.37	12.74	9.86	0.77
CHINESE AND LITERATURE 2 UNIT	7	89.29	5.27	82.12	9.19	7.17	0.78
CHINESE IN CONTEXT 2 UNIT	5	93.24	4.22	88.61	8.72	4.63	0.53
COMMUNITY AND FAMILY STUDIES 2 UNIT	27	84.99	7.5	74.28	10.11	10.71	1.06
DESIGN AND TECHNOLOGY 2 UNIT	19	86.31	7.35	79.11	10.74	7.2	0.67
DRAMA 2 UNIT	13	86.92	7.5	78.7	10.14	8.22	0.81
ECONOMICS 2 UNIT	10	84.5	9.76	77.66	11.07	6.84	0.62
ENGINEERING STUDIES 2 UNIT	4	82.55	8.95	74.79	11.1	7.76	0.7
ENGLISH ADVANCED 2 UNIT	131	86.2	7.82	81.92	8.01	4.28	0.53
ENGLISH EAL/D 2 UNIT	8	83.18	8.7	70.41	11.62	12.77	1.1
ENGLISH EXTENSION 1 1 UNIT	26	45.57	2.55	42.07	5.18	3.5	0.68
ENGLISH EXTENSION 2 1 UNIT	5	42.44	3.49	39.56	6.37	2.88	0.45
ENGLISH STANDARD 2 UNIT	12	73.78	6.93	70.47	9.41	3.31	0.35
FOOD TECHNOLOGY 2 UNIT	12	91.25	10.16	73.36	13.36	17.89	1.34
FRENCH CONTINUERS 2 UNIT	8	88.53	6.08	82.05	10.88	6.48	0.6
FRENCH EXTENSION 1 UNIT	2	43.1	3.1	38.9	6.29	4.2	0.67
GEOGRAPHY 2 UNIT	11	85.51	4.14	75.75	11.64	9.76	0.84
HISTORY EXTENSION 1 UNIT	2	48	1	38.69	6.73	9.31	1.38
LEGAL STUDIES 2 UNIT	22	84.59	9.17	74.72	13.82	9.87	0.71
MATHEMATICS ADVANCED 2 UNIT	60	89.32	8.6	78.41	12.72	10.91	0.86
MATHEMATICS EXTENSION 1 2 UNIT	48	87.68	11.51	78.21	17.15	9.47	0.55
MATHEMATICS EXTENSION 2 2 UNIT	15	91.04	5.59	83.07	12.58	7.97	0.63

Theme 4



HSC COMPARATIVE PERFORMANCE DATA CONT.

	MERIDEN			STATE			
COURSE NAME	STUDENTS INCLUDED	EXAM MARK MEAN	EXAM MARK STD DEV	EXAM MARK MEAN	EXAM MARK STD DEV	SCHOOL/ STATE VARIATION	Z-SCORE
MATHEMATICS STANDARD 2 2 UNIT	62	83.44	10.69	69.15	13.6	14.29	1.05
MODERN HISTORY 2 UNIT	19	88.43	6.5	72.85	14.77	15.58	1.05
MUSIC EXTENSION 1 UNIT	13	47.52	3.32	44.47	5.49	3.05	0.56
MUSIC 1 2 UNIT	10	91.16	3	81.34	9.45	9.82	1.04
MUSIC 2 2 UNIT	16	91.99	4.52	87.57	6.7	4.42	0.66
PDHPE 2 UNIT	23	82.25	8	72.19	11.99	10.06	0.84
PHYSICS 2 UNIT	10	91.66	3.86	75.34	12.19	16.32	1.34
SCIENCE EXTENSION 1 UNIT	2	43.35	2.95	37.05	5.38	6.3	1.17
SOCIETY AND CULTURE 2 UNIT	7	87.77	3.88	76.88	11.8	10.89	0.92
SPANISH BEGINNERS 2 UNIT	9	90.16	6.66	77.33	14.59	12.83	0.88
STUDIES OF RELIGION I 1 UNIT	3	42.2	1.71	37.38	6	4.82	0.8
STUDIES OF RELIGION II 2 UNIT	11	77.09	12.44	75.86	12.44	1.23	0.1
VISUAL ARTS 2 UNIT	25	85.06	6.79	80.99	9	4.07	0.45

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

PERCENTAGES IN BAND 5 AND 6	2021		2020		2019		2018		2017	
COURSE NAME	MERIDEN	STATE	MERIDEN	STATE	MERIDEN	STATE	MERIDEN	STATE	MERIDEN	STATE
ANCIENT HISTORY 2 UNIT	89	34	73	33	82	36	94	36	71	36
BIOLOGY 2 UNIT	68	31	67	31	65	32	75	37	82	39
BUSINESS STUDIES 2 UNIT	81	36	70	35	87	33	90	37	81	36
CHEMISTRY 2 UNIT	79	40	85	43	81	46	70	42	73	43
CHINESE AND LITERATURE 2 UNIT	100	69	100	68	83	71	-	-	100	67
CHINESE CONTINUERS 2 UNIT	100	71	100	76	-	-	-	-	-	-
CHINESE IN CONTEXT 2 UNIT	100	85	100	89	83	90	100	93	100	88
COMMUNITY AND FAMILY STUDIES 2 UNIT	74	32	82	34	80	37	93	29	100	30
DESIGN AND TECHNOLOGY 2 UNIT	79	54	100	47	74	47	84	47	80	43
DRAMA 2 UNIT	85	45	93	47	57	44	69	42	67	42

Theme 4



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

PERCENTAGES IN BAND 5 AND 6	2021		2020		2019		2018		2017	
COURSE NAME	MERIDEN	STATE	MERIDEN	STATE	MERIDEN	STATE	MERIDEN	STATE	MERIDEN	STATE
ECONOMICS 2 UNIT	90	50	73	51	77	52	64	46	73	49
ENGINEERING STUDIES 2 UNIT	75	36	80	34	-	-	100	36	50	36
ENGLISH (ADVANCED) 2 UNIT	85	69	87	63	88	62	89	63	86	64
ENGLISH (STANDARD) 2 UNIT	42	17	7	11	25	12	29	15	33	16
ENGLISH EAL/D 2 UNIT	75	23	75	26	90	24	44	25	50	26
ENGLISH EXTENSION 1 1 UNIT	100	94	100	93	100	94	100	95	58	30
ENGLISH EXTENSION 2 1 UNIT	100	84	100	82	100	80	100	71	38	21
FOOD TECHNOLOGY 2 UNIT	83	36	78	29	56	34	70	32	75	30
FRENCH CONTINUERS 2 UNIT	88	63	100	64	100	65	80	64	100	66
FRENCH EXTENSION 1 UNIT	100	80	0	27	100	88	100	82	-	-
GEOGRAPHY 2 UNIT	73	42	73	42	69	44	80	43	42	42
HISTORY EXTENSION 1 UNIT	100	77	100	21	100	77	100	79	100	22
HOSPITALITY (KITCHEN OPERATIONS) 2 UNIT	82	29	69	32	56	34	71	29	100	30
JAPANESE BEGINNERS 2 UNIT	88	35	92	35	100	43	88	45	60	40
LATIN CONTINUERS 2 UNIT	100	77	100	89	-	-	100	87	100	82
LATIN EXTENSION 1 UNIT	100	95	50	87	-	-	100	99	100	71
LEGAL STUDIES 2 UNIT	86	42	83	39	89	42	100	44	67	44
MATHEMATICS ADVANCED 2 UNIT	88	50	85	52	76	49	75	52	84	53
MATHEMATICS EXTENSION 1 1 UNIT	94	38	96	74	100	80	100	80	100	82
MATHEMATICS EXTENSION 2 2 UNIT	100	86	94	84	100	86	100	85	89	84
MATHEMATICS STANDARD 2 2 UNIT	69	25	68	25	55	24	69	27	65	25
MODERN HISTORY 2 UNIT	95	38	95	37	87	40	100	42	57	39
MUSIC 1 2 UNIT	100	64	100	64	100	66	100	65	89	65
MUSIC 2 2 UNIT	100	88	100	88	100	91	100	91	100	89
MUSIC EXTENSION 1 UNIT	100	95	92	69	100	98	100	96	100	95
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION 2 UNIT	70	31	68	34	68	32	58	33	50	31
PHYSICS 2 UNIT	100	40	73	40	93	37	68	34	67	34
SCIENCE EXTENSION	100	72	75	7	100	68	-	-	-	-
SPANISH BEGINNERS 2 UNIT	89	54	100	41	73	36	71	45	63	48
STUDIES OF RELIGION I 1 UNIT	100	42	50	8	50	46	50	37	75	50
STUDIES OF RELIGION II 2 UNIT	55	46	33	44	46	45	-	-	-	-
VISUAL ARTS 2 UNIT	80	63	89	65	100	63	85	53	86	55

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 as at August 2021. Indicates teachers holding teacher education Bachelor degrees or higher qualifications, including many teachers with Masters Degrees and 9 with Doctoral qualifications.

PROFESSIONAL LEARNING – JUNIOR SCHOOL

Junior School professional learning focused on literacies for the 21st century: ethics/moral deliberation, critical inquiry, scientific methods, financial literacy, abstract thinking and serious play. In response to professional learning provided by Adjunct Professor Erica McWilliam, each teacher designed, implemented and reviewed a personal professional learning plan aligned to the AITSL standards to enhance critical literacies in the classroom in order to improve student outcomes.

Professional learning was also provided to assist teachers with understanding student progress and assessment.

INTERNAL PROFESSIONAL LEARNING	NUMBER OF PARTICIPANTS
21ST CENTURY LITERACIES: PRESENTED BY ERICA MCWILLIAM	41
PREPARING A TEACHING SPRINT TO DEVELOP 21ST CENTURY LITERACIES	41
PROTECTIVE BEHAVIOURS	13
COMPLIANCE TRAINING: ANAPHYLAXIS	44
REPORTING ON STUDENT PROGRESS	24
CHILD PROTECTION TRAINING (TEACHERS)	48
ASSESSMENT VALIDITY AND RELIABILITY	35

EXTERNAL PROFESSIONAL LEARNING	NUMBER OF PARTICIPANTS
HARVARD LET'S PLAY MINI COURSE	7
AUTISM SPECTRUM ORDER - INTENSIVE SUPPORTS	1
INSIDE A PICTURE BOOK	4
DESIGNING RUBRICS FOR LEARNING ASSESSMENT	3

Theme 5



PROFESSIONAL LEARNING – JUNIOR SCHOOL CONT.

EXTERNAL PROFESSIONAL LEARNING	NUMBER OF PARTICIPANTS
ONLINE RISKS AND PROTECTIVE FACTORS	1
THE POWER AND POTENTIAL OF PICTURE BOOKS	4
SYNTHETIC PHONICS TRAINING DAY WITH JOANNE DOONER & JUSTIN CABIN	21
MAKING CONSISTENT PROFICIENT TEACHER ACCREDITATION DECISIONS	1
BEST PRACTICE E-SAFETY EDUCATION - WEBINAR	1
DISABILITY LEGISLATION	1
THE COLLABORATIVE PLANNING PROCESS: DEVELOPING INDIVIDUAL PLANS	1
SUPPORTING CHILDREN'S FRIENDSHIPS WITH SOCIAL AND EMOTIONAL COMPETENCIES	1
MODULE 1: INTRODUCTION TO MODERN ASSESSMENT THEORY INCLUDING STANDARDS REFERENCING	1
BEST PRACTICE CHILD PROTECTION K-10 WEBINAR	1
AI5 MIDDLE LEADERS COURSE	2

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 Adjunct Professor Erica McWilliam's presentation at the beginning of year. Erica drew on the work of Kieran Egan, valuing creativity and presenting cognitive uploads as a way of encouraging creative thinking. A follow up session provided teachers with the forum to share their resources and faculty specific experience.

The extended lockdown and online learning period during all of Term 3 and the first three weeks of Term 4 reduced access to face to face professional learning. Staff continued to utilise the online learning modules prepared last year.

INTERNAL PROFESSIONAL LEARNING	NUMBER OF PARTICIPANTS
ACADEMIC ENRICHMENT	106
CHILD PROTECTION TRAINING	99
CPR REFRESHER	62
ERICA MCWILLIAM	83
ERICA MCWILLIAM - FOLLOW UP	85
STUDENT WELLBEING	73
MANDATORY COMPLIANCE TRAINING – ASTHMA/ANAPHYLAXIS	104
NEW TEACHER ACCREDITATION	17
PL MODULE – CRITICAL THINKING THROUGH COMMUNITY OF INQUIRY	53
PL MODULE – DIFFERENTIATING FOR GIFTED STUDENTS	21
PL MODULE – THE ART OF COMMUNICATION	47
PL MODULE – UTILISING THE FOUNDRY	12
PL MODULE – CLICKVIEW AND THE LIBRARY	28
PL MODULE – LEVERAGING LITERATURE	16
PL MODULE – ONLINE LEARNING TOOLKIT	23

Theme 5



PROFESSIONAL LEARNING – SENIOR SCHOOL CONT.

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 professional learning in the first six months of the year and online courses from July onwards to address syllabus updates. Teachers also attended HSC marking sessions.

EXTERNAL PROFESSIONAL LEARNING	NUMBER OF PARTICIPANTS
CADETS	3
CAREERS	9
CHAPLAINCY	5
HSC EXAM COMMITTEES	12
HSC MARKING	5
LEADERSHIP	3
HEALTH, MENTAL HEALTH AND COUNSELLING	13
SPORT	8
SUBJECT SPECIFIC	23
TECHNOLOGY	5

TEACHER ACCREDITATION STATUS – PREP AND JUNIOR SCHOOLS**

LEVEL OF ACCREDITATION	NUMBER OF TEACHERS
CONDITIONAL	0
PROVISIONAL	0
PROFICIENT TEACHER (INCLUDING EXPERIENCED)	48
HIGHLY ACCOMPLISHED TEACHER (VOLUNTARY ACCREDITATION)	0
LEAD TEACHER (VOLUNTARY ACCREDITATION)	0
TOTAL NUMBER OF TEACHERS IN PREP AND JUNIOR SCHOOLS	48

TEACHER ACCREDITATION STATUS – SENIOR SCHOOL**

LEVEL OF ACCREDITATION	NUMBER OF TEACHERS
CONDITIONAL	1
PROVISIONAL	10
PROFICIENT TEACHER (INCLUDING EXPERIENCED)	102
HIGHLY ACCOMPLISHED TEACHER (VOLUNTARY ACCREDITATION)	1
LEAD TEACHER (VOLUNTARY ACCREDITATION)	0
TOTAL NUMBER OF TEACHERS IN SENIOR SCHOOL	114

** Cumulatively across the calendar year. Permanent/fixed term staff only.

Theme 6

WORKFORCE COMPOSITION 2021 *

Teaching Staff	145	Support Staff	92
Full-time Equivalent teaching staff	136.9	Full-time Equivalent support staff	77.2

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

*As at August 2021

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

<https://www.myschool.edu.au/school/43913/profile/2021>

Theme 7

STUDENT ATTENDANCE

The overall whole School student (K-12) attendance rate for 2021 was 97.58%.

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

YEAR	NUMBER OF STUDENTS	DAYS ABSENT	NUMBER OF DAYS	PERCENTAGE
K	62	346	183	97.0
1	60	209	183	98.1
2	63	214	183	98.1
3	67	248	183	98.0
4	64	232	183	98.0
5	79	374	183	97.4
6	82	361	183	97.6
7	185	489	184	98.6
8	167	721	184	97.7
9	133	652	184	97.3
10	162	1064	184	96.4
11	163	845	184	97.2
12	151	546	138	97.4

MANAGEMENT OF STUDENT ATTENDANCE

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

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

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

JUNIOR SCHOOL

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

late on multiple occasions and the Dean of Academic Care contacts parents by phone if late arrivals continue.

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

In 2021 students who completed work at home due to the Covid-19 pandemic were recorded as being on a Flexible pathway and their attendance through active participation in learning was monitored by the teacher and Dean of Academic Care.

SENIOR SCHOOL

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

Year Coordinators keep records of absences of the students in their year group and communicate with the Head of Student Wellbeing and the student's parents to monitor continued absences and

Theme 7



improve poor attendance. A list of students whose attendance is of ongoing concern is mainlined by the Head of Student Wellbeing. Year Coordinators meet with the Head of Student Wellbeing fortnightly and regularly review attendance data. The Pastoral Team works with the school counsellors and external supports as required to support student attendance at school.

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

STUDENT RETENTION RATE

The student retention rate from the commencement of Year 10 in 2019 to the completion of Year 12 in 2021 was 91%. This rate is generally consistent with the rates across the last three years. The students who left Meriden subsequently attended other schools due to relocation or personal reasons. An additional 21 students enrolled at Meriden after the commencement of the Year 10 school year in 2019 and completed Year 12 in 2021.

POST SCHOOL DESTINATIONS

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

The preferred university destinations of Meriden students are indicated below:

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

* Includes Australian and international universities.

FACULTY DESTINATIONS FOR MERIDEN'S HSC STUDENTS INCLUDE:

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

Theme 8

ENROLMENT POLICY AND PROCEDURES

The full text of Meriden's Enrolment Policy as at February 2021 is produced below.

INTRODUCTION

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

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

Meriden has a school community characterised by warm and positive relationships where pastoral issues are addressed on an individual basis with the interests and well-being of the girl/s as the priority. This is a vital and key feature of our School culture and one we actively seek to nurture and promote. It is important, therefore, that families joining Meriden understand, appreciate and contribute to this positive culture. The Meriden Parents' Charter has been developed to assist parents/legal guardians to understand the School's reciprocated expectations of parents (Appendix 1).

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

LEGISLATIVE FRAMEWORK

Various Acts of the Australian and New South Wales parliaments make it unlawful to discriminate against a person on the grounds of their disability, sex, race or creed by refusing to enrol them at the School. The School accepts its obligations under the Disability Discrimination Act 1992 (Cth) and the Disability Standards for Education 2005.

Exemption is granted under the various Acts, for Meriden to operate as a girls' school from Kindergarten to Year 12.

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

INFORMATION EXCHANGE

In accordance with current legislative requirements, information regarding matters related to student / child safety, welfare or

wellbeing, may be shared between appropriate prescribed bodies (Government and non-government) involved in the care of children or young people. This information may pertain, for example, to current or past employees or students of the School.

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

DEFINITIONS

Throughout this policy, unless the context requires otherwise:

- 'parents' include legal guardians or any other persons who have applied to have a child entered on the waiting list or enrolled at the School and, where the child has only one parent, means that parent.
- 'disability' – see Appendix 2
- 'Principal' includes the Principal herself or a person appointed by the Principal to carry out a function on behalf of the Principal.
- Meriden School includes all three campuses of Meriden: Lingwood Campus, Junior School and Senior School.
- With due consideration to privacy, all information, files and records pertaining to each student's progress through the three campuses of Meriden School are available to relevant staff across the School as relevant to the conduct of the student's schooling.

ENROLMENT PROCEDURES

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.

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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.

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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

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- interview/s and consultation with the parents/legal guardians and/or child and other professionals involved with the child, together with representatives of the School, usually including the AIS
- advice from other independent bodies such as the AIS, RIDBC
- the development of a detailed plan in relation to the child's possible enrolment, education and support needs within the School and the projected adjustments required to enable the child to access all areas of the curriculum and overall school program, and considering the future years of possible enrolment.

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

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

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

Step 7: Written School Offer and Acceptance

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

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

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

Failure to reply within the required time is likely to result in the position being offered to another family. Additional places at the School will not be offered to families with outstanding debt.

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

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

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

ENROLMENT REQUIREMENTS FOR NESB STUDENTS

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

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

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

Procedures

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

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

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

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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 funding, and
- there are no existing debts to 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. Holding of places at the School are at the discretion of the Principal.

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

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

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

WITHDRAWAL OF ENROLLED STUDENTS

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

SCHOOL ENTRY AGE

Students entering Pre-Kindergarten will have turned 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

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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

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of five (5) years preceding the current date before archiving. This process is overseen by the office of the School Registrar.

APPENDIX 1

PARENTS' CHARTER

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

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

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

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

Commitment to education

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

Thoughtful actions

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

Loyalty to the School

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

APPENDIX 2

DISABILITY DISCRIMINATION DEFINITION – DISABILITY DISCRIMINATION ACT 1992 (CTH) (DDA)

Section 4(1) of the DDA defines 'disability' as follows: disability, in relation to a person, means:

- (a) total or partial loss of the person's bodily or mental functions; or
- (b) total or partial loss of a part of the body; or
- (c) the presence in the body of organisms causing disease or illness; or
- (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

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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.

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

GRADE ACCELERATION OR REPETITION

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

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

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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

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

1. INTRODUCTION

These Terms of Enrolment set out the agreement between Meriden School and parents or guardians (each a Parent) who signed and returned the Application for Enrolment in respect of the student named in the Application for Enrolment (Student) relating to the Student's enrolment and attendance at the School. School refers to any School-endorsed activity regardless of the location of the activity.

By accepting an offer of enrolment at the School each Parent agrees to comply, and ensure that the Student complies, with these Terms of Enrolment.

2. ATTENDANCE

- 2.1 Subject to these Terms of Enrolment, the Student must attend School during school hours every school day during term, and at any other time as required for school events, activities or disciplinary reasons.

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

3. BEHAVIOUR

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

4. PARENTS

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

5. COMMUNICATION

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

6. FEES

- 6.1 The School Council will determine the School's enrolment and tuition fees from time to time and may vary them without notice to the Parents.
- 6.2 The School will issue fee notices to Parents prior to the start of each term, and the Parents must pay the fees in full by the date specified on the fee notice.
- 6.3 The School will charge an administration fee, as listed on the School's Fee Schedule at that time, for each overdue amount, and may charge interest.
- 6.4 Each Parent is jointly and severally liable for payment of school fees.
- 6.5 If the Parents are unable to pay school fees by the due date, they may notify the School Council and the School may in its discretion enter into alternative payment arrangements with the Parents.

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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.

9. COVID-19 AND ONLINE LEARNING

9.1 New Students

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

9.2 Returning Students

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

10. TERMINATION OF ENROLMENT

10.1 If the Student:

- a. seriously or repeatedly breaches the School Rules and Policies, or fails to follow staff directions;
- b. does anything that may bring the School into disrepute; or
- c. is absent repeatedly, or for an extended period, without School authorisation, the School may suspend or expel the Student from the School. School fees remain due and the School will not refund any School fees already paid.

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- 10.2 If in the School's opinion its relationship with either or both Parents is at any time not one of trust and cooperation, the School may terminate the Student's enrolment.
- 10.3 If a Parent breaches any of these Terms of Enrolment, the School may terminate the Student's enrolment.
- 10.4 If Parents wish to withdraw the Student from the School, or from any additional activity the Student is undertaking, the Parents must provide the Principal with one full term's written notice. If such notice is not provided, the Parents must pay to the School the school fees for the total term or activity as per the School's fee schedule at that time. Re-enrolment is at the School's sole discretion and a re-enrolment fee will apply if a new Application for Enrolment is accepted and a place is available at the time of re-entry, and provided there are no existing debts from the previous time at the school.
- 13.2 The School may use any personal information it collects under these Terms of Enrolment in accordance with the School's privacy policy.
- 13.3 The School may confiscate, examine or conduct searches of the Student's belongings and locker, and may undertake any surveillance or monitoring it considers appropriate.
- 13.4 The Parents and Student must not publish or cause to be published any images of or information relating to the School, or any images of or information relating to any person connected with the School, or any of the School's intellectual property without the School's prior written approval.
- 13.5 The School may vary these Terms of Enrolment in its reasonable discretion on one term's notice.

11. INSURANCE

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

12. INTERNATIONAL STUDENTS

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

13. MISCELLANEOUS

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

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SUMMARIES OF SCHOOL POLICIES

STUDENT WELFARE

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

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

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

Our Child Protection Policy and Procedures are rigorously employed in the protection of our students and in the engagement, induction and on-going training of all staff. The full text of the Child Protection Policy and Procedures is published on the School's website and intranet. No amendments were made to the Child Protection Policy and Procedures during 2021.

JUNIOR SCHOOL

Teaching staff provide daily pastoral care that is primarily centred on the child's class teacher/s, but is supported by all teachers and staff members. In addition to general related teaching across the curriculum, students are involved annually in the "Bounce Back" Program and other anti-bullying and anti-cyber bullying education. Child Protection lessons are conducted across the School from Kindergarten to Year 6, and all child protection concerns are referred immediately to the Head of Junior School.

The Junior School's Student Welfare Policy and Procedures includes information about student welfare programs and how they are communicated to parents, the student welfare teaching programs that cover such matters as antibullying, digital citizenship, personal development and child protection strategies, the responsibilities of staff and support services referral procedures. The full text of the Junior School's Student Welfare Policy and Procedures can be

accessed on the School's intranet (staff and parents) and upon request from the Principal or Head of Junior School. No amendments were made to this policy in 2020.

SENIOR SCHOOL

In the Senior School in 2021, the Head of Teaching and Learning oversaw curriculum while the Head of Student Wellbeing oversaw the Pastoral Program. The two Heads worked as a team to ensure the well-being of students in all facets of their school life. Every effort is made to involve parents as partners in their children's learning and teachers are involved in interviews with parents.

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

The Senior School's Pastoral Care and Student Welfare Policy and Procedures outline the pastoral care and student welfare program provided in the Senior School. The full text of Senior School's Pastoral Care and Student Welfare Policy and Procedures can be accessed on the School's intranet (staff and parents) and upon request from the Principal. No changes were made to these policies in 2021.

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

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the administering of corporal punishment by non-school persons, including parents or caregivers, to enforce discipline at the School.

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

JUNIOR SCHOOL

The Junior School's Discipline and Behaviour Management Policy and Procedures sets out the Code of Conduct and the School's approach to Behaviour Management including Anti-Bullying, uniform regulations and the sport Code of Conduct. Harassment or bullying in any form is unacceptable. Incidents of bullying should always be reported to teachers immediately. The policy addresses the Junior School's focus on supporting positive interactions between students and a positive behaviour reward structure.

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

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

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

The full text of the Junior School's Discipline and Behaviour Management Policy and Procedures is contained in the Junior School Planner and may be accessed on the School's intranet (staff and parents) or upon request from the Principal or Head of Junior School. The Discipline and Behaviour Management Policy and Procedures was not amended in 2021.

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 may be accessed on the School's intranet (staff and parents) and upon request from the Principal. Substantive extracts are also contained in the Senior School Planner. No amendments were made to these policies in 2021.

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,

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within the general framework of the student welfare and discipline policies and procedures. Meriden School treats complaints and grievances seriously and sensitively, having due regard to procedural fairness, and confidentiality and privacy requirements. Procedural fairness principles include the right to know the allegations, the process by which the matter will be considered, to respond to the allegations, to know how to seek a review of the decision, to impartiality and absence of bias by the decision-maker.

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

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

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

The full text of the Grievance and Complaints Handling Policy and Procedures - Parents and Students is publicly available on the Meriden website and may also be accessed on the School's intranet (staff and parents) or upon request to the Principal. This policy and procedure was amended in 2021. The main amendments were to update the definition of reportable conduct and to provide clarity that the policy does not apply to whistleblowing disclosures or disputes between staff.

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SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

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

PRIORITY AREA	ACHIEVED	COMMENTS
TEACHING AND LEARNING JUNIOR SCHOOL PRE-K – 6		
Focus on 21st century literacies to improve teaching practice and student outcomes	•	Adjunct Professor Erica McWilliam provided professional learning to all teaching staff. Junior School teachers developed, implemented and evaluated personal professional learning plans to further develop self-identified learning goals in this area.
Further individualise progress for all students	•	Elements of literacy and numeracy progressions were used in student academic reports to provide targeted, individual feedback to parents about student growth and the next steps for learning.
Provide professional learning to improve teaching practice	•	Professional learning was offered in 21st century literacies, assessment, progress and protective behaviours.
Critically analyse all student data and act on it to improve the learning and achievements of students	•	Following a successful trial in 2020, a regular wellbeing survey was initiated and used as another source of data in conjunction with academic data.
TEACHING AND LEARNING SENIOR SCHOOL YEARS 7-12		
Continue at the forefront of contemporary pedagogical practice	•	Continued to implement and refine an online learning program for the lockdown period, which involved strengthening eVe and using Microsoft Teams to give teachers video connection with students. Continued to tailor assessment for online learning, including using Exam.net for Trial Examinations. Introduced hybrid Economics to allow students to combine online learning and face-to-face teaching.
Build on the work of tracking student academic progress	•	School analyst continued to provide data to Heads of Department and the Academic team on student achievement.



SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT CONT.

PRIORITY AREA	ACHIEVED	COMMENTS
TEACHING AND LEARNING SENIOR SCHOOL YEARS 7-12		
Provide professional learning to improve teaching practice	•	<p>Erica McWilliam provided the initial Staff Day professional learning and follow up session, focusing on creativity and cognitive uploads.</p> <p>Subject specific external professional learning continued to inform teachers' understanding of current thinking.</p> <p>COLLS refined online learning modules in technology, critical thinking, leveraging literature, Clickview, differentiation for gifted students and reference writing.</p>
Continue to evolve contemporary Senior School academic reports	•	<p>Lateral Learning Outcomes on eReports were extended into Year 8 to include speaking and oral communication skills.</p>

PRIORITY AREA	ACHIEVED	COMMENTS
TECHNOLOGY WHOLE SCHOOL PRE K-12		
Fixed Camera Equipment for streaming installed into Wallis Auditorium	•	
2 x 10gb Internet with redundancy installed with new Firewalls	•	
Transport Me implemented for School Bus's with new iPads	•	
Additional CCTV cameras added to both SS and JS	•	
25 Additional Staff Laptops purchased	•	
Added 22 TB of additional storage to existing servers	•	
Replaced 10 Electronic Boards	•	
New backup unit for Cloud backups	•	
10 Printers replaced	•	
40 Network clocks added	•	
Network switches upgraded x 3	•	
Upgraded security System across entire school	•	

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SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT CONT.

PRIORITY AREA	ACHIEVED	COMMENTS
TECHNOLOGY JUNIOR SCHOOL		
Extensive Data cabling replaced across 9 classrooms with new patch panel	•	
48 Student Laptops replaced	•	
Additional 3D printer installed	•	
VR Equipment upgraded with Pixel 3 devices	•	
148 iPads replaced	•	
Replaced 10 Electronic Boards	•	
TECHNOLOGY SENIOR SCHOOL		
New DSLR Camera equipment provided to DaCA x 12	•	
48 iPads provided to Applied Science and DaCA	•	
New 3D printer installed in Foundry	•	
2 large mobile TVs added	•	
VR Equipment upgraded with Pixel 3 devices	•	
New Laser Cutter for DaCA	•	
Replaced 2 portable PA systems	•	
FACILITIES AND RESOURCES – JUNIOR SCHOOL		
Increase outdoor playing space	•	The development of an additional playground space began at 4 Vernon St for completion in 2022.
Improve Junior School classrooms	•	Three classrooms were refurbished, including new storage for teaching resources and display boards.

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, psychologists, Chaplaincy team and year-based pastoral teams who are involved in the pastoral care of students and their families.

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

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

JUNIOR SCHOOL

Respect and responsibility are key facets of the Junior School and are embedded in the Golden Rule: "Do to others as you would have them do to you" Luke 6:31. (NIV). Respect and responsibility are actively taught in teaching programs and pastoral care sessions. Lessons focusing on digital citizenship are designed to promote the development of responsibility and resilience.

The development of awareness of the needs of others and respect for the diversity of people's heritages occurs through participation in global awareness activities associated with Global Awareness Week, Harmony Day, NAIDOC Week, and financial support for six sponsor children. The student-led Cultural Awareness Team has a particular focus on promoting Aboriginal and Torres Strait Islander cultures and supporting the Indigenous Literacy Foundation. The lunchtime Christian groups are widely attended. The Buddy Program helps Year 5 and 6 students develop a sense of care for others as they interact with Kindergarten and Year 1 students. Students have opportunities to thank and encourage members of the community through cards and letters to politicians, community workers and residents in the neighbouring assisted living facility.

Students are encouraged to assume responsibility for an aspect of school life through a leadership role, including Class Captains, Prefects and House Leaders. The House Leaders are responsible raising awareness about the six children sponsored by the School,

and the Prefects help the younger students learn about respectful relationships through Friendship Week. All Year 6 students are viewed as leaders and have the opportunity to join a leadership team within their area of interest, such as the Creativity Team, Cru Team, Environmental Team, Library Team, News Team, STEM Team and Cultural Awareness Team. Students can also facilitate the commencement of a new team or library club. Each term, the Class Captains and Vice Captains identify an area of need in the School and work on a small project to help student take action to address the need.

During remote learning in 2021, many student leadership activities continued online and leaders organised online theme weeks to encourage younger students

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 Club, the House Service Weeks and the Service Learning opportunities, where the students organise creative activities for staff and student to fundraise for their chosen charities. Some of the charities supported by the Houses were:
- Fred Hollows Foundation – working to restore eyesight to those most in need.
- The Pyjama Foundation – A charity that mentors children in foster care.
- Care Australia – An International aid organisation working to save lives and tackle poverty, with a focus on women and girls.
- Australian Children's Music Foundation – An organisation which aims to improve the educational and behavioural outcomes of disadvantaged and Indigenous Children through free music programs and instruments.
- Touched by Olivia – A local charity working to provide inclusive community spaces.
- The Yellow Diamond Foundation – A charity which is involved in brain cancer research.
- The student Christian groups continue to run successfully with many girls attending each week.

Our outdoor education and camping programs in Years 7 to 11 each visit a different location and context, and provide a wide

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range of outdoor experiences and challenges, which facilitate the development a multitude of skills, including many aligned with responsibility and respect, for example: teamwork and collaboration, relationship building, self-confidence and resilience, bush survival skills, environmental responsibility and awareness, orienteering and safety, service activities, physical wellness and strength, social and emotional well-being, personal presentation.

Further personal development opportunities are available to students through:

- Broad ranging student leadership opportunities right across the School
- Attendance and/or leadership at SCG Christian Camps
- Duke of Edinburgh Award Scheme
- Australian Army Cadets Program
- Green Team which continues to look at ways to develop the sustainability of the environment around the School e.g. recycling.
- Interact group which works as a junior branch of the Strathfield Rotary Club, and runs community events to raise money for charity.

Theme 12

PARENT, STUDENT AND STAFF SATISFACTION

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

A recent study was performed of Meriden community satisfaction over the past five years, and it confirmed our community satisfaction has been high and remained relatively steady. Meriden actively conducts annual satisfaction surveys of staff and the parents and students of selected year groups.

PARENT SATISFACTION

In our 2021 parent surveys, high parent satisfaction was evident through responses received. When asked if they would recommend Meriden as a school to friends or colleagues, the average parent response on a scale of zero to ten was 8.8, where ten represented Extremely Likely and zero represented Not Likely At All. In the Year 12 parent survey, the average response was midway between Very Good and Excellent when parents were asked about Meriden's Vision to be Leading in Excellence.

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

STUDENT SATISFACTION

Our Years 5 and 6 students complete wellbeing surveys to provide information to the School on areas including engagement, resilience and positivity. Our cohort of Year 6 students was surveyed in June 2020, February 2021 and in November 2021. Across these 18 months that encompassed two periods of online learning, engagement scores remained steady in the High range, and overall wellbeing measures were consistently positive. Year 5 students were surveyed before and after online learning in 2021 and they also reported continued high engagement and wellbeing overall.

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

Special mention was given and gratitude expressed by Year 12 students and parents for the extra lengths Meriden teaching and support staff had taken to support their learning through HSC preparations during two years of pandemic disruption.

STAFF SATISFACTION

Overall the 2021 Staff Survey results remained very positive and overall job satisfaction was high. Pride in Meriden as a school as well as a workplace continued to be strong, as well as the belief in the standard of care and quality of teaching the students receive.

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

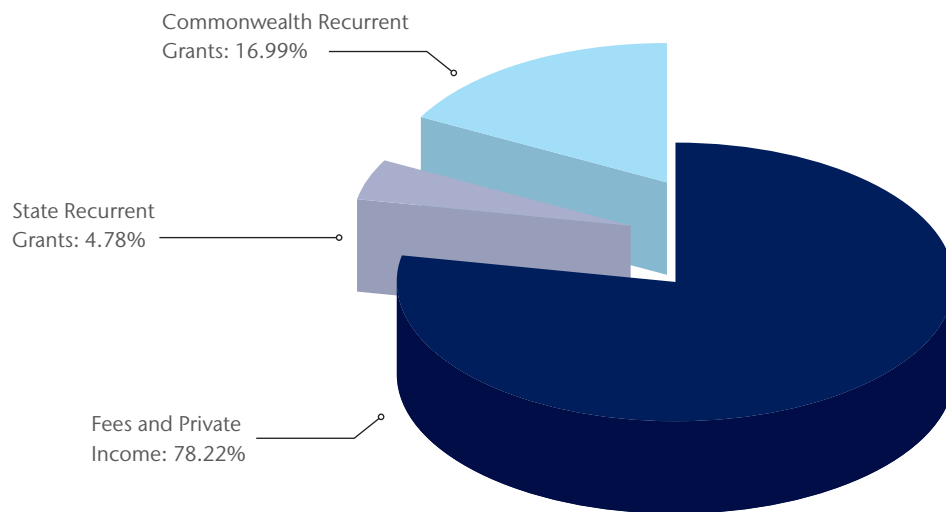
In line with the learning practice of continual improvement taught in our Fidelis Model for teaching and learning, Meriden itself strives to continually apply feedback to provide our students with an excellent education that will nurture skills and attributes to allow them to make a positive difference to their world.

The high satisfaction amongst our Meriden community has supported the increasing demand over time by prospective parents to educate their child at Meriden. Enrolment interest exceeds our enrolment limits and demand has been steadily increasing.

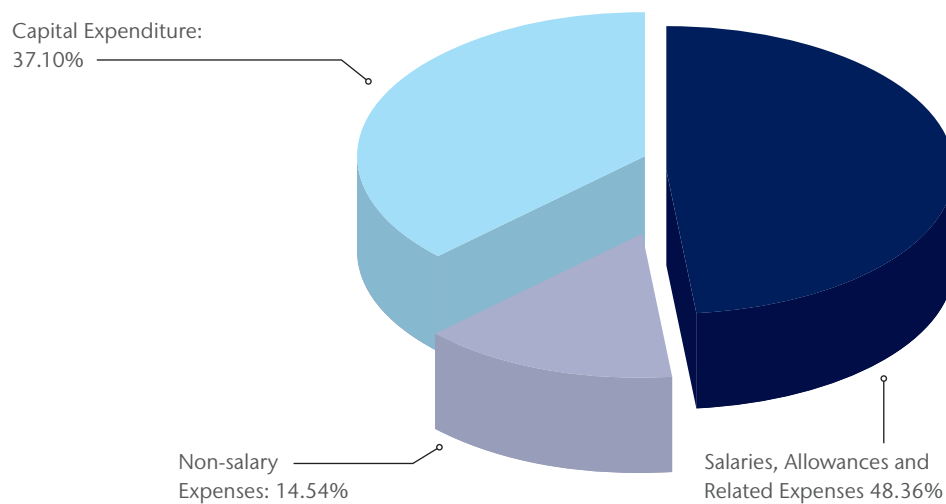
Theme 13

FINANCIAL INFORMATION

MERIDEN SCHOOL RECURRENT AND CAPITAL INCOME 2021



MERIDEN SCHOOL RECURRENT AND CAPITAL EXPENDITURE 2021





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