



2024

EDUCATIONAL AND FINANCIAL REPORT



MERIDEN
AN ANGLICAN SCHOOL FOR GIRLS

Meriden girls
make their *marks.*

Table of Contents

THEME 1: CONTEXT 1

THEME 2: OUTCOMES AND RESULTS 5

THEME 3: STAFFING 10

THEME 4: STUDENT ATTENDANCE..... 11

THEME 5: SCHOOL POLICIES 13

THEME 6: STAKEHOLDER SATISFACTION 14

THEME 7: SUMMARY FINANCIAL INFORMATION..... 15

Theme 1: Context

A 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 continues to benefit from the professionalism and dedication of Mrs Brown and its teaching and support staff. The care and growth of the girls are at the heart of all they do.

Both the full Council and the Council Executive met regularly during 2024. In addition, there were a number of other sub-committees of the Council which had specific tasks and which reported back to the Council.

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

Each year, Meriden girls achieve exceptional results and are consistently featured on the HSC All-Round Achievers List. The Class of 2024 was ranked 11th in the 2024 HSC Ranking published by the Sydney Morning Herald with a median ATAR of 93.7.

Meriden's excellence in Music continued with several outstanding achievements in the HSC. An outstanding sixteen nominations were received for students for the annual ENCORE concert, a showcase concert of exemplary HSC music performances and compositions held at the Sydney Opera House. Another student had her performance shortlisted for OnSTAGE, a showcase of exemplary major works by HSC Drama students.

Design and Creative Arts students continued to produce exciting work and subject results. Two students had their Visual Arts work selected for the prestigious ARTEXPRESS exhibition and three students had their Major Works Arts nominated for inclusion in the SHAPE exhibition which exhibits outstanding HSC Design and Technology projects.

Meriden continues to be one of the leading independent schools in NSW. As an all-girls' school, Meriden provides an environment that allows each girl to be themselves, get to know themselves, discover their strengths, grow in confidence and realise their potential.

REV DR ANDREW KATAY
CHAIRMAN OF SCHOOL COUNCIL

PRINCIPAL

2024 was a wonderful year at Meriden, with much to celebrate. Our Class of 2024 achieved exceptional results in the HSC, which is reflective of their hard-work and dedication. In addition to the academic achievements, we have celebrated many more successes and triumphs over the course of the year. Each week in assembly we celebrate a range of student achievements. Celebrating achievements in all their forms is something we are particularly passionate about at Meriden because we know how much hard work goes into achieving success. Congratulations to every girl who has worked hard to conquer a goal this year.

As I reflected on 2024, I asked myself the question: Which accomplishments am I most proud of? It is easy to get caught up in the regular routine of week-to-week activities and lose sight of major milestones, so asking that question forces reflection and acknowledgement.

There are three main achievements that I would like to share with you.

The first was our NESA registration and accreditation that occurred in Term 1. In NSW, all independent schools must complete a rigorous accreditation process every five years in order to be registered with the NSW Education Standards Authority (NESA). This effectively gives us a licence to operate as a school. The process and requirements are administratively heavy and require the submission of dozens of policies, teaching programs, assessment schedules and work samples. We are then visited by NESA inspectors, who complete their audit by asking for further information to be provided on the spot.

Inspectors visited in May and were glowing in their praise of the school. Of course, there was never any doubt that we would pass registration. However, it was further reinforcement of the excellent work that happens at Meriden. I continue to be thankful for the staff at Meriden, who deliver exceptional teaching and learning to our girls. They are passionate and expert educators who guide the girls to achieve outstanding results. A large portion of the registration requirements relate to policies and practices outside the classroom and I am grateful to the support staff who oversee administrative requirements or professional services that contribute to the smooth and efficient running of the school.

The second achievement of the year to highlight is the House restructure that was announced in late Term 3. The addition of four new Houses in 2025, which is of an unprecedented scale at Meriden, was carefully considered and will ensure that we can continue to provide excellent pastoral care, continue to provide opportunities for every girl to develop vertical relationships between year groups and provide the girls with more leadership opportunities.

While change is not always easy to adapt to, it is an inevitable part of life. Change is an important life lesson to teach the girls about during their formative years – change can be challenging but also rewarding. I am very proud of the girls for the way they have embraced the changes that will be implemented and we will continue to support the girls to ensure the transition into our new House structure is seamless.

The third moment to highlight for the year is the launch of our new strategic plan for 2024 – 2026 which occurred in early Term 2, titled, Connecting to Purpose: through Service and Leadership. This plan gives us clear objectives and goals to work towards for the next few years and allows us to measure the achievement of these goals. I am pleased to report that excellent progress is being made on reaching our objectives.

The identification of service as a key theme in this strategic plan is no accident; it is a deliberate and intentional goal. Service in a school setting can take many different forms and it is our desire to provide the girls with many different examples of service and to give them opportunities to practise serving others.

For communities and societies to thrive, we need to be able to put the needs of others before our own. However, this can be a challenge in a world where we are told and even encouraged to act selfishly. Winning at all costs, ruthless ambition and striving for glory are all commonly used phrases which suggest that

strength is found in individual attainment and weakness is found in care, compassion and empathy.

At Meriden, I believe that our strength is found in the way our community serves each other and others.

At Speech Night in Term 4, we acknowledged and thanked Mrs Kath Hynd for her service to the school. Mrs Hynd started at Meriden in 1981 and has held many roles at the school, including as a Mathematics teacher and Year Coordinator. Mrs Hynd's faithful service is an example to us all of how to serve with kindness, grace and humility.

I am thankful to God for the blessings of 2024 and to the Meriden community for their support throughout the year.

MRS LISA BROWN
PRINCIPAL

PARENTS AND FRIENDS' ASSOCIATION (P&F)

As is now customary, we start the annual report reiterating the purpose of the P&F Association: It exists to bring together adults who are interested in the welfare of the School and to promote the interests and future development of the School. Our aim is to always foster and build on the underlying spirit of inclusion, expansion and collaboration. In 2024, we took whatever opportunity we could to meet our aim.

2024 had a full book of activities for the P&F to arrange as we built on our experiences of 2023 post the Covid pandemic. We had a strong cohort of Committee members serving their second year and there was a wave of new parents looking to contribute to event organisation and as volunteers, particularly in the second half of the year.

It was great to start the year with the "Parents' Cocktail Night" in February. It was particularly well attended with over 140 parents from 90 families, with many Year 7 parents. While providing parents the opportunity to socialise with other parents, particularly new parents, it also gives the P&F a chance to finalise the Parent Social Organisers for each year group in time to welcome the new school year. We may well need a bigger venue next year with the continued success of this event. Thanks to each of these parents for contributing their time towards building parent community within their own year group. We managed to get several parents come forward to volunteer for P&F events throughout 2024.

We were grateful to receive the support of the Meriden staff as well as the Marketing team to help promote events this year. It also ensured that advertising was professional and broad reaching. Further ideas are to come in 2025 and we now have a stock of promotional photographs to use.

Our major event of the year was the Mother's Day breakfast in May. It continues to be our most popular event and we held it at Waterview in Homebush for the second year running and had almost 450 attendees. We enlisted the assistance from volunteer Fathers and it was once again a hugely successful event. Due to their significant capacity, the same venue has been rebooked for the 2025 Mother's Day Breakfast.

In August, we welcomed over 150 attendees (fathers and daughters) to our annual Father's Day breakfast. It was great to see so many fathers on the school campus and we were well supported by some generous donors of food, lucky door prizes and discounted coffee. The use of a professional photographer this year meant we had high quality photos and roaming shots from the event published quickly to busy parents.

We are yet to finalise the 2024 P&F donation to the school but have agreed, in principle, a significant contribution of approximately \$90,000 toward benches and bubblers around the new DaCA building.

Each year the P&F provide a thoughtful gift for the Year 12 students. This year, the P&F provided a mirrored, engraved jewellery box with their year of graduation and school logo that was very well received.

Financially, the P&F's opening balance at the start of 2024 was \$82,779.62, with a total income of \$82,771.34 and total expenses for the year of \$26,503.30. Surplus, net of donations was currently being nil as it is still being discussed, was \$56,268.04 and a closing cash at bank balance of \$139,047.66 as at 3 November 2024.

Finally, I would like to acknowledge and thank:

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

I would like to thank each member and the Meriden staff for being a critical part of what the P&F is able to deliver to the Meriden community. Each member is busy and to find and make time to contribute is commendable.

Thank you and I hope we can continue to thrive in 2025 and beyond.

MR STEPHEN HOWISON
PRESIDENT MERIDEN P&F

JUNIOR SCHOOL AUXILIARY (JSA)

The JSA opening balance for 2024 was \$69,103.

The JSA events held in 2024 were:

1. Twilight Picnic: which generated \$3,145 from the sales of gelato/coffee and raffle tickets.
2. Mother's Day Stall: which generated \$30,800 from Prep to Year 6 participating in a shopping experience.
3. Father's Day Breakfast: which generated \$9,575 from more than 500 Adults, children and staff attendance.
4. Walkathon: generated \$38,385 from sponsorship.

The JSA donated \$35,000 towards Junior School Playground Equipment.

The JSA received the Parent Levy of \$27,100 in May.

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

President – Julia Lee
Vice President – Soomi Yang

Treasurer – Irene Chiu
Secretary – Janet Kim

I wish to thank Soomi Yang, Irene Chiu and Janet Kim the Committee Members. They have been such hardworking and fabulous people to work with and it has been a joy.

I would also like to thank Dr Benn and Mrs Lillian Wassef. The JSA working with the Junior School was made so much easier and seamless due to their contribution.

MRS JULIA LEE
JSA PRESIDENT

VALEDICTORY ADDRESS

THIS IS A TRANSCRIPT OF THE SPEECH GIVEN BY
TERESA YANG, HEAD PREFECT, 2024, AT THE 2024 YEAR
12 GRADUATION

Mrs Brown, Reverend Dr Katay, members of the School Council, special guests, parents, staff, girls... and my fellow Year 12s. I love how we used to laugh together, and now we're already starting to cry together. What an evolution!

If I'm honest, I was struggling to come up with the right words to say to you, my favourite people in the world – and Jodhi Kanthan perfectly demonstrated the way that we've always supported one another, by giving me some advice. She told me to just come up and serenade you all. So... where's my violin?

Okay, okay, this is serious business. Well, instead, I came across a poem about graduation that I think works very well for us. It reads:

Behind you, all your memories.

Before you, all your dreams.

Around you, all who you love,

And within you, all you need.

First, behind us, we have our memories.

The happy times in the sun in The Avenue. The annoying times – like our beloved fire alarms. The fun times, like when in Year 7 PE Emma Wen got a dent in her forehead and Elaine Huang almost lost her front teeth in a head-on collision playing tic-tac-toe. And of course, the embarrassing ones – example, when I walked smack bang into a pole on Margaret Street. If you were there, you would remember it.

Behind us, we find the more difficult times too, and from those, we realise how far we've come. When you fall down the stairs (sorry Mrs Brown), it's when you get back up, dust yourself off and see who's still there for you to laugh about it, that is a gift.

Before us, all our dreams.

As we turn to a new chapter, I think our challenge is to build a resume that doesn't simply say what we want to accomplish, but why. It's a resume that's not just a collection of titles and positions, but a story about our purpose and who we care about, because when we inevitably get ourselves stuck in a hole, that is the story that will get us out.

As you know, the scary thing about life is that there is no secret formula. But the cool thing is, there is no secret formula! You don't always need to know exactly what you are doing with your life. Or even if you think you know what you are doing, you may still have doubts. Such are the paradoxes of the collective human experience.

Around us, all who we love.

To our incredible parents, family members, and to the loved ones here, you have supported us in becoming the capable young women we are today. Thank you for the early morning drives. For the Saturday matches and ardent applause at Music Under the Stars. For the lunches packed daily with care.

I will never be able to find the words to thank my Mum and Dad, and my sister Jasmine, for the sacrifices that they make every day for me to be where I am today.

I'm sure we can all agree that relationships do more than build empathy in our Mod C imaginative pieces. It has been the people around us who have brought us the most joy.

So to all the younger girls at Meriden, thank you for the smiles around school, for the wacky memories shared with us in Orchestra, at Athletics, in Chess Club. It's the friendships with you that make school have so much meaning for us. It's surreal how life goes on as normal, even as we graduate. You will thrive, and grow, until before you realise it, you are here too. And we will be watching you. Like Winnie the Pooh said, "*how lucky we are to have something that makes saying goodbye so hard*".

To our wonderful Year Coordinator, Miss Richards, thank you, you have always been our biggest advocate. Thank you for your love and care for our year group – and for always, always wanting us to have fun! Thank you for the gifs and Olympics updates during Trials, and even for the uniform reminders, although I guess we won't be hearing any more of that. We appreciate you coming to every single Year 12 night, from Music Recitals to Drama, DaCA and English Extension 2 Showcases.

And, thank you, thank you to all the teachers and staff. We so appreciate your dedication and expertise, and for gifting us more than knowledge. Thank you for caring, and for all that you have done for us, both big and small.

Life for us next year is not a clean slate. Instead, we will carry the friendships we have made and people we have met like kindling in our hearts, the foundation of a new glowing warmth.

So, lastly, within us, all we need.

Year 12, I say with no bias at all, that we are the best cohort Meriden has ever seen. Why, you ask?

For one thing, we are a well-rounded year group, with high participation. Shout-out to our netball teams, and a record number of Year 12 singers who have all stayed 'til the bittersweet end.

Secondly, we are little. With just 150 people – what a perfect number, by the way – it's contributed to our sense of trust and belonging, nicely put by Nola Wang's straightforward observation: "we like each other". It's what makes the times together so memorable, from Movie Night and Just Dance-offs to our wonderful Bake Sale, from times at the Athletics Carnival to Music Camp. And along the way, I'd say we've created such a beautiful culture and an infectious optimism.

More than you know, I will miss our common room whiteboard drawings. I will miss Boy Elsie, our pot plant NESAs, and the study periods doing anything but work, ahem Annaliese Reid. Kidding.

But in all seriousness, I cannot imagine a team I would feel more privileged to have worked alongside and been a part of. I would not be where I am now without you all. In fact, I didn't even make these slides you're seeing, it was Alicia Wang – and it's only a tiny fraction of the things she has taken for the team.

We know the next few months will not be easy. Neither have the last few. But there have always been beacons of light that have shone through even the darkest of times. That light has been our determination, our joy, our love for one another. And that light has always been more powerful than even the most overwhelming darkness.

We made it. And for the last time ever that we'll be sitting together like this, I just want to say that I love you all so much. And gosh, I am proud of us.

Year 12, let's go out dancing and embrace the world awaiting us, like we are the Class of 2024!!!

TERESA YANG
HEAD PREFECT 2024

CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Meriden is a leading independent Anglican school catering for girls from Pre-Kindergarten to Year 12. Meriden is conveniently located close to Strathfield train station and bus depot and the School also operates its own bus services to locations across Sydney. Meriden is registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) and therefore offers enrolment to overseas students.

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, the Duke of Edinburgh's Award, theatre sports, STEM clubs, philosophy clubs and many more.

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

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

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

Meriden girls make their marks!

ENROLMENT DETAILS*

| | |
|------------------|------|
| Pre-K Enrolments | 80 |
| K-12 Enrolments | 1701 |
| TOTAL ENROLMENTS | 1781 |

| | |
|--|-----|
| Language background other than English | 79% |
|--|-----|

| | |
|--|------|
| INDEX OF COMMUNITY SOCIO-EDUCATIONAL ADVANTAGE (ICSEA) | |
| Social ICSEA value | 1180 |
| Average ICSEA value | 1000 |
| School ICSEA percentile | 98 |

* As at August 2024. Further information on the School's profile can be found on the My School website: <https://www.myschool.edu.au/school/43913>

Theme 2: Outcomes and Results

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

Meriden students in Years 3, 5, 7 and 9 produced outstanding results in the 2024 NAPLAN testing held in March 2024. The results for each year level are summarised in the tables below. Further information on NAPLAN results can be found on the My School website - <https://www.myschool.edu.au/school/43913/naplan/results/2024#results>

LITERACY AND NUMERACY (% OF STUDENTS)

YEAR 3

71 out of 71 students in Year 3 took part in the NAPLAN testing. This table shows the percentage of Year 3 students at Meriden who achieved the various levels of proficiency.

| | READING | WRITING | SPELLING | GRAMMAR AND PUNCTUATION | NUMERACY |
|--------------------------|---------|---------|----------|-------------------------|----------|
| EXCEEDING | 59 | 51 | 59 | 46 | 41 |
| STRONG | 39 | 49 | 31 | 46 | 52 |
| DEVELOPING | 1 | 0 | 10 | 7 | 6 |
| NEEDS ADDITIONAL SUPPORT | 0 | 0 | 0 | 0 | 1 |

YEAR 5

96 out of 96 students in Year 5 took part in the NAPLAN testing. This table shows the percentage of Year 5 students at Meriden who achieved the various levels of proficiency.

| | READING | WRITING | SPELLING | GRAMMAR AND PUNCTUATION | NUMERACY |
|--------------------------|---------|---------|----------|-------------------------|----------|
| EXCEEDING | 60 | 58 | 69 | 43 | 53 |
| STRONG | 36 | 20 | 27 | 53 | 46 |
| DEVELOPING | 3 | 2 | 4 | 3 | 1 |
| NEEDS ADDITIONAL SUPPORT | 0 | 0 | 0 | 1 | 0 |

YEAR 7

192 out of 192 students in Year 7 took part in the NAPLAN testing. This table shows the percentage of Year 7 students at Meriden who achieved the various levels of proficiency.

| | READING | WRITING | SPELLING | GRAMMAR AND PUNCTUATION | NUMERACY |
|--------------------------|---------|---------|----------|-------------------------|----------|
| EXCEEDING | 60 | 53 | 74 | 59 | 56 |
| STRONG | 33 | 43 | 23 | 33 | 38 |
| DEVELOPING | 7 | 3 | 2 | 7 | 6 |
| NEEDS ADDITIONAL SUPPORT | 1 | 1 | 1 | 1 | 1 |

YEAR 9

190 out of 190 students in Year 9 took part in the NAPLAN testing. This table shows the percentage of Year 9 students at Meriden who achieved the various levels of proficiency.

| | READING | WRITING | SPELLING | GRAMMAR AND PUNCTUATION | NUMERACY |
|--------------------------|---------|---------|----------|-------------------------|----------|
| EXCEEDING | 52 | 57 | 54 | 54 | 47 |
| STRONG | 42 | 37 | 42 | 35 | 49 |
| DEVELOPING | 6 | 6 | 4 | 10 | 4 |
| NEEDS ADDITIONAL SUPPORT | 1 | 0 | 1 | 1 | 0 |

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 2024, Meriden had no students eligible who required the award of a RoSA.

RESULTS OF THE HIGHER SCHOOL CERTIFICATE (HSC)

- In 2024 there were 150 girls eligible for a Higher School Certificate (HSC) and all candidates achieved the award of HSC.
- Meriden was ranked 11th in the 2024 HSC Schools Ranking (Sydney Morning Herald).
- The median Meriden ATAR was 93.70 (State 71.55).
- 27 students (18%) received All-Round Achievers Awards for achieving results in the highest band possible for at least 10 units of HSC courses.
- 7 top-10 placings including 1st in State in Spanish Beginners.
- 80% of students recognised as Distinguished Achievers (highest band possible for one or more courses).
- 10% of Meriden students achieved an ATAR of 99+.
- 42% of Meriden students achieved an ATAR of 95+.
- 65% of Meriden students achieved an ATAR of 90+.
- An extraordinary 16 students were nominated for inclusion in the annual ENCORE concert, a showcase concert of the most outstanding HSC Music performances and compositions from across the state.

- 1 student had her performance shortlisted for OnSTAGE, the showcase of exemplary major works by HSC Drama students.
- 3 students had their Major Works nominated for inclusion in the SHAPE exhibition which exhibits outstanding HSC Design and Technology projects.
- 2 students had their Visual Arts work selected for the prestigious ARTEXPRESS exhibition.
- Numerous students received offers to study overseas, including offers from California College of the Arts, Fordham University, Harvard University, University of Southern Mississippi, Oral Roberts University, Parsons University, Sacred Heart University, The Julliard School and University of Southern California. The areas of proposed study were diverse and included Art, Music and Neuroscience.

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

| HSC COURSE | POSITION IN THE STATE |
|------------------------------|-----------------------|
| SPANISH BEGINNERS | 1 ST |
| JAPANESE BEGINNERS | 2 ND |
| SPANISH CONTINUERS | 2 ND |
| CHINESE EXTENSION | 4 TH |
| MUSIC 1 | 5 TH |
| FRENCH CONTINUERS | 5 th |
| COMMUNITY AND FAMILY STUDIES | 10 TH |

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 5 students. The Meriden mean in Ancient History, Biology, Business Studies, Community & Family Studies, Design and Technology, English EAL/D, Food Technology, French Continuers, Geography, Hospitality, Japanese Beginners, Legal Studies, Mathematics Standard 2, Modern History, Music 1, PDHPE, Physics, Society and Culture, Spanish Beginners, Spanish Continuers and Studies of Religion was either at least ten marks or one standard deviation (with a z-score of 1 or more) above the State mean.

| | 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 | 7 | 86.37 | 7.05 | 72.92 | 14.26 | 13.45 | 0.94 |
| BIOLOGY 2 UNIT | 53 | 85.14 | 6.18 | 73.89 | 11.7 | 11.25 | 0.96 |
| BUSINESS STUDIES 2 UNIT | 31 | 86.21 | 5.59 | 73.45 | 13.4 | 12.76 | 0.95 |
| CHEMISTRY 2 UNIT | 48 | 82.19 | 7.89 | 74.33 | 12.69 | 7.86 | 0.62 |
| CHINESE AND LITERATURE 2 UNIT | 6 | 85.3 | 2.71 | 82.88 | 7.2 | 2.42 | 0.34 |
| CHINESE CONTINUERS 2 UNIT | 11 | 93.02 | 5.5 | 85.58 | 9.02 | 7.44 | 0.82 |
| CHINESE EXTENSION 1 1 UNIT | 1 | 47.7 | | 44.22 | 3.65 | 3.48 | 0.95 |
| CHINESE IN CONTEXT 2 UNIT | 3 | 95.67 | 0.68 | 90.01 | 7.33 | 5.66 | 0.77 |
| COMMUNITY AND FAMILY STUDIES 2 UNIT | 19 | 87.84 | 5.75 | 74.48 | 10.78 | 13.36 | 1.24 |

| | 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 |
| DESIGN AND TECHNOLOGY 2 UNIT | 15 | 90.09 | 3.44 | 77.25 | 10.58 | 12.84 | 1.21 |
| DRAMA 2 UNIT | 17 | 85.79 | 3.68 | 81.85 | 9.07 | 3.94 | 0.43 |
| ECONOMICS 2 UNIT | 31 | 84.54 | 7.41 | 77.35 | 12.3 | 7.19 | 0.58 |
| ENGLISH ADVANCED 2 UNIT | 139 | 86.98 | 4.79 | 82.03 | 7.14 | 4.95 | 0.69 |
| ENGLISH EAL/D 2 UNIT | 7 | 87.66 | 4.05 | 69.68 | 13.6 | 17.98 | 1.32 |
| ENGLISH EXTENSION 1 1 UNIT | 32 | 44.49 | 3.36 | 42.42 | 4.68 | 2.07 | 0.44 |
| ENGLISH EXTENSION 2 1 UNIT | 10 | 43.16 | 4.59 | 40.7 | 6.25 | 2.46 | 0.39 |
| ENGLISH STANDARD 2 UNIT | 4 | 75.8 | 2.26 | 71.4 | 8.28 | 4.4 | 0.53 |
| FOOD TECHNOLOGY 2 UNIT | 11 | 90.24 | 6.13 | 72.94 | 12.47 | 17.3 | 1.39 |
| FRENCH CONTINUERS 2 UNIT | 5 | 94.16 | 2.29 | 81.66 | 9.96 | 12.5 | 1.26 |
| FRENCH EXTENSION 1 UNIT | 2 | 42.5 | 0.5 | 40.4 | 4.74 | 2.1 | 0.44 |
| GEOGRAPHY 2 UNIT | 25 | 87.46 | 6.08 | 74.96 | 12.02 | 12.5 | 1.04 |
| HISTORY EXTENSION 1 UNIT | 4 | 45.95 | 2.23 | 40.16 | 6.04 | 5.79 | 0.96 |
| HOSPITALITY EXAMINATION (KITCHEN OPERATIONS) 2 UNIT | 9 | 88.09 | 5.04 | 78.52 | 8.6 | 9.57 | 1.11 |
| JAPANESE BEGINNERS 2 UNIT | 6 | 91.7 | 4.39 | 73.03 | 16.08 | 18.67 | 1.16 |
| LATIN CONTINUERS 2 UNIT | 4 | 87.6 | 5.79 | 88.46 | 7.71 | -0.86 | -0.11 |
| LATIN EXTENSION 1 UNIT | 4 | 45.48 | 2.22 | 45.83 | 3.16 | -0.35 | -0.11 |
| LEGAL STUDIES 2 UNIT | 20 | 89.4 | 5.19 | 75.55 | 12.7 | 13.85 | 1.09 |
| MATHEMATICS ADVANCED 2 UNIT | 76 | 85.94 | 7.98 | 78.43 | 11.53 | 7.51 | 0.65 |
| MATHEMATICS EXTENSION 1 2 UNIT | 57 | 87.89 | 8.62 | 79.94 | 14.17 | 7.95 | 0.56 |
| MATHEMATICS EXTENSION 2 2 UNIT | 23 | 89.78 | 4.84 | 82.58 | 12.56 | 7.2 | 0.57 |
| MATHEMATICS STANDARD 2 2 UNIT | 45 | 87.1 | 9.34 | 71.63 | 13.05 | 15.47 | 1.19 |
| MODERN HISTORY 2 UNIT | 19 | 86.37 | 6.57 | 75.02 | 11.85 | 11.35 | 0.96 |
| MUSIC EXTENSION 1 UNIT | 11 | 48.5 | 1.68 | 45.32 | 4.93 | 3.18 | 0.65 |
| MUSIC 1 2 UNIT | 7 | 93.91 | 3.74 | 81.49 | 9.99 | 12.42 | 1.24 |
| MUSIC 2 2 UNIT | 14 | 92.47 | 3.66 | 86.13 | 7.18 | 6.34 | 0.88 |
| PDHPE 2 UNIT | 24 | 86.13 | 5.5 | 74.03 | 11.21 | 12.1 | 1.08 |
| PHYSICS 2 UNIT | 21 | 85.4 | 8.18 | 73.75 | 13.38 | 11.65 | 0.87 |
| SCIENCE EXTENSION 1 UNIT | 3 | 41.17 | 1.08 | 38.03 | 5.12 | 3.14 | 0.61 |
| SOCIETY AND CULTURE 2 UNIT | 8 | 88 | 3.77 | 77.01 | 11 | 10.99 | 1.0 |
| SPANISH BEGINNERS 2 UNIT | 8 | 94.05 | 3.07 | 80.02 | 11.49 | 14.03 | 1.22 |
| SPANISH CONTINUERS 2 UNIT | 1 | 96.4 | 0 | 81 | 10.41 | 15.4 | 1.48 |
| STUDIES OF RELIGION 1 1 UNIT | 15 | 45.17 | 3.51 | 38.35 | 5.39 | 6.82 | 1.27 |
| VISUAL ARTS 2 UNIT | 16 | 87.75 | 4.8 | 81.9 | 7.98 | 5.85 | 0.73 |

The performance of each girl in each of her HSC subjects is indicated in levels, called Bands, from 1 to 6. Bands 5 and 6 are the highest levels. The table below shows the HSC subjects studied at Meriden in 2024, and achievement levels of the girls in these subjects.

| PERCENTAGES IN BAND 5 AND 6 | 2024 | | 2023 | | 2022 | | 2021 | | 2020 | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|
| COURSE NAME | MERIDEN | STATE | MERIDEN | STATE | MERIDEN | STATE | MERIDEN | STATE | MERIDEN | STATE |
| ANCIENT HISTORY 2 UNIT | 85.72 | 37.29 | 72.72 | 32.37 | 87 | 33 | 89 | 34 | 73 | 33 |
| BIOLOGY 2 UNIT | 77.36 | 35.59 | 77.21 | 31.82 | 68 | 27 | 68 | 31 | 67 | 31 |
| BUSINESS STUDIES 2 UNIT | 90.32 | 37.45 | 71.05 | 35.75 | 76 | 34 | 81 | 36 | 70 | 35 |
| CHEMISTRY 2 UNIT | 66.67 | 38.82 | 70.58 | 38.20 | 62 | 33 | 79 | 40 | 85 | 43 |
| CHINESE AND LITERATURE 2 UNIT | 100 | 75.79 | 100 | 71.09 | 100 | 70 | 100 | 69 | 100 | 68 |
| CHINESE CONTINUERS 2 UNIT | 90.91 | 78.80 | 100 | 70.09 | 100 | 75 | 100 | 71 | 100 | 76 |
| CHINESE EXTENSION | 100 | 95.89 | 100 | 69.23 | - | - | - | - | - | - |
| CHINESE IN CONTEXT 2 UNIT | 100 | 93.81 | 100 | 93.01 | 100 | 89 | 100 | 85 | 100 | 89 |
| COMMUNITY AND FAMILY STUDIES 2 UNIT | 94.73 | 35.84 | 95.83 | 35.31 | 97 | 32 | 74 | 32 | 82 | 34 |
| DESIGN AND TECHNOLOGY 2 UNIT | 100 | 48.04 | 100 | 47.21 | 94 | 47 | 79 | 54 | 100 | 47 |
| DRAMA 2 UNIT | 94.12 | 61.91 | 100 | 60.29 | 92 | 58 | 85 | 45 | 93 | 47 |
| ECONOMICS 2 UNIT | 77.42 | 51.57 | 75.00 | 48.34 | 69 | 49 | 90 | 50 | 73 | 51 |
| ENGINEERING STUDIES 2 UNIT | 100 | 32.12 | 60.00 | 29.18 | 50 | 30 | 75 | 36 | 80 | 34 |
| ENGLISH (ADVANCED) 2 UNIT | 92.81 | 66.57 | 85.51 | 67.12 | 82 | 67 | 85 | 69 | 87 | 63 |
| ENGLISH (STANDARD) 2 UNIT | 0 | 13.41 | 33.33 | 13.12 | 50 | 25 | 42 | 17 | 7 | 11 |
| ENGLISH EAL/D 2 UNIT | 100 | 24.88 | 90.00 | 21.59 | 55 | 19 | 75 | 23 | 75 | 26 |
| ENGLISH EXTENSION 1 1 UNIT | 100 | 95.50 | 96.96 | 94.23 | 100 | 92 | 100 | 94 | 100 | 93 |
| ENGLISH EXTENSION 2 1 UNIT | 90.00 | 87.35 | 99.99 | 85.52 | 100 | 85 | 100 | 84 | 100 | 82 |
| FOOD TECHNOLOGY 2 UNIT | 90.91 | 35.42 | 100 | 29.67 | 93 | 30 | 83 | 36 | 78 | 29 |
| FRENCH CONTINUERS 2 UNIT | 100 | 63.05 | 100 | 58.90 | 100 | 58 | 88 | 63 | 100 | 64 |
| GEOGRAPHY 2 UNIT | 88.00 | 37.97 | 71.42 | 41.63 | 85 | 42 | 73 | 42 | 73 | 42 |
| HISTORY EXTENSION 1 UNIT | 100 | 86.43 | 75.00 | 26.32 | 100 | 83 | 100 | 77 | 100 | 21 |
| HOSPITALITY (KITCHEN OPERATIONS) 2 UNIT | 100 | 51.03 | 93.32 | 34.82 | 100 | 40 | 82 | 29 | 69 | 32 |
| JAPANESE BEGINNERS 2 UNIT | 100 | 39.77 | 75.00 | 37.25 | 70 | 32 | 88 | 35 | 92 | 35 |
| LATIN CONTINUERS 2 UNIT | 75.00 | 91.15 | 100 | 83.74 | 100 | 74 | 100 | 77 | 100 | 89 |
| LATIN EXTENSION 1 UNIT | 100 | 100 | 100 | 81.52 | 100 | 95 | 100 | 95 | 50 | 87 |
| LEGAL STUDIES 2 UNIT | 100 | 43.58 | 91.29 | 42.18 | 76 | 41 | 86 | 42 | 83 | 39 |
| MATHEMATICS ADVANCED 2 UNIT | 78.95 | 50.03 | 81.25 | 49.72 | 79 | 49 | 88 | 50 | 85 | 52 |
| MATHEMATICS EXTENSION 1 1 UNIT | 96.49 | 80.33 | 86.78 | 71.80 | 87 | 73 | 94 | 38 | 96 | 74 |
| MATHEMATICS EXTENSION 2 2 UNIT | 100 | 83.40 | 85.00 | 85.67 | 100 | 85 | 100 | 86 | 94 | 84 |
| MATHEMATICS STANDARD 2 2 UNIT | 80.00 | 28.75 | 74.00 | 31.42 | 70 | 29 | 69 | 25 | 68 | 25 |
| MODERN HISTORY 2 UNIT | 89.47 | 39.23 | 78.56 | 34.86 | 86 | 34 | 95 | 38 | 95 | 37 |
| MUSIC 1 2 UNIT | 100 | 67.58 | 100 | 68.70 | 100 | 69 | 100 | 64 | 100 | 64 |
| MUSIC 2 2 UNIT | 100 | 84.22 | 100 | 85.28 | 100 | 86 | 100 | 88 | 100 | 88 |
| MUSIC EXTENSION 1 UNIT | 100 | 97.18 | 100 | 70.46 | 100 | 95 | 100 | 95 | 92 | 69 |

| PERCENTAGES IN BAND 5 AND 6 | 2024 | | 2023 | | 2022 | | 2021 | | 2020 | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|
| COURSE NAME | MERIDEN | STATE | MERIDEN | STATE | MERIDEN | STATE | MERIDEN | STATE | MERIDEN | STATE |
| PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION 2 UNIT | 91.66 | 34.97 | 58.61 | 30.70 | 59 | 26 | 70 | 31 | 68 | 34 |
| PHYSICS 2 UNIT | 80.95 | 38.82 | 64.69 | 38.80 | 70 | 39 | 100 | 40 | 73 | 40 |
| SCIENCE EXTENSION | 100 | 81.57 | 33.33 | 7.17 | 100 | 8 | 100 | 72 | 75 | 7 |
| SOCIETY AND CULTURE | 100 | 45.35 | 100 | 44.86 | 100 | 43.45 | 100 | 45.52 | - | - |
| SPANISH BEGINNERS 2 UNIT | 100 | 57.90 | 100 | 56.24 | 58 | 50 | 89 | 54 | 100 | 41 |
| SPANISH CONTINUERS | 100 | 65.61 | - | - | - | - | - | - | - | - |
| STUDIES OF RELIGION I 1 UNIT | 93.34 | 43.80 | 88.88 | 48.56 | 0 | 41 | 100 | 42 | 50 | 8 |
| STUDIES OF RELIGION II 2 UNIT | - | - | 71.42 | 45.98 | 100 | 46 | 55 | 46 | 33 | 44 |
| VISUAL ARTS 2 UNIT | 93.75 | 66.94 | 100 | 65.44 | 100 | 66 | 80 | 63 | 89 | 65 |

HSC - POST SCHOOL DESTINATIONS

Most Meriden students who left school at the end of Year 12, following completion of their education, enrolled at University. The remaining students proceeded to alternative pathways. A variety of courses made up first round University offers. The most popular tertiary courses chosen by Meriden students over recent years (in alphabetical order) are:

- Architecture
- Arts, Communication, Media
- Commerce, Business, Finance
- Design, Architecture
- Economics, Accounting
- Education
- Engineering – biomedical, civil and mechanical
- Human Movement, Exercise Science, Nutrition and Dietetics
- Law, International Studies
- Liberal Studies
- Medicine
- Midwifery, Nursing
- Music, Performing Arts
- Occupational Therapy
- Science/Computer Science
- Social Science
- Speech Pathology
- Sport Science
- Visual Arts and Fine Arts

UNIVERSITY OFFERS

In 2024, the four most preferred University destinations for Meriden's HSC students were:

- University of Sydney
- University of NSW (UNSW)
- University of Technology Sydney (UTS)
- Macquarie University

STUDENT RETENTION RATES

The student retention rate for the commencement of Year 10 in 2022 to the completion of Year 12 in 2024 was 90%. This rate is generally consistent with the rates across the last three years. The students who left Meriden subsequently attended other schools due to relocation or personal reasons. An additional 18 students enrolled at Meriden after the commencement of the Year 10 school year in 2022 and completed Year 12 in 2024.

SENIOR SECONDARY OUTCOMES

These tables show the percentage of Year 12 students undertaking vocational or trade training and the percentage attaining a Year 12 certificate or equivalent VET qualification in 2024.

| QUALIFICATION/CERTIFICATE | PERCENTAGE OF YEAR 12 STUDENTS |
|----------------------------|--------------------------------|
| Hospitality (9 students) | 6% |
| Human Services (1 student) | <1% |

| | PERCENTAGE OF YEAR 12 STUDENTS |
|--|--------------------------------|
| Higher School Certificate or VET qualification | 100 |

Theme 3: Staffing

TEACHER ACCREDITATION STATUS*

| LEVEL OF ACCREDITATION | NUMBER OF TEACHERS |
|---|--------------------|
| CONDITIONAL | 2 |
| PROVISIONAL | 10 |
| PROFICIENT TEACHER (INCLUDING EXPERIENCED) | 173 |
| HIGHLY ACCOMPLISHED TEACHER (VOLUNTARY ACCREDITATION) | 1 |
| TOTAL NUMBER OF TEACHERS | 186 |

* Permanent/fixed term staff only – employed as at 31 December 2024.

WORKFORCE COMPOSITION**

| TEACHING STAFF | | SUPPORT STAFF | |
|-------------------------------------|-------|-------------------------------------|------|
| NUMBER | 170 | NUMBER | 115 |
| FULL-TIME EQUIVALENT TEACHING STAFF | 160.5 | FULL-TIME EQUIVALENT TEACHING STAFF | 96.8 |

**Permanent/fixed term staff only – employed as at August 2024.

In 2024, Meriden School did not employ any permanent staff who identified as Aboriginal and/or Torres Strait Islander. Two casual staff members identified as Indigenous. Further information on the School's profile can be found on the My School website - <https://www.myschool.edu.au/school/43913/profile/2024>

Theme 4: Student Attendance

STUDENT ATTENDANCE RATES

The overall whole School student (K-12) attendance rate for 2024 was 95.50%.

This table sets out the attendances in each Year for the entire 2024 school year. Separate attendance rates for Semester 1 2024 (Terms 1 and 2) and Term 3 2024 may be found on the My School website:

<https://www.myschool.edu.au/school/43913/attendance/2024>

| YEAR | NUMBER OF STUDENTS | DAYS ABSENT | NUMBER OF DAYS | PERCENTAGE |
|------|--------------------|-------------|----------------|------------|
| K | 69 | 423 | 183 | 96.65 |
| 1 | 72 | 454 | 183 | 96.55 |
| 2 | 72 | 622 | 183 | 95.28 |
| 3 | 72 | 617 | 183 | 95.32 |
| 4 | 72 | 447 | 183 | 96.61 |
| 5 | 96 | 593 | 183 | 96.62 |
| 6 | 96 | 703 | 183 | 96.00 |
| 7 | 191 | 1556 | 184 | 96.00 |
| 8 | 190 | 1937 | 184 | 95.57 |
| 9 | 192 | 2045 | 184 | 94.46 |
| 10 | 216 | 2298 | 184 | 94.21 |
| 11 | 214 | 2375 | 184 | 94.22 |
| 12 | 150 | 840 | 140 | 93.97 |

MANAGEMENT OF STUDENT NON-ATTENDANCE

Student attendance is managed according to the School's student attendance policies and procedures. Meriden promotes the importance of attendance at school to both parents and students.

The School maintains a digital attendance register of all students. Absences are recorded using the NSW Minister for Education's common codes.

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. Students participating in elite sport programs or employment in the entertainment industry during term time must apply for exemption from attendance at school.

JUNIOR SCHOOL

Parents are required to notify Junior School Reception or send a message through the Meriden App to inform the Junior School that their child will be absent. Class rolls are also marked. Attendance is noted by recording absences. The parents of students who are marked absent, without explanation, are telephoned by Reception staff. Parents are asked to supply the school with a written or emailed explanation of any absences, including the reasons for absence, on the day the student returns to school. If a student is absent for a period of 3-5 days, without explanation, Reception staff continue to try to make contact with the parents. In the event that a written explanation of a student's absence is not received within five days, the class teacher requests an absence note from the parents. An absence is unexplained if parents have failed to provide an

explanation to the school within seven days or if the Head of Junior School does not accept the explanation. All part absences, including late arrivals and early departures, are registered. Parents are advised, in writing, if their child is late on multiple occasions. In 2024, the Dean of Academic Care was responsible for contacting parents by phone if the late arrivals continued and any other concerns about attendance were referred to the Dean of Academic Care. In the event that the School's usual procedures do not result in improved or satisfactory attendance, parents/guardians are asked to attend interviews with the Junior School Executive, and referrals may be made to the Junior School Counsellor or external agencies.

SENIOR SCHOOL

Parents are required to notify the school of their daughter's absence via the Meriden App, absences email address or by telephoning Senior School reception. These absences are recorded on the attendance register by Reception staff. In 2024, all students were required to electronically sign in when arriving and leaving school. Any student who did not sign in by the commencement of school was automatically marked as absent. Parents of students marked absent and who have not previously notified the School of the reasons for the absence, are automatically sent an SMS informing them that their daughter is not at school. The parents are asked to provide a reason for their absence. If no explanation for a student's absence is received from a parent or student on the day of absence, parents are required to provide a written explanation the day the student returns to school. Each absence remains an unexplained absence until an explanation is provided and accepted. Regular reports of absences are provided to Year Coordinators and other pastoral care staff to monitor student attendance data and notify parents about poor attendance.

If a student is absent for a period of 3 days without explanation, the Year Coordinator is to make contact with a parent for an explanation and to discuss this student's return to school. Year Coordinators together with the Head of Student Wellbeing and other pastoral staff monitor continued absences and implement intervention strategies to improve unsatisfactory attendance and increase engagement. 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 such as the Head of Student Wellbeing 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.

Theme 5: School Policies

PUBLICLY AVAILABLE SCHOOL POLICIES

The following school policies are publicly available on the Meriden School website:

- [Anti-Bullying Policy \(Senior School\)](#)
- [Child Protection Policy and Procedures](#)
- [Complaints Handling Policy and Procedures](#)
- [Discipline and Behaviour Management Policy \(Junior School\) \(includes Anti-Bullying\)](#)
- [Discipline Policy \(Senior School\)](#)
- [Enrolment Policy](#)
- [Parents' Charter](#)
- [Privacy Policy](#)
- [Terms of Enrolment](#)
- [Terms of Enrolment \(International Students\)](#)
- [Whistleblower Policy and Procedures](#)
- [Working with Children Check Policy and Procedures](#)

Theme 6: Stakeholder Satisfaction

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

Community satisfaction measured by online surveys remains strong. Meriden actively conducts annual satisfaction surveys of the parents and students of selected year groups, as well as all staff members.

PARENT SATISFACTION

The 2024 parent survey results demonstrate a high level of parental satisfaction. The Net Promoter Score (NPS) from the question, "How likely is it that you would recommend the school to a friend or colleague?" for Year 12 parents have shown continuous improvement over the past three years, increasing from a score of 46 in 2022 to 50 in 2023, and reaching 59 in 2024.

Furthermore, when asked about their overall satisfaction with their child's school experience, parents consistently rated their experiences highly. Year 12 parents also expressed strong approval of the school's learning opportunities, as well as the facilities and resources provided at Meriden.

Informal feedback is provided in person by parents to the Principal, Mrs Brown, and to staff at school events which include parent-teacher interviews, and parents have access to contact their child's teachers and key school staff members directly. The school's active and supportive parent groups, which include the P&F, the JSA and Friends of Meriden Sport, have delegated school staff who liaise with each group and receive feedback. Feedback is also collected from parents when students leave the school. Parent and student satisfaction is affirmed through Meriden's very low exit rate.

STUDENT SATISFACTION

In line with surveys in previous years, the Year 12 student survey results showed students highly rated in 'Other Learning Opportunities at Meriden', 'Facilities and resources' and 'Teaching at Meriden'. For 'Other learning opportunities', Year 12 students showed satisfaction in music and sports opportunities as well as the range of cocurricular opportunities. For 'Facilities and resources', students appreciated access to the Hudson Library and Research Centre and appropriateness of the overall learning environment. For 'Teaching at Meriden', students rated highly the level of support provided by teachers and quality of teaching and learning. Moreover, Year 12 students also consistently rated their overall level of satisfaction with their experience at Meriden School. Year 12 students provided lower rating in comparison to other areas when assessing on 'Tertiary Advice' at Meriden including quality and usefulness of the information provided regarding tertiary courses and careers as well as their confidence level to perform your own research into tertiary institutions.

STAFF SATISFACTION

In 2024, the Meriden Staff Survey was conducted through an external provider – Xref (previously the Voice Survey). Xref is used by other education providers and is able to present the school's results benchmarked against other

The survey covered a wider range of topics than previous year surveys including topic such as Values, Vision, Christian Faith, Environment Sustainability, Respect & Equity, Resources, Processes, Flexibility, Professional Development etc. The highlighted positive results in three key areas: engagement, wellbeing and progress with overall job satisfaction was high.

Engagement reflects the level of job satisfaction and staff commitment to Meriden School. The survey revealed that 85% of respondents were engaged, which is 2% higher than the benchmark of similar organisations.

Wellbeing measures the emotional wellness of staff and their ability to effectively manage job-related stress. Our results indicated a moderate level of wellbeing, with 73% of respondents reporting feeling well at work. This is 7% higher than the average for similar organisations.

Progress reflects staff perceptions of the school's performance and its success in achieving its objectives. The survey showed that 81% of respondents were satisfied with Meriden school's progress, which is 7% above the benchmark for similar organisations.

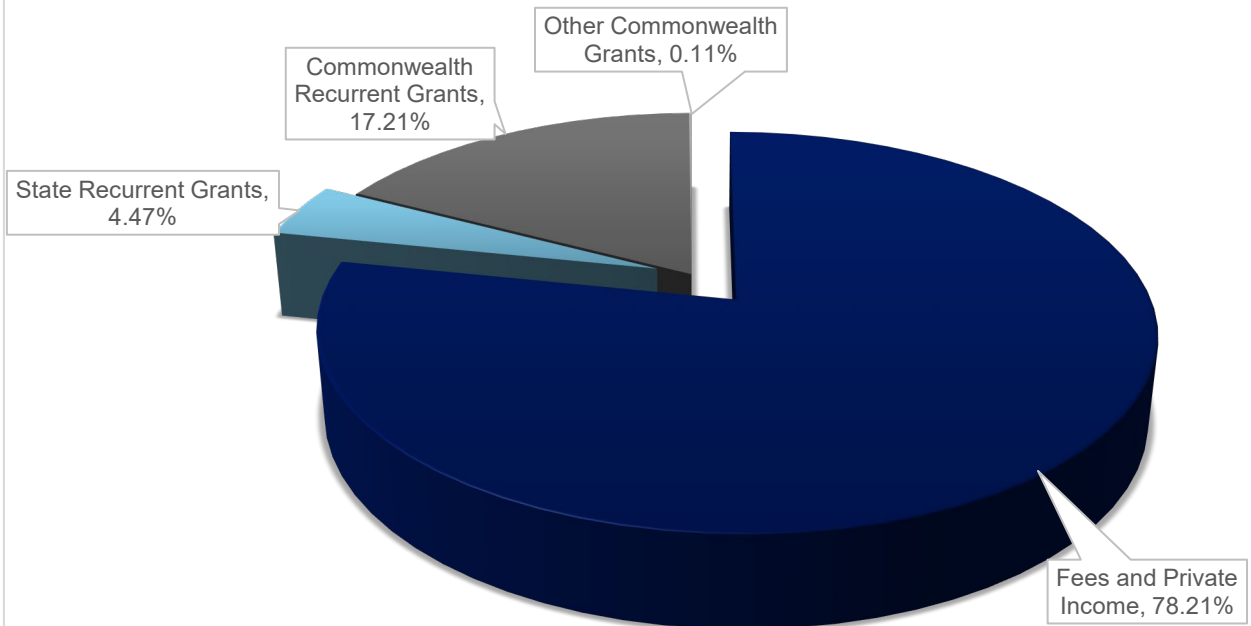
Overall, the 2024 survey results demonstrated a positive and committed workforce, with a strong sense of engagement, wellbeing, and confidence in the school's direction and success.

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

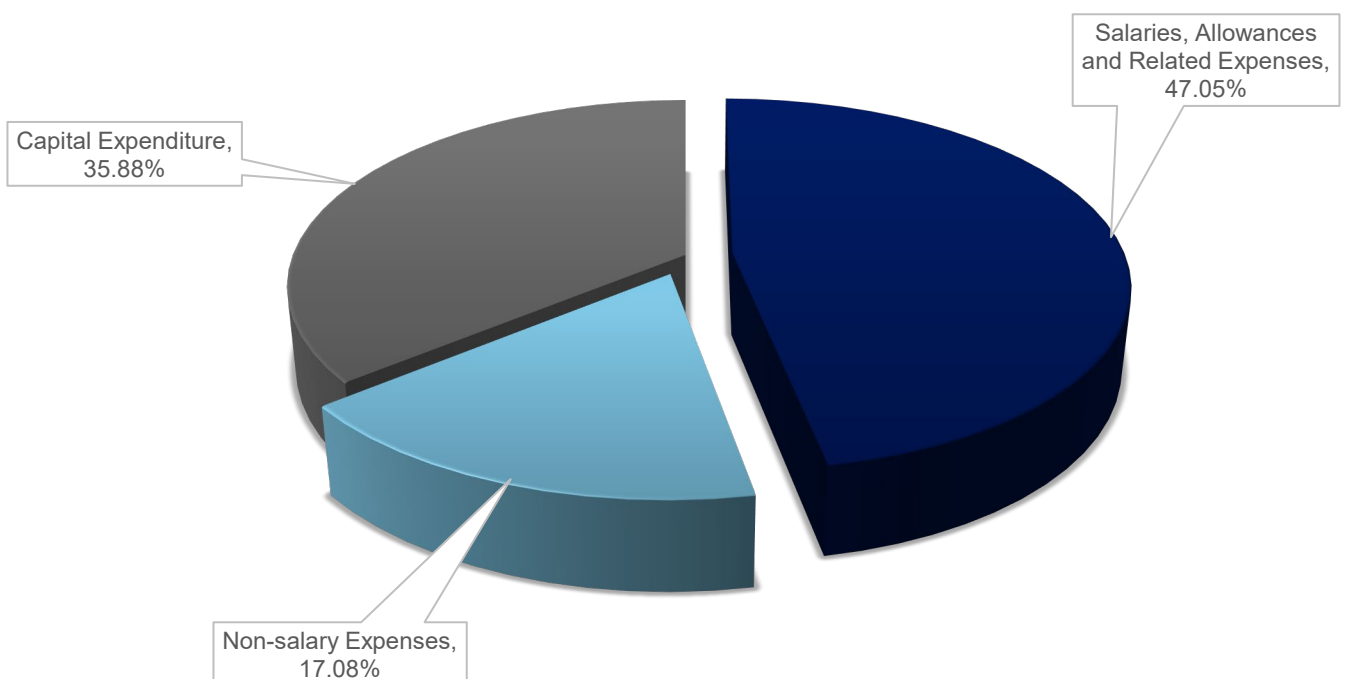
In line with the learning practice of continual improvement set down in Meriden's framework for teaching and learning, the Fidelis Model, the school endeavours to continually apply learnings from feedback to provide students with an excellent education.

Theme 7: Summary Financial Information

Meriden School Recurrent & Capital Income 2024



Meriden School Recurrent & Capital Expenditure 2024





MERIDEN
AN ANGLICAN SCHOOL FOR GIRLS

3 Margaret Street,
Strathfield NSW 2135 Australia
TELEPHONE 61 2 9752 9444
EMAIL enquiries@meriden.nsw.edu.au

www.meriden.nsw.edu.au
MERIDEN SCHOOL CRICOS NO. 02318F