



2025

EDUCATIONAL AND
FINANCIAL REPORT



MERIDEN
AN ANGLICAN SCHOOL FOR GIRLS

Meriden girls
make their *marks.*

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Theme 1: Context

A MESSAGE FROM KEY SCHOOL BODIES

CHAIRMAN OF THE SCHOOL COUNCIL

In 2025 with enormous pride and enthusiasm and witnessed by distinguished guests and members of the Meriden Community, I opened the School's new Design and Creative Arts building.

In my speech I reflected on the meaning of creative arts. At the time I said I had a confession to make – which is that I am still a complete novice at AI. When I asked Google “What is the importance of the creative arts?” , I was wondering – “What would , “Dr. Google” think of Meriden's investment of millions of dollars into a design and creative arts building. The sum total of Google's knowledge searching 600 billion websites told me this:

"The importance of creative arts lies in their ability to foster crucial 21st century skills like creativity, innovation, problem-solving, and critical thinking across all age groups, while also promoting social cohesion, well-being, and economic growth. Creative arts enhance cognitive development, improve academic performance, and provide unique avenues for emotional expression and cultural understanding."

I acknowledged that definition was not bad... as far as it goes. But, it is all couched in functional terms - fostering skills, promoting cohesion, and the inevitable economic growth.

Whilst I am all for skills, and cohesion, and growth, and a significant part of the purpose of a school is to lean into those things. There is something more. Something deeper and more substantial. I suggest that the complement to functional value is intrinsic value. Intrinsic value means that the thing you are examining doesn't have to be valued in terms of something else. It is its own justification. Its own value. The great traditions of philosophy and theology have recognised that there are three great intrinsic values. Truth - what's right to think and understand about the world and ourselves. Goodness - what's right to do and not to do. Third – beauty – a different kind of thing, a different axis but just as crucial. Life - even life which is good and true - without beauty is thin and poor. And like truth and goodness, beauty needs no justification other than itself.

The new Design and Creative Arts building is unapologetically beautiful and is dedicated to the creation of unapologetically beautiful and creative artistic work by current and future Meriden students

It is not just the creative arts that Meriden continues to support in its students' education. Meriden continues to provide an outstanding holistic Christian education for girls. 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. Our girls continue to make their marks through academics, music, sport, co-curriculars and community service.

In academics Meriden's Class of 2025 demonstrated exceptional academic achievement in the HSC which is detailed later in this report. These performances reflect the students' commitment to their studies and the unwavering support of their teachers and families.

I acknowledge the work of my fellow Council members. Both the full Council and the Council Executive met regularly during 2025.

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.

Semper Fidelis

REV DR ANDREW KATAY
CHAIRMAN OF SCHOOL COUNCIL

PRINCIPAL

In 2025, Meriden girls continue to demonstrate excellence and determination, and we are proud to celebrate their success.

This year has been marked by major milestones in our strategic infrastructure plan. The opening of the Design and Creative Arts (DaCA) Building in Term 3 was a highlight for our community. This purpose-built facility provides cutting-edge spaces for visual arts, design and technology, food technology and hospitality students, enabling them to explore their creativity and develop their skills in a world-class environment. As I reflected on during the opening, this building embodies our belief that creativity and design thinking are essential elements of a complete education.

DaCA is just one part of our broader infrastructure development. Planning work has commenced on our new Aquatic Centre, with construction expected to begin in 2026. These projects demonstrate our commitment to providing facilities that match the aspirations and talents of Meriden girls, ensuring they have access to spaces that support excellence across all areas of school life.

Our STEM program continues to thrive. This year saw Mrs Alex Phillips awarded a prestigious fellowship as part of the International Coalition of Girls Schools' (ICGS) Global Action Research Collective, which will see her travel to Toronto, Canada for the ICGS conference in 2026. The introduction of our native beehive, and its considered integration into classroom learning has engaged students across year levels in hands-on scientific inquiry. Mathematics and science remain vital pillars of girls' education, and at Meriden we are committed to ensuring our students can pursue pathways in science, technology, engineering, and beyond. These disciplines complement our strengths in the humanities and arts, developing well-rounded young women equipped to think critically about complex challenges.

Meriden has a long heritage of a Christian foundation. The Student Christian Groups and the annual Fuel Camp with Trinity Grammar School continued to be places where many of our students were able to hear the message of Jesus and grow in their faith. At Meriden, our Christian values are not an add-on to the school program – they are the foundation upon which everything else is built.

Our crest is framed with the words *Semper Fidelis* – always faithful. Throughout the year, this faith in God frames every aspect of school life, with a Christ-centred approach leading the way we nurture, support, and share the love of Jesus with every girl. In a world that can feel uncertain, this spiritual foundation provides our students with purpose, community, and an understanding that they are valued not for what they achieve, but for who they are as beloved children of God.

2025 saw many stories of high achievement: chess champions, a Julliard Scholarship, Plain English Speaking competition

winners, and numerous other examples of excellence. I am proud of these achievements, but it is important to frame what they represent. These accomplishments are not goals in themselves. Rather, they are evidence of a culture that prepares girls to enter the world ready to make meaningful contributions – to their own lives, certainly, but also to their communities, to industry, and to society as a whole.

At Meriden, we celebrate achievement because we believe that hard work deserves celebrating. However, we also acknowledge that our true purpose is not only to aspire to extraordinary achievements but to develop capable, confident young women of character who will go on to do amazing things for themselves and others.

As I reflect on 2025 - my third year as Principal of Meriden - I thank the Meriden community for their continued support and partnership.

MRS LISA BROWN
PRINCIPAL

PARENTS AND FRIENDS' ASSOCIATION (P & F)

The P & F's purpose is connecting adults interested in the welfare of the school and to promote its ongoing development. Our mission is to build on the underlying spirit of inclusion, expansion and collaboration.

In 2025 we did our very best to achieve our mission statement.

Starting the year, we hosted the Year 7 Parents Cocktail party. This event was a great success with 112 attendees from new families. This even provided an opportunity for families to meet and become acquainted with the Senior School environment which we know can be very different from the Junior School. Unfortunately, volunteer recruitment for the P & F was lower than anticipated.

The Mother's Day breakfast, our largest event, was again held at the Waterview Function Centre at Homebush, reaching capacity with 543 attendees. It was a wonderful event and we were please with how the venue was able to accommodate the number of participants and manage the time constraints. We were kindly assisted by the Year 10 ambassadors and volunteer fathers.

In September, the Father's Day breakfast took place at the Senior School for 202 participants. This was the last year with separate breakfasts for the Senior and Junior Schools. An attempt to combine the events outdoors was postponed due to weather, resulting in separate gatherings.

The P & F annually provides Year 12 Valet gifts and gifts to Year 12 Coordinators. In 2025, Year 12 students received silver jewellery boxes with the Meriden logo and Coordinators received boxed pens. I would like to thank Kate Lam for organising the logos and wrapping all the gifts so beautifully.

The P & F's opening balance for 2025 was \$132,351.68. Income totalled \$100,994.05 and expenses were \$51,848.49. The closing balance as at 31/10./2025 was \$184,497.21. Invoices are pending for the previous pledge of \$90,000 for outdoor furniture around the DaCA building.

Recruitment of volunteers and new members for the P & F remains a challenge and this is something that will require attention in the coming year.

Acknowledgment is given to parent volunteers, Year 10 Ambassadors who assisted at events, the String Quartet for their

performance at the Mother's Day breakfast and staff who supported these activities.

Appreciation is extended to Richard Loane and Cecilia Brophy-Willimas for their contributions, as well as members of the P & F – Kate Lam, Doddy Koeswandy, Valeria Ko, Fiona Vaux, Emad Hanna, Julia Lee, William and Jenny Leong – for their dedication to event planning and execution.

Lastly, many, many thanks to William and Jenny Leong who have worked tirelessly for the P & F for many years and will be leaving in a few weeks. Your smiles and kindness will be missed.

MRS MEEGHAN TSIHLIS
PRESIDENT MERIDEN P & F

JUNIOR SCHOOL AUXILIARY (JSA)

This is my last report for the JSA. I have truly enjoyed being part of the JSA over the past three years.

I can hardly believe how quickly 2025 passed, but it was another wonderfully busy year. As always, we kicked things off with the Twilight Picnic in February. We always worry about the weather, but last year was different — it was hot! The ice creams and bubble teas, which we introduced last year, were incredibly popular and sold out completely. It was a wonderful opportunity to meet new families and catch up with existing friends after the holidays. It was also lovely to have Mrs. Brown pop in and greet the Junior School families.

As soon as the Twilight Picnic wrapped up, the team got straight to work organising and ordering for the Mother's Day Stall. It is always our busiest and most chaotic event, and people often ask me if I ever get tired of it — and honestly, yes, I do! But the moment you see the girls' smiles and the staff enjoying their shopping, you'd do it every single year. It was such a joy to be one of the people behind the scenes and to witness those happy moments firsthand.

In Term 3, we held the Walkathon, and this year we added Crazy Hair Day for the first time. The girls and parents were so creative — one girl had a cup of noodles on her head, and another styled her hair into donuts (that was my daughter!). Year 5 and 6 girls were paired with Kindergarten and Year 1 girls to encourage greater participation, and of course the girls loved it — especially the icy poles and prizes provided by the JSA. Alongside the Walkathon, we also held the Father's Day Breakfast. A huge thank you to Meeghan Tsihlis (P & F) for organising it so efficiently and communicating with the JSA so promptly.

Our final event for the year was the Christmas Disco in Term 4. The Junior School teachers put together a great playlist — though it was heavily influenced by K-pop! The girls had a fabulous time, and yes, there were icy poles again afterwards.

So that's a brief summary of what the JSA got up to in 2025. Now for the important part — the financial report.

Our opening balance as of 1 January 2025 was \$69,103.

The Twilight Picnic did not generate a profit; we recorded a loss of \$1,985. The Mother's Day Stall brought in \$6,950 — we stocked two years' worth of items and prices were higher than in previous years. The Walkathon was our standout fundraiser, generating \$21,763. For the Father's Day Breakfast, the P & F generously covered all expenses and received all ticket income

— thank you so much for that. We also received the school levy of \$27,500.

On the topic of giving back — the JSA has traditionally provided Year 6 girls with a notepad as a graduation gift, but last year we expanded on that. Last year's Year 6 girls each received a tote bag and a teddy bear with a school ribbon — a lovely keepsake. Additionally, Mrs. Brown and Mrs. Evans have been thoughtfully working through how to allocate JSA's donations to the school, and I understand they are close to finalising that. JSA will be making two years' worth of donations to the school before the end of this year.

Our closing balance as of 31 December 2025 was \$118,596.

Finally, I would like to sincerely thank our 2025 Committee Members — Soomi Yang, Janet Kim and Irene Chiu. They were hardworking, wonderful people and it has been an absolute joy to work alongside them.

I also want to thank Mrs. Brown and Mrs. Evans. Their support and collaboration made working with the Junior School so much easier and seamless, and we are truly grateful.

MRS JULIA LEE
JSA PRESIDENT

VALEDICTORY ADDRESS

THIS IS A TRANSCRIPT OF THE SPEECH GIVEN BY OLIVIA LEE, HEAD PREFECT 2025, AT THE 2025 YEAR 12 GRADUATION

I was told by more than a few friends that my speech should be entertaining. But in true fashion, I decided the best way to achieve that was to keep you all delightfully puzzled; to leave you a little confused and hopefully walking out savouring some of the paradoxes I can share with you today. Paradoxes that are as beautifully messy as life itself, and so, nearly as messy as our Year 12 Common Room!

Mrs Brown, members of the School Council, staff, and students, and most importantly Year 12, whom I love so much, as we come to the end of our high school journey, we have been faced with many “lasts”: our last Chapel, our last Assembly, our last class, our last day of school. However, every last allows for an exciting new beginning, and many “firsts” - perhaps your first day at university, your first step into a career, your first time moving out of home, or your first time building brand new friendships and social circles.

Beginnings and endings matter; they mark thresholds, frame our memories, and shape our growth. The end of high school is a milestone not only of skill but of character and confidence. To Mrs Brown and to the staff: thank you for being an integral foundation of these developmental stages, creating a school community where growth is constant, where change is embraced and celebrated.

And here is our first paradox: firsts and lasts may seem distinct, but they are also strikingly similar. Think back to the anticipation of your very first day at Meriden. The nerves, the excitement, the uncertainty. Those feelings may not be so different from what you carry now, as you stand on the edge of life beyond Year 12. Both are thresholds, marked by vulnerability, trepidation, and hope. And while we cross these thresholds, some things remain unchanged. Parents, your love and your support have been our steady foundation. You held our hands as we crossed the road in primary school, you admired every “abstract” art project, and now you sit here admiring the young women who have walked

across this stage. You are both our beginning and our end. For that, we thank you.

Now for the second paradox: firsts and lasts are important, but they are also unimportant. Much of life happens not at the bookends, but in the middle - in the everyday moments that slip by quietly. Thank you, Miss Lee, for embodying this. You have been with us from the very beginning to the very end, but your greatest impact has been in the in-between: when we needed a ribbon, a face mask, advice, or simply the reassurance of your presence. We appreciate you so much.

The value of the in-between can also be said for us, Year 12. All the cheerful hellos in the corridor, the chats between classes, the crowded locker rooms - the ordinary moments that have built extraordinary friendships. Because friendships are not defined by first or last meetings. They live in the countless small returns, the daily rhythms that continue long after today.

Different and the same. Important and not so important. At the end of this journey, what we discover is that firsts and lasts are beautifully intertwined. Each “last” gives meaning to the “first” that follows, and each “first” is enriched by the “last” that came before. The closing of one chapter creates the space for the next. Our time at Meriden has prepared us for the beginnings to come, just as it will remain with us long after the end. Beginnings and endings meet, overlap, and give each other their deepest meaning.

So here it is - the last time I will say, “Happy Graduation, Class of 2025”, but it is not the last time I will be thinking of you all.

OLIVIA LEE
HEAD PREFECT 2025

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	60
K-12 Enrolments	1761
TOTAL ENROLMENTS	1821

Language background other than English	80%
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INDEX OF COMMUNITY SOCIO-EDUCATIONAL ADVANTAGE (ICSEA)	
Social ICSEA value	1180
Average ICSEA value	1000
School ICSEA percentile	99

* As at August 2025. Further information on the School's profile can be found on the My School website:
<https://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 2025 NAPLAN testing held in March 2025. 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://myschool.edu.au/school/43913/naplan/results>

LITERACY AND NUMERACY (% OF STUDENTS)

YEAR 3

72 out of 72 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	60	46	64	64	47
STRONG	38	54	36	36	50
DEVELOPING	3	0	0	0	0
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	58	61	66	56	59
STRONG	41	38	30	42	39
DEVELOPING	1	1	4	2	2
NEEDS ADDITIONAL SUPPORT	0	0	0	0	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	68	56	70	65	66
STRONG	29	39	29	32	33
DEVELOPING	3	5	1	3	1
NEEDS ADDITIONAL SUPPORT	1	0	0	1	0

YEAR 9

191 out of 192 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	56	58	61	61	43
STRONG	43	38	36	36	54
DEVELOPING	1	4	3	3	3
NEEDS ADDITIONAL SUPPORT	0	0	1	1	1

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 2025, Meriden had no students eligible who required the award of a RoSA.

RESULTS OF THE HIGHER SCHOOL CERTIFICATE (HSC)

- In 2025 there were 211 girls eligible for a Higher School Certificate (HSC) and all candidates achieved the award of HSC.
- Meriden was ranked 24th in the 2025 HSC Schools Ranking (Sydney Morning Herald).
- 1 student received a perfect ATAR of 99.95.
- The median Meriden ATAR was 91.25 (State 70.75).
- 29 students (14%) received All-Round Achievers Awards for achieving results in the highest band possible for at least 10 units of HSC courses.
- 6 State placings including 3 first in course.
- 154 students (73%) were recognised as Distinguished Achievers (highest band possible for one or more courses).
- 10% of Meriden students achieved an ATAR of 99+.
- 35% of Meriden students achieved an ATAR of 95+.
- 53% of Meriden students achieved an ATAR of 90+.
- Meriden students excelled in HSC languages- delivering some of the strongest results in the State. The top band was attained by 100% of the cohort in five subjects – Japanese Continuers, Japanese Extension, Chinese Continuers, Chinese Extension and Latin Extension. All students who studied Chinese in Context, Chinese and Literature, Spanish Beginners and French Extension achieved in the top two bands.

- A new high watermark was set for History and Legal Studies results for the school – 100% of students in History Extension received a result in the top band. In Ancient History 77% of the students received a Band 6 (versus 9% of the State). In Legal Studies, 100% of the girls achieved a Band 5 or Band 6.
- In Music, 19 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 was selected to perform her Music 2 composition at the Sydney Opera House.
- 100% of students studying Drama achieved a Band 5 or Band 6 result and 4 individuals and 3 groups had their performances nominated for OnSTAGE, the showcase of exemplary major works by HSC Drama students.
- 1 student had her Visual Arts work selected for the prestigious ARTEXPRESS exhibition and it will be showcased at art galleries across NSW. Another student had her work nominated for inclusion in the exhibition.
- Numerous students received offers to study overseas, including offers at leading universities.
- Meriden students achieved the following excellent positions in a course within the State of NSW.

HSC COURSE	POSITION IN THE STATE
Music 2	1st
Music Extension	1st
Japanese Beginners	1st
Chinese Continuers	5 th
Spanish Beginners	5 th
Mathematics Advanced	14 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, Food Technology, French Extension, Japanese Continuers and Legal Studies was either at least ten marks or one standard deviation (with a z-score of 1 or more) above the State mean.

COURSE NAME	MERIDEN			STATE		SCHOOL/ STATE VARIATION	Z-SCORE
	STUDENTS INCLUDED	EXAM MARK MEAN	EXAM MARK STD DEV	EXAM MARK MEAN	EXAM MARK STD DEV		
ANCIENT HISTORY 2 UNIT	13	89.65	7.17	72.41	14.43	17.24	1.19
BIOLOGY 2 UNIT	101	84.43	7.60	73.04	12.93	11.39	0.88
BUSINESS STUDIES 2 UNIT	38	86.21	7.91	74.28	12.20	11.93	0.98
CHEMISTRY 2 UNIT	71	83.50	7.96	74.86	11.93	8.64	0.72
CHINESE AND LITERATURE 2 UNIT	12	86.90	3.17	83.97	6.68	2.93	0.44
CHINESE CONTINUERS 2 UNIT	8	95.65	1.97	86.55	10.60	9.10	0.86
CHINESE EXTENSION 1 1 UNIT	2	47.20	0.90	44.36	3.76	2.84	0.76
CHINESE IN CONTEXT 2 UNIT	4	92.95	2.13	90.11	5.86	2.84	0.48

COURSE NAME	MERIDEN			STATE		SCHOOL/ STATE VARIATION	Z-SCORE
	STUDENTS INCLUDED	EXAM MARK MEAN	EXAM MARK STD DEV	EXAM MARK MEAN	EXAM MARK STD DEV		
COMMUNITY AND FAMILY STUDIES 2 UNIT	25	82.49	8.34	74.00	10.55	8.49	0.80
DESIGN AND TECHNOLOGY 2 UNIT	14	84.83	3.40	78.25	9.35	6.58	0.70
DRAMA 2 UNIT	19	88.45	3.73	81.30	10.02	7.15	0.71
ECONOMICS 2 UNIT	22	86.35	7.00	77.69	11.95	8.66	0.72
ENGINEERING STUDIES 2 UNIT	3	83.20	9.05	73.20	11.45	10.00	0.87
ENGLISH STANDARD 2 UNIT	9	74.78	5.96	71.62	7.76	3.16	0.41
ENGLISH ADVANCED 2 UNIT	194	85.80	6.08	81.80	6.90	4.00	0.58
ENGLISH EAL/D 2 UNIT	8	78.90	6.11	70.30	12.67	8.60	0.68
ENGLISH EXTENSION 1 1 UNIT	41	45.08	2.29	42.38	4.80	2.70	0.56
ENGLISH EXTENSION 2 1 UNIT	10	41.87	2.84	40.94	5.88	0.93	0.16
FOOD TECHNOLOGY 2 UNIT	14	86.13	6.85	73.11	12.02	13.02	1.08
FRENCH CONTINUERS 2 UNIT	8	87.75	6.36	82.13	9.46	5.62	0.59
FRENCH EXTENSION 1 UNIT	3	45.33	1.66	40.05	4.70	5.28	1.12
GEOGRAPHY 2 UNIT	16	82.75	6.15	75.66	12.27	7.08	0.58
HISTORY EXTENSION 1 UNIT	5	45.60	0.81	40.09	5.62	5.51	0.98
HOSPITALITY EXAMINATION (KITCHEN OPERATIONS) 2 UNIT	14	82.87	7.75	76.67	9.38	6.20	0.66
JAPANESE BEGINNERS 2 UNIT	5	86.12	12.10	70.55	18.09	15.57	0.86
JAPANESE CONTINUERS 2 UNIT	2	94.30	2.50	78.89	12.69	15.41	1.21
JAPANESE EXTENSION 1 UNIT	1	47.10	0.00	43.24	4.32	3.86	0.89
LATIN CONTINUERS 2 UNIT	9	87.33	16.54	87.97	9.00	-0.63	-0.07
LATIN EXTENSION 1 UNIT	6	46.92	1.42	45.64	4.16	1.28	0.31
LEGAL STUDIES 2 UNIT	12	90.33	3.28	75.21	13.50	15.12	1.12
MATHEMATICS ADVANCED 2 UNIT	89	86.00	7.50	78.83	12.27	7.17	0.58
MATHEMATICS EXTENSION 1 2 UNIT	81	85.19	11.20	78.71	16.51	6.48	0.39
MATHEMATICS EXTENSION 2 2 UNIT	36	89.00	6.68	82.48	12.85	6.52	0.51
MATHEMATICS STANDARD 2 2 UNIT	69	81.74	8.86	71.56	13.32	10.18	0.76
MODERN HISTORY 2 UNIT	17	84.80	5.81	73.72	13.22	11.08	0.84
MUSIC 1 2 UNIT	9	90.89	4.57	81.27	10.73	9.62	0.90
MUSIC 2 2 UNIT	15	92.95	4.37	86.98	6.61	5.94	0.90
MUSIC EXTENSION 1 UNIT	14	47.74	2.94	45.87	4.63	1.87	0.40
PDHPE 2 UNIT	54	81.17	8.28	74.15	11.15	7.02	0.63
PHYSICS 2 UNIT	42	82.00	9.21	73.58	13.01	8.42	0.65
SCIENCE EXTENSION 1 UNIT	2	40.75	2.85	37.09	5.47	3.66	0.67
SOCIETY AND CULTURE 2 UNIT	4	86.05	3.22	77.36	11.11	8.69	0.78
SPANISH BEGINNERS 2 UNIT	25	91.80	4.44	80.18	13.02	11.62	0.89
STUDIES OF RELIGION 1 1 UNIT	3	42.03	3.28	38.46	5.57	3.57	0.64
STUDIES OF RELIGION 2 UNIT	17	78.29	8.85	77.38	11.19	0.91	0.08
VISUAL ARTS 2 UNIT	20	88.58	4.29	81.38	8.17	7.20	0.88

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 2025, and achievement levels of the girls in these subjects.

PERCENTAGES IN BAND 5 AND 6	2025		2024		2023		2022		2021	
	MERIDEN	STATE	MERIDEN	STATE	MERIDEN	STATE	MERIDEN	STATE	MERIDEN	STATE
ANCIENT HISTORY 2 UNIT	84.61	35.05	85.72	37.29	72.72	32.37	87	33	89	34
BIOLOGY 2 UNIT	78.21	35.59	77.36	35.59	77.21	31.82	68	27	68	31
BUSINESS STUDIES 2 UNIT	78.21	37.23	90.32	37.45	71.05	35.75	76	34	81	36
CHEMISTRY 2 UNIT	74.64	37.90	66.67	38.82	70.58	38.20	62	33	79	40
CHINESE AND LITERATURE 2 UNIT	100	79.34	100	75.79	100	71.09	100	70	100	69
CHINESE CONTINUERS 2 UNIT	100	78.74	90.91	78.80	100	70.09	100	75	100	71
CHINESE EXTENSION	100	100	100	95.89	100	69.23	-	-	-	-
CHINESE IN CONTEXT 2 UNIT	100	94.54	100	93.81	100	93.01	100	89	100	85
COMMUNITY AND FAMILY STUDIES 2 UNIT	64	32.45	94.73	35.84	95.83	35.31	97	32	74	32
DESIGN AND TECHNOLOGY 2 UNIT	92.85	48.78	100	48.04	100	47.21	94	47	79	54
DRAMA 2 UNIT	100	58.35	94.12	61.91	100	60.29	92	58	85	45
ECONOMICS 2 UNIT	81.81	52.60	77.42	51.57	75.00	48.34	69	49	90	50
ENGINEERING STUDIES 2 UNIT	100	28.64	100	32.12	60.00	29.18	50	30	75	36
ENGLISH (ADVANCED) 2 UNIT	87.10	65.18	92.81	66.57	85.51	67.12	82	67	85	69
ENGLISH (STANDARD) 2 UNIT	22.22	12.81	0	13.41	33.33	13.12	50	25	42	17
ENGLISH EAL/D 2 UNIT	37.50	23.26	100	24.88	90.00	21.59	55	19	75	23
ENGLISH EXTENSION 1 1 UNIT	100	95.07	100	95.50	96.96	94.23	100	92	100	94
ENGLISH EXTENSION 2 1 UNIT	100	88.39	90.00	87.35	99.99	85.52	100	85	100	84
FOOD TECHNOLOGY 2 UNIT	85.71	31.66	90.91	35.42	100	29.67	93	30	83	36
FRENCH CONTINUERS 2 UNIT	75	62.87	100	63.05	100	58.90	100	58	88	63
FRENCH EXTENSION	100	87.49	100	89.24	-	-	100	87	100	80
GEOGRAPHY 2 UNIT	68.75	41.06	88.00	37.97	71.42	41.63	85	42	73	42
HISTORY EXTENSION 1 UNIT	100	87.3	100	86.43	75.00	26.32	100	83	100	77
HOSPITALITY (KITCHEN OPERATIONS) 2 UNIT	71.42	36.04	100	51.03	93.32	34.82	100	40	82	29
JAPANESE BEGINNERS 2 UNIT	80	35.65	100	39.77	75.00	37.25	70	32	88	35
JAPANESE CONTINUERS (1 ST Year offered)	100	55.78	-	-	-	-	-	-	-	-
JAPANESE EXTENSION (1 ST Year offered)	100	95.53	-	-	-	-	-	-	-	-
LATIN CONTINUERS 2 UNIT	88.88	80.13	75.00	91.15	100	83.74	100	74	100	77
LATIN EXTENSION 1 UNIT	100	97.50	100	100	100	81.52	100	95	100	95
LEGAL STUDIES 2 UNIT	100	44.28	100	43.58	91.29	42.18	76	41	86	42
MATHEMATICS ADVANCED 2 UNIT	80.89	51.35	78.95	50.03	81.25	49.72	79	49	88	50
MATHEMATICS EXTENSION 1 1 UNIT	88.88	77.24	96.49	80.33	86.78	71.80	87	73	94	38
MATHEMATICS EXTENSION 2 2 UNIT	100	84.35	100	83.40	85.00	85.67	100	85	100	86
MATHEMATICS STANDARD 2 2 UNIT	66.65	29.65	80.00	28.75	74.00	31.42	70	29	69	25

PERCENTAGES IN BAND 5 AND 6	2025		2024		2023		2022		2021	
	MERIDEN	STATE	MERIDEN	STATE	MERIDEN	STATE	MERIDEN	STATE	MERIDEN	STATE
MODERN HISTORY 2 UNIT	82.34	35.64	89.47	39.23	78.56	34.86	86	34	95	38
MUSIC 1 2 UNIT	100	66.50	100	67.58	100	68.70	100	69	100	64
MUSIC 2 2 UNIT	100	85.97	100	84.22	100	85.28	100	86	100	88
MUSIC EXTENSION 1 UNIT	100	98.22	100	97.18	100	70.46	100	95	100	95
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION 2 UNIT	59.25	35.04	91.66	34.97	58.61	30.70	59	26	70	31
PHYSICS 2 UNIT	64.47	37.61	80.95	38.82	64.69	38.80	70	39	100	40
SCIENCE EXTENSION	100	76.31	100	81.57	33.33	7.17	100	8	100	72
SOCIETY AND CULTURE	100	46.52	100	45.35	100	44.86	100	43.45	100	45.52
SPANISH BEGINNERS 2 UNIT	100	58.73	100	57.90	100	56.24	58	50	89	54
SPANISH CONTINUERS (not offered in 2025)	-	-	100	65.61	-	-	-	-	-	-
STUDIES OF RELIGION I 1 UNIT	66.66	46.18	93.34	43.80	88.88	48.56	0	41	100	42
STUDIES OF RELIGION II 2 UNIT	64.70	48.10	-	-	71.42	45.98	100	46	55	46
VISUAL ARTS 2 UNIT	95	64.11	93.75	66.94	100	65.44	100	66	80	63

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 2025, 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 2023 to the completion of Year 12 in 2025 was 97%. This rate is the highest retention rate across the last three years. The students who left Meriden subsequently attended other schools due to relocation or personal reasons. An additional 32 students enrolled at Meriden after the commencement of the Year 10 school year in 2023 and completed Year 12 in 2025.

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 2025.

QUALIFICATION/CERTIFICATE	PERCENTAGE OF YEAR 12 STUDENTS
Hospitality (11 students)	5%

	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	1
PROVISIONAL	9
PROFICIENT TEACHER (INCLUDING EXPERIENCED)	200
HIGHLY ACCOMPLISHED TEACHER (VOLUNTARY ACCREDITATION)	1
TOTAL NUMBER OF TEACHERS	211

* Permanent/fixed term staff only – employed as at 16 December 2025.

WORKFORCE COMPOSITION**

TEACHING STAFF		SUPPORT STAFF	
NUMBER	184	NUMBER	116
FULL-TIME EQUIVALENT TEACHING STAFF	170.8	FULL-TIME EQUIVALENT SUPPORT STAFF	98.7

**Permanent/fixed term staff only – employed as at August 2025.

In 2025, 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://myschool.edu.au/school/43913>

Theme 4: Student Attendance

STUDENT ATTENDANCE RATES

The overall whole School student (K-12) attendance rate for 2025 was 95.71%.

This table sets out the attendances in each Year for the entire 2025 school year. Separate attendance rates for Semester 1 2025 (Terms 1 and 2) and Term 3 2025 may be found on the My School website: <https://myschool.edu.au/school/43913/attendance/2025>

YEAR	NUMBER OF STUDENTS	DAYS ABSENT	NUMBER OF DAYS	PERCENTAGE
K	72	470	186	96.49
1	70	429	186	96.71
2	72	410	186	96.94
3	72	479	186	96.42
4	72	566	186	95.77
5	96	600	186	96.64
6	96	649	186	96.37
7	192	1361	187	96.21
8	192	1735	187	95.17
9	192	2295	187	93.61
10	215	2712	187	93.25
11	210	1925	187	95.10
12	211	1766	187	95.52

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 2025, the Dean of Pastoral 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 Pastoral 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. Parents of students marked absent and who have not previously notified the School of the reasons for the absence, are notified 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

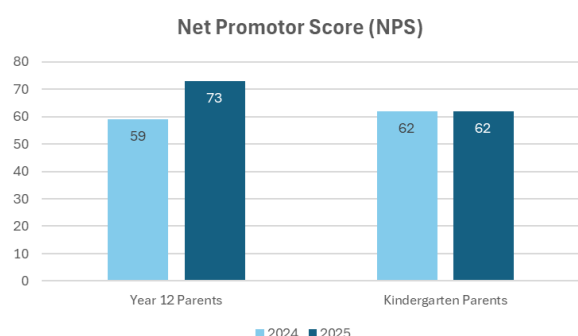
Parent, Student and Staff Satisfaction

Meriden is committed to maintaining a strong partnership with its community and actively seeks feedback across multiple platforms. Perspectives from parents, students, and staff play a critical role in shaping the school's strategic direction and ensuring that planning remains responsive to the needs of both current and future Meriden girls. Feedback received is carefully analysed and incorporated into decision-making processes at both strategic and operational levels.

Community satisfaction continues to remain strong, as reflected in ongoing online surveys. Meriden conducts annual satisfaction surveys with parents and students from selected year groups, as well as with all staff members, to ensure a comprehensive understanding of the school experience.

Parent Satisfaction

Overall, the 2025 Parent Survey results for both Year 12 and Kindergarten show consistently strong satisfaction with Meriden's pastoral care, teaching quality, and the supportive learning environment it provides. Parents across both groups highlight high levels of comfort, care, and wellbeing for their daughters, alongside strong confidence in teachers and appreciation for the school's values and facilities. Kindergarten families report slightly higher overall satisfaction, while Year 12 families demonstrate a particularly strong Net Promoter Score, reflecting loyalty and advocacy for the school. Technology and communication emerge as the key areas for continued improvement, with several digital platforms receiving more modest ratings. Overall, the results reflect a school community that values the holistic care, academic support, and positive student experiences Meriden provides, while signalling clear opportunities to strengthen administrative and digital systems.



Student Satisfaction

The Year 12 survey results highlight several strong aspects of students' final-year experience at Meriden. Learning opportunities stood out as a major strength, with senior students rating sport, music, cocurricular activities, and STEM programs highly, particularly the sporting program, which received the strongest feedback. Teaching quality was another clear positive, with students expressing strong confidence in their teachers' expertise, support, and subject delivery during their final year.

Facilities and the learning environment also contributed positively to their senior school experience. However, students identified technology and communication as areas needing improvement, noting lower satisfaction with digital tools, systems, and the school's communication processes. Overall, the findings point to a well-rounded Year 12 experience with strong academic and cocurricular support, alongside opportunities to enhance technological and communication systems for future cohorts.

Staff Satisfaction

In 2025, the Meriden Staff Survey explored a wide range of topics, including Values, Vision, Christian Faith, Environmental Sustainability, Respect and Equity, Resources, Processes, Flexibility, and Professional Development. Of a total staff headcount of 325, the survey received 239 responses, resulting in a strong response rate of 74%.

The survey highlighted positive outcomes in three key areas—engagement, wellbeing, and progress—with overall job satisfaction remaining high.

Engagement reflects staff job satisfaction and commitment to Meriden School. Results showed that 87% of respondents were engaged, representing a 2% increase from the previous year and 3% above the benchmark for similar organisations.

Wellbeing measures emotional wellness and the ability of staff to manage work-related stress. The survey indicated a moderate level of wellbeing, with 75% of respondents reporting that they felt well at work. This is 2% higher than last year's result and 7% above the industry benchmark.

Progress relates to staff perceptions of the school's performance and success in meeting its strategic goals. The survey found that 83% of respondents were satisfied with Meriden's progress, which is 2% higher than the 2024 result and 8% above similar organisations.

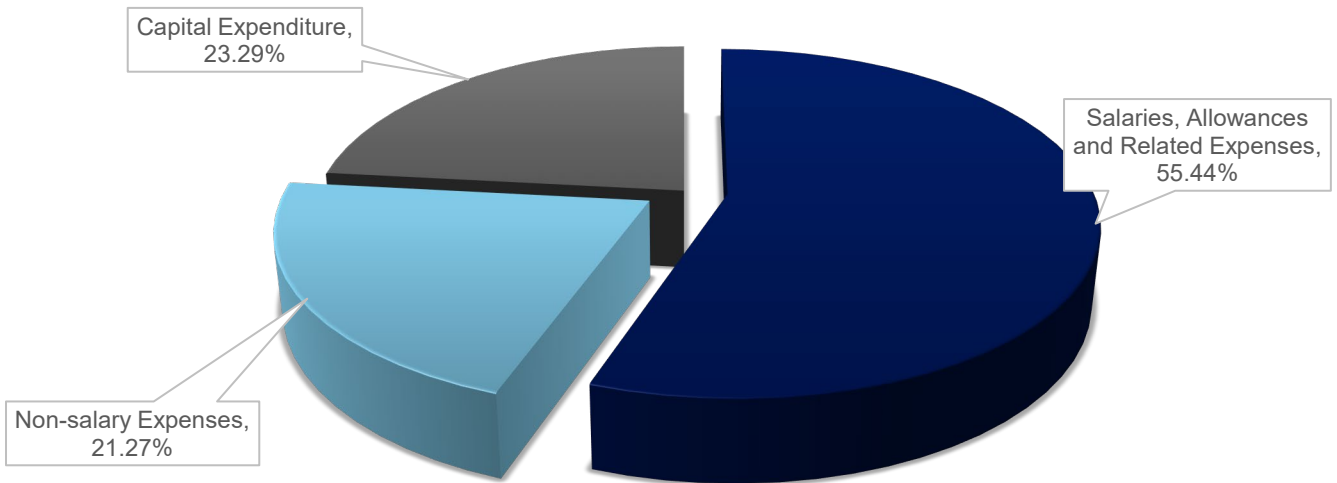
Overall, the results demonstrate a positive, engaged, and committed workforce with strong confidence in the school's direction and achievements.

High staff satisfaction has contributed to the sustained and growing interest from prospective parents seeking to enrol their children at Meriden. Enrolment demand continues to exceed capacity across the school.

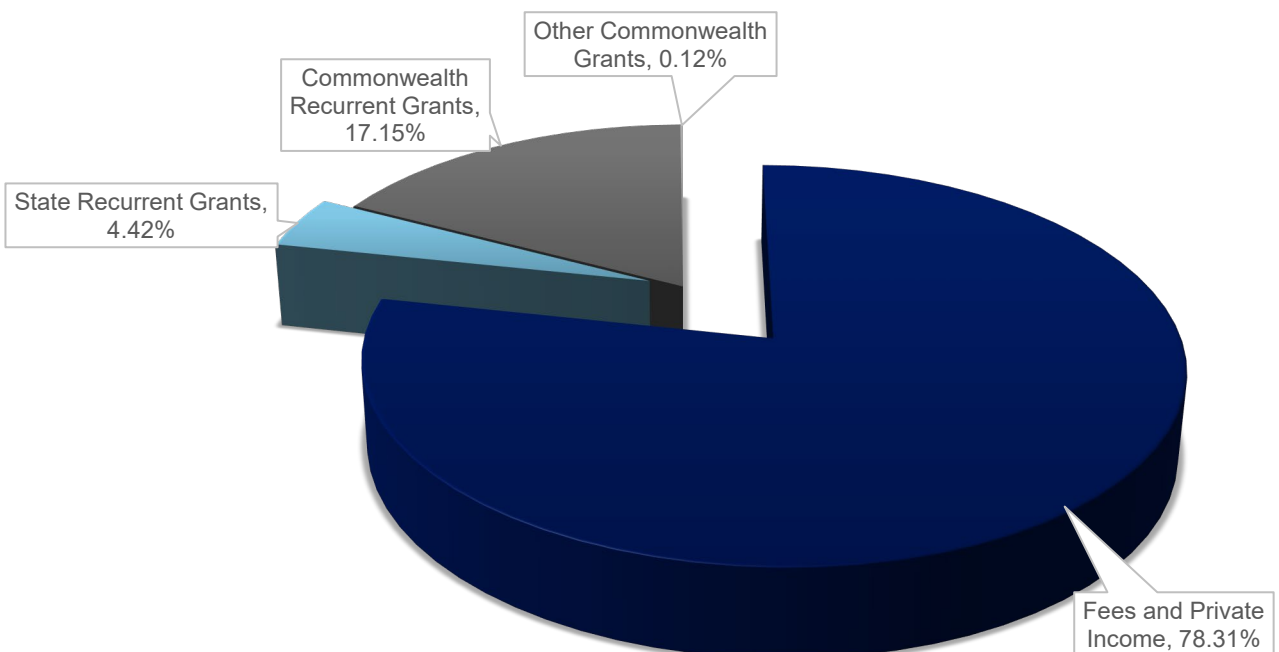
Aligned with the *Fidelis Model*, Meriden's framework for teaching and learning, the school remains committed to continuous improvement. Insights gained from staff feedback are consistently applied to enhance educational quality and ensure excellent outcomes for students.

Theme 7: Summary Financial Information

Meriden School Recurrent & Capital Expenditure 2025



Meriden School Recurrent & Capital Income 2025





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