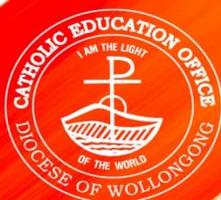


Annual School Report

2014

MAGDALENE



About This Report

Magdalene Catholic High School, Narellan is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school's Action Plans.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEO. This Report has been approved by Wollongong CEO to ensure compliance with all BOSTES NSW requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to BOSTES NSW, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2015.

Further information about the school or this Report may be obtained by contacting the school:

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Principal: John Lo Cascio
Date: 27 March 2015

Vision Statement

Magdalene Catholic High School exists to proclaim the Christian message and to equip young people to be conscientious responsible citizens able to make a contribution to society. In partnership with families, we strive to promote the total development of the individual; intellectual, spiritual, physical and cultural, through the integration of Christ's message and Gospel values throughout the curriculum to be integrated into each individual's life.

Message from Key School Bodies

Principal's Message

2014 has been a year in which the school continued to stress the importance of excellence. The school emphasis on personal excellence has been promoted over a number of years and has been extended into all aspects of school and individual life. The focus and priority areas from 2013 were further explored and developed in 2014. These areas included: a focus on improving students literacy and numeracy skills through the increased use of data, a review of the school's mission and vision statements to increase familiarity and understanding of the direction of the school, a focus on assessment to improve student learning and the refinement of professional learning and collaboration among staff through 'Professional Learning Teams'.

The school's commitment to the broader community with outreach programs was evident throughout the year and is a reflection of Gospel values in action at Magdalene.

Parent Involvement

There were four Parents' and Friends' Association (P&F) meetings during 2014. Each meeting provided an opportunity to review the progress and directions of the school. The meetings also provided an opportunity for the parent body to contribute to whole school improvement in a practical manner.

In a practical sense the P&F were able to provide assistance to the school through monetary contributions. The association helped in the refurbishment of the Careers Room, the purchase of heavy duty cleaning equipment and support of the Brewarrina immersion experience. As has been the case in the past the association was also able to assist several students through donation requests for either sport and / or community activities in which they were involved.

The P&F once again organised and assisted the 'Open Afternoon and Welcome Barbecue' and 'Magdalene Feast Day' celebrations, which were both successful events.

Parents were also involved in the Parent Consultation Committee. This group met after the P&F and gave valuable insights into the Annual Improvement Plan. Parents in this group were

also given the opportunity to listen to reports on the school's Literacy Improvement Plan, the Pastoral Care System, reporting for Year 7 and a police presentation on "Cyber Safety" and "Safe Parties". Parents also offered practical support in the school canteen, library and through examination supervision for senior students.

Parents and Friends Association, President

Student Leadership

In 2014 Magdalene celebrated student achievement at a school, local, national and international level. As well as connecting with other people, students were able to engage with the spiritual life of the school through participation in a number of significant areas. Staff and students worked relentlessly towards serving their wider community through initiatives in Nagle House, the Carrington Project, The St Vincent De Paul Door Knock Appeal and many other charitable works. In sport, Magdalene came second overall in all Macarthur Independent Schools Association (MISA) competitions and numerous students represented the school at Diocesan, State and National levels. The year saw outstanding academic results, which are evidence of the hard working attitudes of all students in the school. It also is a reflection of the dedication of Magdalene's teachers.

Magdalene students also recognise excellence across the school and in 2014 introduced peer based acknowledgement awards encouraging students to strive higher and work together more purposefully.

School Leaders

School Profile

School Context

Magdalene Catholic High School is a Catholic Systemic co-educational secondary school located in Narellan. Magdalene Catholic High School serves the parishes of the Western Macarthur region including St Paul's Camden, St Clare's Narellan Vale and St Aloysius, The Oaks. Magdalene is located on a site that was formerly owned by the Patrician Brothers and used as a novitiate and later a retreat centre.

The school is a comprehensive Catholic high school and caters for students in Years 7-12. There are six streams in each year group. The 2014 school population is 1009 students who come from various socio economic backgrounds.

Student Enrolments

2014 Enrolments	
Boys	416
Girls	593
Total	1009
Indigenous	11
LBOTE	71

The Diocesan Secondary Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: www.mchsdown.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2014.

Student Attendance

2014 Attendance	Male	Female
Year 7	95.7%	95.7%
Year 8	93.6%	93.0%
Year 9	93.0%	92.2%
Year 10	93.1%	89.8%
Year 11	95.7%	95.7%
Year 12	96.4%	94.7%
Whole school	94.6%	93.5%

Management of Student Non Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitors part or whole day absences.

The attendance rate of students in all year groups at Magdalene has continued to improve since 2013. During 2014 parents were contacted via text message when their children were absent from school. Pastoral Care teachers also made contact with parents after three consecutive days of student absence. Continuing absence is monitored by both the Pastoral Care teacher and the Year Coordinator. The guidelines followed by the school are those set out in the Catholic Education Office Student Attendance Guidelines and Procedures (Nov 2012).

Student Retention Rate

Year 10 Total Enrolment 2012	177
Year 12 Enrolment at Census Date remaining in Year 12 at end 2014	148
Actual Retention Rate (%)	83.6%

Student Attainment in Senior Years

Years 11 - 12 2014	
% of students undertaking vocational training or training in a trade during Years 11 and 12	35%
% of students who have completed at least one (1) VET course	27%
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification at the end of Year 12	100%

A number of students ceased enrolment after Year 10 prior to the HSC in 2014. In every instance the student moved on to employment or a course of study leading to employment. In each case the change of enrolment was discussed with parents to ensure that the action was in the best interests of the particular student. One student chose a Pathways Higher School Certificate and did not complete the Higher School Certificate in 2014.

Destination Survey

2014	Year 10	Year 11	Year 12
No of School Leavers	19	12	154
University	-	-	93
TAFE/Tertiary	9	3	15
Employment	4	7	15
Other School	6	2	-
Other/Unknown	-	-	31

Staffing Profile

There are a total of 72 teachers and 20 support staff at Magdalene Catholic High School This number includes 62 full-time, 10 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines	0%
A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education	100 %

*Australian Education Institution – National Office of Overseas Skills Recognition Staff

Teacher Attendance and Retention

The average daily teacher attendance rate for 2014 was 97.0%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2013 to 2014 was 93%. The teacher retention rate at Magdalene is high annually with some movement due to the completion or establishment of temporary appointments. In 2014, four long serving staff members ceased employment at Magdalene Catholic High School.

Professional Learning

During 2014, Magdalene Catholic High School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement (SRI) priorities.

These included:

A. Magdalene Catholic High School whole school development days involving (72) staff.

These days focused on:

- Literacy development;
- Staff Spirituality Development; and
- Literacy for Learning.

B. Other professional learning activities provided at school level including CEO run courses:

- Leadership “ Growth Coaching” (12 Staff);
- Improving Pedagogy (Hawker Brownlow Conference) (4 Staff);
- Improving Technology (EduTech Conference) (3 Staff);
- Suicide Prevention Training (6 staff);
- Mental Health First Aid (4 staff);
- Anaphylactic and First Aid Training (All Staff);
- Understanding Formative Assessment (4 Staff);
- National Curriculum Preparation (12 Staff);

- Leadership Development (2 Staff); and
- Literacy Intervention Project (3 Staff).

The average expenditure by the school on professional learning per staff member was \$830.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$221.

Catholic Life & Religious Education

During 2014 there has been a focus on the quality of Religious Education and the Catholic Culture of the school. This links well with the School's strategic priority related to improvement in the area of vision and mission. The vision and mission gives life and purpose to the school and it is a firm belief that this needs to be embraced and understood by everyone.

Spiritual renewal and evangelisation of students and staff at various points throughout the year has been a feature of the Magdalene religious journey. Daily prayer, liturgical celebrations and Masses highlight religious community involvement. Students involve themselves in readings, prayers and various aspects of the school's religious celebrations which add to the communal aspect of the religious life of the school.

Several older students have completed courses to become lectors, cantors or Eucharistic ministers and are active in these ministries both at school and in their local parishes. During 2014 the school organised Stage Masses at St Paul's Parish at Camden. This activity highlighted the school/Parish links which helped to promote a sense of community and positive relationships between the school and the local parish.

The school once again provided opportunities for students to be involved in retreats or reflection days. Each year group adopted a particular focus relevant to their needs. Added to these experiences were the 'Ignite' twilight retreats. These are open to students from Years 8 to 12. In Term 3, the 'Ignite' experience becomes the Winter Sleep-out and it is linked to increased awareness and action for the St Vincent De Paul Winter Appeal.

One of the highlights of 2014 was the involvement of students in the Catechist program. The students were trained by Wollongong Confraternity of Christian Doctrine and taught or supported the scripture lessons every Wednesday during Terms 1 to 4 at Harrington Park Public School. There were twenty-nine students from Years 10 and 11 involved in this program at the start of the year. The catechist program has proved to be of great support for the young Catholic people in the local Department of Education schools and a great faith initiative for the school's own students attending Magdalene.

The Social Justice clubs (the Caritas Club, the Vinnies Club, the Mission Club, the Carrington Club, and the Stewardship Club) have continued to grow and flourish and the awareness of

students in the wider school community has also shown positive growth. Students were involved in action and outreach such as fundraising, and support of the local St Vincent de Paul (Vinnies) Kitchen. Staff, students and ex-students hosted the Macarthur hub of the St Vincent de Paul Door-knock Appeal. Finally the school raised \$3,460 for Catholic Mission, \$7030 for Project Compassion and over \$6000 for the school's Care fund. In Term 4, 42 washing baskets of goods were collected and donated as Christmas Hampers for local families; these were distributed by the St Vincent de Paul Society.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 8 students was successfully completed within schools across the Dioceses in 2014. The school cohort in 2014 consisted of 177 Year 8 students who sat the Religious Literacy Assessment (Part A) on 18 August 2014 and 178 completed the Extended Task (Part B). The Extended Task was based on the Unit: Early Christian Communities and undertaken during Term 3.

The performance of each student was described as Developing, Achieving or Extending.

In Part A, students showed a high level of performance in their knowledge of the religious tradition.

This high level of performance was particularly noticeable in their:

- knowledge of the sacraments of initiation; and
- knowledge of the setting of the early Christian communities.

The students' responses reflected a need to develop capacity to work with and apply religious tradition especially in their ability to:

- answer questions relating to Old Testament texts; and
- answer open-ended questions.

Students in Part B displayed a wide range of interpretive responses that showed their ability to work with and apply their religious knowledge. A high level of students (18%) scored at the extending level in Part B and 55% at the Achieving level. This is less than in 2013, but in line with an overall decrease in the Diocesan mean. The result, however, was 6% above Diocesan average for the extending level.

49.4% of students were placed in the developing level, 49.4% in the achieving level and 1.1% were in the extending level in Part A of the Assessment.

In Part B, 27% of students were placed in the developing level, 55.1% in the achieving level and 18% were in the extending level.

Combining Parts A and B, 30.5% of students were placed in the developing level, 64.9% in the achieving level and 4.6% were in the extending level for Religious Literacy.

The results of the Religious Literacy Assessment will be used by teachers to improve learning for students in future years.

School Review and Improvement

School Review and Improvement (SRI) is an ongoing process of self evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2014:

- **Key Area 1: Catholic Life and Religious Education**

- 1.1 Vision and Mission

- Goal: All members of the community will have a clear understanding of and be able to articulate the vision and mission of the school.

- **Key Area 2: Students and Their Learning**

- 2.1 Educational Potential

- Goal: The school will develop an effective learning culture characterised by knowledge of each students needs.

- 2.4 Integration of ICT

- Goal: Information and Communication Technology (ICT) will be used effectively to improve student outcomes

- 2.5 Pastoral Care

- Goal: To sustain a positive approach to pastoral care that promotes the dignity of the human person and improves learning.

- **Key Area 3: Pedagogy**

- 3.3 Teaching Practices

- Goal: To introduce “Professional Learning Teams” (PLTs) which will be a structure to enhance student learning and improve teaching practices.

- 3.5 Assessment

Goal: To develop differentiated formative assessment, which will enhance student learning and teacher practice.

School Review and Improvement components to be reviewed and rated in 2015:

- **Key Area 1: Catholic Life and Religious Education**

1.3 Catholic Life and Mission

Goal: The school is committed to promoting Catholic values both within and beyond the community. Through this priority there will be increased understanding and involvement of members of the community in the Catholic life and culture, through outreach, prayer and liturgy.

- **Key Area 2: Students and Their Learning**

2.3 Reporting Student Achievement

Goal: Reporting and understanding of standards provide that essential feedback to improve student learning. The school aims to improve reporting so standards are understood and reporting is timely and has a positive impact on student learning.

- **Key Area 3: Pedagogy**

3.2 Provision for the Diverse Needs of Learners

Goal: There is significant diversity in knowledge and ability amongst learners at Magdalene. The aim of a focus on this priority is to meet the diverse needs of students through efficient monitoring and appropriate intervention.

3.7 Professional Learning

Goal: Focussed professional development has a positive impact on the directions of the school and student learning. Throughout 2015 and beyond, the school aims to ensure that all professional development focuses on the strategic directions of the school and development of the individual.

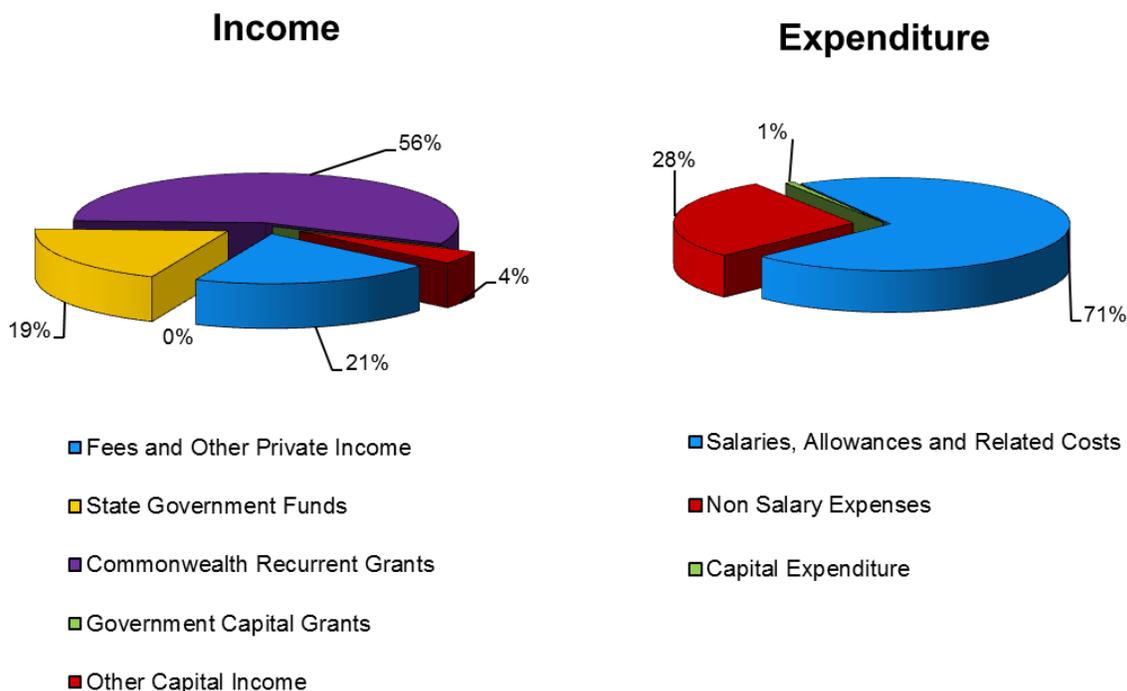
Financial Summary

Throughout 2014 a number of significant projects were undertaken to improve the school plant. A combined total of approximately \$50,000 was spent on either maintenance or enhancement projects. Under the maintenance heading the school funded painting of blocks A, B and C. The exterior areas were also maintained. The Careers Cottage was refurbished with the support of P&F funding. The ongoing general maintenance of the school also required significant funding and the school purchased equipment for cleaning.

The school's IT system was enhanced with the installation of interactive projectors, switches and a sound system which were valued at over \$21,000. The school also funded the replacement of shade sails to protect students from the sun which totalled over \$6000.

The school continues to contribute funds towards the building of a school hall including a donation from the Campbelltown Catholic Club.

The following graphs reflect the aggregated income and expenditure for Magdalene Catholic High School, Narellan for the year ended 31 December 2014. This data is taken from the 2013 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



Student Welfare

At Magdalene Catholic High School each individual is developed through the promotion of the school's core values: Dignity of the human person, Discipleship, Community, Commitment to excellence, peace and Justice, Service to Others and Hope. In a significant way this is done through the Pastoral Care program.

Pastoral Care

Pastoral Care involves the development of each individual personally and their contribution to the broader community. One area that has been developed recently is that of student leadership. In 2014 the Student Leadership Team was very active. The Student Leadership Team members were ambassadors for the school and introduced many new activities that fostered community spirit and celebration of learning. Of major note was the introduction of a "Peer Acknowledgement for Academic Commitment Award", whereby the students could nominate their peers for their commitment to learning, assisting others with their learning and improved achievement in assessment. This award has been well supported by the student body.

The School Captains and Vice Captains chaired regular meetings of the Student Representative Council (SRC) that served as a forum for the SRC members to discuss concerns of their peers.

Again in 2014 the SRC supported Mater Dei through the sale of Peace Eggs and in conjunction with the Social Justice Committee, organised fundraising to support Caritas and Catholic Mission, in particular raising funds for Jamaica. SRC members also took an active role in leading school assemblies and were involved in all major school events.

An important focus of Pastoral Care in 2014 was reviewing the "Celebration of Excellence" policy and the introduction of a new merit system. The school moved away from the accumulation of merit stamps to a tiered Award system. Students are awarded class awards for their consistent classwork, improved assessment and involvement in school activities. Three class awards are then recognised with a Coordinator Award, these accumulate to a Bronze, Silver and Gold Principal's Award. The new award system acknowledges students' achievements in a more meaningful way and aims to promote learning, and the celebration of success in the school community.

The Year Coordinators and Pastoral Care teachers continued to work closely with the students through the Pastoral Care programs. The programs have worked towards building the students' resilience by addressing many issues that the students face at different times of their lives. These include time management, study habits, bullying, managing social media and self-esteem. The NSW Police Youth Liaison Officer spoke to students about managing social media and bullying, and a "Mindfulness" program was introduced using the smiling minds approach.

The Pastoral Care Coordinator and a team of Year Coordinators met regularly to discuss issues related to their specific year groups and tracked student behavior. More importantly they developed strategies that promoted positive behaviors, learning and relationships.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents ***Maintaining Right Relationships*** is the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan ***Complaints Handling Procedures*** forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2014.

In compliance with the ***NSW Reform Act 1990***, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.

Learning and Teaching

The Higher School Certificate (HSC) results, released at the end of 2014 were most pleasing and a fitting way to conclude a positive year. The results were impressive with 74 Band 6 results and 226 Band 5 results across the group. The dux of the school attained an ATAR of 97.95. At least one Band 6 was gained in each of the subjects of; Ancient History, Business Studies, Community and Family Studies, Design and Technology, Drama, Industrial Technology, Information Processes and Technology, Mathematics Extension 1, Mathematics Extension 2, Modern History, Music, Personal Development Health & Physical Education, Senior Science, Studies of Religion 1, Studies of religion 2, Textiles and Design and Hospitality Operations

Curriculum & Pedagogy

In 2014 Magdalene Catholic High School offered 17 BOSTES mandated and approved Stage 5 Courses. There were also 32 Higher School Certificate (HSC) Courses. The extensive range of HSC electives incorporated Board Developed Courses, Board Endorsed Courses, Vocational Education Courses and access to Technical and Further Education (TAFE) Courses. The number of students in each of these electives varied according to resources and interest. The school offers HSC extension courses in Preliminary and HSC English, Mathematics and HSC History.

The 1:1 Notebook Program changed in 2014 with the introduction of a "Bring Your Own Device" (BYOD) approach. The students in Year 7 were required to supply their own iPad and the students in Year 10 provided their own notebook. The program itself continued in a positive manner. During the year the school moved to a Google suite of software for all students and staff. The Google suite was utilised school wide as a means of providing access

to additional learning resources, the release of assessment tasks, study guides, general assessment information, examination outlines and school calendars, all of which had a positive impact on student learning.

The Professional Learning Community concept introduced in 2013 continued in 2014. This concept involves all teachers in the school working in a least one Professional Learning Team (PLT) focusing on the learning of a group of students. The PLT promoted positive discussion and directions to improve learning for all students. Later in the year the PLT groups became cross-curricular. This approach to student learning allowed greater focus on skills and had a positive impact on both student learning and pedagogy.

The emphasis on “assessment for learning” continued in 2014. Each Key Learning Area (KLA) had a focus on enhancing learning through improved approaches to assessment. The use of formative assessment was encouraged with a view to giving students regular feedback, which in theory would influence both the teaching and learning cycle. The staff understanding of this approach increased as they moved closer to a common understanding across KLAs.

The use of data to inform directions and the focus on common standards will ensure improved student performance and have a positive impact on improved student learning. The school recognises that this is an ongoing process, which needs to be developed from Year 7 to 12. The priority will continue into 2015 in the knowledge that improved assessment will lead to improved learning and improved performance.

Cross Curriculum

The focus on assessment task design and assessment to improve learning was adopted in all subject areas in 2014. This was done with the guidance of the Curriculum Coordinator. This approach led to a review of assessment across the school and the development of new assessment plans more closely related to the use of performance standards.

The emphasis on a common understanding of standards had an impact on reporting with a review of the structure of reports. It was decided that marks would be removed from reports and replaced with more comprehensive grades with descriptors, which would provide greater insight into student performance and direction. The new reports were introduced into Year 7 with Year 8, 9 and 10 to adopt this approach in 2015.

During recent years there has been an emphasis on improving literacy and numeracy across the school. The school employed a literacy support teacher who developed a literacy plan for intervention and support of students. There were also a number of projects put in place to support literacy development of students. Most notably the development of a literacy and learning team and the Year 8 Literacy Intervention Pilot Project involving the teachers of Year 8 and Catholic Education Office staff.

Staff were also supported throughout the year via staff development days with a focus on literacy and the development of a literacy web page to provide strategies to promote the

development of literacy skills. This proved to be quite productive with an array of strategies to support literacy improvement being developed.

The homework club continued to operate each Tuesday afternoon between 3pm and 4pm, and was followed by Thursday study from 3pm to 4pm. These sessions provided an opportunity for intervention support to address both teacher and student identified areas of need. The club was accessed by students from Years 7 to 12 and was used to assist with homework, assignments and general understanding of class work.

Meeting the needs of all students

As in 2013 a comprehensive Learning Support program was enhanced during 2014. This program operated concurrently with mainstream classes, supporting the needs of identified students. Class groupings also supported the needs of students with particular classes receiving additional staff support where appropriate. These classes adopted a team teaching approach which allowed for greater student assistance and a moderated pace of learning commensurate with student needs. Targeted intervention programs exist to support individual student needs such as social skills training, mentoring, small group literacy assistance, small group numeracy assistance, organisation skills, life skills, out of school experiences and study skills.

The emphasis on knowing students via the use of data allowed for the identification of individual's needs and areas of competence. The school continued to engage in programs to challenge students including the Di Vinci Decathlon, the University of Wollongong (UOW) Discovery Day and UOW holiday programs.

Expanding Learning Opportunities

Throughout 2014, all students had the opportunity to compete in the Macarthur Independent Schools Association (MISA) sport competition each Tuesday afternoon. Students represented the school in a range of sports including AFL, Basketball, Cricket, Netball, Football, Touch, Volleyball, Rugby League and Hockey. The school also participated in Diocesan carnivals in the above sports as well as Tennis, Swimming and Athletics.

At the end of 2014, Magdalene Catholic High School finished third in the 'Vince Villa' Trophy for the overall champion sporting school in the Wollongong Diocese.

Besides involvement in sport, students participated in a number of other extra curricula activities including Duke of Edinburgh silver and bronze awards, the Australian Mathematics, Science, History and English competitions, public speaking and debating competitions. Students have also represented in local Youth of the Year competitions.

Of particular note in 2014 was the participation of students in the F1 in Schools Competition. Students were involved in this competition in 2013 and progressed to the national finals in March 2014. The team was successful in the National Finals and was crowned National Champions going onto the World Final in Abu Dhabi in November 2014. The outcome of the National finals was Magdalene was placed second outright in the World Schools Final.

Vocational Education and Training

Magdalene Catholic High School recognises the diversity of directions for students beyond school. The Vocational Education and Training (VET) Program attempts to cater for a wide range of student aspirations either through school delivered options or Registered Training Organisations.

Frameworks Delivered

- Certificate Two - Construction Frameworks.
- Certificate Two – Hospitality.

School Based Apprenticeships

- Hairdressing.

School Based Traineeships

- Retail Services – Through McDonald’s and Hungry Jacks.

External TVET Courses

- Animal Studies.
- Beauty – Retail Makeup and Skin Care.
- Business Services.
- Community Services Introduction (Child Studies).
- Design Fundamentals.
- Information Technology.
- Media Journalism.
- Tourism (Travel).
- Financial Services.
- Health Services assistance Campbelltown Hospital.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program - Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

NAPLAN

NAPLAN is implemented for students in Years 7 and 9 and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is

used at school level to support the enhancement of literacy and numeracy outcomes for all students.

In 2014 Magdalene Catholic High School achieved at or above the National Minimum Standards in reading, writing, spelling, grammar, punctuation and numeracy. Despite this, students from Year 7 and Year 9 are under-represented in the top bands in the areas of numeracy, writing, grammar and punctuation. These results indicate an ongoing need for explicit and systematic teaching of literacy and numeracy in Stages 4 and 5.

Analysis of the NAPLAN data will be used to direct professional dialogue and develop strategies that are designed to target specific areas of deficit. A whole school approach to literacy and numeracy will continue to be a priority at Magdalene Catholic High School.

Student Achievement in Bands

Year 7 results are reported in Bands 4 to 9 with Band 9 representing the highest achievement and Year 9 results are reported in Bands 5 to 10 with Band 10 representing the highest achievement. **Please Note: Figures have been rounded to the nearest whole number.**

NAPLAN % in Bands		YEAR 7			YEAR 9		
		Bands 4 and 5	Bands 6 and 7	Bands 8 and 9	Bands 5 and 6	Bands 7 and 8	Bands 9 and 10
Reading	School	10%	61%	30%	15%	62%	23%
	National	18%	54%	29%	24%	49%	27%
Writing	School	22%	63%	15%	31%	52%	18%
	National	30%	54%	16%	39%	45%	17%
Spelling	School	12%	54%	34%	12%	69%	19%
	National	17%	51%	31%	20%	55%	26%
Grammar & Punctuation	School	15%	56%	30%	28%	54%	18%
	National	21%	49%	30%	30%	46%	25%
Numeracy	School	11%	70%	19%	20%	63%	17%
	National	19%	53%	29%	20%	51%	29%

Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 4 in Year 7 and Band 5 in Year 9) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 5 in Year 7 and Band 6 in Year 9) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2014: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	98%	98%
	National	95%	92%
Writing	School	98%	87%
	National	89%	81%
Spelling	School	98%	97%
	National	93%	91%
Grammar & Punctuation	School	97%	92%
	National	93%	90%
Numeracy	School	98%	97%
	National	95%	97%

Record of School Achievement

From 2012, eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records any completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. It is of specific use to students leaving school prior to the HSC.

The RoSA was granted to 12 students in 2014.

Higher School Certificate

The 2014 Higher School Certificate results were pleasing with an increase in the number of Band 5 (226) and Band 6 (74) results. The students displayed commendable performances in Music, Visual Arts, Community and Family Studies, PDHPE, Hospitality, Design and Technology with the majority of students achieving learning gains in excess of expectations. Other subjects such as Studies of Religion, Mathematics and English reflected trends where students fell below expectations. A review of all subjects was undertaken at the beginning of 2015 with very close scrutiny using the BOSTES Results Analysis Package (RAP) and the Catholic Education Commission HSC analysis for each subject. The conclusions drawn from the analysis of each subject will be used to support student learning in all year groups as students are prepared for the Higher School Certificate in coming years.

The HSC is reported according to a standards-referenced approach. The results for all 2 unit courses are reported as a percentage, referenced to standards with a mark of 50 representing minimum standard. Achievement is also reported in Bands 1 to 6 with Band 1 representing below minimum standard. For 1 unit or extension courses marks are reported out of 50. The following courses represent those that have been studied in all 8 Diocesan schools and that have a Diocesan candidature greater than 100. Hospitality has also been included as the highest candidature of all VET courses and is based on the examination mark only.

Student Achievement (Band Performance)

Band Performance (% in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
English (Standard)	School	1.08	94.63	3.23
	State	14.26	77.52	8.23
English (Advanced)	School	0.00	65.31	34.69
	State	8.21	76.94	14.68
General Mathematics	School	17.52	54.64	26.80
	State	24.04	50.63	25.33
Mathematics	School	6.25	56.25	37.50
	State	8.45	37.66	53.88
Biology	School	7.41	70.37	22.22
	State	13.82	57.73	28.45
Ancient History	School	0.00	53.33	46.66
	State	16.30	50.61	33.07
Business Studies	School	9.68	58.07	32.26
	State	11.59	51.11	37.29
Legal Studies	School	0.00	52.64	47.37
	State	15.20	44.57	40.22
Studies of Religion I	School	4.44	66.66	27.78
	State	5.93	45.22	48.86
Design and Technology	School	0.00	31.25	68.75
	State	4.77	57.89	37.32
Community and Family Studies	School	0.00	52.94	47.06
	State	8.45	54.48	37.06
Personal Dev, Health and Physical Education	School	0.00	54.72	43.40
	State	11.12	58.17	30.70
Hospitality	School	0.00	58.30	41.70
	State	0.00	51.72	41.38

Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (Standard)	92	70.05	67.46
English (Advanced)	49	78.56	80.53
General Mathematics	96	70.92	68.89
Mathematics	16	75.28	78.37
Biology	27	71.27	71.65
Ancient History	15	78.89	71.68
Business Studies	31	73.95	74.00
Legal Studies	19	77.17	73.36
Studies of Religion I	89	36.38	38.15
Design and Technology	16	85.41	75.86
Community and Family Studies	34	79.67	74.37
Personal Dev, Health and Physical Education	52	78.66	72.86
Hospitality	27	78.90	75.23

Comparative Performance over Time

School Performance (%)	2011	2012	2013	2014
English (Standard)	71.32	72.54	67.16	70.05
English (Advanced)	84.56	82.90	73.65	78.56
General Mathematics	74.60	72.13	67.53	70.92
Mathematics	81.42	74.58	71.95	75.28
Biology	74.05	71.56	71.60	71.27
Ancient History	76.86	66.68	76.97	78.89
Business Studies	73.33	76.66	72.98	73.95
Legal Studies	69.39	72.48	72.59	77.17
Studies of Religion I	38.03	36.41	36.69	36.38
Design and Technology	79.04	75.82	82.73	85.41
Community and Family Studies	79.20	80.63	80.76	79.67
Personal Dev, Health and Physical Education	78.52	78.66	74.34	78.66
Hospitality	78.57	78.41	79.02	78.90

Parent, Student and Staff Satisfaction

During 2014 the school undertook a Cyclic Review process to assess progress of the school over the previous 5 years and to assess and set future directions. The outcome of the process was very positive and affirmed directions being undertaken by the school in 2014 and into the future.

As part of the Cyclic Review process parents, students and staff were invited to comment on the performance of the school and to express their feelings through a number of media including surveys and at meetings.

Student surveys in relation to 2014 reflected that overwhelmingly students were very satisfied with their association with Magdalene. The majority of students felt that the school helped them to understand their faith and gave opportunities to be involved in outreach. Most students stated they felt known and cared for by their year coordinator and teachers. The students felt challenged by the level of work and in many cases would appreciate increased and more regular feed back related to their school-work.

Parental support for the school is evidenced by continued high levels of application for enrolment, and by personal endorsement. The majority of parents surveyed stated they felt supported and their children were encouraged to reach their full potential. Parents appreciated the faith development opportunities offered to their children by the School, however, some questioned the spirituality of the school. The majority of parents felt that their children's needs were met but there is still a need to ensure that all students are well known so their performance improves. There were some comments by parents relating to areas of improvement, these related to development of faith, differentiation and parent involvement in the school.

Staff at Magdalene were very supportive of learning directions especially in relation to the continued development of Professional Learning Teams and the review of assessment and curriculum differentiation. Staff recognised the need to continually increase their knowledge of students to meet their individual needs and be able to promote personal excellence. The emphasis on pastoral care was obvious during the year and staff were very willing and appreciative of the new directions.

A number of members of staff expressed their pride in the students' efforts to reach out beyond their world and make a significant difference to the wider community through various areas of involvement.

