

Magdalene Catholic High School

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Principal: Alan McManus



Annual School Report 2007

Vision Statement

Magdalene Catholic High School exists to proclaim the Christian message. 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.

Principal's Message

2007 saw Magdalene complete its 9th year. The school has stabilised with a population around 1000 students and enrolments continue to remain strong. Our focus in 2007 has been the imbedding of procedures and processes and a focus on academic standards.

2007 saw, as a whole, improved HSC results over previous years with students achieving 31 Band 6's and 7 students gaining a UAI over 90. The focus on improved academic results will continue in 2008.

The student leadership team and SRC members again actively represented and supported the school at all major school events and celebrations. This included whole school Masses, Feast Day celebrations, assemblies, fundraising days and social events.

Students and staff participated in the liturgical life of the school through attendance at retreats, whole school Masses and liturgies, weekly Mass and a variety of social justice initiatives including the support of St Vincent de Paul and Caritas.

Magdalene again participated in the local Macarthur Independent Schools Association (MISA) sport competition each Tuesday as well as Diocesan sporting carnivals and gala days, coming second in the Vince Villa trophy for the overall champion sporting school in the Diocese.

Students again actively involved themselves in the extra curricula life of the school. Public speaking, debating, band, choir, homework club, Wakakirri, Duke of Edinburgh Award

Scheme, the annual variety night and art show were all well supported.

Improvements to infrastructure included an upgrade of the wireless network, the purchase of 45 new computers, the completion of boundary security fencing, construction of a new student access path, the installation of shade sails over the main quad and additional student seating. The shade sails were financed by the P&F Association, whilst security fencing was financed by a \$50,000 grant from the Campbelltown Catholic Club.

A parent, student and teacher satisfaction survey was conducted, the results of which can be accessed on the school web site www.magdalene.woll.catholic.edu.au under community.

Parental Involvement

2007 was once again an inclusive year for parents at Magdalene. Parents were invited to participate in many aspects of school life, including; recognition ceremonies, student leader induction, school Masses, sporting events, information evenings, open days and Year 11 trivia night. Parents have been able to witness and enjoy the talents of many students through Magdalene Shines and Magdalene Impressions.

The P & F Association actively supported the school during 2007. Meetings were held twice a term with all committee seats filled. The P & F offered financial support and assistance which included the purchase of the shade sails, installation of additional seating, support for the Duke of Edinburgh program, the uniform shop and social events. Parents actively supported the canteen on a daily basis and

assisted in the school library and at working bees.

Student Leadership

The student leadership team at Magdalene comprises of School Captains, Vice Captains, Year 7 Student Leaders, Sports Captains, SRC Representatives from each year group and House Captains. The school and vice captains play a role in all major school events, and also head the SRC team as they meet fortnightly. Many students have actively worked in the social justice committee, and the St Vincent de Paul group. Students from various year groups also led the school in daily prayer and played a part in the running of school Masses. Year 10 students also led the Peer Support program during the year 7 transition process.

School Profile

Magdalene Catholic High School is a systemic Catholic high school established in 1999 by the Diocese of Wollongong to serve the parishes of the Western Macarthur region including St Paul's Camden, St Clare's Narellan Vale, and St Aloysius The Oaks. Magdalene is a 6 stream co-educational high school with an annual intake of 180 year 7 students.

	Boys	Girls	Total
2005	396	507	903
2006	393	556	949
2007	403	548	951

Student Enrolments

In 2007 there were 7 indigenous students, 25 funded students with special needs and 186 Students with ESL backgrounds, 7 of whom received assistance.

The enrolment policy and procedures can be found on the Catholic Education office website: www.ceowoll.catholic.edu.au then go to the policies link.

Student Attendance Rate for 2007

Male (%)	Female (%)
91.6	92.9

In 2005 146 students completed the School Certificate, of which 107 went on to complete the Higher School Certificate, resulting in a 73% actual retention rate.

Staffing Profile

In 2007 total staff consisted of 59 full time teachers, 8 part time teachers equating to 63 full time equivalents, 14 school support staff and 4 teachers aides (special needs). All staff have undertaken child protection training.

25% of staff have 1 to 5 years teaching experience. 20% have 6 to 10 years experience; 38% have 11 to 20 years experience and 17% have in excess of 20 years teaching experience. 30% of teachers have attained post graduate qualifications relevant to their area of teaching. The staff retention rate for 2007 was 86%

The average daily staff attendance rate for 2007 was 97.88%.

During 2007 staff undertook a range of professional learning activities related to improving student outcomes. These included: Whole school professional learning days devoted to Catholic tradition, safe and supportive school environments, learning and teaching pedagogy and meeting the educational needs of all students. Throughout the year all staff also participated in professional learning in the areas of child protection, occupational health and safety and the implementation of ICLT in preparation for the introduction of a 1:1 notebook program in 2008. In addition individual staff attended professional learning relating to their particular area of teaching.

The average expenditure by the school on professional learning per teacher was \$323. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum.

Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*	98.5%
Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications	1.5%
Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0%

* Australian Education Institution – National Office of Overseas Skills Recognition

Culture of the Catholic School

Magdalene Catholic High School continues to maintain a strong relationship with the parishes of Camden, Narellan Vale, The Oaks, and Picton.

Significant times in the school year were celebrated with a whole school Mass, including the opening and closing of the school year and the feast of the school's patron, St Mary Magdalene. Graduation Masses were held for both Year 10 and Year 12 at St Paul's, Camden. These significant Masses were celebrated by Bishop Peter Ingham, Fr Michael Williams, Fr John Whitty, Fr. Mark De Battista and Fr Alan Hartcher. The Ash Wednesday liturgies and Easter Passion Play were also significant liturgical celebrations. Once again Fr John Whitty has celebrated Mass each Friday at lunchtime in the school chapel with homeroom classes taking responsibility for the readings and prayers of intercession.

The social justice group was very active throughout the year. Students learned about the work of Caritas and raised over \$4,000 to support this work through Project Compassion. The school raised \$1,400 to support the work of Catholic Mission and \$1600 was also raised for the Patrician Brothers school in Kabongo, Kenya. In term 2 the school collected clothing and non-perishable foods to support the St Vincent de Paul Winter Appeal. At Christmas, 35 hampers were given to St Vincent de Paul for their Christmas appeal. Students also attended the Just Leadership Day and the Festival of Global Concern.

On ANZAC Day a group of students represented Magdalene Catholic High School at Camden in the annual march. Numerous teachers and students were also involved in meetings and preparations for the 2008 World Youth Day, including 50 students who attended the launch at Mt Carmel High School.

Years 7, 8 and 9 each participated in a one day retreat and both Year 11 and Year 12 attended a three day retreat. Fr John Whitty, Fr Honorio Hincapie, Fr Mark De Battista and Fr. Michael Williams attended senior retreats to celebrate Reconciliation and Mass. Staff also attended an overnight retreat which provided an opportunity to reflect on and nourish their faith.

6 staff undertook the Certificate of Religious Education course conducted by the Diocese of Wollongong.

Student Welfare

At Magdalene Catholic High School we aim to embrace our core values and live out the Gospel as Mary Magdalene did. Our school community, which is made up of students, staff, parents and pastors aims to give witness to the gospel values through our system of pastoral care.

Our Pastoral Care policy and actions are modelled on our school motto "Because I have seen the Lord." This vision of our Lord, underpinned by our core values of dignity of the human person, hope, peace and justice, service to others, commitment to excellence, discipleship and community, guides us in the development, nurturing and empowerment of the whole person. We aim to develop students with "strong minds and gentle hearts".

The Student Leadership Team again had an active year. The School Captains and Vice Captains chaired regular meetings of the Student Representative Council (SRC), which served as a forum for SRC members to discuss concerns of their peers. The SRC worked well together as a team and proudly represented the school at all formal school functions as well as Ceremonies in the wider community (eg. ANZAC Day commemorations). Student leaders met regularly with the Principal and were able to initiate change and support school policy.

Once again the SRC supported Mater Dei through the sale of Peace eggs, organised fundraising to support charities nominated by each year group and undertook awareness raising activities for Caritas. SRC students assisted in the launch of Project Compassion through the sale of pancakes on Shrove Tuesday. Later in the year the SRC organised McMufti Day (students were able to come to school in Mufti clothing and order a McDonald's lunch) which raised over \$2000 for the charities nominated by each of the year groups. These included: Deaf Children Australia, RSPCA, Starlight Foundation, Make a Wish Foundation, MS Australia and Youth off the Streets,

The National Safe School Framework was the focus of our Staff Development Day in term 4. Staff participated in a variety of workshops aimed at developing strategies which would serve to promote independent learning skills and resilience in our students. Following on from this day the school's merit policy was reviewed.

A detailed Anaphylaxis Policy was developed and all staff attended Anaphylaxis training which included administering an EpiPen.

During 2007, Year Co-ordinator's developed pastoral programs to address the specific needs of students in their year group. Year 7 focused on transition to high school which included a Peer Support program. Years 8 and 9 focussed on relationships and Cyber Bullying. Year 10 focused on goal setting and being safe. Years 11 and 12 continued the themes of goal setting, study skills/routines and being safe. The School Police Liaison Officer assisted with input to years 10, 11 and 12.

As a Catholic School in the Diocese of Wollongong we are committed to a safe and supportive environment. Any parent, student or community member who has a complaint or grievance has the right to have this addressed, The complaints and grievance procedures can be found of the Catholic Education website: www.ceowoll.catholic.edu.au then go to the link; "policies".

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.

Financial Summary

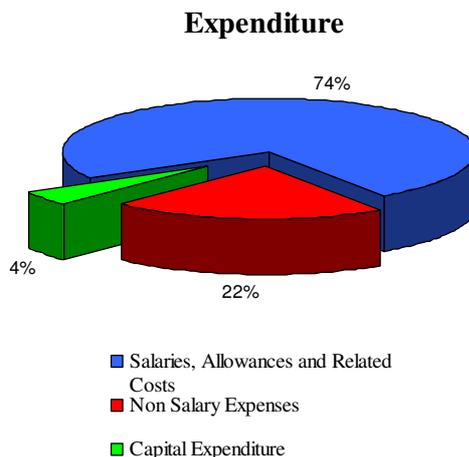
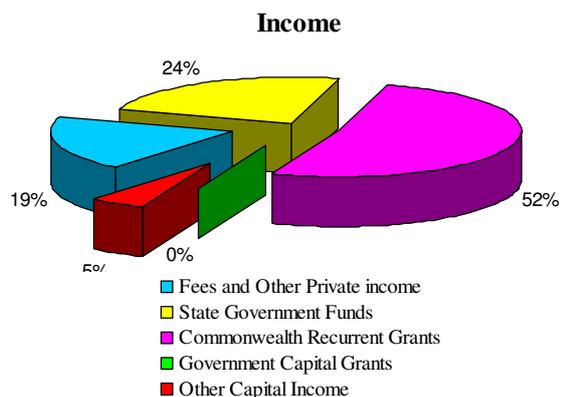
The major source of funds to meet recurrent costs and for the provision of equipment and resources is student tuition fees. In 2007 the collection rate was 5.5% down on 2006. All student materials and activity fees are used to cover the cost of equipment and materials used directly by students in learning programs.

Donations included a \$50,000 grant from the Campbelltown Catholic Club, used to finance the completion of the perimeter security fence and construction of a student access pathway from the front of the school.

The parents and friends levy was used to finance the installation of shade sails over the main quadrangle and additional seating in the bottom quadrangle.

The parent building contribution is used solely to repay loans on buildings. The school currently services five loans through the Catholic Development Fund. The shortfall between building fund contributions, interest subsidy receipts and loan repayments is met by the Catholic Education Office.

The following graphs reflect the aggregated income and expenditure for Magdalene Catholic High School for the year ended 31 December 2007. This data is taken from the 2007 financial return to the Australian Government Department of Education, Employment and Workplace Relations.



Learning & Teaching

Introduction

2007 saw the fourth Year 12 cohort complete the Higher School Certificate. Whilst the size of each cohort has increased, the overall numbers are still small (107 students) compared to the eventual size that the school will cater for. The results were again pleasing with 31 band 6 results across the group. The dux of the school received a UAI of 96.4 and was awarded a band 6 in 4 subjects and Extension Band 4 in 1 subject. At least one band six was gained in each of the subjects of; Studies of Religion, English Advanced, English Extension 1, English Extension 2, Ancient History, Economics, Information Processes and Technology, Mathematics, Mathematics Extension 1, Mathematics Extension 2, Music, Personal Development Health and Physical Education, Society and Culture and Style Visualisation.

Curriculum and Pedagogy

By the end of 2007, Magdalene Catholic High School had completed its rollout of a wireless network and teacher preparation for the 2008 1:1 Notebook program. The school has 4 complete state of the art computer labs, with a further 2 class sized computer labs in the library and a pod of desktops in the Visual Arts room. Added to this was the purchase of 15 iMacs for a music room, which has enabled students to compose and record live performances.

Magdalene promoted teacher professional development by offering after school workshops which covered the practice of good pedagogy using technology.

The school once again promoted the use of the *myclasses* intranet to allow students to have full access day and night to all assessment information and additional resources as their teachers saw fit. This was enhanced by the requirement for each course to provide all study guides and suggestions electronically in the lead up to major examination periods.

Staff have continued to be inserviced in the latest and most relevant programs to allow full use of these systems. These professional development programs were undertaken on both an individual as well as a whole school level. Technology staff from the CEO as well as our own experienced staff were used to ensure that the professional development was relevant and up to date. Staff at Magdalene were supported at three levels. Stage 4

teachers, Focus Teachers and Leadership. Programs were hosted at the CEO Wollongong, assisting these teachers in preparing for 1:1, 2008.

The processes for reporting back to parents have been refined to include new government requirements. Group comparisons showing the numbers of grades distributed in each course from Years 7 to 10 are available to parents who request it. The student reports at Magdalene still include a reflection of the students' performance in terms of a grade, course mark (or exam mark) and averages or ranks where appropriate.

Cross Curriculum

In 2007, the Learning and Teaching Committee met every month and began a series of initiatives aimed at improving the learning of the students at the school. One significant change was the establishment of a whole school approach to referencing.

A homework club continued to operate for the second year giving students an opportunity to gain assistance from teachers across faculties. This club was run each Tuesday from 3.00 until 4.00 p.m. and was conducted on a voluntary basis for both students and staff. The club was accessed by students from Years 7 to 12 and was used to assist with homework, assignments and the general understanding of class work.

The school had its second Gifted and Talented day, "Magdalene Minds". This saw a large number of students given the opportunity to spend a day exploring their area of expertise or interest.

Meeting the needs of all students

In preparation for the commencement of 1:1, 2007 saw the introduction of 'Learning for Life' as a subject at Magdalene. A refined version of the previously run, MILTA program; Learning for Life is very much focussed on supporting the use of technology in the classroom. It aims to encourage student's independence and creativity. The course runs for 100 minutes a week and focusses in Term 1 on the explicit teaching of numerous technical skills. Topics for the first term include cyberbullying, effective internet searching, mindmapping and blogging. The teaching of these skills coincides with the skills required in many of the students' subject areas. Students then move on to tackle cross-

curricular challenges which often require them to engage in research tasks.

Once again, Magdalene's High School transition program, which brings Year 6 students from our local Catholic feeder schools to the school on Tuesdays during Terms 3 & 4 was a huge success. Primary students were given the opportunity to use specialist facilities such as food technology and woodwork rooms to create projects. They also had lunch in the school grounds. It is a great opportunity for them to have an experience of high school life before arriving as Year 7 students.

A comprehensive Special Needs program exists within the school with the appointment of a new Special Needs Co-ordinator. This program exists concurrently with class groupings reflecting the needs of students. In Years 7 and 8 English, Religion, Music and Art students are divided into 8 class groupings with the students requiring special attention being placed in the eighth class which is capped at around 14 students. This allows for greater assistance and a moderated pace for learning. Special Needs students are supported in class for some lessons and withdrawn for a small number of lessons to enable added assistance. For the remainder of their lessons, the students are mainstreamed to ensure their learning is on par with students who do not require special needs support.

Expanded learning opportunities

Students are involved in the local Macarthur Independent Schools Association (MISA) competition each Tuesday afternoon. Students represented in a range of sports including Basketball, Netball, Soccer, Touch Football, Volleyball, Rugby League and hockey. The school also participates in Diocesan carnivals where available for the above sports as well as tennis, swimming and athletics.

At the end of 2007, Magdalene Catholic High School was runner up in the 'Vince Villa' Trophy for sports performance within the Wollongong Diocese.

Students have also had the opportunity to participate in a number of extra curricula activities including Duke of Edinburgh silver and bronze awards, the Australian Mathematics, Science and English competitions, public speaking and debating competitions. Students have also represented in local Youth of the Year competitions.

Professional Learning

As well as individual professional development, all staff undertook extensive training in the Macintosh operating system as well as associated applications. This professional development will assist staff in the 1:1 notebook rollout in 2008 for all year 7 students. Sessions were conducted after school from 3.00 – 4.30pm. Staff also reviewed and adjusted teaching programs in order to accommodate the year 7 1:1 notebook program. Staff were again encouraged to participate in School Certificate and Higher School Certificate marking with 8 staff members being involved.

Vocational Education and Training

Magdalene Catholic High School again had students complete Vocational Education and Training Courses. A number of these were completed in conjunction with the local TAFE colleges whilst some courses were run at school. The school-based courses included those in Hospitality, Construction and Information Technology. 40 students undertook a (VET) course as part of their Year 12 courses of study with 59 completing a VET course during Year 11. For the third year running a Year 12 Hospitality/Tourism student was awarded the Australian Vocational Student Prize, and a Year 11 Construction student achieved a Macarthur Workplace Learning Certificate. Fifteen Year 11 students completed a variety of TVET courses. Three of the Year 12 students achieved first place in a course (Accounting, Design Foundations Studies & Real Estate).

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. Statewide literacy and numeracy testing programs provide information that assists in diagnosing individual learning needs and reviewing whole school teaching programs. Results must be seen in the context of the school community. Information on student progress is communicated regularly and parents are provided with opportunities for discussion. If further information is required about student achievement, please contact the school.

Higher School Certificate

In 2007, 107 students sat for examinations in the Higher School Certificate and all students received their HSC. The results from the 2007 cohort were strong with a number of high achieving students. Student achievement was reported on a standards framework using Course Marks and Performance Bands from 1 to 6 with Band 1 (the lowest) indicating that students have not achieved the minimum standard. Student achievement in Extension Courses is reported in Performance Bands from E1 to E4.

Of the Board Developed Courses, 17 were above the state average (59 %) and 12 subjects scored below. Performance in our 4 largest cohort subjects are as follows:

In General Mathematics there were 68 students with: 10.29 % of students achieved Bands 5 and 6 (compared with 22.61 % statewide) 1.5 % of students achieved Band 1 (compared with 3.5 % statewide)

In Studies of Religion there were 65 students with: 37 % of students achieved Bands 5 and 6 (compared with 37 % statewide). 0 % of students achieved Band 1 (compared with 0.5 % statewide)

In English Standard there were 61 students with: 0 % of students achieved Bands 5 and 6 (compared with 3.41 % statewide) 0 % of students achieved Band 1 (compared with 5.72 % statewide)

In English Advanced there were 46 students with: 24 % of students achieved Bands 5 and 6 (compared with 47 % statewide) 0 % of students achieved Band 1 (compared with 0.7 % statewide)

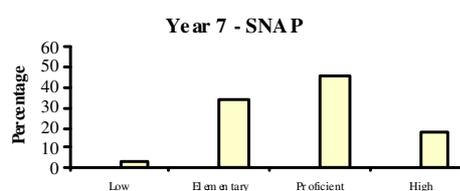
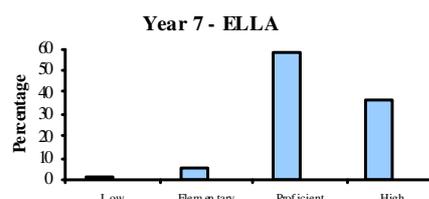
School Certificate

In 2007, there were 171 students who received a School Certificate. Students sat for the School Certificate External Tests. Student achievement is reported as a percentage score in Bands from 1 to 6 with Band 1 indicating that students are operating below a minimum standard. Computing Skills is not reported in bands.

Subject	Mean Score %
English – Literacy	76.38
Mathematics	69.13
Science	73.46
Australian History, Civics & Citizenship	72.13
Australian Geography, Civics & Citizenship	77.28
Computing Skills	82.11

Literacy and Numeracy Assessments

The English Language and Literacy Assessment (ELLA) and the Secondary Numeracy Assessment Program (SNAP) assess students' literacy and numeracy achievements against outcomes in the K-6 English and Mathematics syllabuses but in the context of the secondary key learning areas. Students' performance is reported in four bands; low, elementary, proficient and high. There were 183 students who sat for ELLA and 184 students who sat for SNAP in 2007.



National Benchmarks

The table below indicates, as a percentage, the Year 7 students achieving the National benchmarks.

	Year 7		
	2005	2006	2007
Reading	95	96.6	94.5
Writing	98	98.9	98.4
Numeracy	78	76	70.7

School Renewal Priorities

The School Renewal Plan is designed to focus our actions to bring about positive change and growth. The following have been identified as key focus areas for the school during the current cycle of this plan. The School Renewal Plan generally sets directions for a period of 3 – 5 years. It is subject to regular evaluations.

- **Learning:** To build a learning community based on a relevant and meaningful curriculum which caters for the individual and promotes independent life long learning.
- **Leading:** To build a community characterised by collaborative and visionary shared leadership, transparent processes, positive relationships and a reflective learning culture.
- **Supporting:** Promote opportunities for students and staff to reach their full potential through the provision of resources, structures and processes that support the development of the whole person
- **Growing:** To encourage a dynamic culture of educational innovation in an authentic catholic environment.

Progress in 2007 Towards Achievements of School Renewal Plan

- **Learning:** All KLA's undertook a detailed analysis of SC and HSC data with a clear focus on academic standards.
- **Leading:** The refinement of roles and responsibilities has been ongoing as has the composition and timing of meetings.
- **Supporting:** Opportunities to celebrate our Catholic faith were provided for staff and students. Staff and student leadership was actively promoted throughout the year.
- **Growing:** On going professional development opportunities were provided for all staff throughout the year in preparation for the commencement of the 1:1 program in 2008.

Priorities for 2008

- **Key Area 2.1 Educational Potential:** A focus on structure, programs and practices directed towards ensuring students achieve their individual academic potential.
- **Key Area 3.3 Teaching Practices:** Implementation of a whole school approach to the delivery of effective pedagogy which is engaging and caters for the diverse needs of students.
- **Key Area 3.5 Assessment:** A whole school approach to assessment of and for learning which is valid and effectively informs teaching and learning.
- **Key Area 4.2 Professional development of staff:** The identification of staff professional development needs with a clear focus on effective pedagogy and standards.
- **Key Area 5.1: ICT Resources.** Further expand the 1:1 program and the effective integration of ICLT into learning and teaching



The information in this report has been verified and the priorities endorsed by the Director of Schools and the Head of School Services.



Peter Turner
Director of Schools



Alan McManus
Principal