

*Magdalene  
Catholic High School  
Narellan*



*Annual School Report  
2008*

## **About This Report**

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

The Annual School Report 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 about 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 Annual Action Plan. Following its submission to the Board of Studies, the Report will be available on the school's website by 30 June 2009.

The Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office, Diocese of Wollongong. This Report has been approved by the Director of Schools to ensure compliance with all NSW Board of Studies requirements for Registration.

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

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**Principal:** Mr Alan McManus

**Date:** 27 March 2009

## **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.

## **Message from Key School Bodies**

### **Principal's Message**

2008 was a significant year for Magdalene. One of the major highlights included our 10<sup>th</sup> year celebrations. As a school community, the achievements of the last 10 years were celebrated at our annual school Feast Day Mass followed by the 10<sup>th</sup> Year Celebration Dinner held at the Campbelltown Catholic Club.

World Youth Day (WYD) was another highlight of the year. As a Catholic school, Magdalene was heavily involved in WYD and the events leading up to it. Highlights included the visit of the Cross and Icon to Magdalene and the various Diocesan celebrations preceding WYD week. During WYD week, Magdalene hosted some 150 overseas pilgrims on site and partially sponsored 160 students from our school community to attend the events of WYD.

In 2008, our HSC results saw 14 students achieve 19 Band 6's. Our Dux achieved a UAI of 90.2. Our focus in 2008, and ongoing into 2009, continues to be academic standards and improved results for all students. This process is being led by the Learning and Teaching Committee whose membership comes from all sectors of the school.

In 2008, Magdalene commenced a 1:1 laptop program with Year 7 students. Each student commencing at Magdalene was issued with an Apple notebook computer to be used at school and at home, containing a digital copy of all necessary textbooks and resources. This initiative gives all students 24/7 access to resources and learning tools as well as connectivity with other learners and teachers. The laptop roll out will continue with each new Year 7 cohort, the cost being shared between the school and parents.

The Student Leadership Team and SRC members were again heavily involved in representing and supporting the school at all major events and celebrations. This has included school Masses, Feast Day celebrations, assemblies, fundraising activities and social events. Students have also actively engaged in the spiritual life of the school; leading prayer, attending retreats and actively promoting social justice activities.

Magdalene again participated in the local Macarthur Independent Schools Association sport competition each Tuesday as well as Diocesan sporting carnivals and gala days. Magdalene saw many successes throughout the year coming second in the Vince Villa trophy for the overall champion school in the Diocese. In addition to sport, students actively involved themselves in the extra curricula life of the school. Public speaking, debating, choir, orchestra,

Duke of Edinburgh Award Scheme, homework club the annual art show and variety night were all well supported.

Improvements to infrastructure included the installation of additional playground seating, extension to the car park, construction of cricket nets, landscaping to the front of the school and planting of trees. The cricket nets were primarily funded by a grant from the Commonwealth Government whilst the P&F Association financed the seating and the earthworks for the cricket nets.

### **Parent Involvement**

During 2008 the P & F have supported the students, teachers and school community of Magdalene. This year we proudly celebrated the 10<sup>th</sup> anniversary of our school. The P&F in partnership with the school enjoyed a memorable dinner/dance which was held at Campbelltown Catholic Club. This was a night shared by past and present students, parents and associates of our school. The P & F were proud to gift to the school a statue of Mary.

The P & F offered financial support for the purchase of additional outdoor timber seating, excavation costs for the cricket nets, funding toward equipment for the Duke of Edinburgh Awards Program and picnic tables for the senior area.

Parents & friends have been able to enjoy many aspects of school life through events such as Magdalene Shines, Magdalene Impressions, Magdalene Runs and sporting events and we had another successful year with our clothing pool. I urge the parents of the Magdalene school community to continue your support of the P&F, without it, there is no forum for our contribution to school life.

*Parents and Friends Association, President*

### **Student Leadership**

The Student Leadership Team at Magdalene comprises the elected members of the student body inducted into their roles to lead and represent the students of Magdalene. The SRC team consisting of the School Captains, Vice Captains, Sports Captains, Year 7 Leaders and three SRC representatives from each year group meet fortnightly to discuss student issues and plan major events and fundraising for the school. Students are also actively involved in the Social Justice group and St Vincent de Paul initiatives. Leadership was also shown once again this year by the Year 10 students who took on the responsibility of Peer Support leaders in the Year 7 Peer Support Program that aids transition into high school. Overwhelming numbers of students have also led daily prayer each morning and afternoon, as well as participated in readings and alter serving at weekly Mass.

*School Captains*

## 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 located on a site that was formerly owned by the Patrician Brothers and used as a novitiate and later a retreat centre. Magdalene continues to maintain strong links with the Patrician community. Magdalene is a 6 stream co-educational high school with an annual intake of 180 year 7 students.

### Student Enrolments

	Boys	Girls	Total
2006	396	556	949
2007	403	548	951
2008	398	574	972

The Enrolment Policy and Procedures can be found on the Catholic Education Website: [www.ceowoll.catholic.edu.au](http://www.ceowoll.catholic.edu.au) then go to the link Policies.

### Student Attendance for 2008

Male	Female
91.6%	92.9%

### Student Retention Rate

Year 10 Total Enrolment 2006	173
Year 12 Enrolment at Census Date	107
remaining in Year 12 at end 2008	102
Actual Retention Rate (%)	62%

### Destination Survey

2008	Yr 10	Yr 11	Yr 12
No of School Leavers	36	11	107
University			33
Tafe/Tertiary	6	2	30
Employment	13	4	30
Other School	14	4	
Other	3	1	14

## Staffing Profile

In 2008, total staff consisted of 61 full time teachers and 4 part time teachers equating to 63.4 full time equivalents. There were 14 school support staff and 6 teachers' aids (special needs). All staff members have undertaken child protection training.

The School Leadership Team comprises the Principal, Assistant Principal, Religious Education Co-ordinator, Curriculum Co-ordinator, Pastoral Care Co-ordinator, Administration Co-ordinator, Technology Co-ordinator and a staff representative. Other key leadership teams in the school include the Curriculum team, comprising all Key Learning Area co-ordinators which is led by the Curriculum Co-ordinator and the Pastoral team comprising the 6 Year Level Co-ordinators led by the Pastoral Care Co-ordinator. All teams meet on a fortnightly basis.

### Teaching Staff Experience

29% of staff have 1 to 5 years teaching experience. 19% of staff have 6 to 10 years teaching experience. 29% of staff have 11 to 20 years teaching experience and 23% of staff have in excess of 20 years teaching experience. The average of teaching staff experience is 12.8 Years. 26% of teachers have attained post graduate qualifications relevant to their area of teaching.

### 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 Staff Retention

### Staff Attendance

The average daily staff attendance rate for 2008 was 97.35%.

The staff retention rate is high at Magdalene Catholic High School with 92% of the teaching staff remaining for the 2008 school year.

## **Professional Learning**

During 2008, members of Magdalene Catholic High School staff undertook a range of professional learning activities related to improving student outcomes.

These included whole school professional development days devoted to:

- Spiritual Formation
- Safe and Supportive School Environments (Restorative Justice practices)
- School Review and Improvement Planning and Implementation
- 1:1 Notebook Implementation

In addition, throughout the year, staff participated in professional learning in the areas of child protection, occupational health and safety, technology implementation and first aid training. Staff also attended a variety of professional development experiences particular to their specialist subject area.

School based expenditure on professional learning in 2008 was \$24,000. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

## **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, and Fr. Mark De Battista. 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 \$2,500 to support this work through Project Compassion. The school also raised funds to support the work of Catholic Mission. In Term 2 the school raised money and collected clothing to support the St. Vincent de Paul Winter Appeal. At Christmas, over 40 hampers were given to St. Vincent de Paul for their Christmas appeal along with a financial donation. Students also attended the Just Leadership Day.

One of the highlights of the year was the Journey of the Cross and Icon (JCI) in preparation for World Youth Day. This event was hosted at our school and attended by students from St. Paul's and St. Clare's Primary schools. The JCI event, with over 2,000 people in attendance, became a wonderful celebration of school, parish and faith. For many staff and students this was a highlight of their school year. Magdalene also sent over 160 students to the World Youth Day celebrations in Sydney and throughout the Wollongong diocese. For these students and teachers, the experiences and memories from this event will last a lifetime. A further World Youth Day experience was the hosting of overseas visitors at our school for overnight

accommodation and food during the World Youth Day celebrations. This was yet another situation where the Magdalene community made a tangible difference in the lives of pilgrims.

On ANZAC Day a group of 8 students represented Magdalene Catholic High School at Camden in the annual march.

Years 7, 8, 9 and 10 each participated in a one day retreat and both Year 11 and Year 12 attended a three day retreat. Fr. Honario Hincapie, Fr. Mark De Battista and Fr. Michael Williams attended senior retreats to celebrate Reconciliation and Mass. Staff also attended an overnight retreat, run by Maria Forde, which provided an opportunity to reflect and nourish their faith.

Several staff completed the Certificate of Religious Education course.

## **Student Welfare**

At Magdalene Catholic High School one of our core values is respect for the basic dignity of the human person. Our school community, which is made of students, staff, parents and pastors aims to give witness to the gospel values through our system of pastoral care.

In 2008, our Student Leadership Team was very active with all members attending a two day leadership training camp. 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 fellow peers. The leaders met regularly with the Principal and were able to initiate student led change in such areas as uniform, social gatherings and day to day procedures. Once again the SRC supported Mater Dei through the sale of Peace Eggs and organised fundraising in the form of Mufti Days and Mad Hair Days to support the Missions and Caritas. They were also actively involved in the Magdalene Feast Day Fair. SRC members also took an active role in leading school assemblies.

A major initiative in 2008 was the introduction of the Restorative Justice Program. Information and training programs were conducted for all staff as well as parents, being facilitated by the Marist Brothers Youth Team. The imbedding of restorative justice principles and practices will continue to be a priority into 2009.

Again in 2008 Magdalene had access to a Centacare Counsellor 2 days per week. In 2009 this allocation will be increased to 3 days per week. The Counsellor works closely with the Pastoral Care Co-ordinator to ensure the safety and well being of all students.

The Peer Support Program once again provided an important support structure for new Year 7 students to Magdalene. Year 10 students participated in a two day training program to become Peer Support Leaders and then met regularly with Year 7 students during the first term of the year.

The team of Year Co-ordinators, led by the Pastoral Care Co-ordinator, met regularly to discuss issues related to their specific year groups and develop Pastoral plans to be implemented throughout the year. Focus areas for specific year groups included, bullying and

harassment, organisation and time management, self image, safe partying and drug awareness, goal setting, and driver education for senior year groups. A number of Pastoral Days/afternoons were held by each year group to enhance collegiality. Year groups also identified and raised funds for specific charities they identified to support.

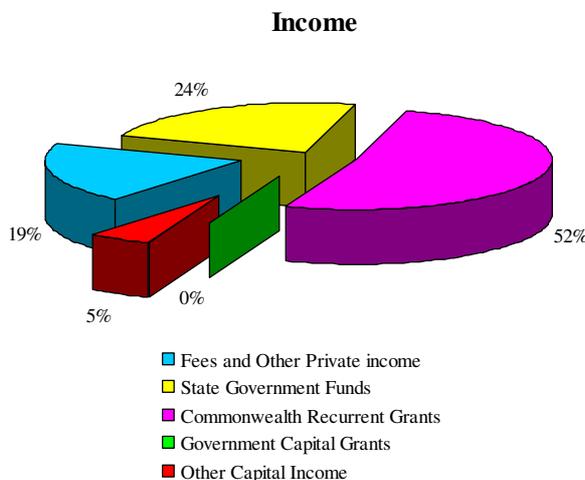
As a Catholic School in the Diocese of Wollongong we are committed to a safe and supportive environment. Any parent, student or community member who has a complaint or grievance has the right to have this addressed. The complaints and Grievance procedures can be found on the Catholic Education Office website: [www.ceowoll.catholic.edu.au](http://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 school policies and guidelines can be obtained through the school’s website; [www.magdalene.woll.catholic.edu.au](http://www.magdalene.woll.catholic.edu.au) or by contacting the school.

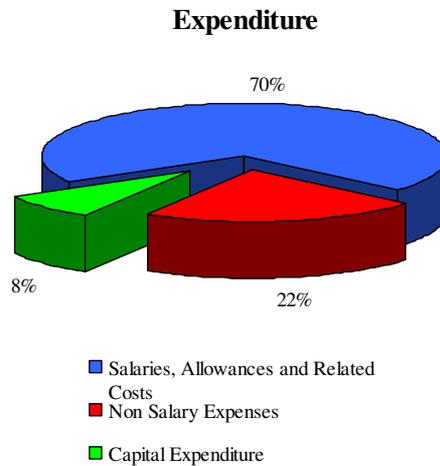
### Financial Summary

Major items of expenditure in 2008 included the upgrade of the school car park (\$60,000), additional landscaping to the front of the school (\$30,000) and the implementation of the 1:1 Notebook Program (\$100,000). The P&F Association contributed \$12,000 for the installation of additional student seating and also contributed towards the installation of two practice cricket nets which were primarily funded by a grant of \$20,000 from the Commonwealth Government. A donation of \$10,000 from the Campbelltown Catholic Club was used for additional landscaping.

The parent building contribution was used solely to repay loans on buildings. The school currently services 5 loans through the Catholic Development Fund the first of which matures in 2014.

The following graphs reflect the aggregated income and expenditure for Magdalene Catholic High School for the year ended 31 December 2008. This data is taken from the 2008 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.





## Learning & Teaching

### Introduction

2008 saw the fifth Year 12 cohort complete the Higher School Certificate. The results were pleasing with 19 band 6 results across the group. The dux of the school received a UAI of 90.2 and was awarded a band 6 in 2 subjects. At least one band six was gained in each of the subjects of; Studies of Religion, English Extension 2, Ancient History, Music, Personal Development Health and Physical Education, Industrial Technology Furniture, Community and Family Studies and Business Studies.

### Curriculum and Pedagogy

In 2008, Magdalene commenced a 1:1 Notebook program for all Year 7 students. This program will continue with each new Year 7 intake. Curriculum development for the 1:1 program has been ongoing with the Learning Technology Co-ordinator and all KLA Co-ordinators attending regular meetings with other 1:1 schools in the Macarthur to develop resources and discuss pedagogy related to 1:1 learning. Teacher professional development workshops were also provided after school focusing on 1:1 pedagogy. The Diocesan intranet, including the My Classes pages, has also been 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 timetables.

Formal Half Yearly and Yearly reports are issued to each student which contain information on the achievement of outcomes, performance in terms of a grade, a course mark or examination mark and either averages or a rank where appropriate. The grade distribution for each subject in each Year group is also available. Parent/Teacher interviews are conducted twice yearly following report distribution.

## **Cross Curriculum**

In 2008, the Learning and Teaching Committee initiated a series of strategies aimed at improving learning outcomes for all students. These strategies were linked to the Diocesan Learning & Teaching Framework and also the School Review and Improvement (SRI) model.

Following the ELLA and SNAP testing, whole school as well as individual student needs were identified. A number of strategies were implemented at the year group level and across faculties to address these needs.

A homework club continued to operate each Tuesday afternoon between 3.00 and 4.00 pm, providing students with the opportunity to gain assistance from teachers across faculties. 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.

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

## **Meeting the Needs of All Students**

In conjunction with the commencement of 1:1, 2008 saw the introduction of 'Learning for Life' as a subject at Magdalene. Learning for Life aims to encourage students' independence and creativity by focussing on supporting the use of technology in the classroom. 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 transition program, which brings Year 6 students from our local Catholic feeder schools to the school on Tuesdays of 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 Diverse Needs program exists within the school. 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 additional learning support being placed in the eighth class which is capped at around 17 students. This class also has two teachers working together in English and a School Support Officer assisting across all other subjects. This team teaching approach allows for greater student assistance and a moderated pace of learning. For the remainder of their lessons, the students are mainstreamed to allow for greater socialisation and enhanced student outcomes. Targeted intervention programs exist to further support individual student need 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.

### **Expanding Learning Opportunities**

All students have the opportunity to compete in the Macarthur Independent Schools Association (MISA) sport competition each Tuesday afternoon. Students represent 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 2008, Magdalene Catholic High School was once again runner up in the 'Vince Villa' Trophy for the overall champion sporting school in 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.

### **Vocational Education and Training**

Students have the opportunity to study school based VET courses as well as TVET courses (courses offered at TAFE). School-based VET courses included Hospitality, Construction and Information Technology. In 2008, 43 students in Year 11 and 38 students in Year 12 undertook school based VET courses. In addition, 12 Year 11 students and 9 Year 12 students completed TVET courses. In total, 44% of students in stage 6 at Magdalene undertook a VET course in 2008. 36% of stage 6 students in 2008 completed a VET course.

A Year 12 Construction student was nominated for the Australian Vocational Student Prize with the results to be announced in April 2009. A Year 11 Hospitality student achieved a Macarthur Workplace Learning Certificate.

## **Student Achievement**

The school uses a variety of assessment strategies at key points in the learning framework. The National Literacy and Numeracy Testing Program (NAPLAN) provides 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.

### **NAPLAN**

The National Assessment Program – Literacy and Numeracy (NAPLAN) was introduced in 2008 and represents the commencement of a new reporting system for students in Year 3, 5, 7 and 9, where the same year level tests have been used to assess literacy and numeracy. The National Assessment Program provides teachers (parents and students) with information to improve student learning.

NAPLAN is an important part of the Diocesan and School's Literacy and Numeracy plan. In 2008, NAPLAN was conducted from Tuesday 13<sup>th</sup> May to Friday 16<sup>th</sup> May.

**For the literacy component for Years 7 and 9**, five aspects were assessed and reported on for each student, with these being:

1. Reading
2. Spelling
3. Writing
4. Grammar and Punctuation
5. Overall Literacy

**For the numeracy component for Year 7**, four aspects were assessed and reported on for each student, with these being:

1. Number, Patterns and Algebra
2. Measurement and Data
3. Space and Geometry
4. Numeracy

**For the numeracy component for Year 9**, four aspects were assessed and reported on for each student, with these being:

1. Number and Data
2. Patterns and Algebra
3. Measurement, Space and Geometry
4. Numeracy

Assessment results are reported on in skill bands, which indicate levels of achievement. The bands are part of one continuous scale, however for each year group, there are only six bands reported on.

### **Year 7**

Results for Year 7 are reported across the range of Band 4 to Band 9, with Band 5 representing the national minimum standard (NMS) for this year level. Students with results in Band 4 are achieving below the national minimum standard for the aspects assessed and reported on.

### **Year 9**

Results for Year 9 are reported across the range of Band 5 to Band 10, with Band 6 representing the national minimum standard (NMS) for this year level. Students with results in Band 5 are achieving below the national minimum standard (NMS) for the aspects assessed and reported on.

### **Higher School Certificate**

In 2008, 102 students sat for examinations in the Higher School Certificate and 102 students received their HSC. The results from the 2008 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, 15 were above the state average (50%) and 15 subjects scored below. Performance in our 4 largest cohort subjects are as follows:

In General Mathematics there were 80 students with:

28.7% of students achieved Bands 5 and 6 (compared with 25.85% statewide)

2.5% of students achieved Band 1 (compared with 6.13% statewide).

In English Standard there were 64 students with:

6.25% of students achieved Bands 5 and 6 (compared with 5.99% statewide)

3.13% of students achieved Band 1 (compared with 5.77% statewide).

In Studies of Religion there were 54 students with:

44.45 % of students achieved Bands 5 and 6 (compared with 43.71% statewide)

0% of students achieved Band 1 (compared with 1.4% statewide).

In English Advanced there were 38 students with:

28.95 % of students achieved Bands 5 and 6 (compared with 49.77% statewide)

0% of students achieved Band 1 (compared with 0.12% statewide).

### **School Certificate**

In 2008 there were 177 students who received a School Certificate. Student achievement is reported as a percentage score and in Bands from 1 to 6 with Band 1 indicating that students are operating below minimum standard. Computing Skills is not reported in Bands.

<b>Subject</b>	<b>Mean Score %</b>
<b>English – Literacy</b>	78.94
<b>Mathematics</b>	69.39
<b>Science</b>	73.47
<b>Australian History, Civics &amp; Citizenship</b>	70.73
<b>Australian Geography, Civics &amp; Citizenship</b>	75.63
<b>Computing Skills</b>	83.82

# Magdalene Catholic High School, Narellan

## Student Achievement 2008

### National Assessment Program Literacy and Numeracy

#### Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) was introduced for students in Years 7 and 9 in May this year. NAPLAN replaces the previous State-based Basic Skills Test 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. 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 2008:		YEAR 7			YEAR 9		
% in Bands		Bands 4 and 5	Bands 6 and 7	Bands 8 and 9	Bands 5 and 6	Bands 7 and 8	Bands 9 and 10
<b>Reading</b>	<b>School</b>	10%	63%	27%	11%	70%	20%
	<b>National</b>	19%	56%	25%	24%	55%	20%
<b>Writing</b>	<b>School</b>	11%	66%	24%	18%	59%	23%
	<b>National</b>	21%	53%	25%	31%	48%	21%
<b>Spelling</b>	<b>School</b>	11%	62%	27%	9%	64%	27%
	<b>National</b>	18%	54%	27%	24%	53%	22%
<b>Grammar &amp; Punctuation</b>	<b>School</b>	15%	57%	27%	21%	60%	20%
	<b>National</b>	22%	54%	23%	29%	53%	18%
<b>Numeracy</b>	<b>School</b>	15%	62%	23%	13%	62%	25%
	<b>National</b>	18%	52%	29%	23%	53%	22%

#### Student Achievement of National Minimum Standard

The lowest Band for each year (Band 4 in Year 7 and Band 5 in Year 9) represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Students in the second Band for each year (Band 5 in Year 7 and Band 6 in Year 9) represents students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2008: % AT or ABOVE NMS		YEAR 7	YEAR 9
<b>Reading</b>	<b>School</b>	99%	99%
	<b>National</b>	95%	94%
<b>Writing</b>	<b>School</b>	97%	96%
	<b>National</b>	93%	88%
<b>Spelling</b>	<b>School</b>	98%	98%
	<b>National</b>	94%	91%
<b>Grammar &amp; Punctuation</b>	<b>School</b>	96%	93%
	<b>National</b>	93%	91%
<b>Numeracy</b>	<b>School</b>	99%	98%
	<b>National</b>	97%	95%

## **Parent, Student & Staff Satisfaction**

All staff and a random sample of parents and students were surveyed in Term 4, 2008, in order to gain feedback in relation to areas of strength and also areas which need to be targeted for further development.

Students clearly indicated that they felt safe and were proud to attend Magdalene Catholic High School (in excess of 90% of responses in both areas). Some students felt that they could be challenged further with academic coursework so as to achieve better learning outcomes (18% of respondents). One area identified by students for future development is in relation to all students following school rules (38% of students identified this as needing attention). Clearly many students believe that some do not follow the rules and appear not to be challenged about this.

Parent responses indicated that parents were satisfied that the school was helping and challenging their child to achieve their potential (98% and 88% of responses respectively). Similarly parents were satisfied that the school took a genuine interest in their child, provided a safe and supportive environment, offers a range of co-curricula activities and effectively communicates information to parents. One area identified for future development relates to the ongoing provision of information about their child's ongoing academic progress. This issue is currently being addressed by the Learning and Teaching Committee.

Staff at Magdalene felt that the school as a whole provides a variety of opportunities for faith nourishment and development, that we provide a safe and supportive environment. Whilst it was felt that although staff challenge students to maximise their learning, there was a need for students to become more independent learners in order to better cope with life after Magdalene. One area identified by staff for further development was the provision of appropriate feedback to parents about student progress.

Student, parent and staff surveys can be found on the school website [www.magdalene.woll.catholic.edu.au](http://www.magdalene.woll.catholic.edu.au). Go to the community menu and then Annual School Report.

## **School Review and Improvement**

School Review and Improvement is an ongoing process of self-evaluation measured against a commonly agreed set of criteria. By the end of 2008, all Diocesan schools have begun the transition to the new School Review and Improvement process.

### **School Review and Improvement components reviewed in 2008:**

- Component 1.3 Catholic life and culture
- Component 2.5 Pastoral Care
- Component 3.3 Teaching practices
- Component 3.5 Assessment
- Component 3.7 Professional learning

### **School Review and Improvement components to be reviewed in 2009:**

- Component 2.2 Rights and responsibilities
- Component 2.5 Pastoral care
- Component 3.3 Teaching practices
- Component 3.5 Assessment
- Component 4.2 Professional development of staff
- Component 4.4 Succession planning