

***Magdalene  
Catholic High School  
Narellan***



***Annual School Report  
2009***

## About This Report

Magdalene Catholic High School, Narellan is registered by the NSW Board of Studies (BOS) 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 and Training.

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 Annual Action Plan.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office (CEO). This Report has been approved by the Wollongong CEO to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2010.

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 2010

## **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**

2009 was a significant year for Magdalene with many noteworthy achievements both at the individual and also whole school level.

Academic results in 2009 were very pleasing and clearly reflected the priority given to academic standards and improved learning outcomes for all students over recent years. Year 7 and 9 NAPLAN results showed significant improvement and were above the state mean in all areas. Similarly, our School Certificate results were above the state mean in all externally assessed subjects. It was also pleasing to note that three students achieved a Band 6 in all subjects with one student achieving 100% in the Australian Geography Civics and Citizenship examination. In the Higher School Certificate examination students again achieved some excellent results with 85 Band 6's achieved across 23 subjects. In total, 18 students achieved an ATAR above 90, with the Dux achieving an ATAR of 99.25.

In 2009 Magdalene continued with the implementation of the 1:1 Laptop Program which commenced in 2008. This program was assisted by funds from the Commonwealth Government's "Digital Revolution" grants. In 2009 all students in Years 7, 8 and 9 had access to an Apple notebook computer containing a digital copy of all necessary textbooks and resources to be used at school and at home. By the commencement of 2011, every student at Magdalene will be equipped with a laptop computer, which will provide 24/7 access to resources and learning tools as well as connectivity with other learners and teachers.

Throughout 2009 the student leadership team has continued to be heavily involved in all major school events and celebrations. This has included leading prayer, assemblies, whole school Masses, feast day celebrations and social events. Throughout the year students actively supported a variety of social justice activities and raised in excess of \$20,000 for a variety of organisations.

Magdalene again participated in the local Macarthur Independent Schools Association (MISA) sport competition each Tuesday as well as Diocesan sporting carnivals and gala days. Magdalene saw many successes throughout the year and for the second year was runner-up in the Vince Villa trophy for the overall champion sporting 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.

Over the course of 2009 there were a number of significant improvements to the school's infrastructure. Under the Federal Governments BER Program, a "School Pride" grant of \$200,000 was received and used to construct two all weather shelter areas and also to undertake minor repairs to carpets, classrooms and roofing. The P&F Association also contributed to the purchase and installation of additional seating around the school.

### **Parent Involvement**

The Magdalene P&F actively supported the school community throughout the 2009 school year. This was evident through the Year 7 welcome BBQ, Magdalene Feast Day celebrations and working bee's. Eight P&F meetings and one AGM were held in 2009. Our P&F meetings have included talks on computers, school results, parenting issues, reflections and prayer.

Financially we had a quieter year than normal. We were able to assist the school by covering the cost of brackets for additional seating for outdoor areas. We have "promised" the school for the 2010 year to pay for the down pipe covers and an additional school sign for the rear of the school.

In addition to our promises for 2010, we have implemented, with the approval of the school, an increase in the P&F levy (as this had not increased since the schools inception). It is the intention of the P&F that this increase will be put away and specifically used as a contribution for the future school hall.

The uniform pool continued to operate successfully. Regular donations from families have allowed us to continue selling pre-loved uniforms at heavily reduced prices.

*Parents and Friends Association, President*

### **Student Leadership**

Student leadership at Magdalene is shown distinctively throughout the course of the year in a range of ways. The most profound of these is the Student Representative Council (SRC) which consists of the School Captains, Vice Captains, Sports Captains, Year 7 Leaders and three SRC representatives from each year group who meet fortnightly to discuss student issues and plan major events and fundraising for the school. In addition to this, the students have a strong connection to the various social justice activities offered at Magdalene including the Project Compassion campaign and the St Vincent de Paul Winter and Christmas Appeals. Once again this year, an overwhelming number of students took up the opportunity to participate in leading daily prayer each morning and afternoon, as well as participating in readings and altar serving at weekly Mass.

*School Captains*

## School Profile

### School Context

Magdalene Catholic High School was 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 its strong links with the Patrician community.

Magdalene Catholic High School is a 6 stream Catholic systemic co-educational secondary school located in Narellan. Magdalene is a comprehensive high school catering for students in Years 7-12 with an annual intake of 180 Year 7 students and has a current enrolment of 972 students.

### Student Enrolments

2009	Boys	Girls	Total	Indigenous	LBOTE
	398	574	972	6	147

The Diocesan Enrolment Policy and Procedures exist 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 the Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au) then go to the link Policies. No changes were made to this Diocesan Policy in 2009.

### Student Attendance

2009	Year 7	Year 8	Year 9	Year 10
	92.3%	90.8%	87.5%	91.6%

The pastoral care team regularly monitors student attendance. Where a student is absent for more than three consecutive days without explanation parental contact is made.

### Student Retention Rate

<b>Year 10 Total Enrolment 2007</b>	175
Year 12 Enrolment at Census Date remaining in Year 12 at end 2009	102
Actual Retention Rate (%)	58%

## Student Attainment in Senior Years

Years 11 - 12 2009	
% of students undertaking vocational training or training in a trade during Years 11 and 12	37%
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

## Destination Survey

2009	Year 10	Year 11	Year 12
No of School Leavers	21	21	102
University	-	-	68
TAFE/Tertiary	3	8	23
Employment	5	10	11
Other School	13	3	-
Other	-	-	-

## Staffing Profile

There are a total of 66 teachers and 17 support staff at Magdalene Catholic High School. This number includes 60 full-time and 6 part-time teachers.

### 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

## **Teacher Attendance and Retention**

The average daily teacher attendance rate for 2009 was 97.24%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2008 to 2009 was 88%.

## **Professional Learning**

Professional learning opportunities are highly valued and sought by all members of Magdalene Catholic High School staff. During 2009 school personnel undertook a range of professional learning activities related to improving student outcomes.

These included:

- spiritual formation;
- Safe and Supportive School Environments (Restorative Justice Practices);
- School Review and Improvement Planning and Implementation;
- integration of Information and Communication Technologies; and
- Curriculum Implementation and Assessment.

In addition, throughout the year, staff participated in professional learning in the areas of child protection, occupational health and safety, technology 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 2009 was \$28,727. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

## **Catholic Life & Religious Education**

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 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. Each day begins and ends with prayer that is read out over the public address system facilitated by students.

The Social Justice Group was very active in the school under the leadership of the Social Justice Co-ordinator. In Term One the school raised over \$2,500 for Project Compassion. Term Two saw the St. Vincent De Paul Winter Appeal fundraiser, which took the shape of a "cinema

under the stars” night. The launch of Mission Month by Catholic Mission was held at the Wollongong Art Gallery and was attended by some of our students in Term Three. Also, students painted totem poles and displayed them around the school as part of the NAIDOC Week celebrations. Term Four involved students writing to governments around the world about human rights. Students also raised money for the Patrician Brothers’ school in Kobongo. A fundraising cheque, along with over forty Christmas hampers was presented to representatives from the St. Vincent De Paul Society in the weeks before Christmas. Furthermore, numerous students were involved in Community Service at St. Clare’s Catholic Primary School: in this case our students were helping the Years 3 and 4 students to learn about environmental stewardship by assisting them with the construction of garden beds.

The Social Justice Co-ordinator was also in charge of evangelisation within the Magdalene school community and to this end has started a Student Animation Team. This team of volunteers helped to plan and run various activities in the school, including the renovation of the sacristy in the school chapel, which will now be used as a space for the celebration of the sacrament of Penance. Development of awareness of school and house patrons, pastoral awards offered for students who were particularly involved in the evangelistic and mission aspects of the school and an assembly prayer roster, where students ran the liturgical aspects of school assemblies, were further activities co-ordinated successfully by this group of students.

Years 7, 8, 9 and 10 each participated in reflection days, the Year 7 day being run by teachers, the Year 9 day by Chris Doyle and the days for Years 8 and 10 by the Disciples Youth Mission Team. All of these days were highly successful and much enjoyed by the students who attended. Both Years 11 and 12 attended a three-day retreat based on the themes of *Journey* and *God as Potter*, respectively. Fr. Honorio Hincapie, Fr. Mark De Battista, Fr. John Roberts and Fr Michael Williams attended senior retreats to celebrate Reconciliation and Mass. Staff also attended an overnight retreat run by Marist Youth Care, which provided an opportunity to reflect and nourish their faith and build confidence in the implementation of a Restorative Justice program in the school community.

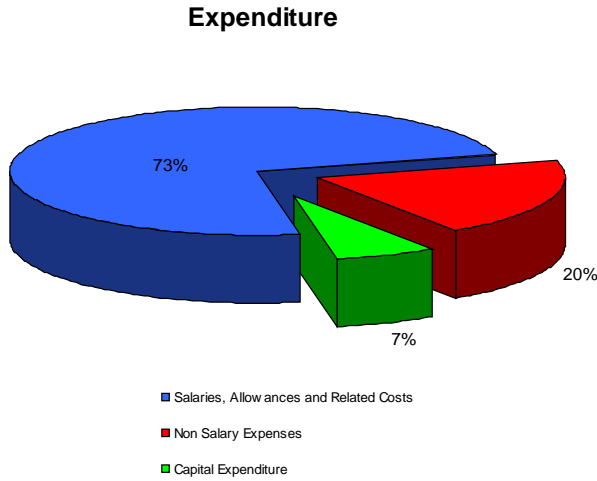
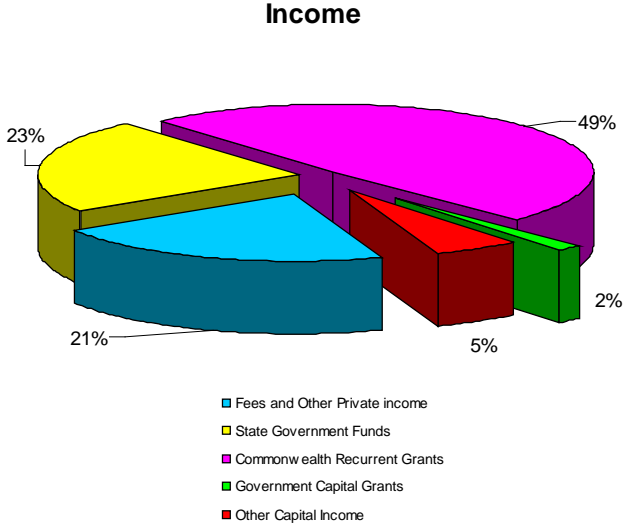
## **Financial Summary**

Major items of expenditure in 2009 included the commencement of a new maintenance contract with Programmed Maintenance. This new contract included the painting and washing down of all external surfaces on an annual basis. The 1:1 Notebook Program was also expanded to include Years 7 to 9. A School Pride grant from the Commonwealth Government for \$200,000 was also received and used to construct two all weather shelter areas and also to undertake minor refurbishments of classrooms and roofing repairs. The school continues to contribute funds towards the building of a school hall and a donation of \$10,000 from the Campbelltown Catholic Club was also directed to this.

The Parent Building Fund contribution was used solely to repay loans on buildings. The school currently serves 5 loans 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 2009. This data is taken from the 2009 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



## Student Welfare

At Magdalene Catholic High School we believe in the dignity of the human person and instil in our students the Gospel value of discipleship. 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 2009 our Student Leadership Team was very active and introduced many new activities that fostered community spirit. 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 peers. The leaders met regularly with the Principal and were able to initiate student activities such as Magdalene Artists, and lunchtime bingo and trivia.

Once again the SRC supported Mater Dei through the sale of Peace Eggs and organised fundraising in the form of Superhero Mufti Days to support the Missions and Caritas. SRC members also took an active role in leading school assemblies and were involved in all major school events.

Again in 2009 Magdalene had access to a CatholicCare Counsellor 3 days per week. The Counsellor worked closely with the Pastoral Care Co-ordinator to ensure the safety and well-being of all students. She also liaised with and supported families and presented a parenting seminar at a P&F meeting.

The Pastoral Care Co-ordinator and a team of Year Co-ordinators met regularly to discuss issues related to their specific year groups. In December 2009 the Pastoral Team had a planning day whereby Year Co-ordinators reflected on the achievements of the past year and set goals for the following year. They developed pastoral programs and resources to meet the needs of the students. Focus areas for each of the year groups included goal setting, self esteem, resilience, decision making, bullying and internet safety. A number of Pastoral Days/afternoons were held by each year group to enhance community spirit. Year groups also nominated charities for which they raised awareness and funds.

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*** and ***Safe Work Environment*** are 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 our school communities. These documents can be found on the Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au) then go to the link Policies. No changes were made to these Diocesan documents in 2009.

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

### Introduction

2009 saw the sixth Year 12 cohort complete the Higher School Certificate. The results were pleasing with 85 Band 6 results across the group. The dux of the school received a UAI of 99.25 and was awarded a Band 6 in six subjects. At least one band six was gained in each of the subjects of; Ancient History, Biology, Community & Family Studies, Design & Technology, Drama, English Advanced, English Extension, General Mathematics, Geography, History Extension, Information Processes Technology, Legal Studies, Mathematics, Mathematics

Extension 2, Music, Personal Development Health & Physical Education, Physics, Senior Science, Society & Culture, Studies of Religion, and Visual Arts.

### **Curriculum & Pedagogy**

In 2009, Magdalene continued with the 1:1 Notebook Program for Years 7 and 9 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 *myclasses* 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 2009, staff continued to review areas of the school using the School Review and Improvement (SRI) model. The Diocesan Learning & Teaching Framework was linked to the SRI and will continue to be linked in the following years in order to improve learning and teaching outcomes.

Following the NAPLAN 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 3pm and 4pm, 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.

### **Meeting the needs of all students**

2009 saw the continuation 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 seventeen 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 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.

### **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 2009, 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 (VET)**

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 2009, 46 students in Year 11 and 43 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, 37% of students in stage 6 at Magdalene undertook a VET course in 2009. 37% of stage 6 students in 2009 completed a VET course.

A Year 11 TVET Tourism student was awarded the 'Workplace Student of the Year' from a possible 3000 students in the Macarthur region.

## Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, portfolios, projects and presentations. The school also participates in the national literacy and numeracy testing program 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

The National Assessment Program Literacy and Numeracy (NAPLAN) was introduced for students in Years 7 and 9 in May 2008. 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.

The 2009 results from the NAPLAN for Magdalene Catholic High School are comparable to the National results in the aspects of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. For the lower levels of achievement in Year 7 (Bands 4 and 5), Magdalene's results are lower than the National results in all aspects. A similar favourable trend is shown for the higher levels of achievement (Bands 8 and 9), where Magdalene's results are above the National results in all aspects. The majority of Year 7 students from Magdalene are placed in Bands 6 and 7, which is higher than the National results in all aspects

For the lower levels of achievement in Year 9 (Bands 5 and 6), Magdalene's results are lower than the National results in all aspects. The results for the higher levels of achievement (Bands 9 and 10) are varied, with Magdalene's results in spelling higher than the National results. For the aspects of reading, writing, grammar and punctuation and numeracy, Magdalene's results are lower than the National results for the higher levels of achievement. The majority of Year 9 students from Magdalene are placed in Bands 7 and 8, which is higher than the National results in all aspects.

### 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 2009: % 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	8%	56%	35%	11%	70%	20%
	National	18%	54%	28%	23%	56%	21%
Writing	School	9%	59%	33%	28%	56%	15%
	National	20%	55%	23%	30%	49%	20%
Spelling	School	9%	64%	28%	14%	62%	23%
	National	18%	54%	27%	25%	53%	21%
Grammar & Punctuation	School	11%	61%	29%	17%	69%	13%
	National	20%	52%	28%	25%	54%	19%
Numeracy	School	13%	57%	30%	9%	73%	19%
	National	18%	54%	27%	19%	56%	24%

### 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) represent students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2009: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	99%	98%
	National	95%	93%
Writing	School	98%	95%
	National	94%	89%
Spelling	School	99%	96%
	National	94%	91%
Grammar & Punctuation	School	98%	96%
	National	93%	92%
Numeracy	School	97%	99%
	National	96%	96%

### School Certificate

In 2009 there were 181 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.

Subject	Mean Score %
English – Literacy	80.66
Mathematics	72.23
Science	77.34
Australian History, Civics & Citizenship	74.19
Australian Geography, Civics & Citizenship	76.55
Computing Skills	86.05

### Higher School Certificate

In 2009, 129 students sat for examinations in the Higher School Certificate and 129 students received their HSC. The results from the 2009 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, 26 were above the state average (82%) and 5 subjects scored below. Performance in our 4 largest cohort subjects was as follows:

In General Mathematics there were 98 students with:

28.57% of students achieved Bands 5 and 6 (compared with 24.8% statewide)

2.04% of students achieved Band 1 (compared with 6.91% statewide).

In English Standard there were 93 students with:

12.9% of students achieved Bands 5 and 6 (compared with 5.38% statewide)

2.15% of students achieved Band 1 (compared with 7.19% statewide).

In Studies of Religion there were 74 students with:

63.52% of students achieved Bands 5 and 6 (compared with 48.46% statewide)

1.35% of students achieved Band 1 (compared with 0.6% statewide).

In Personal Development, Health & Physical Education there were 51 students with:

49.02% of students achieved Bands 5 and 6 (compared with 31.76% statewide)

0% of students achieved Band 1 (compared with 3.47% statewide).

## **Parent, Student and Staff Satisfaction**

All staff and a random sample of parents and students were surveyed in Term 4 2009 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 (approximately 90% of responses in both areas). Some students felt that they could be encouraged and challenged further with academic coursework so as to achieve better learning outcomes (15% of respondents). One area identified by students for future development is in relation to support in issues not related to course work (24% of students identified this as an area for further development). Clearly this is an area to be addressed.

Parent responses indicated that parents were very satisfied that the school was a safe and supportive environment where student's knowledge and understanding of the Catholic faith was developed (98% and 100% respectively). Similarly, parents were satisfied that the school took a genuine interest in their child helping and challenging them to achieve their potential (90% of responses). 96% of parents expressed that they were satisfied that the school provided appropriate information about their child's progress. Some parents (12%) indicated that they would like to see a greater range of co-curricula activities.

Staff at Magdalene felt that the school as a whole provides a variety of opportunities for faith nourishment and development and that the school provides a safe and supportive environment (81% and 97% respectively). Staff also believe that students clearly understand their rights and responsibilities (93%). One area identified by staff for further development was the need to further challenge students in order for them to maximise their learning outcomes (37%)

Student, parent and staff surveys can be found on the school website [www.mchsdow.catholic.edu.au](http://www.mchsdow.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. 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 2009:**

- Key Area 2: Students and Their Learning
  - 2.2 Rights and Responsibilities
  - 2.5 Pastoral Care
- Key Area 3: Pedagogy
  - 3.3 Teaching practices
  - 3.5 Assessment
- Key Area 4: Human Resources Leadership & Management
  - 4.2 Professional Development of Staff
  - 4.4 Succession Planning

### **School Review and Improvement components to be reviewed and rated in 2010:**

- Key Area 1: Catholic Life and Religious Education
  - 1.2 Religious Education
- Key Area 2: Students and Their Learning
  - 2.1 Educational Potential
- Key Area 3: Pedagogy
  - 3.1 Curriculum Provision
  - 3.4 Planning Programming and Evaluation
- Key Area 4: Human Resources Leadership & Management
  - 4.1. Recruitment, selection and retention of staff
- Key Area 5: Resources, Finance and Facilities
  - 5.1 ICT Resources
  - 5.2 Use of Resources and Space
- Key Area 6: Parents, Partnerships Consultation and Communication
  - 6.1 Parent Involvement

