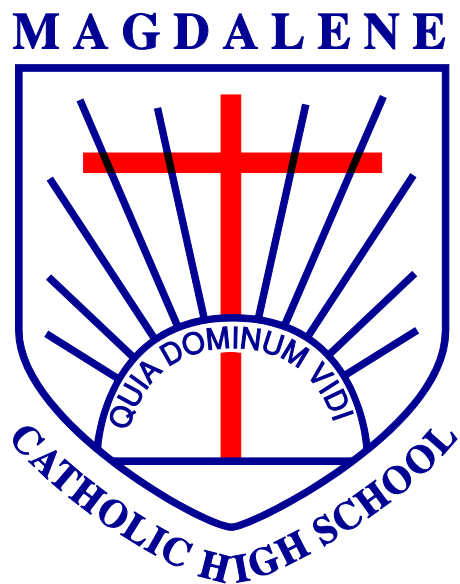


***Magdalene  
Catholic High School  
Narellan***



***Annual School Report  
2010***

## 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.

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 2011.

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

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Narellan NSW 2567

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Email: [info@mchsdow.catholic.edu.au](mailto:info@mchsdow.catholic.edu.au)

Website: [www.mchsdow.catholic.edu.au](http://www.mchsdow.catholic.edu.au)

**Relieving Principal:** Mr John Barrington

**Date:** 25 March 2011

## 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

2010 was another significant year for Magdalene with many noteworthy achievements both at the individual and whole school level.

Liturgical celebrations have been an integral part of school life throughout 2010. Regular year assemblies, school assemblies, class group Masses as well as major events such as Opening Mass (of the new school year), Magdalene Feast Day Mass and Graduation Masses form part of the prayer life of the school. Magdalene was the host for the local Catholic schools' celebration of the canonisation of Mary MacKillop as Australia's first official saint.

Throughout the year the students have continued to demonstrate their commitment to social justice initiatives. The students have been very generous in donating their time and money to so many worthy causes and charities. The winter sleep-out and the Term 2 *casual day* were successful in raising community awareness and much needed funds in support of the St Vincent de Paul Society. Also during Term 2, the whole school was very generous in their fundraising support of a needy student who attends the school. The world record attempt for the largest *Zumba* class was a fun way to be involved.

Magdalene Catholic High School staff were once again nominated by their peers in the Annual Wollongong Diocesan Excellence in Schooling Awards. Congratulations to the ICLT staff who were awarded an Educational Achievement Award for the ICLT teams' *"Established, training and ongoing support of the Magdalene Catholic High School's 1:1 Notebook (laptop) Computer Program"*. It is wonderful to see that the outstanding work of teachers at Magdalene is being acclaimed in these prestigious awards.

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 third 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.

## **Parent Involvement**

The Magdalene Parents and Friends Association (P&F) actively supported the school community throughout the 2010 school year. This was evident through the provision of hospitality at the Year 7 Welcome BBQ, Magdalene Feast Day and Mary MacKillop Canonisation celebrations. Eight P&F meetings and one AGM were held in 2010. The P&F meetings have included talks on drug education, technology, school results and prayer.

An increase in the P&F levy commenced this year as part of the long term strategy to support the school when it builds a hall. 50% of annual contributions are being set aside to assist with the provision of these facilities. The P&F paid for down pipe covers and an additional school sign for the rear of the school.

The uniform pool continued to operate successfully. Regular donations from families have allowed the school to continue selling pre-loved uniforms at heavily reduced prices. The P&F is always encouraging more parents and friends to attend their activities.

*Parents and Friends Association, President*

## **Student Leadership**

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 fortnightly with the Principal to discuss a variety of issues and initiatives.

Students have a strong connection to the various Social Justice activities offered at Magdalene including Project Compassion 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.

The SRC take responsibility for leading many student activities throughout the year and student leaders host school assemblies on a fortnightly basis. The involvement and willingness to support key events taking place in and out of the school has been a highlight and the school is proud of what they have achieved.

*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. The school caters for students in years 7-12 and has a current enrolment of 1024.

### Student Enrolments

2010	Boys	Girls	Total	Indigenous	LBOTE
	437	587	1024	9	88

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 2010.

### Student Attendance

2010	Year 7	Year 8	Year 9	Year 10
	87.7%	83.8%	83.6%	80.5%

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 2008</b>	177
Year 12 Enrolment at Census Date remaining in Year 12 at end 2010	128
Actual Retention Rate (%)	72%

### Student Attainment in Senior Years

<b>Years 11 - 12 2010</b>	
% 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

2010	Year 10	Year 11	Year 12
No of School Leavers	26	9	128
University	-	-	62
TAFE/Tertiary	7	1	32
Employment	12	4	34
Other School	7	3	-
Other	-	1	-

## Staffing Profile

There are a total of 68 teachers and 21 support staff at Magdalene Catholic High School. This number includes 61 full-time, 7 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 2010 was 97.7%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2010 to 2011 was 95.6%.

### Professional Learning

Professional learning opportunities are highly valued and sought by all members of Magdalene Catholic High School staff. During 2010 school personnel undertook a range of professional learning activities related to improving student outcomes.

These included:

- staff spirituality;
- School Review and Improvement Planning and Implementation;
- Integration of Learning and Communication Technologies;
- Leadership Development – Middle Leaders / Aspiring Leaders; and
- Academic achievement.

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 2010 was \$20,219. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

### **Catholic Life & Religious Education**

Religious Education, as with all subjects, is not confined to the classroom. The Religious Education Faculty is involved in the ongoing spiritual development of the students. Each of the junior year groups has experienced a Reflection Day while the Years 11 and 12 students have had three-day retreats. The enthusiasm of both staff and students at these events is testimony to the relevance of the days and their value in the lives of the students. Magdalene is fortunate in having a staff that is willing to volunteer and participate in spiritual activities with the students. Again the school is well supported by the priests of the local area. Thanks go to Frs Michael Williams, Honorio Hincapie, John Whitty and John Roberts for their dedication to the spiritual well-being of the students.

Liturgically, the students have been strong participants and have been keen to make themselves available for liturgical duties. It has become a tradition for the student leaders to be welcomers at liturgical functions both at school and Graduation Masses. These same leaders are now part of the liturgical team at the school so that Magdalene will be well served in future religious services. In co-operation with the Parish, the Year 7 students have participated in a Sunday Mass where the school provided the music and readers. A number of our students have taken up the role of Extraordinary Ministers of the Eucharist in a number of local parishes. Magdalene was the host for the Bishop's Conversation with senior students in the Macarthur region during the month of August.

Under the guidance of the Social Justice Coordinator, the Social Justice group has been very active, as has the Mission function at the school. The increased awareness of those in need has improved the fundraising dramatically. In Term 1 the focus was on Project Compassion. Term 2 saw students involved in the St Vincent De Paul Society Winter Appeal by doing the Winter Sleepout at school, doorknocking or collecting at Narellan Town Centre. Term 3 focussed on Catholic Missions which culminated in M (for Mission) Day where students dressed as a character beginning with M (e.g. Mini Mouse). Guest speakers, such as Dorothy

Makasa, visited classes and students learned more about helping the needy in Africa. Term 4 is always geared towards helping the needy local community through the Vinnies' Christmas Appeal and an extraordinary enthusiasm has seen the many baskets filled.

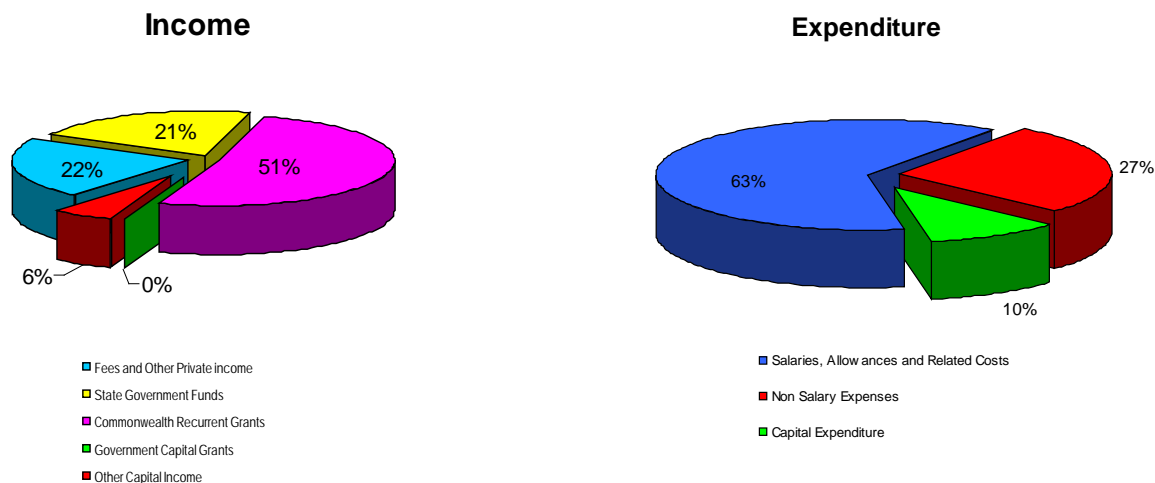
Reflection Days were run with the help of the Youth Mission Team, and Chris Doyle had another good day with Year 9. The positive experiences of older brothers and sisters at World Youth Day 2008 has resonated with the present Year 10 students and many put their names forward to attend WYD 2011 in Madrid. Staff spirituality has also been high on the agenda this year as we strove to capture the spirit of Magdalene and look at the identity of the school.

### Financial Summary

There were no new major items of expenditure in 2010, however the school has significant ongoing financial commitments including: Programmed Maintenance Services of the school buildings; debt servicing of three loans for the 1:1 Notebook (laptop) programme; and the debt servicing of five loans for the various building projects conducted during the first 10 years of the school's existence.

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

The following graphs reflect the aggregated income and expenditure for Magdalene Catholic High School for the year ended 31 December 2010. This data is taken from the 2010 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.





## Student Welfare

The school community believes in the dignity of the human person and instills in the students the Gospel value of discipleship. The school community, comprising of students, staff, parents and pastors aims to give witness to the gospel values through this system of pastoral care.

In 2010 the 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 a staff versus student competition, in a variety of events, such as cooking, debating and science. There was the inaugural Oztag Match in honour of Mr Kevin Wade, RIP. The SRC supported Mater Dei through the sale of Peace Eggs and organised fundraising in the form a "M" Themed Casual Day 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.

In 2010 the counseling service with CatholicCare was increased to 7 days per fortnight. The Counselor worked closely with the Pastoral Care Coordinator to ensure the safety and well-being of all students. The counselor also liaised with and supported families and presented a parenting seminar at a P&F meeting. The Pastoral Care Coordinator and the team of Year Coordinators met regularly to discuss issues related to their specific year groups. In December 2010 the Pastoral Team had a planning day whereby Year Coordinators 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, and the Police School Liaison Officer presented a Cyber bullying seminar to our students. We were also fortunate enough to have Mr Paul Dillon, speak to our Year 10 & 11 students about Drug and Alcohol issues as well as present valuable information to our teachers and parents. 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 2010.

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

2010 saw the seventh Year 12 cohort complete the Higher School Certificate. The results were pleasing with 52 Band 6 results across the group. The dux of the school received a UAI of 94.75 and was awarded a Band 6 in four subjects. At least one band six was gained in each of the subjects of: Ancient History, Biology, Business Studies, Design & Technology, English Advanced, Food Technology, Industrial Technology, General Mathematics, Hospitality, Information Processes Technology, Mathematics, Music, Personal Development Health & Physical Education, Senior Science, Studies of Religion I, Textiles and Design and Visual Arts.

## Curriculum & Pedagogy

In 2010, Magdalene continued with the 1:1 Notebook Program for Years 7 and 11 students. This program will continue with each Year 7 intake. Curriculum development for the 1:1 Program has been ongoing with the Learning Technology Coordinator and all KLA Coordinators 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 hours 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 2010, staff continued to review areas of the school using the School Review and Improvement (SRI) Framework. 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 2.30pm 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**

2010 saw the continuation of 'Learning for Life' as a subject at Magdalene. Learning for Life aims to encourage students' independence and creativity by focusing on supporting the use of technology in the classroom. The course runs for 100 minutes a week and focuses 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, as well, a focus on student's literacy and numeracy skills is emphasised.

Once again, Magdalene's Transition Program, which brings Year 6 students from the local Catholic feeder schools to the school on Tuesdays in Term 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, Music and Art students are divided into eight class groupings with the students requiring additional learning support being placed in the eighth class which is capped at around seventeen students. This class has a teacher working together with a School Support Officer 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, Cricket, 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 2010, 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.

## **Professional Learning**

The curriculum staff development day focused upon enhancing student academic achievement. Various KLA Coordinators acted as facilitators of a series of workshops focussing on aspects specific to their subject area.

## **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 2010, 47 students in Year 11 and 34 students in Year 12 undertook school based VET courses. In addition, 16 Year 11 students and 7 Year 12 students completed TVET courses. In total, 37% of students in stage 6 at Magdalene undertook a VET course in 2010.

## **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 2010 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 the areas of Writing, Spelling, Grammar and Punctuation and on par with the national results in Reading and Numeracy. A similar trend is shown for the higher levels of achievement (Bands 8 and 9), where Magdalene's results are above the National results in writing and spelling. The majority of Year 7 students from Magdalene are placed in Bands 6 and 7, which is higher than the National results in Writing, Grammar and Punctuation and Numeracy.

For the lower levels of achievement in Year 9 (Bands 5 and 6), Magdalene's results are lower than the National results in Reading, Writing, Spelling, Grammar and Punctuation. The results for the higher levels of achievement (Bands 9 and 10) show Magdalene's results are on a par

with the national results in Reading, Writing, Spelling, Grammar and Punctuation, with the numeracy result lower than the national result. 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 except Grammar and Punctuation where the result is the same as the national result.

### *Student Achievement in Bands*

The National Assessment Program Literacy and Numeracy (NAPLAN) assesses aspects of Literacy and Numeracy in Years 7 and 9. It provides 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 2010: % 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	17%	53%	30%	20%	61%	19%
	National	17%	53%	29%	26%	55%	18%
Writing	School	13%	55%	32%	21%	61%	19%
	National	20%	56%	24%	30%	49%	19%
Spelling	School	14%	54%	33%	13%	63%	23%
	National	18%	51%	30%	25%	52%	22%
Grammar & Punctuation	School	16%	64%	20%	22%	54%	24%
	National	21%	51%	26%	24%	54%	22%
Numeracy	School	16%	63%	21%	21%	64%	15%
	National	16%	53%	30%	21%	55%	23%

### *Student Achievement of National Minimum Standard*

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

NAPLAN 2010: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	98%	97%
	National	95%	91%
Writing	School	97%	98%
	National	92%	87%
Spelling	School	96%	96%
	National	93%	90%
Grammar & Punctuation	School	94%	97%
	National	91%	91%
Numeracy	School	98%	96%
	National	95%	93%

### School Certificate

In 2010 there were 181 students who received a School Certificate. The School Certificate is awarded to students who have satisfactorily completed all mandatory School Certificate courses and who have made a serious attempt at all School Certificate tests. Results are awarded to students for external tests in English-literacy, Mathematics, Science, Australian History Civics and Citizenship, Australian Geography Civics and Citizenship and Computing Skills. Student achievement is reported as a percentage, referenced to standards with a mark of 50 representing minimum standard. Achievement is also reported in Bands 1 to 6 with Band 1 representing *Below Minimum Standard*. Reporting in Computing Skills is in three Bands: *Competency Not Demonstrated*; *Competent*; *Highly Competent*.

### Student Achievement (Band Performance)

Band Performance (% in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
English-literacy	School	0.00	63.54	36.46
	State	2.76	59.94	37.31
Mathematics	School	8.84	72.93	18.23
	State	15.21	56.73	28.05
Science	School	0.55	59.67	39.78
	State	6.07	51.97	41.95
Australian History Civics & Citizenship	School	9.94	75.69	14.36
	State	18.17	62.87	18.97
Australian Geography Civics & Citizenship	School	4.97	74.04	20.99
	State	13.39	59.87	26.75
Computing Skills	School	0.00	33.33	66.67
	State	0.16	43.52	56.32

*Student Achievement (Mean Performance)*

Mean Performance (%)	School	State
English-literacy	78.13	76.87
Mathematics	70.09	72.10
Science	77.77	76.67
Australian History Civics & Citizenship	71.27	70.16
Australian Geography Civics & Citizenship	73.49	72.38
Computing Skills	81.87	79.44

*Comparative Performance over Time*

School Performance (%)	2008	2009	2010
English-literacy	78.94	80.66	78.13
Mathematics	69.39	72.23	70.09
Science	73.47	77.34	77.77
Australian History Civics & Citizenship	70.73	74.19	71.27
Australian Geography Civics & Citizenship	75.63	76.55	73.49
Computing Skills	83.82	86.05	81.87

## Higher School Certificate

In 2010, 128 students sat for examinations in the Higher School Certificate and 128 students received their HSC. The results from the 2010 cohort were strong with a number of high achieving students.

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

### *Student Achievement (Band Performance)*

Band Performance (% in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
English (Standard)	School	9.18	85.71	5.10
	State	27.82	67.83	4.35
English (Advanced)	School	0.00	43.33	56.67
	State	0.91	41.15	57.94
General Mathematics	School	3.95	53.95	42.11
	State	13.96	59.77	26.29
Mathematics	School	0.00	54.54	45.45
	State	10.69	41.14	48.17
Biology	School	0.00	77.27	22.73
	State	9.86	56.65	33.50
Ancient History	School	8.33	50.00	41.66
	State	14.76	46.72	38.54
Business Studies	School	7.41	62.96	29.63
	State	9.43	53.38	37.19
Modern History	School	15.38	76.92	7.69
	State	8.57	49.55	41.89
Studies of Religion I	School	1.43	52.86	45.72
	State	5.18	43.64	51.18
Visual Arts	School	0.00	29.41	70.59
	State	1.66	47.65	50.70
Community & Family Studies	School	5.71	48.57	45.71
	State	10.72	60.65	28.63
Personal Dev, Health & Physical Education	School	0.00	34.21	65.79
	State	6.51	54.90	38.58
Hospitality	School	0.00	52.00	48.00
	State	6.42	57.73	35.85



*Student Achievement (Mean Performance)*

<b>Mean Performance (%)</b>	<b>Students</b>	<b>School</b>	<b>State</b>
<b>English (Standard)</b>	98	69.94	63.83
<b>English (Advanced)</b>	30	81.01	80.57
<b>General Mathematics</b>	76	76.19	71.33
<b>Mathematics</b>	11	77.76	76.10
<b>Biology</b>	22	73.62	73.41
<b>Ancient History</b>	24	73.76	73.11
<b>Business Studies</b>	27	73.21	74.35
<b>Modern History</b>	13	67.85	75.45
<b>Studies of Religion I</b>	70	38.89	38.47
<b>Visual Arts</b>	17	83.66	78.87
<b>Community &amp; Family Studies</b>	35	76.77	72.44
<b>Personal Dev, Health &amp; Physical Education</b>	38	81.42	75.07
<b>Hospitality</b>	25	78.06	75.55

*Comparative Performance over Time*

<b>School Performance (%)</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>English (Standard)</b>	67.78	69.05	69.94
<b>English (Advanced)</b>	75.98	83.61	81.01
<b>General Mathematics</b>	71.31	71.43	76.19
<b>Mathematics</b>	73.94	80.58	77.76
<b>Biology</b>	69.24	75.74	73.62
<b>Ancient History</b>	70.04	79.56	73.76
<b>Business Studies</b>	76.80	72.33	73.21
<b>Modern History</b>	70.95	73.69	67.85
<b>Studies of Religion I</b>	38.14	40.35	38.89
<b>Visual Arts</b>	77.21	85.95	83.66
<b>Community &amp; Family Studies</b>	82.06	78.52	76.77
<b>Personal Dev, Health &amp; Physical Education</b>	79.12	79.56	81.42
<b>Hospitality</b>	75.66	75.19	78.06

## Parent, Student and Staff Satisfaction

An open invitation is given to all staff and parents (via the newsletter) to respond to a survey for inclusion in this report. A random sample of students across all year groups were also invited to participate in the survey process. This survey is a very useful instrument 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, are proud to attend Magdalene Catholic High School and appreciated the wide range of co-curricular activities that could participate in. Some students felt that they could be further encouraged and challenged with academic coursework so as to achieve better learning outcomes. Again the one area identified by students for future development is in relation to support in issues not related to course work.

Parent responses continue to indicate that parents are very satisfied, that the school is a safe and supportive environment where their children's knowledge and understanding of the Catholic faith was developed. Similarly, parents were satisfied that the school took a genuine interest in their child helping and challenging them to achieve their potential. Parents also expressed that they were satisfied that the school provided appropriate information about their child's progress. Some parents indicated that they would like to see a greater range of co-curricula activities (even though students were happy with the range of activities offered).

Staff at Magdalene clearly indicate the school provides a safe and supportive environment as well as providing a variety of opportunities for faith nourishment and development. Staff also believe that students clearly understand their rights and responsibilities. One area identified by staff for continued development is the need to further challenge students in order for them to maximise their learning outcomes.

## 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 to be reviewed and rated in 2010:**

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

- . 2.1 Educational Potential
- **Key Area 3: Pedagogy**
  - . 3.1 Curriculum Provision
  - . 3.4 Planning Programming and Evaluation
- **Key Area 4: Human Resources, Leadership and 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, Partnership, Consultation and Communication**
  - . 6.1 Parent Involvement

**School Review and Improvement components to be reviewed and rated in 2011:**

- **Key Area 1: Catholic Life and Religious Education**
  - . 1.1 Vision and mission
- **Key Area 2: Students and their Learning**
  - . 2.3 Reporting student achievement
- **Key Area 3: Pedagogy**
  - . 3.2 Provision for the diverse needs of learners
- **Key Area 4: Human Resources, Leadership and Management**
  - . 4.3 An ethical workplace culture
- **Key Area 5: Resources, Finance and Facilities**
  - . 5.3 Environmental stewardship
- **Key Area 6: Parents, Partnership, Consultation and Communication**
  - . 6.2 Reporting to the community

