

Annual School Report

2015



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

About This Report

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

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

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

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEDoW. This Report has been approved by Wollongong CEDoW to ensure compliance with all Board of Studies, Teaching and Educational Standards (BOSTES) NSW requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES NSW, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2016.

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

Magdalene Catholic High School

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Principal: John Lo Cascio

Date: 30 June 2016

Vision Statement

“Forming strong minds and gentle hearts”

In partnership with families we aim to assist students to become strong, clear thinkers who are capable of taking their place in society whilst at the same time always being guided by their faith in Jesus Christ.

Message from Key School Bodies

Principal's Message

2015 has been a year in which student learning continued to improve under the strategic directions set in 2013. The school continued to recognise the development of the whole person as integral to students' education and coupled with this, faith development and service to others were features of everyday life at Magdalene. Throughout the year there was an emphasis on the importance of “Personal Excellence” in every aspect of each individual's lives. The development and improvement of literacy and numeracy were a major focus as was assessment and reporting to improve learning. This coupled with an emphasis on reporting and the development of the whole person through Religious Education and outreach. The staff was very much aware of the ongoing need to evaluate both successes and challenges in order to ensure the best possible learning environment and opportunities for students. The school's commitment to the broader community with outreach programs was evident throughout the year and is a reflection of Gospel values in action at Magdalene.

Parent Involvement

Magdalene Catholic High School Parents' and Friends' Association (P&F) met 4 times in 2015, providing an opportunity for staff, parents, carers, and friends to participate in the life of the school community.

At each meeting, the Principal reported on school activities and progress and other matters of interest to parents and friends of the community. The P&F considered requests for financial support for equipment purchases and sponsorship of students. The P&F also agreed to fund the installation of additional shade structures, which are expected to be installed in 2016. In addition to providing financial support, members were given an opportunity to contribute to the educational and spiritual direction of the school through the Parent Consultation Committee. The P&F also supported social events and celebratory occasions, assisting with the Open Afternoon and Welcome Barbecue and Magdalene Feast Day, which were both successful events. Parents also supported the school in the canteen, clothing pool, and library, as well as supervision of exams for senior students.

Over the next few years the P&F aims to increase membership and participation to ensure appropriate representation of the diverse school community. The P&F is also reviewing its organisational and financial structures to ensure sustainable and accountable execution of its role in supporting Magdalene students, parents, friends and teachers.

Parents and Friends Association, President

Student Leadership

In 2015 Magdalene celebrated student achievement at school and beyond. Students were able to engage with the spiritual life of the school through participation in a number of significant areas. Staff and students worked to serve the wider community through initiatives including 'Vinnies

Kitchen' at Nagle House, the Carrington Project, St Vincent De Paul Door Knock Appeal, the Brewarrina Immersion Program and many other charitable works. In the sport domain, Magdalene was second overall in the Macarthur Independent Schools Association (MISA) competition and numerous students represented the school at Diocesan, State, National and International levels. 2015 also saw a focus on academic excellence. This was reflected in Year 12, 2015 HSC achievements.

In 2015, Magdalene students, guided by their school leaders, worked towards building a community stronger in school spirit. This was encouraged through the introduction of the House Point system, which inspired the community to work together more purposefully and to embrace the rewarding opportunities offered at Magdalene.

School Leaders

School Profile

School Context

Magdalene Catholic High School is a systemic Catholic coeducational high school established by the Diocese of Wollongong in 1999 to serve the Parishes of the western Macarthur Region, specifically Camden, Narellan, Mt Annan and The Oaks. The school caters for students in years 7-12 and has a current enrolment of 992 students.

Magdalene commenced its first year in temporary accommodation on the Mater Dei site near Camden with an initial intake of 90 students and 7 teaching staff. In the same year, the Diocese purchased the 10-hectare parcel of land from the Patrician Brothers on which the school is now located. The site was previously used as a novitiate and retreat centre.

In 2000 the school moved to the new site and that year occupied existing buildings whilst construction of the permanent school buildings commenced. In 2001 the school moved into its first permanent buildings. Each year the school continued to expand with a new intake of Year 7 students and additional construction to house the growing population. In all, 5 construction stages were undertaken, the fifth and final stage being completed in 2004 which also was the year that the schools first Year 12 cohort sat the HSC examinations.

Magdalene currently has an annual Year 7 intake of about 186 students (6 streams).

Student Enrolments

2015 Enrolments	
Boys	427
Girls	565
Total	992
Indigenous	21
LBOTE	91

The Diocesan Secondary Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: www.mchs.dow.catholic.edu.au and the CEDoW website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2015.

Student Attendance

2015 Attendance	Male	Female
Year 7	93.8%	93.8%
Year 8	93.1%	91.5%
Year 9	92.1%	90.9%
Year 10	91.2%	89.8%
Year 11	94.1%	93.4%
Year 12	92.5%	91.0%
Whole school	92.8%	91.6%

Management of Student Non Attendance

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

During 2015 parents were contacted via text message when their children were absent from school. Replies to messages are recorded in the school's data base via the use of the "Sentral" program. Pastoral Care teachers also made contact with parents after three consecutive days of student absence. Attendance is recorded daily and continuing absence is monitored by both the Pastoral Care teacher and the Year Coordinator. Ongoing lateness results in direct intervention by the teachers. The guidelines followed by the school are those set out in the Catholic Education Office Student Attendance Guidelines and Procedures (Nov 2012).

Student Retention Rate

Year 10 Total Enrolment 2013	178
Year 12 Enrolment at Census Date remaining in Year 12 at end 2015	144
Actual Retention Rate (%)	81.1%

A number of students ceased enrolment after Year 10 prior to the HSC in 2015. In every instance the student moved on to employment or a course of study leading to employment. In each case the change of enrolment was discussed with parents to ensure that the action was in the best interests of the particular student.

Student Attainment in Senior Years

Years 11 - 12 2015	
% of students undertaking vocational training or training in a trade during Years 11 and 12	31%
% of students who have completed at least one (1) VET course in either Year 11 or 12	31%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

Students were involved in school based Vocational Education courses as well as TVET and School Based Apprenticeship courses. The completion rate of these courses is quite high each year.

Destination Survey

2015	Year 10	Year 11	Year 12
No of School Leavers	19	20	140
University			68
TAFE/Tertiary	13	13	25
Employment	4	5	17
Other School	2	2	18
Other/Unknown			12

Staffing Profile

There are a total of 76 teachers and 20 support staff at Magdalene Catholic High School. This number includes 61 full-time, 15 part-time teachers.

Teacher Standards

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

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

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2015 was 96%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2014 to 2015 was 89 %. The teacher retention rate at Magdalene is high annually with some movement due to the completion or establishment of temporary appointments. At the end of 2015 seven staff members ceased employment at Magdalene Catholic High School.

Professional Learning

During 2015, Magdalene personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. Magdalene whole school development days involving 72 teaching staff.

These days focused on:

- Explicit and systematic teaching of literacy;
- Differentiating the curriculum;
- Addressing the needs of gifted learners;
- Assessment design; and
- Staff spirituality in a media rich world.

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

All staff were engaged in Professional Learning teams as the key vehicle for professional development. These teams met regularly and worked through an agenda closely linked to improving student learning. The evaluation of the work of these teams in 2015 was very positive. Staff worked as part of Diocesan teams engaged in the following:

- Review of HSC 2014;
- Planning intervention for students in HSC Biology, Legal Studies, Business Studies, Physics and Mathematics;
- Writing for Stage 4 Mathematics;
- Literacy Action Research; and
- Stage 4 Religious Education.

15 teachers participated in Professional Development provided by professional associations including:

- History Teachers' Association;
- Teacher Training Australia (TTA);
- English Teachers' Association;
- Geography Teachers' Association;
- Mathematical Association of NSW (MANSW);
- Technology Teachers' Association;
- Science Teachers' Association;
- Meet the Music Teacher Education;
- ACHPER;
- Three phases of training in GROWTH Coaching with Growth Coaching International (3 staff);
- HSC data analysis workshop run by John De Courcy (2 staff);
- CEDoW spiritual formation program - Lamplighters and Shining Lights (6 staff);
- Technology conference: EduTech and Future Schools (3 staff);

- Disability Standards for Education training (6 staff);
- Teachers attended ongoing mental health and well-being training;
- Teachers attended the Gifted Learners' Conference;
- The Careers advisor attended meetings and conferences related to school to work transition; and
- Hawker Brownlow Learning Conference (3 staff).

The average expenditure by the school on professional learning per staff member was \$412. In addition, professional learning opportunities were provided by the CEDoW with an additional average expenditure per staff member of \$217.

Catholic Life and Religious Education

As a Catholic school there is continual focus on the area of Catholic Life and Religious Education. During 2015 there was a focus on the development of curriculum, programming, assessment, student involvement and differentiation. The improvement in these areas enhanced student learning through improved delivery of content and feedback on performance.

The focus on the spiritual life of staff and students continued, with daily prayer in the classroom and over the public address system, Friday lunchtime Mass and special liturgical celebrations such as the Opening School Mass and the Feast Day Mass. Mary Magdalene icons were added to every regular classroom to enhance the prayerful atmosphere of the school and to remind students of the life and example of the schools patron.

In 2015 there were 28 students from Years 10 and 11 involved in the Catechist program. There were also a number of students who completed liturgical ministry training as Eucharistic Ministers, cantors and lectors. It is gratifying to witness students being able to minister to others both at school and in the broader church community.

Throughout the year retreats and reflection days were conducted across all year groups. In addition, twilight retreats were conducted, strengthening the students' commitment to their faith, to community and to social justice. The highlights of the program included the Winter Sleep-out, which attracted over 100 students and the Term 4 twilight retreat which was for Years 7 and 8 students only, a first for Magdalene and a very successful venture.

Social Justice achievements at Magdalene were another highlight of the year, with students engaging in hands-on activities like the Carrington Project (aged care project), Vinnies Kitchen and the St Vincent De Paul Doorknock Appeal. Fundraising for Caritas (Project Compassion - \$7030.50), Catholic Mission (\$14,870.93), and Vinnies Hampers for Christmas was also undertaken.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 8 students was successfully completed within schools across the Dioceses in 2015. The school cohort in 2015 consisted of 179 Year 8 students who sat the Religious Literacy Assessment (Part A) on 17 August 2015 and 179 completed the Extended Task (Part B). The Extended Task was undertaken during Term 3 and was based on the unit: Disciples, Martyrs and Witnesses to the Faith. The performance of each student was described as developing, achieving or extending.

Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their:

- knowledge of the Sacrament of Initiation; and
- knowledge of the Early Christian Communities.

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

- classify different types of sacred stories.

Students in Part B displayed a wide range of interpretive responses that showed their ability to work with and apply their religious knowledge.

For Part A, 40.4% of students were placed in the developing level, 59% in the achieving level and 0.6% were in the extending level.

For Part B, 41% of students were placed in the developing level, 20% in the achieving level and 10% were in the extending level.

Combining Parts A and B, 36% of students were placed in the developing level, 59% in the achieving level and 5.1% were in the extending level for Religious Literacy.

School Review and Improvement

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

School Review and Improvement components reviewed and rated in 2015:

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

Component 1.3 - Catholic Life and Culture

Goal: To Increase understanding and involvement of members of the community in the Catholic life and culture, through outreach prayer and liturgy.

- **Key Area 2 - Students and their Learning**

Component 2.3 - Reporting student achievement

Goal: To improve reporting so standards are understood and reporting is timely and has a positive impact on student learning.

Goal: To develop a comprehensive, whole-school approach to formal and informal evidence-based reporting which is consistently implemented across the school. Teachers demonstrate a well-developed, shared understanding of the fundamental principles and practices underpinning authentic reporting.

- **Key Area 3 – Pedagogy**

Component 3.2 - Provision for the diverse needs of learners

Goal: To meet the diverse needs of students through efficient monitoring and appropriate intervention.

- **Key Area 3 – Pedagogy**

Component 3.7 - Professional learning

Goal: To ensure that professional development focuses on the strategic directions of the school and development of the individual.

- **Key Area 4 - Human Resources Leadership and Management**

Component 4.1 - Recruitment, selection and retention of staff

Goal: To ensure recruitment processes provide the best possible employees to support the mission and strategic direction of the school.

- **Key Area 5 - Resources, Finance and Facilities**

Component 5.4 - Financial management

Goal: To ensure the school remains financially viable while addressing ongoing needs.

- **Key Area 6 - Parents, Partnership, Consultation and Communication**

Component 6.1 - Parent involvement

Goal: To involve parents in an appropriate manner in increasing numbers.

- **Key Area 6 - Parents, Partnership, Consultation and Communication**

Component 6.3 - Linkages with the wider community

Goal: To consolidate linkages with the wider community.

School Review and Improvement components to be reviewed and rated in 2016:

The school is nearing the end of its improvement cycle. The 2016 priorities are those areas which have not been the focus of earlier Annual Improvement Plans or need further attention. The goal areas for 2016 are:

- Parents, parish and the broader Church. This priority area is an ongoing focus as we continue to develop our relationships with key stakeholders;
- Provision for the diverse needs of students. In 2014 and 2015 this priority area focussed on individualising learning in the areas of literacy, gifted education and assessment. This priority focus in 2016 will allow the continuation of this work;
- Planning, programming and evaluation. With the significant changes taking place in NSW syllabuses, it is timely to have this as a whole school focus for 2016;
- Overall compliance. This priority will involve a review process and an improvement goal, to ensure systems and procedures are compliant; and

- Use of resources and space. In 2016 this priority will involve a review of resources and learning spaces as well as final planning for the school hall.

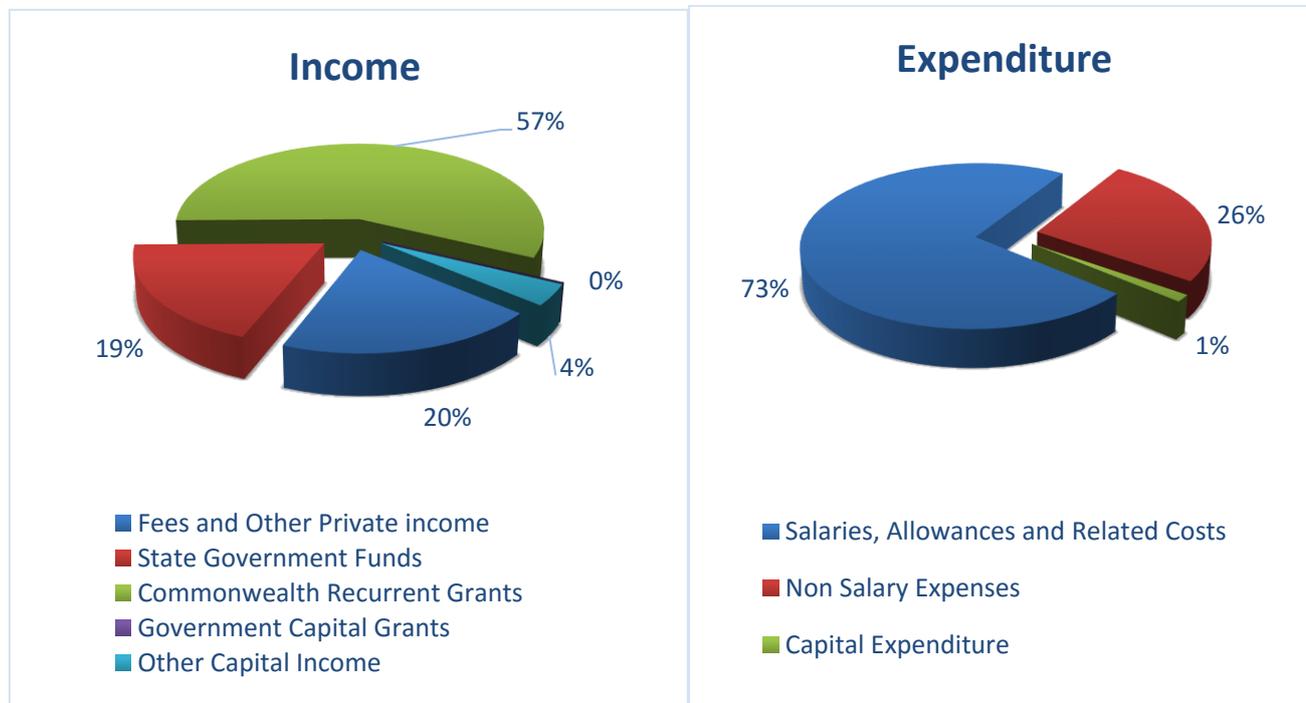
Financial Summary

Throughout 2015 a number of significant projects were undertaken to improve the school. A combined total of approximately \$50,000 was spent on either maintenance or enhancement projects. Under the maintenance heading the school funded painting of the staff room and Block D as well as the chapel. The exterior areas were also maintained. The ongoing general maintenance of the school also required significant funding.

The school's IT system was enhanced with the second phase of installation of interactive projectors and switches. The teacher's computers were also replaced as they came to the end of their warranties.

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

The following graphs reflect the aggregated income and expenditure for Magdalene Catholic High School, Narellan for the year ended 31 December 2015. This data is taken from the 2015 financial return to the Australian Government, Department of Education, and Training.



Student Welfare

At Magdalene Catholic High School, we believe in the dignity of the human person and instil in students the Gospel value of discipleship. The school community, which is made up of students, staff, parents and pastors, aims to give witness to the gospel values through its system of pastoral care.

Pastoral Care

The Pastoral Care focus in 2015 encouraged students to take on the challenge of being autonomous in their learning and controllers of their educational direction. This was done in a number of ways, one of which was to celebrate excellence. Many students achieved their Bronze Awards, as a result of the Celebration of Excellence Policy that was developed in 2014, some students were well on their way to achieve their Silver Award after accumulation of Bronze Awards.

During 2015 Year Coordinators and Pastoral Care teachers also spent time with students discussing student learning styles and strategies to move forward with their learning. Students were encouraged to reflect on their 'Mindset', and the importance of seeing a challenge as an opportunity to improve their understanding and learning and not an obstacle to their learning.

The Year Coordinators and Pastoral Teachers continued to work closely with the students and families through the Pastoral Care Programs. The programs established directions around building resilience by addressing many issues that the students face at different times of their lives. These include time management, study habits, bullying, managing social media and self-esteem. A number of different facilitators and presenters were introduced to support the pastoral programs. These included, the Elevate organisation working with senior students in regards to their study habits, a Police Youth Liaison Officer spoke to students about managing social media and bullying, CatholicCare presented a self-esteem workshop to Year 8 girls, while Year 8 boys participated in a resilience and leadership program presented by 'Aktivate' and Year 10 students participated in a day of workshops with a careers focus that simulated job interviews and work relatable skills.

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

In 2015 the Student Leadership Team was innovative in sustaining positive school spirit and creating new opportunities for students to become more active in school involvement. The House Trophy Award was refined, creating opportunities for students to earn points for their house through a wider variety of activities including, social justice involvement, academic successes, different community events such as the staff vs student competition and sporting achievements. This new system embraced the school's core value of Sense of Community. This system also gave the members of the Senior Student Leadership Team the opportunity to define their leadership position and an increased presence in the school to fulfil their roles. The School Captains and Vice Captains chaired regular meetings of the Student Representative Council (SRC) which served as a forum for the SRC members to discuss their concerns of their peers.

Once again the SRC supported Mater Dei through the sale of peace Eggs and in conjunction with the Social Justice Committee organised fundraising to support Caritas and the Missions, in particular raising funds and awareness for the children of Madagascar. SRC members also took an active role in leading school assemblies and were involved in all major school events.

Magdalene as a Catholic school in the Diocese of Wollongong is committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents *Maintaining Right Relationships* is the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan *Complaints Handling Procedures* forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2015.

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

Curriculum and Pedagogy

In 2015 Magdalene Catholic High School offered 21 Board of Studies mandated and approved Stage 5 Courses and 32 Higher School Certificate (HSC) Courses. The extensive range of HSC electives incorporated Board Developed Courses, Board Endorsed Courses, Vocational Education Courses and access to TAFE Courses. The number of students in each of these electives varied according to resources and interest. The school offers HSC extension courses in Preliminary and HSC English, Mathematics and HSC History.

The 1:1 Information Communication Technology (ICT) Program continued under the "Bring Your Own Device" (BYOD) approach. Students in Years 7 and 8 were required to supply their own iPad and students in Year 9 and 10 provided their own notebook. The school continued to develop use of the Google suite of software for all students and staff. Google was utilised school wide as a means of providing access to additional learning resources, the release of assessment tasks, study guides, general assessment information, examination outlines and school calendars. Staff made greater use of Google Classroom and at the end of the year 'Zaption' was introduced as a means of promoting the 'flipped' classroom. All of the above had a positive impact on the student learning environment.

The Professional Learning Community concept introduced in 2013 was utilised and refined in 2015. This concept involves all teachers in the school working in a least one Professional Learning Team (PLT) focusing on the learning of a group of students. The teams focussed on assessment and feedback in cross curricular groupings. This sharing will have a positive impact on student learning and pedagogical practice.

The school's strategic priority area related to assessment and evaluation data, saw the continual evaluation of approaches to assessment. The teaching staff recognised the importance of standards based criteria as a means to improve student performance. Standards were refined and related explicitly to grades across subjects. Marks were in turn removed from Year 7 to 9 reports with the emphasis being on grades and standards. The approach to reporting was revised throughout the year to ensure clarity of performance and strategies leading to improvement.

Throughout the year the school reflected on the quality of programs and programming standards. Each Key Learning Area was audited to ensure both standards and Board of Studies requirements were met. This review will continue in 2016 under the Planning Programming and Evaluation priority.

Cross Curriculum

The focus on standards and grade descriptors to improve learning was a focus in all subject areas in 2015 and done with the guidance of the Curriculum Coordinator. This approach led to a review of grades and approaches to assessment tasks across KLAs. The emphasis on the use of formative assessment as a means to inform teachers of individual student standard and learning directions led to greater clarity of student learning and understanding of the individual learning improvement journey.

During recent years there has been an emphasis on improving literacy and numeracy across the school. In 2014 the school employed a literacy support teacher who developed and refined a literacy plan for intervention and support of students. Literacy for Learning working teams were formed in 6 focus areas. These teams put a number of projects in place to support literacy development of students. Added to this was the formation of the Peer Reading Program involving students in Years 7 to 10. These students were supported in their reading by students in Years 10 and 11 who helped them to develop their reading skills at meetings each Wednesday, Thursday and Friday.

Staff were also supported throughout the year via staff development days with a focus on literacy and the development of a literacy web page to provide strategies to promote the development of literacy skills. This proved to be quite productive with the array of strategies supporting literacy improvement.

The homework club continued to operate each Tuesday afternoon between 3pm and 4pm. In addition, the Monday study cafe and Thursday study support provided opportunities for intervention support to address both teacher and student identified areas of need. The afternoons were accessed by students from Years 7 to 12 and were used to assist with homework, assignments and general understanding of class work.

Meeting the needs of all students

As in previous years a comprehensive Learning Support program continued throughout 2015. This program operated concurrently with mainstream classes supporting the needs of identified students. Class groupings also supported the needs of students with particular classes receiving additional staff support where appropriate. These classes adopted a team teaching approach which allowed for greater student assistance and a moderated pace of learning commensurate with student needs. Targeted intervention programs exist to support individual student needs such as social skills training, mentoring, small group literacy assistance, small group numeracy assistance, organisation skills, life skills, out of school experiences and study skills.

The emphasis on knowing students via the use of data allowed the identification of individual's needs and areas of competence. The school continued to develop a program to challenge students through curriculum differentiation and extension work. Students were also involved in the Da Vinci Decathlon to offer more able students a broader range of challenging experiences. Students also accessed The University of Wollongong (UOW) Discovery Day and UOW holiday programs.

Expanding Learning Opportunities

Throughout 2015, all students had the opportunity to compete in the Macarthur Independent Schools Association (MISA) sport competition each Tuesday afternoon. Students represented the school in a range of sports including AFL, basketball, cricket, netball, soccer, touch football, volleyball, rugby league and hockey. The school also participated in Diocesan carnivals in the above sports as well as tennis, swimming and athletics.

At the end of 2015, Magdalene Catholic High School finished second in the MISA Competition and fifth in the 'Vince Villa' Trophy for the overall champion sporting school in the Wollongong Diocese.

Besides involvement in sport, students participated in a number of other extra-curricular activities including the Duke of Edinburgh silver and bronze awards, the Australian Mathematics, Science, History and English competitions, public speaking and debating competitions. Students also represented the school in a local Youth of the Year competition, being quite successful in this area. Each year the Campbelltown Catholic Club conducts the Max potential program to develop student leadership qualities. This program involved 4 senior students and proved most worthwhile in their overall development.

Vocational Education and Training

Magdalene Catholic High School recognises the diversity of directions for students beyond school. The Vocational Education and Training Program (VET) attempts to cater for a wide range of student aspirations either through school delivered options or Registered Training Organisations. The school is linked to the Macarthur Workplace Learning Program. This enabled students to develop greater understanding of future directions through such initiatives and associations such as My Gateway, Business Relationships at Sunrise, TAFE visits, Parents as Career Transition Support (PACTS) and the Opening Doors Day.

Vocational Educational Frameworks delivered in 2015 were; Certificate II in Construction Frameworks and Certificate II in Hospitality. A School Based Apprenticeship in Hairdressing and School Based Traineeship in retail Services delivered in conjunction with McDonald's and Hungry Jacks. External TAFE based Vocational Education (TVET) courses: Animal Studies, Business Services, Community Services Introduction (Child Studies), Design Fundamentals, Information Technology, Tourism (Travel) and Health Services assistance Campbelltown Hospital.

Student Achievement

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

NAPLAN

NAPLAN is administered to students in Years 7 and 9 and the results provide valuable information about student achievement in the areas of literacy and numeracy. Analysis of the results is used at a school level to support the enhancement of literacy and numeracy outcomes for all students.

In 2015 Magdalene Catholic High School achieved at or above the National Minimum Standards in reading, writing, spelling, grammar, punctuation and numeracy. Despite this, students from Year 7 and Year 9 are under-represented in the top bands. These results indicate an ongoing need for explicit and systematic teaching of literacy and numeracy in Stages 4 and 5.

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

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.

NAPLAN 2015: % 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%	62%	30%	15%	61%	23%
	National	17%	55%	29%	25%	54%	21%
Writing	School	19%	61%	19%	41%	49%	10%
	National	31%	54%	16%	41%	46%	13%
Spelling	School	12%	57%	30%	19%	64%	17%
	National	18%	51%	31%	24%	52%	24%
Grammar & Punctuation	School	14%	67%	19%	26%	60%	14%
	National	21%	51%	28%	31%	52%	17%
Numeracy	School	14%	65%	20%	14%	70%	17%
	National	18%	56%	26%	19%	57%	24%

Student Achievement of National Minimum Standard

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

NAPLAN 2015: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	98%	98%
	National	95%	92%
Writing	School	95%	85%
	National	87%	80%
Spelling	School	97%	94%
	National	93%	90%
Grammar & Punctuation	School	95%	97%
	National	93%	89%
Numeracy	School	99%	99%
	National	96%	96%

Record of School Achievement

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

The RoSA was granted to 24 students in 2015.

Higher School Certificate

The Higher School Certificate results, released at the end of 2015, were most pleasing and a reflection of the commitment of students in many areas. The results included 37 Band 6 results and 164 Band 5 results across the cohort. The dux of the school attained an ATAR of 98.9. Two students also achieved outstanding rankings in individual subjects with 1 student being placed second in Food Technology and another student being placed thirteenth in PDHPE in the state. The spread of Band 6 results was pleasing with at least 1 Band 6 gained in each of the subjects of: Biology, Chemistry, Community and Family Studies, Design and Technology, English (Advanced), Industrial Technology, Food Technology, Legal Studies, General Mathematics, Mathematics Extension 1, Mathematics Extension 2, Music, Physics, Personal Development Health & Physical Education, Senior Science, Studies of Religion 2 and Textiles and Design.

Student Achievement (Band Performance)				
Band Performance (% in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
English (Standard)	School	6.25	88.54	4.17
	State	15.33	76.31	8.36
English (Advanced)	School	0.00	24.24	75.76
	State	0.87	41.26	57.87
General Mathematics	School	19.76	67.90	12.34
	State	25.09	49.02	25.90
Mathematics	School	12.50	68.75	18.75
	State	9.24	38.29	52.47
Biology	School	0.00	75.00	20.83
	State	15.73	56.13	28.14
Ancient History	School	6.25	62.50	31.25
	State	16.74	50.39	32.87
Business Studies	School	8.57	65.71	25.71
	State	11.46	52.21	36.33
Legal Studies	School	6.25	50.00	43.75
	State	10.07	49.32	40.60
Studies of Religion I	School	13.64	61.36	25.00
	State	4.40	44.59	51.01
Design and Technology	School	0.00	64.71	35.30
	State	4.86	58.92	36.22
Community and Family Studies	School	4.76	47.62	45.24
	State	8.99	61.18	29.82
Personal Dev, Health and Physical Education	School	4.44	62.23	31.11
	State	8.99	61.18	29.82
Hospitality	School	0.00	62.50	33.33
	State	3.43	59.36	37.20

Student Achievement (Mean Performance)			
Mean Performance (%)	Students	School	State
English (Standard)	95	67.81	67.10
English (Advanced)	33	82.76	80.43
General Mathematics	81	65.57	68.64
Mathematics	16	72.28	77.89
Biology	23	73.94	71.13
Ancient History	16	71.26	71.34
Business Studies	35	71.54	73.65
Legal Studies	16	73.08	74.60
Studies of Religion I	44	34.92	38.49
Design and Technology	17	78.46	76.25
Community and Family Studies	41	75.72	72.73
Personal Dev, Health and Physical Education	44	75.76	73.10
Hospitality	23	77.93	75.96

Comparative Performance Over Time				
School Performance (%)	2012	2013	2014	2015
English (Standard)	72.54	67.16	70.05	67.81
English (Advanced)	82.90	73.65	78.56	82.76
General Mathematics	72.13	67.53	70.92	65.57
Mathematics	74.58	71.95	75.28	72.28
Biology	71.56	71.60	71.27	73.94
Ancient History	66.68	76.97	78.89	71.26
Business Studies	76.66	72.98	73.95	71.54
Legal Studies	72.48	72.59	77.17	73.08
Studies of Religion I	36.41	36.69	36.38	34.92
Design and Technology	75.82	82.73	85.41	78.46
Community and Family Studies	80.63	80.76	79.67	75.72
Personal Dev, Health and Physical Education	78.66	74.34	78.66	75.76
Hospitality	78.41	79.02	78.90	77.93

Parent, Student and Staff Satisfaction

There was satisfaction expressed by many in the community through survey responses, discussions and committees. Staff, students and parents expressed both satisfaction and areas for improvement throughout 2015.

Student surveys and student discussions suggested they were very satisfied with their association with Magdalene. Students appreciated opportunities to explore their faith and become involved in service to others in practical ways such as Ignite, the Vinnies Kitchen and the Brewarrina Immersion program. Many students stated they felt known and cared for by their year coordinator and teachers, however some felt this was not always the case. The students felt challenged by the level of work and stated that they had a greater understanding of the standards required of them. Students also stated they received feedback but would appreciate this on a more regular basis. Many stated their appreciation for the extra time given to them by their teachers.

Parental support for the school is evidenced by the continual reference to the good name and reputation of the school. The majority of parents surveyed stated they felt supported and their children were encouraged to reach their full potential, however, some concern was expressed in terms of students being known and fully supported. This was addressed throughout the year. Many parents expressed their appreciation in relation to the opportunities given to their children. The majority of parents felt that their children's needs were met but there is still a need to ensure that needs are fully explored via available data.

Staff at Magdalene were very supportive of the continued focus on improvement especially in the area of grades and standards. The continued development of Professional Learning Teams was seen as positive by teachers and allowed for professional sharing. Once again the refinement of assessment, curriculum differentiation and the focus on literacy were seen as positive and supported by staff. A number of members of staff expressed their pride in the students and the appreciation of the warm community that was enhanced by both staff and students.



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