

Annual School Report

MAGDALENE



2013



About This Report

Magdalene Catholic High School, Narellan is registered by the Board of Studies NSW 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 CEO. This Report has been approved by Wollongong CEO to ensure compliance with all Board of Studies NSW requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the Board of Studies NSW, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2014.

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

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Principal: Mr John Lo Cascio

Date: 28 March 2014

Vision Statement

Magdalene Catholic High School exists to proclaim the Christian message and to equip young people to be conscientious responsible citizens able to make a contribution to society. 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 to be integrated into each individual's life.

Message from Key School Bodies

Principal's Message

Throughout 2013 the focus at Magdalene Catholic High School has been on continual improvement in all areas of school life. The school emphasis on developing the whole person so that the spiritual, academic, physical and social development of each student were taken into account when any priorities were established. Personal excellence was promoted throughout the year so that students recognised the importance of striving for personal excellence in all aspects of their lives.

The 2013 improvement priority areas supported the emphasis on personal excellence. Priority areas for 2013 included: a focus on improving students literacy and numeracy skills through the increased use of data, a review of the school's mission and vision statements to increase familiarity and understanding of the direction of the school, the development of professional learning and collaboration among staff through the introduction and creation of structures to accommodate Professional Learning Teams with a clear focus on improving student learning.

The school continues to acknowledge a commitment to the broader community with outreach programs having a great impact on the students and the community as a whole.

Parent Involvement

There were four Parents and Friends Association Meetings during 2013 with a slight increase in parent involvement. Each meeting provided a platform to raise concerns which were usually addressed at the forum - from school uniforms, school bags, school reports, community grant opportunities and so on.

The Association was able to provide assistance to the school through its working funds to help towards refurbishment of the Creative and Performing Arts building and the Learning Resource Centre. Added to this the school was also supported in the purchase of a new public address system. As has been the case in the past the association was also able to assist several students through donation requests for either sport and / or community activities in

which they were involved. In a practical sense the Parents and Friends once again organised and assisted the 'Open Afternoon and Welcome Barbecue' and 'Magdalene Feast Day' celebrations, which were both successful events.

The Parents and Friends association acknowledges the role of the school in providing detailed, transparent information as well as feedback in relation to teachers' goals for the purpose of improving standards to maximize the potential of the students. The Parents Consultative Committee meetings gave parents a clear indication and understanding of the school's direction.

Parents and Friends Association, Secretary

Student Leadership

2013 was an emotional year for Magdalene students, and they embraced the school core values, in particular that of "sense of community". Together, the student community raised money for charities and the care fund that supported those in need both within and beyond our school community. Students were given opportunities to grow through learning activities, whole school activities such as camps, retreats, feast days, and various extra curricula activities. The spiritual dimension of the school continued to grow with more students becoming Extraordinary Ministers of Holy Communion, readers at Mass and the training of students to be Catechists at local state primary schools. Teachers encouraged and guided students to strive to reach their full potential resulting in many academic and sporting achievements.

School Leaders

School Profile

School Context

Magdalene Catholic High School is a Catholic Systemic co-educational secondary school located in Narellan. Magdalene Catholic High School serves 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.

The school is a comprehensive Catholic high school and caters for students in Years 7-12. There are six streams in each year group. The 2013 school population is 1004 students who come from various socio economic backgrounds.

Student Enrolments

2013 Enrolments	
Boys	413
Girls	591
Total	1004
Indigenous	10
LBOTE	58

The Diocesan 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.mchsdow.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2013.

Student Attendance

2013 Attendance	Male	Female
Year 7	95.0	95.5
Year 8	92.5	93.2
Year 9	93.3	93.0
Year 10	93.2	92.1
Year 11	96.9	94.4
Year 12	94.3	94.6
Whole school	94.2	93.8

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.

The attendance rate of students in all year groups at Magdalene has improved in 2013. During the year parents were contacted via text message when their children were absent from school. Pastoral Care teachers also made contact with parents after three consecutive days of student absence. Continuing absence is monitored by both the Pastoral Care teacher and the Year Coordinator. 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 2011	177
Year 12 Enrolment at Census Date remaining in Year 12 at end 2013	135
Actual Retention Rate (%)	76.3%

Student Attainment in Senior Years

Years 11 - 12 2013	
% of students undertaking vocational training or training in a trade during Years 11 and 12	37%
% of students who have completed at least one (1) VET course	36%
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

Destination Survey

2013	Year 10	Year 11	Year 12
No of School Leavers	22	17	135
University	-	-	69
TAFE/Tertiary	-	6	15
Employment	13	9	12
Other School	7	2	13
Other/Unknown	2	-	26

Staffing Profile

There are a total of 72 teachers and 21 support staff at Magdalene Catholic High School. This number includes 59 full-time, 13 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 2013 was 97.45%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2012 to 2013 was 94.5 %. The teacher retention rate at Magdalene is high annually with some movement due to the completion or establishment of temporary appointments. In 2013 three long serving teachers left Magdalene Catholic High School.

Professional Learning

During 2013, Magdalene Catholic High School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. Magdalene Catholic High School whole school development days involving (72) staff.

These days focused on:

- professional Learning Communities via a two day in-service;
- Literacy across the Curriculum for KLA groups not developing the Australian Curriculum;
- one day retreat focused on refining The Vision and Mission of Magdalene; and

- professional development in first aid and emergency care, WHS, National Safe Schools and information and communications technology.
- B. Other professional learning activities provided at school level including CEO run courses:
- Drive through Professional Development;
 - Leadership Development Michael McDonald (14 Staff);
 - Leadership Skill Development Cambridge Education (18 Staff);
 - Certificate of Religious Education (2 Staff);
 - Hawker-Brownlow Education Conference (4 staff);
 - National Curriculum preparation sessions (26 staff);
 - Library systems training (3 staff);
 - Suicide Prevention Training (4 staff);
 - Mental Health First Aid (4 staff); and
 - The Accidental Counselor (2 Staff).

The average expenditure by the school on professional learning per staff member was \$570.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$294.

Catholic Life & Religious Education

During 2013 attention has been given to improving the quality of Religious Education provided to students. The school has committed to continue to work towards an holistic Religious Education program for all students from Years 7-12, including the improvement of academic results.

In addition to the formal Religious Education curriculum, the school provided spiritual renewal and evangelisation to students and staff at various points throughout the year. Events such as daily prayer, weekly Mass, the opening school Mass, the Year 12 Graduation Mass and Feast Day Mass recognise the presence of God in our lives, and facilitate greater staff and student involvement in the faith life of the school. Students were involved in various aspects of liturgies and several older students have completed courses to be lectors, cantors and Extraordinary Ministers of the Eucharistic.

A highlight of the year for many students was the retreat or reflection day that is offered to their particular year group. The days were conducted by; the Magdalene staff, the Disciples Youth Mission Team, Chris Doyle, and the RealTalk group. In all cases the students were challenged to think about their lives, their future, the school community, their spirituality and their faith. Year 11 and 12 students completed retreats with a focus on their journey through life, and the way God works with us in our lives. These senior retreats are, for many senior students, a highlight of their final years at Magdalene.

One of the highlights of 2013 was the involvement of Magdalene students in the Catechist program. The students were trained by Wollongong Confraternity of Christian Doctrine (CCD) and spent time in classrooms during Term 4 at Harrington Park Public School. The students taught Years 3 – 6 about the Catholic faith. Twenty-one students from Years 10 and 11 were involved (the highest numbers in Diocesan schools two years in a row) and they found the experience to be incredibly rewarding. The Catechist experience also helped Magdalene to become more involved with the broader church, the local church, and the local Parish.

The Social Justice clubs, started in 2011, (The Caritas Club, The Vinnies Club, The Mission Club, The Carrington Club, The Stewardship Club and The Mini-Vinnies Club) continued to grow and flourish throughout 2013. Students were involved in action and outreach as well as fundraising. Staff, students and ex-students raised \$1 183 for the Vinnies Doorknock Appeal. In addition the school raised \$4 794.71 for Catholic Mission, \$6 438.55 for Project Compassion, \$13 279.20 Westmead Children's Hospital and Pastoral Care Fund \$8 686.77.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 8 students was successfully completed within schools across the Diocese in 2013. The school cohort in 2013 consisted of 179 Year 8 students who sat the Religious Literacy Assessment (Part A) on 20 August 2013 and 185 completed the Extended Task (Part B). The Extended Task was based on the Unit: *Early Christian Communities* and undertaken during Term 3.

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:

- geography of the land of Israel
- Christian perspective on the care for creation.

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:

- name a parable from the Gospels with which they are familiar
- recognise the difference between the Gospels and the writings of St Paul.

Students in Part B displayed a wide range of interpretive responses that showed their ability to work with and apply their religious knowledge. There were many responses that indicated an enthusiasm for the task and a sophisticated understanding of the content and the skills that were required.

In Part A of the assessment, 5% of students were placed in the developing level, 86% in the achieving level and 8.9% were in the extending level. In Part B, 10.3% of students were placed in the developing level, 64.1% in the achieving level and 25.5% were in the extending level.

Combining Parts A and B, 5.1% of students were placed in the developing level, 74.7% in the achieving level and 20.2% 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 2013:

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

- 1.1 Vision and Mission

- Review and clarify the school's vision and mission and ensure they are reflected in all school policies practices and procedures.

- 1.2 Religious Education

- The formal Religious Education program will drive the evangelisation mission of the school.

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

- 2.1 Educational Potential

- Support each student to achieve their full learning potential through the development of a whole school learning culture, characterised by knowledge of each student's learning needs and capabilities, a high level of student engagement and highly effective pedagogy.

- **Key Area 3 Pedagogy**

- 3.3 Teaching Practices

- The school will function as a learning community and adopt a collaborative and reflective approach to teaching and learning that is enhanced by ongoing, well-targeted professional development.

- 3.5 Assessment

- The use of Formative assessment will improve pedagogy and student learning.

School Review and Improvement components to be reviewed and rated in 2014:

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

- 1.1 Vision and Mission

- The Vision and Mission statements of the school are vital in setting the direction of the school and clarity of direction in these areas is essential when understanding.

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

- 2.1 Educational Potential

- To continue to build on the culture of personal excellence, and the use of data to inform teaching practice and enhance student learning.

- 2.4 Integration of Information and Communication Technology

- The priority is essential when considering the changing directions of the 1;1 computer program and the introduction of BYOD. A reassessment of the school's approach will ensure Technology is efficient and improves student learning.

- 2.5 Pastoral Care

- Ensure the welfare of students is reviewed to ensure that they continue to learn and develop in a safe supportive environment.

- **Key Area 3 Pedagogy**

- 3.3 Teaching Practices

- The approach in 2013 will continue to be built upon in 2014 to ensure that teaching practices continue to engage students. The structure of the Professional Learning Teams (PLT) will enhance the positive focus on teaching practices.

- 3.5 Assessment

- The school will continue to build upon and refine approaches to assessment to ensure that assessment practices enhance student learning and influence teaching practices in a positive manner.

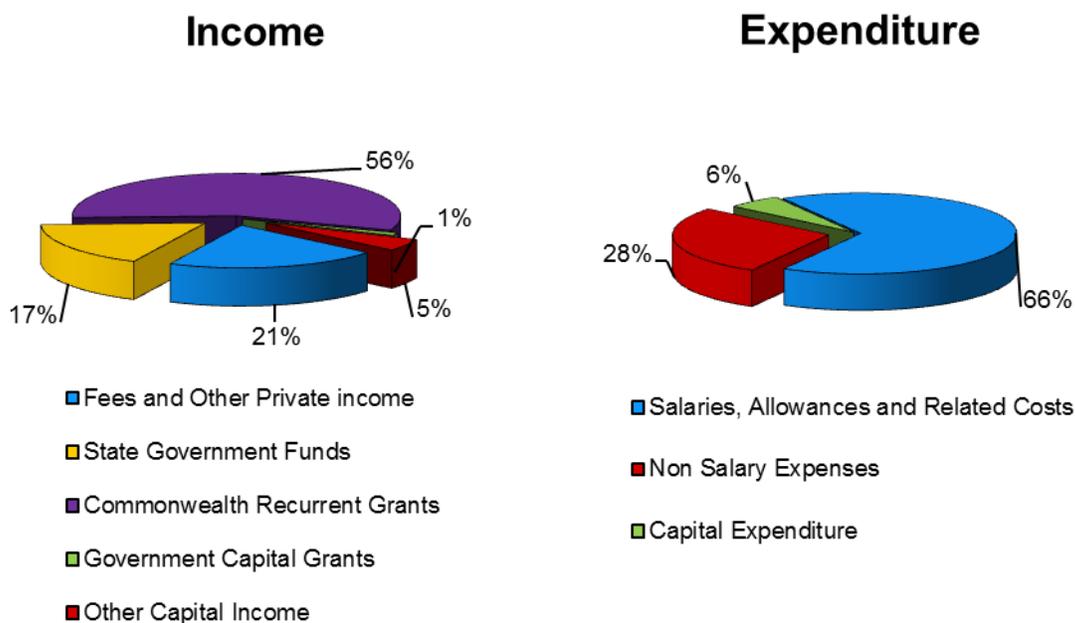
Financial Summary

During 2013 the maintenance of the school was undertaken with painting of the exterior areas of the A, B, C, D, CAPA and TAS blocks. The refurbishment of the Learning Resource Centre was also completed. With the support of the Parents and Friends Association the Creative and Performing Arts was recarpeted. The school was able to install a new Public Address system with local funds and financial support of the Illawarra Coal Board and The Parents and Friends Association. Finally the Parents and Friends Association also supported the school with the installation of a new phone system. This allowed communication with every classroom and increased student welfare and safety.

The school has significant ongoing financial commitments including: debt servicing of four 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, Narellan for the year ended 31 December 2013. This data is taken from the 2013 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



Student Welfare

In 2013 our Student Leadership Team was very active in developing and undertaking leadership initiatives. The Student Representative Council (SRC) supported social justice initiatives and assisted in the organisation of fundraising to support Caritas, the Missions, the St Vincent de Paul Winter Appeal and The Care Fund. SRC members also took an active role in leading school assemblies and were involved in all major school events. The Student Representative Council members were great ambassadors for the school and introduced many new activities that fostered community spirit.

The Student Representative Council (SRC), chaired by the school captains and Vice captains, served as a forum for the SRC members to discuss their issues and concerns of peers.

The Pastoral Care lesson structure introduced in 2012 was sustained in 2013. The lessons gave the pastoral care teachers the opportunity to further develop positive relationships with their pastoral classes. This was organised by each year coordinator and facilitated through the delivery of meaningful Pastoral Care lessons. The lessons addressed issues such as resilience, bullying, positive behaviours and goal setting. In particular the senior students focused on study skills and HSC preparation, with Year 11 participating in a study program facilitated by Elevate.

In 2013 the school implemented a new welfare database, known as SENTRAL. This data base provided ready access to information about students, which supported improvement in a number of areas including student attendance rate. Additional Student management functions includes, tracking student learning, monitoring behaviour and reporting, also facilitated greater understanding of the learner by each teacher.

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

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 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 2013.

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

2013 saw the tenth Year 12 cohort complete the Higher School Certificate. Student achieved 36 Band 6 results across the group. The dux of the school received a UAI of 94.5. At least one band six was gained in each of the subjects of; Ancient History, Business Studies, Community and Family Studies, Design and Technology, Drama, Industrial Technology, Information Processes and Technology, General Mathematics, Mathematics, Music, Personal Development Health & Physical Education, Textiles and Design and Hospitality Operations

Curriculum & Pedagogy

In 2013 Magdalene Catholic High School offered 17 Board of Studies mandated and approved Stage 5 Courses. There were also thirty two 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, HSC Music and HSC History.

The 1:1 Notebook Program for all students has been a feature of the curriculum at Magdalene in 2013. During the year the school moved to a Google suite of software for all students and staff, replacing the myclasses suite. The Google suite 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, all of which had a positive impact on student learning

The 2013 emphasis on improved learning was enhanced through the introduction of the Professional Learning Community concept. 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 (PLT) team considered all available data related to their particular group of students and set learning directions based on that data. This approach to student learning had a positive impact on both student learning and pedagogy.

Throughout the year a review of the approaches to assessment was undertaken. This was an important source of data for the direction of the PLTs. Assessment practices were examined and refined with emphasis on formative assessment ('Assessment for Learning'). The use of formative assessment was encouraged with a view to giving students regular feedback, in order to influence both the teaching and learning cycle.

Following the reporting review in 2011, changes to the Pastoral (homeroom) reports were implemented in 2012. The reporting process was streamlined in 2013 with the introduction of the new school management system, Sentral. This system linked the mark book and the

report data, the teacher comment was also refined. The new reporting system allows greater information to be included in the report and its production is much more efficient.

Cross Curriculum

In 2013, teachers continued to review areas of the school using the School Review and Improvement (SRI) model. Teachers concentrated on more effective differentiation of the curriculum for the students in their class so as to better meet the needs of all students. This was an important focus of the professional Learning Teams. This focus was particularly aimed at Year 7 & 9 classes with the aim to expand this process to all students in coming years.

The Diocesan Learning & Teaching Framework (DLTF) is 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 literacy needs were identified. The Literacy coordinator developed literacy strategies addressing the needs identified in both the 2012 and 2013 NAPLAN tests. A number of strategies were implemented at the year group level and across faculties to address these needs.

The homework club continued to operate each Tuesday afternoon between 3pm and 4pm, and was followed by Thursday study from 3pm to 4pm. These sessions provided an opportunity for intervention support to address both teacher and student identified areas of need. 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.

Numeracy support was also given to senior students on Tuesday afternoons through an intervention program.

Meeting the needs of all students

Magdalene again conducted a transition program, which brings Year 5 and 6 students from local Catholic feeder schools to the school in 2013. Primary students were given the opportunity to experience a day in the life of a high school student. These students spent a whole day at Magdalene, attending normal classes in all KLA areas on a special timetable. Each student was given an individual timetable and gained an understanding and confidence as they continued their journey to high school.

Magdalene continued to provide a comprehensive Learning Support program in 2013. 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.

Expanding Learning Opportunities

Throughout 2013, 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, Football, Touch, 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 2013, Magdalene Catholic High School finished second 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 curricula activities including Duke of Edinburgh silver and bronze awards, the Australian Mathematics, Science, History and English competitions, public speaking and debating competitions. Students have also represented in local Youth of the Year competitions being quite successful in this area.

Students from elective Technology and Year 8 Mandatory Technology participated in the F1 in schools competition, gaining outstanding results, with the Year 9 team being granted a place in the national finals to be held in March 2014.

National Partnerships

Magdalene Catholic High School participated in the *Teacher Quality Principal Professional Learning National Partnership Agreement*. This provided the opportunity to focus on a range of initiatives designed to support the implementation of the Australian Institute for Teaching and School Leadership's (AITSL) *Australian Teacher Performance and Development Framework*. As a participating school our initiatives included:

- Challenges for Middle leaders – Cambridge Education;
- Middle Leader development – Michael McDonald; and
- Implementing Professional learning communities.

Vocational Education and Training

Magdalene Catholic High School recognises the diversity of directions for students beyond school. The Vocational Education Program attempts to cater for a wide range of student aspirations either through school delivered options or Registered Training Organisations.

Frameworks Delivered

- Certificate Two - Construction Frameworks.
- Certificate Two – Hospitality.

School Based Apprenticeships

- Hairdressing.

School Based Traineeships

- Retail Services – Through McDonald's and Hungry Jacks.

External TVET Courses

- Animal Studies.
- Beauty – Retail Makeup and Skin Care.
- Business Services.
- Community Services Introduction (Child Studies).
- Design Fundamentals.
- Information Technology.
- Media Journalism.
- Tourism (Travel).
- Financial Services.
- 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 external assessment results are discussed with parents on an individual basis annually.

NAPLAN

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.

In 2013 Students in Year 7 achieved results that were above the state average in Writing whilst boys in Year 9 showed improved scores in this aspect. The school recognises that greater focus on Numeracy is required as students from Year 7 and Year 9 are under-represented in the top band. Added to this, greater attention will be given to Grammar and Punctuation with Year 7 boys showing a decrease in this aspect and both year groups being under represented in the top band. Similarly, there is under-representation in the top band for Reading.

Analysis of testing data will be used to direct professional dialogue and the development of strategies designed to target areas of deficit. A whole school approach to Literacy and Numeracy has been identified as a priority within the SRI framework in order to ensure that all students can access the curriculum at an appropriate level.

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 2013: % 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	11%	58%	31%	13%	65%	21%
	National	17%	56%	26%	22%	54%	25%
Writing	School	15%	54%	31%	26%	51%	23%
	National	26%	55%	18%	37%	44%	19%
Spelling	School	9%	59%	32%	12%	65%	23%
	National	15%	52%	34%	17%	58%	25%
Grammar & Punctuation	School	18%	46%	36%	19%	68%	14%
	National	22%	49%	27%	26%	52%	23%
Numeracy	School	20%	57%	23%	24%	62%	14%
	National	18%	54%	27%	25%	45%	30%

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 2013: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	98%	98%
	National	96%	94%
Writing	School	97%	92%
	National	91%	83%
Spelling	School	99%	98%
	National	95%	93%
Grammar & Punctuation	School	94%	95%
	National	92%	89%
Numeracy	School	99%	98%
	National	95%	91%

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 11 students in 2013.

Higher School Certificate

The 2013 Higher **School** Certificate results reflect the diversity of students attending Magdalene Catholic High School. Student performances in Community and Family Studies, PDHPE, Design and Technology were outstanding with the majority of students achieving learning gains in excess of expectations. Other subjects such as Studies of Religion and English, reflected unusual trends and students fell below expectations. A review of all subjects was undertaken at the beginning of 2014 with very close scrutiny of the Board of Studies Results Analysis Package for each subject. These conclusions drawn from the analysis of each subject will be used to support student learning in all year groups as students are prepared for the Higher School Certificate in coming years.

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 7

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	88.77	2.04
	State	20.96	72.18	6.87
English (Advanced)	School	0.00	77.78	22.22
	State	1.51	45.40	53.08
General Mathematics	School	14.74	73.68	11.58
	State	23.70	55.14	21.16
Mathematics	School	5.88	76.47	17.64
	State	7.32	43.23	49.46
Biology	School	0.00	88.89	11.11
	State	8.10	58.77	33.13
Ancient History	School	0.00	52.17	47.83
	State	16.16	49.14	34.69
Business Studies	School	9.52	66.67	23.81
	State	11.42	53.39	35.19
Legal Studies	School	13.33	60.00	26.67
	State	11.08	45.97	42.94
Studies of Religion I	School	8.11	59.46	29.73
	State	5.91	45.47	48.62
Design and Technology	School	0.00	40.00	60.00
	State	2.88	59.94	37.19
Community and Family Studies	School	0.00	36.12	63.89
	State	10.41	55.44	34.14
Personal Dev, Health and Physical Education	School	0.00	66.00	34.00
	State	17.10	54.32	28.58
Hospitality	School	0.00	58.30	41.70
	State	3.30	61.66	35.03

Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (Standard)	98	67.16	65.48
English (Advanced)	36	73.65	79.06
General Mathematics	95	67.53	67.46
Mathematics	17	71.95	77.39
Biology	27	71.60	73.99
Ancient History	23	76.97	71.98
Business Studies	21	72.98	73.63
Legal Studies	15	72.59	75.00
Studies of Religion I	36	36.69	38.16
Design and Technology	15	82.73	76.10
Community and Family Studies	36	80.76	73.50
Personal Dev, Health and Physical Education	50	74.34	70.98
Hospitality	21	79.02	75.68

Comparative Performance over Time

School Performance (%)	2011	2012	2013
English (Standard)	71.32	72.54	67.16
English (Advanced)	84.56	82.90	73.65
General Mathematics	74.60	72.13	67.53
Mathematics	81.42	74.58	71.95
Biology	74.05	71.56	71.60
Ancient History	76.86	66.68	76.97
Business Studies	73.33	76.66	72.98
Legal Studies	69.39	72.48	72.59
Studies of Religion I	38.03	36.41	36.69
Design and Technology	79.04	75.82	82.73
Community and Family Studies	79.20	80.63	80.76
Personal Dev, Health and Physical Education	78.52	78.66	74.34
Hospitality	78.57	78.41	79.02

Parent, Student and Staff Satisfaction

At the end of 2013 parents, students and staff were invited to comment on the performance of the school and to express their feelings through a number of mediums. Parents who were members of the Parent Consultation Committee were invited to comment on the performance of the school and to contribute to a survey on Google Docs. Students and staff were surveyed for their opinions through surveys distributed at various meetings.

Student surveys conducted in relation to 2013, reflected that overwhelmingly students were proud to be part of the Catholic Community of Magdalene Catholic High School. The majority of students felt that the school helped them to understand their faith and supported their spiritual development. Many students felt challenged by the standard of work, however, they felt encouraged by their teachers, which created quite a positive atmosphere. It was clear from student feed back that students thought that the school provided a safe environment in which to learn. In general students stated that their teachers were a point of reference for support on issues at school and issues beyond school.

Parents stated they felt supported and their children were encouraged to reach their full potential. Many parents appreciated the faith development opportunities offered to their children by the school. There were positive perceptions around student rapport with teachers and the ongoing commitment that teachers displayed towards students. Parents recognised the diverse curriculum in catering to the needs of their children. Parents appreciated the review of approaches to assessment and recognised the need to have an approach to assessment, which is understood by all. Areas of improvement identified by parents related to development of faith, differentiation and parent involvement in the school.

Staff at Magdalene were very supportive of learning directions especially in relation to the development of Professional Learning Teams, which increased the total focus on student learning. Staff recognised the need to continually emphasise personal excellence to students and attempted to promote this concept across the school. The belief that Magdalene is a safe supportive environment for students was supported by all staff, who took every opportunity to ensure this was in fact the case.

Staff believed that the school strives to meet individual learning needs and this has been facilitated through a continued focus on formative assessment and curriculum differentiation.

Finally staff recognise the positive contribution students are able to make to the wider community through outreach programs and fundraising. Staff were very supportive of student initiatives in this area.

