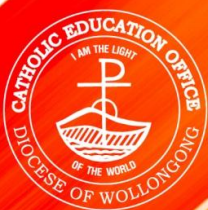


Annual School Report

2012



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 Action Plans.

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 2013.

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

Magdalene Catholic High School
PO Box 222
Narellan NSW 2567
Ph: (02) 4647 7055
Fax: (02) 4647 7022
Email: info@mchsdow.catholic.edu.au
Website: www.mchsdow.catholic.edu.au

Principal: Mr John Lo Cascio

Date: 28 March 2013

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

2012 at Magdalene Catholic High School has been a year of consolidation and further development, with a continual focus on quality education. The emphasis on the use of data to inform the learning cycle has enabled a review of approaches to learning and a renewed understanding of students. At the centre of all action is the welfare of the individual and continual emphasis on the importance of striving for personal excellence. The role of learning beyond the classroom has also been emphasised. The importance of partnership with parents has always been paramount and was enhanced with the establishment of the initial Parent Consultation Committee, which met to consider future directions, which will be incorporated in the Strategic Improvement Plan 2013 to 2017.

Parent Involvement

During 2012, the Magdalene Parents and Friends Association (P&F) actively supported the school community through: the supply, cooking and distribution of food at the annual "Open Afternoon and Welcome Barbecue" and Magdalene Feast Day celebrations. The Parents and Friends also offered financial support through the purchase of the Mary Magdalene Statue, the construction of a dividing wall in the Creative and Performing Arts Block, the purchase of equipment for the Duke of Edinburgh Program, the transport of a piano supplied for "Magdalene Classics", the construction of a Memorial Garden and the support of students who have represented the school at an elite level in their chosen sport.

There were four Parents and Friends Association Meetings and one Annual General Meeting during 2012. The meetings involved issues regarding the students and what is needed to ensure each reaches their potential. Discussions also centred on current issues with in the school and the establishment of future directions.

Financially the Parents and Friends Association is in a healthy state. The year saw the rationalisation of accounts with the Parents and Friends Association and uniform shop accounts being amalgamated.

Throughout the year the committee continually hoped for and encouraged increased support and involvement by a greater number of parents.

Parents and Friends Association, President

Student Leadership

2012 was a year of growth for Magdalene students. Student learning came through academic pursuits and various experiences, such as camps, retreats, feast days and extra curricular activities. Through their involvement students learnt of each other's values, which aided us in understanding one of our core Catholic values, dignity of the human person. The spiritual aspect of Magdalene in particular shone in 2012, more students becoming Extraordinary Ministers of the Holy Communion, readers at Mass, or musically involved in school Masses than ever before. Together, the student community raised money for charities through fun activities, awareness and genuine love. Teamwork allowed students to strive to reach their goals resulting in many academic and sporting achievements. These achievements set a high standard towards which students worked.

During 2012 students would not have had the success without the tireless work and support of their teachers and the community as a whole. This dedication allows us all to work together and grow in a happy and cohesive environment.

School Leaders

School Profile

School Context

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

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 current school population is 996 students who come from various socio economic backgrounds.

Student Enrolments

2012 Enrolments	
Boys	434
Girls	562
Total	996
Indigenous	7
LBOTE	59

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 then go to the link Policies. No changes were made to this Diocesan Policy in 2012.

Student Attendance

2012 Attendance	Male	Female
Year 7	88.4	91.9
Year 8	88.9	91.2
Year 9	84.1	88.4
Year 10	86.5	83.9
Year 11	95.34	96.44
Year 12	96.20	97.20

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. Parents are contacted by Pastoral Care teachers in the first instance of three days absence. Continuing absence is monitored by both the Pastoral Care teacher and the Year Coordinator. The guidelines followed are those set out in the Diocesan Student Attendance Roll Marking Policy and Procedures Handbook. In 2013 parents will be contacted via text message if their son or daughter is absent from school.

Student Retention Rate

Year 10 Total Enrolment 2010	183
Year 12 Enrolment at Census Date remaining in Year 12 at end 2012	129
Actual Retention Rate (%)	70.49%

Student Attainment in Senior Years

Years 11 - 12 2012	
% of students undertaking vocational training or training in a trade during Years 11 and 12	39.3%
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

Destination Survey

2012	Year 10	Year 11	Year 12
No of School Leavers	16	27	129
University	0	0	77
TAFE/Tertiary	3	8	10
Employment	2	13	24
Other School	11	4	3
Other	0	2	15

Staffing Profile

There are a total of 73 teachers and 18 support staff at Magdalene Catholic High School. This number includes 58 full-time, 15 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 2012 was 97.45%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2011 to 2012 was 97 %. The teacher retention rate at Magdalene is high annually with most movement due to the completion of temporary appointments. In 2012, two long serving teachers left Magdalene.

Professional Learning

During 2012, Magdalene personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review and Improvement priorities.

These included:

A. Magdalene whole school development days involved 73 staff.

These days focused on:

- Student Motivation and engagement;
- Using Data to Improve Learning;
- Knowing Your Students;
- First aid and anaphylaxis training;
- ICT training on flipped classrooms and Google training; and
- Contemporary faith Development – Understanding GenY

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

- Middle Leaders /Aspiring Leaders Course (4 Teachers);
- Managing Difficult Behaviours (4 teachers); and
- Certificate of Religious Education (2 Teachers).

The average expenditure by the school on professional learning per Staff member was \$566.25. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$274.

Catholic Life & Religious Education

A major focus of Religious Education teachers during 2012 has been the review and improvement of the quality of Religious Education that is provided to the young people in our care.

The 2012 HSC Studies of Religion results reflected a degree of success with reduced numbers of students in the lower HSC Bands. The 2012 Band 5 and 6 results however were below expectations, even though there were some excellent individual results throughout the cohort. The Improvement became a focus of HSC discussions at all levels. Students in Years 7 to 10 have been engaged in an evolving curriculum that is being evaluated in terms of meeting student needs. Work will continue in that area into the future.

There is much more to the Religious Education Program than academic achievement. The school aims to provide spiritual renewal and evangelisation to students and staff at various points throughout the year. The school offers daily prayer, weekly Mass and liturgical celebrations that involve the entire community. Liturgies such as the Opening School Mass, Year 12 Graduation Mass and Feast Day Mass in July, celebrate a commitment to our God and a sense of community. Students are involved in religious celebrations through readings, prayers, offertory and the Gospel processions, altar serving, the music ministry and these Eucharistic ministry. Several of the older students have completed courses enabling them to take on roles of lectors, cantors and Extraordinary ministers. The students then continue to be active in these ministries at school and in their local Parishes.

A highlight of 2012 for many students has been the retreat or reflection day that is offered to their particular year group. The staff, along with the Disciples Youth Mission Team and Chris Doyle, conducted the reflection days across various years. In all cases the students were challenged to think about their lives, their future, the school community, their spirituality and their faith. Year 11 students completed a retreat that looked at their journey through life, and the Year 12 students completed a retreat based around the way God works with us in our lives. Both retreats were linked and proved to be very worthwhile for all students involved.

Another highlight of 2012 was the involvement of students in the Catechist program. Students were trained by Wollongong CCD and spent time going into classrooms during Term 4 at Harrington Park Public School. Each catechist participated in teaching Years 3 – 6 about the Catholic faith. In all eleven of the senior students were involved and found the experience to be incredibly rewarding. Their involvement also made a great difference to the lives of those children to whom they ministered. The Catechist experience also established links between Magdalene the broader church and the local church, and helped students to work in tune with our local Parish.

The Social Justice clubs which were started in 2011 (The Caritas Club, The Vinnies Club, The Mission Club, The Stewardship Club and The Mini-Vinnies Club) have continued to grow and flourish and the awareness of students in the wider school community has also shown positive growth. Students are involved in action and outreach as well as fundraising. Our staff, students and ex-students raised \$1 589.45 for the St Vincent de Paul Doorknock Appeal. In addition the school raised \$10 030.55 for Catholic Missions and \$3 566.75 for Project Compassion. During Magdalene Feast Day students also raised money for the Care fund to support families suffering significant illness in the Magdalene community.

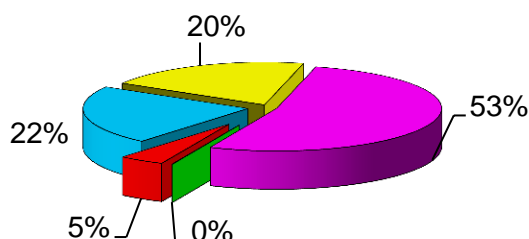
The initiatives started in 2012 will continue in 2013 in an attempt to strengthen our awareness of our evangelising mission of Christ in our school community as exemplified in the statement of Mary Magdalene: "I have seen the Lord".

Financial Summary

There were no new major items of expenditure in 2012, however, the school did purchase a sculpture of Mary Magdalene and developed a memorial garden with the support of Year 12 and the Parents and Friends Group. The school has significant ongoing financial commitments including: Programmed Maintenance Services of the school buildings; debt servicing of six 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.

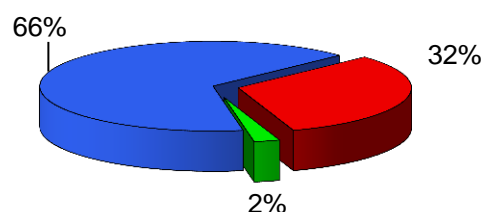
The following graphs reflect the aggregated income and expenditure for Magdalene Catholic High School, Narellan for the year ended 31 December 2012. This data is taken from the 2012 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

Income



- Fees and Other Private income
- State Government Funds
- Commonwealth Recurrent Grants
- Government Capital Grants
- Other Capital Income

Expenditure



- Salaries, Allowances and Related Costs
- Non Salary Expenses
- Capital Expenditure

Student Welfare

Introduction

Student welfare is of paramount importance at Magdalene Catholic High School. The aim of the school is to ensure that young people are able to take control of all aspects of their lives with the support of their parents working in partnership with the school. We believe that students who are known, cared for, valued and respected become confident and responsible learners and citizens. The welfare system continues to emphasise the importance of self discipline, the dignity of the human person and the need to live by the values taught by Jesus Christ.

Pastoral Care

Pastoral Care structures at Magdalene allow for the provision of high quality care. Throughout 2012 there was an emphasis on the role of the Pastoral Care teacher. The review of this role saw the initial stages of a plan for the Pastoral Care teacher to take a more active role in the lives of students in their care. Over the coming years the role will continue to be refined with the Pastoral Care teacher becoming the first point of contact for parents.

In 2012 Pastoral Care lessons, once a fortnight, were introduced for all students in Years 7-12. These lessons gave the Pastoral Care teachers the opportunity to further develop positive relationships with their pastoral classes, through the delivery of meaningful lessons that addressed issues such as resilience, bullying, positive behaviours and goal setting. The Pastoral Care/Year Coordinators developed Pastoral Care programs that addressed contemporary issues that young people face every day. The Pastoral Care Coordinator and Pastoral Care/Year Coordinators discussed issues related to their specific year groups and tracked student behaviour, at regular Pastoral Care meetings. Throughout the year strategies that promoted positive behaviours, learning and positive relationships were also developed and refined.

An important aspect of Pastoral Care at Magdalene is the development of student leadership skills. In 2012 the Student Leadership Team was very active in promoting and launching the Magdalene and St Clare's Community Care Fund. They assisted in the organisation of Magdalene Feast Day, at which funds for the Care Fund were raised. The student leadership members introduced many new activities that fostered community spirit. 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 concerns of peers.

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 for an orphanage in Zambia. SRC members also took an active role in leading school assemblies and were involved in all major school events.

At the basis of Pastoral Care at Magdalene is the creation of a safe and caring environment which is very much in keeping with the Catholic Schools in the Diocese of Wollongong. Diocesan schools 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 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

Magdalene Catholic High School follows the Board of Studies syllabus for each course offered (as required for Registration and Accreditation under the Education Act 1990) and implements the curriculum requirements of the Catholic Education Office. The curriculum, teaching and learning are informed by the priorities, goals and indicators outlined in the Catholic Education Office Diocese of Wollongong, Strategic Management Plan, in particular: Key Area 2 (Students and their Learning) and Key Area 3 (Pedagogy). Staff members at the school are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

Curriculum & Pedagogy

In 2012 the school offered seventeen NSW 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 and HSC History.

During 2012 one focus of improved pedagogy was effective assessment. This was supported via an emphasis on understanding and knowing individual students. In some subject areas assessment tasks were reviewed to ensure that they were appropriate instruments allowing assessment for and of learning.

Assessment and student progress are reflected in reports. The school produces reports at the conclusion of first and second semester. These documents are coupled with Parent/Teacher

interviews which are an opportunity to inform parents not only of student progress but to ensure a parental and student understanding of performance and potential.

Throughout the year Magdalene continued with the 1:1 Notebook Program for Year 7 students. This program will continue with each new Year 7 intake. Teacher professional development workshops were provided to enhance learning using ICT. The Diocesan intranet, including the myclasses pages, were 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.

Cross Curriculum

During 2012 the School Review and Improvement (SRI) model was used to assess the school's improvement journey. Teachers sought to improve curriculum differentiation to meet the needs of all students. This focus began with Year 8 & 9 classes with the aim to expand this process to all students in coming years.

Following the reporting review last year, changes to the Pastoral (homeroom) reports were implemented in 2012. The Pastoral Report, located at the front of each student's report, contains a summary of all the subject reports as well as possible improvements that the Pastoral Care Teacher can suggest based on their knowledge and experience of the student throughout the year. This addition to the individual subject reports has added to the feedback that students are given in order to improve their learning.

The Diocesan Learning & Teaching Framework continued to be a point of reference for improved teaching related to the SRI goals. This framework will be continually used to improve learning and teaching outcomes.

Meeting the needs of all students

Following the NAPLAN testing, significant data was made available to teachers, this led to whole school as well as individual student needs being identified and addressed. Student profiles were created from the Acer General Ability Test (AGAT), NAPLAN, Motivation and Engagement Scale and school reports, all of which was used to cater to the diverse needs of students. A number of strategies were implemented at the year group level and across faculties to address these needs. A homework club continued to operate each Tuesday afternoon between 3pm and 4pm, providing students with the opportunity to gain assistance from teachers across faculties. The club was accessed by students from Years 7 to 12 and was used to assist with homework, assignments and general understanding of class work.

In addition to the above, the Year 6 to Year 7 Transition Program catered to the needs of new students entering Magdalene. The "Transition Program" involved visits by Magdalene teachers to the feeder schools of St Clare's Narellan Vale, and St Paul's Camden. The teachers from the primary schools in turn, visited Magdalene. Each of the visits allowed a greater understanding of student experiences and the development of strategies to improve student

learning. The teacher interactions were followed by visits for Year 5 and 6 students to Magdalene, which gave students a greater understanding of secondary school.

To offer greater support to students identified with specific learning difficulties Magdalene offers the Learning Support program. This program operates concurrently with class groupings, catering to the needs of students. In Years 7 and 8 English, Music and Art students are divided into 8 class groupings with the students requiring additional learning support being placed together in one class, which is capped at around seventeen students. This class has a teacher working with a School Support Officer in English and a School Support Officer assisting across all other subjects. The team teaching approach allowed for greater student assistance and a flexible 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 Year 8 study skills

Expanding Learning Opportunities

All students have the opportunity to be involved in extra curricular activities. Representative sport is undertaken via the Macarthur Independent Schools Association (MISA) sport competition each Tuesday afternoon. Students represent in a range of sports including AFL, Basketball, Cricket, Netball, Football, Touch, Volleyball, Rugby League and Hockey. The school also participates in Diocesan carnivals for the above sports as well as Tennis, Swimming and Athletics. At the end of 2012, Magdalene Catholic High School finished third 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, History and English competitions, public speaking and debating competitions. School organised band, choir and drama presentations. Students have also represented in local Youth of the Year competitions.

Students from elective Technology and Year 8 Mandatory Technology had the opportunity to participate in the F1 in schools competition, gaining outstanding results, with the Year 8 team being invited to compete in the National finals to be held in 2013.

In 2012, fourteen Year 10 students were invited to be involved in the MacArthur Alternate TAFE Experience (MATE). This program was organised by a teacher from South Western Sydney TAFE. It provided students with employment and study skills to prepare them for life beyond Year 10. The program proved to be a worthwhile experience for students and will be reviewed and continued in 2013.

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

NAPLAN is implemented for students in Years 7 and 9 and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results was used at school level to support the enhancement of literacy and numeracy outcomes for all students.

The majority of students performed above the national average in all test aspects, however, there were a number of identified areas for further investigation. Year 7 Numeracy is one area in need of greater focus, with the cohort being under-represented in the upper bands. Year 9 students performed well in Spelling, however, Year 9 students were under represented in the upper bands and the performance in Writing necessitates further investigation and strategies for improvement.

With continued analysis of external testing data and internal assessment greater support will be directed to areas of deficit to improve student literacy and numeracy, which have a direct impact on student learning. The implementation of explicit strategies with a systematic approach should further improve students' skills.

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 2012: % 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	14%	56%	30%	18%	71%	12%
	National	18%	53%	28%	25%	55%	19%
Writing	School	22%	58%	20%	39%	47%	15%
	National	27%	53%	18%	38%	44%	17%
Spelling	School	9%	59%	32%	17%	60%	23%
	National	17%	53%	29%	25%	52%	21%
Grammar & Punctuation	School	9%	59%	31%	29%	53%	18%
	National	16%	53%	29%	27%	53%	19%
Numeracy	School	20%	59%	20%	27%	56%	18%
	National	21%	52%	25%	23%	52%	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) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2012: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	99%	98%
	National	94%	91%
Writing	School	98%	83%
	National	90%	92%
Spelling	School	97%	96%
	National	93%	90%
Grammar & Punctuation	School	99%	98%
	National	95%	90%
Numeracy	School	99%	99%
	National	94%	94%

Higher School Certificate

2012 witnessed the ninth Year 12 cohort to complete the Higher School Certificate at Magdalene. The students achieved 43 Band 6 results with at least one band six result gained in each of the subjects of: Business Studies, Community and Family Studies, English Advanced, Industrial Technology, Legal Studies, General Mathematics, Music, Personal Development Health & Physical Education, Studies of Religion I, Studies of Religion II, and Visual Arts. Overall the performance of the students was encouraging with an increase in the percentage of students achieving a Band 5 or 6 higher than ever before. The reduction in Band 2 and 3 results also reflects improved performance of 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 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	7.00	78.00	15.00
	State	21.56	62.60	15.85
English (Advanced)	School	0.00	22.22	77.78
	State	0.86	45.00	54.14
General Mathematics	School	9.09	64.77	26.13
	State	19.70	58.04	22.25
Mathematics	School	0.00	70.00	30.00
	State	9.21	38.16	52.63
Biology	School	7.41	77.78	14.81
	State	10.11	63.03	26.86
Ancient History	School	13.33	80.00	6.67
	State	23.77	49.25	26.99
Business Studies	School	0.00	61.11	38.89
	State	11.15	50.39	38.45
Legal Studies	School	4.76	61.90	33.33
	State	11.96	47.43	40.61
Modern History	School	0.00	53.84	46.15
	State	10.13	43.65	46.23
Studies of Religion I	School	14.28	54.28	31.42
	State	9.39	48.66	41.95
Community & Family Studies	School	0.00	30.95	69.04
	State	9.38	54.18	36.44
Personal Dev, Health & Physical Education	School	2.08	41.66	56.25
	State	14.03	52.88	33.08
Hospitality	School	0.00	58.30	41.70
	State	2.91	65.11	31.98

Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (Standard)	100	72.54	68.27
English (Advanced)	27	82.90	79.56
General Mathematics	88	72.13	69.20
Mathematics	10	74.58	77.64
Biology	27	71.56	72.46
Ancient History	15	66.68	69.35
Business Studies	18	76.66	73.98
Legal Studies	21	72.48	74.44
Modern History	13	78.65	75.61
Studies of Religion I	35	36.41	37.19
Community & Family Studies	42	80.63	74.14
Personal Dev, Health & Physical Education	48	78.66	72.58
Hospitality	23	78.41	75.50

Comparative Performance over Time

School Performance (%)	2010	2011	2012
English (Standard)	69.94	71.32	72.54
English (Advanced)	81.01	84.56	82.90
General Mathematics	76.19	74.60	72.13
Mathematics	77.76	81.42	74.58
Biology	73.62	74.05	71.56
Ancient History	73.76	76.86	66.68
Business Studies	73.21	73.33	76.66
Legal Studies	70.24	69.39	72.48
Modern History	67.85	79.64	78.65
Studies of Religion I	38.89	38.03	36.41
Community & Family Studies	76.77	79.20	80.63
Personal Dev, Health & Physical Education	81.42	78.52	78.66
Hospitality	78.06	78.57	78.41

Parent, Student and Staff Satisfaction

At the end of 2012 the Magdalene Catholic High School Strategic Improvement Plan 2008 to 2012 was concluded. At that time parents, teachers and students were surveyed to gain insight into the performance of the school. Parents were also invited to the Parent Consultation Committee where they gave insights into the schools' performance and their ideas on future directions.

Students indicated that they felt safe and appreciated the wide range of co-curricular activities that they could participate in. Some students felt that they could be further encouraged and challenged with academic coursework so as to achieve better learning outcomes especially in the junior years. Senior students were satisfied with support in senior school. However, these same students stressed the need for increased expectations in Years 7 – 10 which would better prepare them for the rigours of senior school.

Parental support for the school is evidenced by continued high levels of application for enrolment, and by personal endorsement. Parents who were members of the Consultation Committee, commented on the quality of pastoral care. They were impressed with factors such as: integration and participation in liturgy, the promotion of a sense of community in practical ways, the communication with parents related to school matters. Parents were also pleased with the efforts of the school to deliver a strong and diverse curriculum to their children. They appreciated a stable, experienced and approachable staff that inspired and encouraged students. Parents also stated that they recognised the importance of learning and the willingness of the school to combine successful contemporary and traditional approaches to student learning.

Staff at Magdalene clearly indicated the school provides a safe and supportive environment as well as providing opportunities for development in all aspects of students' lives. Staff recognised the potential in students, however, they also identify the need to further challenge students in order for them to maximise their learning outcomes. Staff appreciated the emphasis on personal excellence and recognised their role in setting high expectations. There was concern in relation to student absence, which was higher than acceptable and does have an impact on student learning. Teachers recognised their role in improving this aspect of students' lives.

School Review and Improvement

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

School Review and Improvement components reviewed and rated in 2012:

- **Key Area 1: Catholic Life and Religious Education**
 - 1.4 Parents, Parishes and the Broader Church
- **Key Area 2: Students and their Learning**
 - 2.4 Integration of Information and Communication Technology
- **Key Area 3: Pedagogy**
 - 3.6 School climate, learning environment and relationships
- **Key Area 4: Human Resources, Leadership and Management**
 - 4.5 Overall compliance with legislation requirements
- **Key Area 5: Resources, Finance and Facilities**
 - 5.4 Financial Management
- **Key Area 6: Parents, Partnership, Consultation and Communication**
 - 6.3 Linkages with the wider community
- **Key Area 7 Strategic Leadership and Management**
 - 7.1 Planning for improvement
 - 7.2 Innovation, development and change

Evidence Reflecting Improvement:

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

- 1.4 Parents, Parishes and the Broader Church

Students were involved in projects beyond the school including the Carrington Project the Catechetics Program, Mater Dei Support Programs, Special Minister of the Eucharist, Readers and Cantors. The roles of the REC, Liturgy Coordinator and Mission coordinator. Local Priests were more involved with the school especially in Friday Masses and Spark Retreats.

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

- 2.4 Integration of Information and Communication Technology

The use of ICT was encouraged across the school with an emphasis on improving learning. This was supported by increased training at staff and individual meetings;

Bandwidth was increased in accordance with CEO Policy;

Project Based Learning (PBL) was explored with a view to incorporating this into cross curricular ICT initiatives;

There was increased faculty sharing of ideas especially around ICT for learning

Time was made available for staff to work with the Learning Resource Coordinator throughout term 3 and 4;

The use of ICT to enhance learning was incorporated into a number of staff meetings eg “Flipped classroom”; and

Emphasis continued to be placed on the importance of parent communication to improve student learning.

- **Key Area 3: Pedagogy**

- 3.6 School climate, learning environment and relationships

School protocols were reinforced at regular intervals to promote cyber safety and student learning.

Emphasis was placed on the importance of promoting positive relationships in the classroom.

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

- 4.5 Overall compliance with legislation requirements

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

- 5.4 Financial Management

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

- 6.3 Linkages with the wider community

- A Transition Group was established with local primary schools to create a better understanding of the learning environment, climate and to enhance the K-12 continuum.

- **Key Area 7 Strategic Leadership and Management**

- 7.1 Planning for improvement

- Staff development days were devoted to improving student motivation and using data to understand our students.

- Opportunities were created for staff to share learning goals and strategies to promote a more positive learning environment (Staff meetings and review).

- The processes and procedures around effective communication were reviewed to improve the learning environment. This involved communication with and about students in relation to performance and progress (based on Data).

- 7.2 Innovation, development and change

- Learning committee was set up to promote critical high order thinkers capable of extending their efforts and ability.

- Role of the learning resource centre was reviewed to ensure that students had the opportunity to be more involved in their own learning. Some KLA programs reviewed to ensure this would take place.

- **School Review and Improvement components to be reviewed and rated in 2013:**

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

- 1.1 Vision and Mission

- Throughout 2013 the Magdalene vision and mission statements will be reviewed to ensure understanding and commitment of the community.

- 1.2 Religious Education

- Religious Education Programs will be reviewed to ensure these are relevant to student learning and lives.

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

- 2.1 Educational Potential

- There will be continued use of data to ensure student needs are met to maximise performance and promote personal excellence.

- **Key Area 3: Pedagogy**

3.3 Teaching Practices

The school will establish Professional Learning Communities (PLC's) to review and improve practices across the school.

3.5 Assessment

A review of approaches to assessment will be undertaken through PLC's which will involve more effective assessment at both formative and summative levels.

