

Annual School Report

Secondary



2017



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

About This Report

Magdalene Catholic High School, Narellan is registered by the NSW Education Standards Authority (NESA) 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 CEDoW to ensure compliance with all NESA requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NESA, the Report will be presented to the parent body and be available on the school's website by 30 June 2018.

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

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Principal: Matthew McMahon
Date: 29 March 2018

Vision Statement

‘Because we have seen the Lord’, Magdalene is an environment which has students at the centre. Our community is a place where life-long holistic growth is valued by fostering high expectations, quality relationships and academic success for all. We develop courageous hearts and creative minds.

Message from Key School Bodies

Principal’s Message

2017 was a year of new beginnings with a new Principal, a new Literacy Committee and a renewed focus on consistent practice. The strategic Learning and Teaching focus for the year centred around: (i) refining the school’s vision and mission; (ii) enhancing Magdalene’s literacy and numeracy emphasis; (iii) building staff and Middle Leader capacity; and (iv) using data to improve student performance and outcomes. This allowed students to experience greater efficacy and commonality within and across their studies including, as a result of the school’s Literacy Committee and Literacy Working Parties, a common approach to writing paragraphs – the IDEAL paragraph.

Social Justice programs continued to be a key part of what the school offers and the messages delivered; this included the Year 11 Immersion Trip to St Patrick’s Primary School in Brewarrina, ongoing “Carrington Intergenerational Age Project” (working with the Carrington Nursing Home in Camden), local initiatives within the Macarthur community such as initiatives with St Vincent de Paul, the 24 Hour Fight for Cancer and the Red Shield Door Knock Appeal to name but a few. The Parents and Friends’ (P&F) continued to be a vital part of the community and helped with a range of aspects including new air conditioning for over 20 classrooms and spaces (and this followed funding of the new school bus in the previous year). Other projects for 2017 included finalised planning for the new Hospitality Centre and approval for new classrooms in 2018/19. Spirituality and Youth Ministry opportunities were numerous with over 50 students attending the Australian Youth Festival in Sydney and various CEDoW projects such as regular ALIVE events at school and across the Diocese. The school continued to value its students and provided a rich range of opportunities in other areas such as cultural (Magdalene Classics, Shines and Impressions) and sporting domains involving MISA and Diocesan opportunities.

Parent Involvement

The P&F Association has had another productive year. The quarterly meetings have been well attended, with vigorous discussion and judicious decision making resulting in outstanding outcomes for the school and students. The most obvious of these was the installation of air-conditioning in blocks A-D, which brought welcome relief to students and teachers alike. Also of note was the installation of the new electronic sign adorning the entrance to the school, sponsorship of the Brewarrina Immersion Program, and financial support to a variety of students representing Magdalene in elite sport and leadership programs. Once again

the P&F supported the Arts with sponsorship of the major prizes at Magdalene Impressions and the P&F proudly provided financial support to the Magdalene Trivia Night, the school's fundraising initiative for the Westmead Children's Hospital.

The P&F continued to support school events by manning the BBQ, including Magdalene Open Day and the Magdalene Feast Day. As always, these events are only a success thanks to many willing hands and the P&F are very grateful to the parents, friends and Magdalene staff for the cheerful enthusiasm that they bring to their volunteering.

The P&F appreciate the outstanding support from the school executive who were always on hand to provide welcome advice during the quarterly get-togethers. The dedicated school office administrators have tirelessly accommodated the printing, newsletter and myriad requests with professionalism and humour, they truly are the backbone of the school. The clothing pool was once again under the stewardship of the Clothing Pool Coordinator who continues to provide wonderful support to the school year after year.

A special thank you to the Secretary and Treasurer, both of whom have completed their maximum three years of service on the P & F Executive.

Parents and Friends Association, President

Student Leadership

2017 - What a year! A year of change. A year of growth. A year of success and excellence across all domains of schooling life; academic, sporting, cultural and many more. The school saw another Year 12 class graduate, sadly leaving, walking through Magdalene's gates for the last time. Magdalene was entrusted with the guidance and leadership of a new Principal, bringing with him, the full support to install air conditioning units from Block A through to D. During the year students raised well deserved funds for CARITAS and Westmead Children's Hospital. Throughout all the social justice initiatives, Ignite, Vinnies Winter Appeal among them, MISA sport on Tuesday, Diocesan sport and the academic successes of the Magdalene students, the values which Magdalene was built upon were the instruments of successfulness across Magdalene in 2017.

Not only have the 2017 captains passed the 'leadership candle' to the 2018 Student Leaders but they have also passed on the important and challenging role of being leaders, role models and friends to all. To the teachers of Magdalene, and more specifically those who taught the students of Year 12, thank you. Thank you for always being there motivating and pushing the students to be the best and contributing to their learning and success.

While the academic and sporting domains of Magdalene facilitated a medium to strive for excellence, the pastoral program, overseen by the Pastoral Care Coordinator, was crucial in spiritual development, and in looking after the mental and emotional wellbeing of students. As a part of the pastoral program, both the year coordinators and homeroom teachers were a constant support system especially for the highly stressed HSC waiting year 12 students. The Year 12 Coordinator, instilled two life lessons that will stay with the

students forever: one, the importance to care for one another; and two to turn up to class on time. Thank you for the constant commitment to guide the students through what was four years of high schooling journey. Thank you Magdalene for preparing the students for what comes next in life.

School Leaders

School Profile

School Context

Magdalene Catholic High School is a systemic Catholic high school established by the Diocese of Wollongong in 1999 to serve the Parishes of the western Macarthur region, Camden/Narellan Vale, The Oaks and Picton. The School is co-educational from year 7 to 12 and has a population of 1006 students.

Magdalene exists to proclaim Christ's message. The school offers a comprehensive curriculum and a wide variety of extra-curricular activities including weekly competitive sport with other non-government schools. Magdalene Catholic High School is an environment which has students at the centre.

The community is a place where life-long holistic growth is valued by fostering high expectations, quality relationships and academic success for all developing courageous hearts and creative minds.

Student Enrolments

2017 Enrolments	
Boys	432
Girls	574
Total	1006
Aboriginal and Torres Strait Islander	26
LBOTE	0

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.mchsdown.catholic.edu.au and the CEDoW website: www.dow.catholic.edu.au No changes were made to this Policy in 2017.

Student Attendance

2017 Attendance	Male	Female
Year 7	93.7%	92.2%
Year 8	92.1%	90.4%
Year 9	91.1%	90.1%
Year 10	90.0%	90.0%
Year 11	91.4%	90.6%
Year 12	91.2%	91.0%
Whole school	91.6%	90.8%

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.

Absence procedures at Magdalene Catholic High School have remained consistent in recent years, and in 2017 Magdalene parents/carers were contacted via text message when their children were absent from school. Replies to messages were then recorded in the school's database via 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. Students arriving late at school record this through fingerprint scanners and teachers record attendance lesson by lesson on Sentral. Ongoing lateness results in direct intervention by the teachers and when students are absent for an extended period parents/carers are contacted and meetings are scheduled to address and remedy this. The guidelines followed by the school are those set out in the CEDoW Student Attendance Guidelines and Procedures (January 2015).

Student Retention Rate

Year 10 Total Enrolment 2015	177
Year 12 Enrolment at Census Date remaining in Year 12 at end 2017	135
Actual Retention Rate (%)	76.2%

Student Attainment in Senior Years

Years 11 - 12 2017	
% of students undertaking vocational training or training in a trade during Years 11 and 12	13%
% of students who have completed at least one (1) VET course in either Year 11 or 12	14%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

Destination Survey

2017	Year 10	Year 11	Year 12
No of School Leavers	23	28	135
University	-	-	89
TAFE/Tertiary	13	20	20
Employment	3	6	17
Other School	7	2	0
Other/Unknown	-	-	9

Staffing Profile

There are a total of 81 teachers and 21 support staff at Magdalene Catholic High School. This number includes 56 full-time, 25 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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2017 was 95.5%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2016 to 2017 was 86%.

Professional Learning

During 2017 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 90 staff.

These days focused on:

- Vision and Mission - clarifying who we are
- Curriculum - Literacy & Gradual Release
- Staff Spirituality Day - Our role in a dynamic world (Father Richard Leonard)
- First Aid and Anaphylaxis Training.

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

- Open to Learning Conversations (1 staff)
- Literacy Planning (5 Staff)

- Aspiring Leaders (3 Staff)
- Lamplighter Course (6 staff)
- Literacy Workshops (14 staff)
- YARC Workshops and Disability Provisions (2 staff)
- Professional Association for Learning Support (1 staff)
- Events Association & Communications (EduTech) (1 staff)
- State Library E-Resources (1 staff)
- De Courcy Analysis (1 staff)
- Rock and Water (1 staff)
- Business Services Training (2 staff)
- STEM Conference (1 staff)
- Judaism Professional Development Seminar at The Sydney Jewish Museum (1 staff)
- EDVAL Training (2 staff)
- Understanding Dyslexia & Significant Reading Difficulties (2 staff)
- CSSA Forum (1 staff)
- Making Literacy Visible (3 staff)
- Stage 6 English PD Familiarisation with Revised Stage 6 English syllabus (1 staff)
- Industry Currency Hospitality (3 staff)
- EduTECH Conference (3 staff)
- ETA Stage 6 PD (2 staff)
- Stage 6 Maths PD (1 staff)
- New Perspectives: Teaching the Holocaust in Australian Classrooms History PD (1 staff)
- What's the A-gender? Society & Culture PD (1 staff)
- Community Connection Belonging Conference (1 staff)
- Exploring Early Childhood PD (1 staff)
- MACQLIT PD (2 staff)
- AEST Annual Conference for Science Lab Assistants (1 staff)
- Integrating Digital Technologies (1 staff)
- Growth Coaching (1 staff)
- CSSA Wellbeing Forum (1 staff)
- Western Syd University - Stage 4 Mathematics (1 staff)
- Photography PD - Eat my pixels - developing a HSC Photo media (1 staff)
- Western Syd University - Educating Secondary Mathematics Maths (1 staff)
- ETA National Conference (1 staff)
- Paul Dillon Drug Ed Seminar (1 staff)
- HTA 2017 State Conference
- Improving Performance Stage 6 PDHPE PD (1 staff)
- Quality Assessment Practices in PDHPE PD (1 staff)
- Beginning Teacher Wellbeing (2 staff)
- Mental Health First Aid Training (1 staff)
- PDHPE teachers' association conference - Captivate, Innovate & Engage (2 staff)
- Oliver v5 User Conference (1 staff)

- Web Daily Training (2 staff)
- CEO ECT Days 2017 Cohort (7 staff)
- CEO Maths Project – Stage 4 Maths teachers (6 staff)
- CEO Theology of the Body & Catholic Church Teachings (2 staff)
- CEO Learning in Leadership (3 staff)
- CEO Year 10 RE Curriculum (3 staff)
- CEO Learning for Leadership (1 staff)
- CEO Putting Faces on the Data (3 staff)
- CEO Lynn Sharratt Improving Learning (3 staff)
- CEO Open to Learning (1 staff)
- CEO Year 8 RLA Marking (2 staff)
- CEO Preparing for Interviews (1 staff)
- CEO Lamplighter 2016 and 2017 Cohorts (6 staff)
- CEO Alight for the World 2016 and 2017 Cohorts (13 staff)
- CEO Lamplighter 2016 and 2017 Cohorts (6 staff)
- CEO Shining Lights (2 staff)
- CEO Men’s Retreat (2 staff).

The average expenditure by the school on professional learning per staff member was \$284.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$365.

Catholic Life & Religious Education

There were many great things that happened at Magdalene in the area of Catholic Life and Religious Education during 2017. The school implemented the new syllabus for Year 10 Religious Education for the first time. The school also worked on improving resources and pedagogy, in an effort to improve student outcomes, including flipping the classroom, greater use of apps like Google Classroom and the continuation of data based differentiation.

The focus on the spiritual life of staff and students continued, with daily prayer in the classroom, Friday lunchtime Mass once per month and special liturgical celebrations such as the Opening School Mass and the Feast Day Mass. Daily Prayer Books and Liturgical Calendars were added to every regular classroom to enhance the prayerful atmosphere of the school and to remind students of Catholic identity. Each Pastoral teacher also creates a sacred space for their pastoral class within the classroom.

There were nineteen students from Years 10 and 11 involved in the Catechist program, teaching students every week at Narellan Public School. The school also had seven students complete liturgical ministry training as Eucharistic Ministers. It is great to see these students being able to minister to other students at school and to the broader church community through their own parishes.

The retreats and reflection days were, once again, very successful, with Years 7-10 having reflection days and Year 11 having a 3-day retreat in Term 4. Twilight retreats were held also, including the LIVE events and, sometimes, with members of Wollongong YMT. These twilight retreats and other retreat activities give the students a chance to experience personal spiritual growth at a school based community level and a personal level. The school also combined with Mount Carmel for the Winter Sleepout, for the first time ever and returned to Mount Carmel later in the year for the ACYF conference, which was another astounding success for the students involved.

The Social Justice achievements at Magdalene were another highlight of the year, with students engaging in hands-on activities like Carrington (aged care), Brewarrina, Vinnies Kitchen, St Vincent De Paul Doorknock (\$931.98), and also in fundraising for Caritas - Project Compassion (\$1051.53), Catholic Mission (\$1044.95), Westmead Children's Hospital (\$4375.93) the Cancer Council (\$972.70) and the Vinnies Hampers for Christmas.

Religious Literacy Assessment

The Religious Literacy Assessment Program (RLA) for Year 8 students was successfully completed within schools across the Diocese. The school cohort in 2017 consisted of 172 Year 8 students who sat the RLA on 21 August 2017.

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:

- Affirming Human Dignity
- the Stewards of 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:

- understand the school and church communities topic.

These results are higher than the Diocesan average and, more importantly, better than the 2016 cohort, in the achieving and extending range.

In the assessment 16.8% of students were placed in the developing level, 79.7% in the achieving level and 3.5% were in the extending level.

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 2017:

Key Area 2: Students and their Learning

2.2 Rights and responsibilities

Goal: Ensure authentic learning is clearly understood and promoted at Magdalene using evidence to drive and justify success.

Key Area 3: Pedagogy

3.1 Curriculum provision

Goal: To ensure the curriculum reflects the needs of students while meeting system and board requirements.

3.6 School climate, learning environment and relationships

Goal: Develop a commitment to authentic learning across the school through collaboration and a positive learning environment.

Key Area 7: Strategic Leadership and Management

7.1 Planning for improvement

Goal: Establish clearly articulated strategic directions with the new leadership team.

7.2 Innovation, development and change

Goal: The school is a productive learning community committed to improvement.

School Review and Improvement components to be reviewed and rated in 2018:

Key Area 1: Catholic Life and Religious Education

1.1 Vision and Mission

Key Area 2: Students and their Learning

2.5 Pastoral Care

Key Area 3: Pedagogy

3.3 Teaching practices

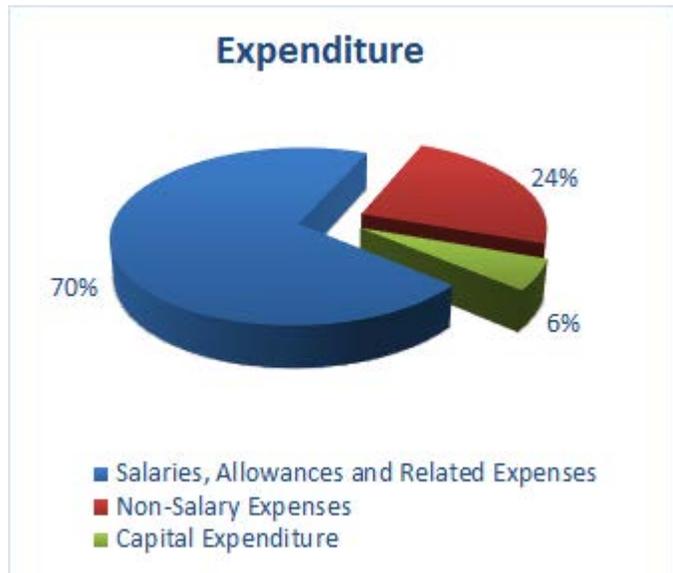
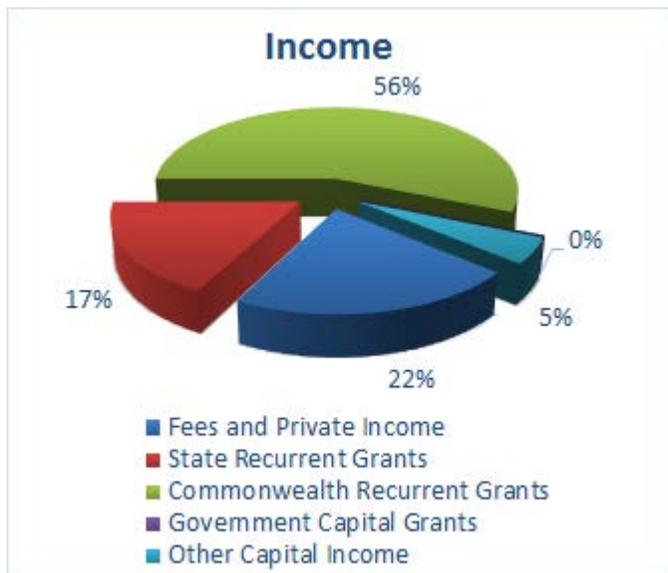
3.5 Assessment

Financial Summary

There were a number of enhancements across the school in 2017 – the majority of which having a direct impact on learning and the learning environment provided for the students. The maintenance program continued with painting of various buildings and replacement guttering for classrooms as needed. Old roofing sheets were replaced in the student COLA and one teaching space was divided into two smaller teaching spaces. New projectors (some replacing older models) were placed in multiple classrooms to support the use of technology and additional storage was provided for learning and teaching resources in two faculties. The ovals were top dressed and treated and the upkeep of our facilities for students continued to be a focus. A combined total of approximately \$50,000 was spent on either maintenance or improvement projects.

Magdalene’s ongoing general maintenance also required significant funding and the school’s P & F was very helpful with the purchase of air conditioning for twenty spaces around the school. The P&F was also supportive in the purchase of an electronic sign to keep the community informed of events. The school continues to contribute funds towards the future building of a school hall including a donation from the Campbelltown Catholic Club. The school was also the recipient of two separate funding grants in 2017. \$4,000 was received from the CECNSW as part of the “Online Safety Programme in Schools” allowing the school to become a part of the Alannah & Madeline Foundation eSmart Program (aimed at combating cyberbullying and promoting quality online practices). \$2,000 was also received from South West Health as part of the trial “Active Travel Grant” aimed at promoting greater movement in students in their movement to and from the school.

The following graphs reflect the aggregated income and expenditure for Magdalene Catholic High School, Narellan for the year ended 31 December 2017. This data is taken from the 2017 financial return to the Australian Government, Department of Education, and Training.



Student Welfare

“As a Catholic community, we will ensure the wellbeing of our students is central to all that we do so that they will constantly strive for personal excellence in all aspects of their lives, allowing them to become positive contributors in their communities.”

Pastoral Care

In 2017 the Student Leadership Team members were active ambassadors for the school and sustained the student-led activities established by their predecessors, including the Peer Acknowledgment for Academic Commitment Award, and the staff versus student school spirit competition. The school captains and vice captains chaired regular meetings of the SRC which served as a forum for the SRC members to discuss concerns of their peers.

Again in 2017 the SRC supported a number of initiatives including: the Mater Dei Feast Day, Caritas and the Missions, in particular raising funds for Fiji. SRC members also took an active role in leading school assemblies and were involved in all major school events.

In 2017 Magdalene and Mater Dei continued their partnership in a Shared Learning Experience for Year 7 & 8 Mater Dei Students. The program aimed to provide the Mater Dei students the opportunity to experience mainstream high school and also provided Magdalene students the opportunity to be of service to others. The Mater Dei students joined Magdalene students during sport and three Year 8 Mater Dei students attended lessons. This year Magdalene students also visited Mater Dei and ran different sporting and getting-to-know-you activities.

During 2017 the focus of the Pastoral Care Programs was on building the students’ resilience by addressing issues students face at different times of their lives. Topics included time management, study habits, bullying, managing social media and self-esteem. In addition, programs were introduced to support the pastoral programs. The Elevate organisation worked with senior students in regards to their study habits, and the Police Youth Liaison Officer spoke to students about the managing of social media and bullying.

The Pastoral Care Coordinator and a team of Year Coordinators met regularly to discuss issues related to their specific year groups and tracked student behaviour. More importantly they developed strategies that promote positive behaviours, learning and relationships always striving to action the Pastoral Care Vision. 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*** 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 2017.

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

Throughout 2017 the staff of Magdalene Catholic High School have taken opportunities during staff meetings, Staff Development Days and Middle Leader meetings to discuss what elements of quality learning and teaching are valued. This was placed into four domains “Assessment & Feedback”, “Positive Learning Environment”, “Rich Learning Opportunities” and “Individual Learning Growth”. A document aptly titled “Students at the Centre” has been created that outlines what the staff hold important within these domains and will continue to drive the ongoing development in learning and teaching at Magdalene.

Curriculum and Pedagogy

Syllabus Implementation

During 2017, Magdalene continued to implement the Mandatory Stage 4 Key Learning Areas (KLAs) including Visual Arts during Year 7, Music in Year 8 and Italian as the compulsory language also during Year 8. Along with the core Stage 5 courses the school also offered Commerce, Design & Technology, Drama, Food Technology, Geography Elective, History Elective, Information Software Technology, Industrial Technology Timber, Italian, Music, Physical Activity Sport Study, Photography, Textiles and Design and Photography which students elect as 200-hour courses. This year also saw the implementation of the updated Australian Geography Stage 4 syllabus.

Students in Preliminary courses studied a pattern of subjects from Ancient History, Biology, Business Studies, Catholic Studies, Chemistry, Community and Family Studies, Construction, Design & Technology, English Advanced, English Fundamentals, English Standard, English Studies, English Extension 1, Exploring Early Childhood, Hospitality VET, Industrial Technology Furniture, Information Processes Technology, Legal Studies, Mathematics, Mathematics Extension 1, Mathematics General, Modern History, Music 1, Music 2, PDHPE, Photography, Physics, Software Design and Development, Sports, Lifestyle and Recreation 1 Unit, Studies of Religion 1 Unit, Studies of Religion 2 Unit, Senior Science, Textiles and Design and Visual Arts with students studying 12 units or 13 units. This included Engineering Studies, Food Technology, Legal Studies, Industrial Technology - Multimedia and Society and Culture through Sydney Distance Education High School, Economics through Diocese of Lismore Online Education, Japanese Beginners and Italian Beginners through Sydney Languages School.

Students in Higher School Certificate courses studied a pattern of subjects from Ancient History, Biology, Business Studies, Catholic Studies, Chemistry, Community and Family Studies, Construction, Design & Technology, Drama, English Advanced, English Standard, English Studies, English Extension 1, English Extension 2, History Extension, Hospitality VET, Industrial Technology Furniture, Information Processes Technology, Legal Studies, Mathematics, Mathematics Extension 1, Mathematics Extension 2, Mathematics General 2, Mathematics General 1, Modern History, Music 1, PDHPE, Physics, Society and Culture, Software Design and Development, Sports, Lifestyle and Recreation 2 Unit, Studies of Religion 1 Unit, Studies of

Religion 2 Unit, Senior Science, and Visual Arts. This included 1 student studying Engineering Studies through Sydney Distance Education High School.

Magdalene staff also contributed to the Diocesan written programs in preparation for the new HSC courses in 2018 for English, Mathematics, Science and History.

Assessment and Reporting

From Years 7-10 students were assessed through formal and informal tasks based on standards-referenced assessment in line with the Common Grade Scale. Included in these formal tasks were examination blocks for Year 8 in Term 2, Year 9 in Term 4 and Year 10 in Term 3. Teachers produced Interim Reports at the end of Term 1 and Semester Reports at the end of Terms 2 and 4. The Semester Reports included an on-balance judgement for an overall grade, outcome grades based on a range of assessment opportunities, learning attributes and a comment. They also included a comment from the students' Pastoral Care teacher.

Year 11 students were assessed through a maximum of three formal assessment tasks as well as a range of informal tasks. These were assessed using the Common Grade Scale for Preliminary Courses. Most subjects conducted an end of course examination at the end of Term 3. Year 11 received an Interim report, Semester 1 and Preliminary Course report with an on-balance judgement for an overall grade, outcome grades based on a range of assessment opportunities, learning attributes and a comment. They also included a comment from the students' Pastoral Care teacher.

Year 12 Higher School Certificate assessment were based on published assessment grids in conjunction with mandatory weightings. These may have included a Half Yearly Examination and Trial Higher School Certificate Examination and these were conducted during formal examination periods. Year 12 reports were published at the end of Term 1 and Term 3 with examination mark and examination average, where appropriate, as well as cumulative rank for the course. Reports also contained outcome grades based on the formal assessment tasks, learning attributes and a comment. They also included a comment from the students' Pastoral Care teacher.

Technology Supporting Learning

Magdalene continues to implement a 1-to-1 BYOD program with Years 7, 10, 11 and 12 all using MacBooks and Years 8 and 9 transitioning from iPads to MacBooks until they reach Year 10. The school continues to use Google Apps for Education with most utilising Google Classroom as the primary learning platform. Students continue to access Mathletics and an investigation at the end of 2017 has resulted in Literacy Planet also being included from 2018.

Collaborative Learning

Many classrooms were outfitted during 2017 to increase the number of whiteboards around the room. This was utilised by teachers from different subjects for visible collaborative learning, allowing students opportunities to take ownership of their learning.

Cross Curriculum

Literacy and Numeracy Strategies

The introduction of the Minimum Literacy and Numeracy Standards changed the narrative around literacy with the focus narrowing to reading and writing across the year. An information evening was conducted with Year 9 parents to explain the new standards and outline the literacy and numeracy occurring in each of the KLAs. Further presentations on the importance of literacy and numeracy and how it can be supported at home were also included on the evening.

The school implemented a literacy committee consisting of the Principal, Assistant Principal, Curriculum Coordinator, English Coordinator, Diverse Learning Needs Coordinator and Literacy Teacher. During 2017, the committee developed a plan for improved consistency in literacy over the following 5 years. Professional development days were used to collaborate across faculties and liaise with students to design a common paragraph writing structure to support students analytical writing. This IDEAL structure was launched in Years 7-10 in all subject areas to replace many other paragraph scaffolds such as PEEL, TEEEL, etc. In some cases this paragraph structure was utilised with Year 11 students who were still developing their own writing.

Magdalene continued with the established Peer Tutor Reading Program with students in Years 7 and 8, (identified through PAT-R testing) receiving support from students in Years 9-11 three mornings per week during homeroom.

Teachers of all subjects are responsible for the explicit teaching of literacy and numeracy within their classroom. They are also expected to access literacy and numeracy data through SMART to ensure awareness of strengths and areas for improvement for individual students in their class.

Numeracy strategies during 2017 were housed primarily within the Mathematics context. Year 7 completed “Challenging Tasks” through the Diocesan Stage 4 Mathematics Project. All classes were taught how they are expected to apply their understanding using problem solving in the classroom and in formal assessment.

Aboriginal and Torres Strait Islanders

A number of Aboriginal and Torres Strait Islander (ATSI) initiatives occurred in 2017.

The Year 7 & Year 9 students took part in our recognition of National Reconciliation Week and two Koomurri Indigenous cultural facilitators performed for the school as part of the installation of two indigenous artworks.

ATSI students participated in local community events such as the annual recognition of and remembrance of the Appin Massacre.

Twenty students also participated in the Australian Indigenous Mentoring Experience (AIME), a global program which provides (through WSU, Macarthur) mentoring and educational services to ATSI high school students to “see them get through at the same rate as every Australian child.” Magdalene students met with

their mentors once a term providing them with life skills and opportunities to give back to their own community. Mentors also visited Magdalene to meet with students and facilitate Yarn Circles and Tutor Squads. Through the AIME Mentoring program, students have the opportunity to meet with many other Aboriginal students from a variety of schools in the local area. They are educated about prominent Aboriginal people, Aboriginal history, goal setting and approaches to study.

Students celebrated NAIDOC by taking part in a traditional smoking ceremony, facilitated by local elder, Uncle Ivan. Students enjoyed a wide variety of activities on the day, such as art, dance, cultural talks and weaving.

Two ATSI students were lucky enough to be selected for the University of New South Wales Indigenous Science and Engineering Program, coordinated by Nura Gili Indigenous Programs Unit. This was a three-day residential program that provides an opportunity for selected ATSI students to experience UNSW's Faculty of Science and the Faculty of Engineering as well as other learning environments. The aim is to broaden their experience, stimulate and peak interests and inquiry and develop an understanding of what is required for further study in the fields of Science and Engineering.

Another student was highly commended for excellence in writing, for his entry in the Patrick White Indigenous Writers' Award.

Meeting the needs of all students

From Years 7-10 classes are designed with a variety of streamed and mixed ability groupings to support the learning needs of all students. Students are provided extension opportunities through a range of competitions including ICAS, Spotlight on Technology, Writing Competitions and Art/Photography Competitions.

Magdalene has a very active Learning Support Unit that provide a range of support structures for a range of students. In 2017, 140 students were provided with an Individual Plan to support their learning with input from teachers, parents and the student to identify learning goals and support the achievement of these. Four School Support Officers supported students in a range of classrooms, three Learning Support Teachers conducted a Year 7 withdrawal Religion class to support their learning and literacy development, Year 8 withdrawal Mathematics class, Year 8 Applied Languages classes and Year 9 & 10 Study Elective class. Year 11 & 12 students were supported with smaller study classes or withdrawal from sport.

Flipped learning was implemented by different teachers to support self-directed learning for some classes across all year levels with an increased implementation in Years 11 & 12. This incorporated videos, readings or powerpoints to be prepared prior to class to afford time in class to deepen the students understanding. This allowed for collaborative learning opportunities to take place in the class when traditional teaching may normally take place.

Expanding Learning Opportunities

Across 2017 there were a broad range of opportunities in which students were involved.

Many of these stemmed from the school's membership of the Macarthur Independent Schools Association (MISA). This association sees students playing in competition in sport across multiple activities: AFL, cricket, football, golf, netball, rugby league, touch football, triathlon, volleyball. MISA also has a range of cultural activities in which students can and are involved including MISA Debating (for the Year 8s), MISA Public Speaking, MISA Youth of the Year and the Festival of MISA Dance. In 2017 Magdalene was a close ranked 3rd of all schools in the MISA South Competition.

Magdalene was also involved in a range of Diocesan sports carnivals including the above sports as well as tennis, swimming, cross country and athletics. In the corresponding 'Vince Villa' Trophy for the overall champion sporting school in the Wollongong Diocese, Magdalene ranked fourth.

In 2017 student learning experiences were expanded in the arts through involvement in Creative and Performing Arts opportunities including events such as Magdalene Shines (Performing Arts evening – with 34 acts across Drama, Dance and Music), Magdalene Classics (a musical concert aimed at more 'high end' musical performances) and Magdalene Impressions (Visual Arts and Photography showcase).

In 2017 students continued to be involved in the Duke of Edinburgh Silver and Bronze awards and there were a range of competitions in which students were involved such as ICAS Mathematics and English competitions. 2017 was the third year in which the Magdalene Book Club continued to exist and meetings provide students from Years 7-11 with an opportunity to share a common passion for books and a genuine love of reading.

Vocational Education and Training

The frameworks delivered in 2017 were Construction and Hospitality (Kitchen Operations). Three students in Year 11 commenced School-Based Apprenticeships in 2017. There were a total of 21 students in Year 11 and six in Year 12 who undertook an externally delivered course in 2017. The school had students attending four external campuses, Campbelltown TAFE, Campbelltown Hospital (South Western Sydney Centre for Education), Macarthur Building Industry Skills Centre (Ingleburn) and Macquarie Fields TAFE.

The school commenced a significant upgrade of the Hospitality facility in 2017. The scope of works included structural works on the Food Technology building to create a larger space to accommodate the new kitchen and a General Learning Area suitable in size for smaller senior classes. Work commenced in the September/October school holidays in order to minimise disruption to students, particularly the senior Food Technology and Hospitality students. Work was completed in early 2018 ready for the new school year.

In order to better cater for non-ATAR pathways, the school also began planning for the introduction of the Business Services framework in 2018. The necessary teacher training was undertaken by two teachers in 2017. A dedicated area for course delivery, including a simulated office environment, was created in an existing teaching space. Approximately 18 Year 11 students chose to undertake this new course in 2018.

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

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 is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

In 2017 approximately 95% of students at Magdalene Catholic High School achieved at or above the National Minimum Standards in reading, writing, spelling, grammar and punctuation and numeracy. Approximately 20% of Year 7 students achieved in the top two bands for all domains and 60% of students achieved at or above expected growth in reading, writing and grammar, 50% in spelling and 70% in numeracy. Approximately 20% of Year 9 students achieved in the top two bands for the literacy domains and 15% in numeracy and 60% of students achieved at or above expected growth in all domains.

As NAPLAN results were linked to the Higher School Certificate Minimum Literacy and Numeracy Standards in 2017, student achievement at or above Band 8 held significance for Year 9 students. 54 students in Year 9 achieved Band 8 or higher in reading, writing and numeracy; 45 students achieved 2 out of 3 domains; 29 students achieved 1 out of 3 domains. An additional 46 students are required to undertake additional testing in all domains to achieve this Minimum Literacy and Numeracy Standard.

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 2017: % 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	15%	64%	22%	16%	65%	19%
	National	16%	53%	29%	21%	56%	21%
Writing	School	24%	56%	20%	27%	54%	19%
	National	28%	53%	17%	37%	46%	15%
Spelling	School	13%	50%	37%	19%	57%	21%
	National	16%	50%	33%	22%	54%	22%
Grammar & Punctuation	School	15%	63%	22%	19%	59%	22%
	National	19%	51%	29%	25%	54%	19%
Numeracy	School	10%	66%	24%	16%	70%	15%
	National	14%	52%	33%	16%	58%	24%

National Band Distributions are calculated by ACARA based on the total number of students in each cohort, including those who did not complete NAPLAN. School Band Distributions have therefore been calculated also using the total number of students in each cohort, including those who did not complete NAPLAN. As such, the total percentage across all Bands may not add up to 100% as the students who did not complete NAPLAN are not allocated a Band.

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 2017: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	96%	97%
	National	94%	92%
Writing	School	96%	92%
	National	88%	82%
Spelling	School	97%	95%
	National	93%	91%
Grammar & Punctuation	School	95%	94%
	National	92%	89%
Numeracy	School	97%	100%
	National	95%	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 15 students in 2017.

Higher School Certificate

Congratulations to all 130 graduating students of 2017. Included among the results were a range of excellent achievements in the 2017 HSC.

Highlights include:

- First in State - Standard English
- 2 nominations for DESIGNTECH (Design & Technology Showcase)
- 2 nominations for SHAPE (Industrial Tech Timber Showcase)
- 16 subjects above the state average - including 8 subjects 4% or more above state average (Industrial Tech Timber 19.76%; Food Technology 8.01%; Senior Science 7.77%; CAFS 7.41%; Hospitality 4.88%; Human Services 4.73%; English Standard 4.69%; Design & Technology 4.49%)
- 47 students achieved a result of 85% or higher in one or more of their chosen subjects
- 1/3 of the school's results were 80% or higher
- 12 courses experienced achievement in the top band.

Student Achievement (Band Performance)

Band Performance (%in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
English (Standard)	School	4.6	71.3	24.1
	State	13.66	70.31	16.02
English (Advanced)	School	0.00	39.0	61.0
	State	1.37	34.88	63.75
Mathematics General 2 BDC	School	18.1	68.1	13.9
	State	25.41	48.84	25.75
Mathematics	School	12.0	48.0	40.0
	State	9.11	37.22	53.68
Biology	School	0.0	70.0	30.0
	State	11.95	48.49	39.56
Ancient History	School	31.8	50.0	18.2
	State	18.39	45.12	36.49
Business Studies	School	0.0	86.2	13.8
	State	12.72	50.59	36.69
Music 1	School	0.00	20.0	80.0
	State	1.35	32.98	65.68
Studies of Religion I	School	6.7	65.0	28.3
	State	4.31	45.65	50.04
Industrial Technology	School	0.0	0.0	100.0
	State	25.06	52.46	22.48
Community & Family Studies	School	0.00	42.9	57.1
	State	11.50	58.26	30.23
Personal Dev,Health & Physical Education	School	11.7	53.3	35.0
	State	18.66	50.46	30.88

Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (Standard)	87	73.88	69.19
English (Advanced)	41	79.69	80.96
Mathematics General	72	68.74	68.51
Mathematics	25	71.11	77.96
Biology	20	73.90	74.30
Ancient History	22	66.26	71.67
Business Studies	29	73.92	73.17
Music 1	10	82.90	81.45
Studies of Religion 1	60	36.35	38.77
Industrial Technology	2	87.30	67.54
Community and Family Studies	35	80.12	72.71
Personal Dev, Health and Physical Education	60	74.60	71.03

Comparative Performance over Time

School Performance (%)	2014	2015	2016	2017
English (Standard)	70.05	67.81	70.45	73.88
English (Advanced)	78.56	82.76	83.76	79.69
Mathematics General	70.92	65.57	67.99	68.74
Mathematics	75.28	72.28	71.64	71.11
Biology	71.27	73.94	71.35	73.90
Ancient History	78.89	71.26	75.78	66.26
Business Studies	73.95	71.54	71.41	73.92
Music 1	90.84	85.22	83.04	82.90
Studies of Religion 1	36.38	34.92	35.74	36.35
Industrial Technology	85.60	79.38	77.29	87.30
Community and Family Studies	79.67	75.72	78.37	80.12
Personal Dev, Health and Physical Education	78.66	75.76	74.75	74.60

Parent, Student and Staff Satisfaction

Community satisfaction was expressed throughout 2017 in a variety of means; these included survey responses, discussions (formal and informal), committees and bodies (eg P&F). Across these various vehicles for communication, staff, students and parents/carers expressed broad satisfaction with the school whilst also putting forward suggestions and areas for improvement.

Various student surveys and discussions had with students indicated a high degree of satisfaction with their schooling and a good degree of pride in their school. Students appreciated evangelisation and Youth Ministry opportunities to explore their faith and particularly liked the opportunities made available to help members of the local and extended community. These opportunities included the Australian Catholic Youth Festival, working with St. Vincent de Paul (Vinnies Kitchen, Winter Appeal, Vinnies Winter Sleep Out), the Carrington Project, opportunities to fundraise (24 Hour Fight Against Cancer, Westmead Hospital Fundraisers) and the Brewarrina Immersion program. As in keeping with surveys in recent years, many students indicated that they felt known and cared for by their teachers, their pastoral teachers and their Year Coordinator. Areas for greater development included a desire to have more feedback and chances to improve their abilities. As mirrored in the surveys through CatholicCare, family relationships and relationships with peers continued to be two of the issues which dominated areas where students felt they could benefit from support. Indirectly, students also commented upon a need for greater resilience in their day-to-day lives.

Parental surveys showed high levels of satisfaction with the school. 100% of parents surveyed believed that the school aims to develop deep knowledge and understanding about Catholic tradition. Close to 90% of parents believed students are challenged to maximise their learning and that progress about students is provided and communicated well. 94% of responders also believed the school prepares children well for life beyond school. The great majority of parents also indicated that they felt supported and that their children were encouraged fully in their learning across curricular and extracurricular domains. Feedback and areas for improvement were minimal, however, typically related to individual cases in which parents/carers would like their child's individual needs to be catered for more readily and/or specific instances in which they felt communication about events could have been enhanced.

Staff surveys showed a good deal of satisfaction with the way in which school goals and focus areas had been clarified across the year. Survey comments also highlighted satisfaction in terms of future building developments at the school, future strategic planning and the increased focus on literacy. Staff showed they were very happy with the school and staff leaving expressed deep regret to leave a school which had such a strong sense of community.



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