

Annual School Report

Secondary



2016



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

About This Report

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

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

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

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

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES NSW, the Report will be presented to the parent body and be available on the school's website by 30 June 2017.

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

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Principal: Matthew McMahon
Date: 23 March 2017

Vision Statement

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

Message from Key School Bodies

Principal's Message

2016 has been a year of change and adjustment at Magdalene. The appointment of an acting Principal and a new Assistant Principal meant a realignment of leadership with a continued commitment to student welfare and student learning outcomes. Throughout the year there was an emphasis on the importance of knowing every student and promoting "Personal Excellence" in every aspect of each individual's lives. Students were continually offered opportunities to excel and were continually challenged to reach new heights.

The professional development emphasis on differentiation, assessment and programming continued a culture of improvement, which permeated all areas of school life. The school continued its focus on development of the whole person through welfare programs, Religious Education, extra-curricular and outreach activities. This approach has been of significant benefit to all students attending Magdalene Catholic High School with the school's emphasis on the importance of the development of the whole person. There have been many achievements and successes in the religious, academic, extracurricular and pastoral care aspects of the school. This has further added to the many opportunities available to the students as they complete their education at Magdalene.

Parent Involvement

The Parents and Friends (P&F) Association has had a busy, social and productive year. Quarterly meetings have been well attended, with some vigorous discussion and judicious decision-making, aiming to present a balanced representation of our parent body. In 2016, the P&F purchased a 24-seat school bus and a Trotec laser cutter. The Association proudly sponsored the reciprocal visit for the Brewarrina Immersion Program, installed new shade sails over the handball courts, and provided financial support to a variety of students representing Magdalene in elite sport and leadership programs. The P&F became supporters of the arts; sponsoring major prizes at Magdalene Impressions and proudly donated a prize to the Magdalene Trivia Night, the school's fundraising initiative for the Westmead Children's Hospital. The Magdalene P&F also supported the Magdalene Open Day, Brewarrina Immersion Program BBQ, and the Magdalene Feast Day. As always, these events are only a success thanks to many willing hands. The P&F is very grateful to the parents, friends and Magdalene staff for the cheerful enthusiasm that they bring to their volunteering.

Parents and Friends Association, President.

Student Leadership

Student Leadership at Magdalene continues to have a very important presence in the school. The School Representative Council holds office from Term 4 to the end of Term 3 of the following Year. The SRC is made up of the School Captains, 8 Senior Counsellors, Sports Captains and 3 members from each year group. The Student Leadership Team meets regularly to discuss concerns raised by the student body and then the Senior Leaders bring these issues to the School Principal for discussion. The Student Leadership Team continues to promote community spirit and high expectations in learning and behaviour. Students at Magdalene are actively involved in many Social Justice initiatives, including St Vincent De Paul Winter and Doorknock Appeals, Project Compassion, Catholic Missions, The Carrington Project, for which the Program achieved National Recognition. Students at Magdalene

were are also very active in the sporting arena, and the school was awarded First Place in the MISA competition in 2016. This is credit to all of our talented athletes and dedicated teachers who take on the challenge of coaching the MISA teams.

School Leaders

School Profile

School Context

Magdalene Catholic High School is a systemic Catholic coeducational high school established by the Diocese of Wollongong in 1999 to serve the parishes of the western Macarthur Region. The school caters for students in Years 7-12 and has a current enrolment of 1012 students.

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

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

The area in which Magdalene is situated is the centre of the development of the south west residential corridor. This development will place significant pressure on enrolments in coming years.

Student Enrolments

2016 Enrolments	
Boys	428
Girls	556
Total	984
Indigenous	20
LBOTE	103

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. Changes were made to this Policy in 2016.

Student Attendance

2016 Attendance	Male	Female
Year 7	94.1%	93.4%
Year 8	92.9%	91.9%
Year 9	91.3%	91.9%
Year 10	91.2%	90.2%
Year 11	94.1%	90.5%
Year 12	93.6%	92.5%
Whole school	92.8%	91.7%

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

Student Retention Rate

Year 10 Total Enrolment 2014	166
Year 12 Enrolment at Census Date remaining in Year 12 at end 2016	133
Actual Retention Rate (%)	80.1%

A number of students ceased enrolment after Year 10 prior to the HSC in 2016. The school continue to take every opportunity to support students in a positive career direction. Students who left the school moved to employment or a course of study leading to employment. The change of enrolment was discussed with parents, when necessary, to ensure that the action was in the best interests of the particular student.

Student Attainment in Senior Years

Years 11 - 12 2016	
% of students undertaking vocational training or training in a trade during Years 11 and 12	31%
% of students who have completed at least one (1) VET course in either Year 11 or 12	30%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

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

Destination Survey

2016	Year 10	Year 11	Year 12
No of School Leavers	30	15	133
University	-	-	84
TAFE/Tertiary	16	12	30
Employment	2	2	8
Other School	12	-	
Other/Unknown		1	6

A significant percentage of students leaving Magdalene have clear career paths and undertake further study or are involved in employment procured while still at school. The work of the careers adviser has enabled a number of students to establish contacts having a positive impact on student directions.

Staffing Profile

There are a total of 75 teachers and 19 support staff at Magdalene Catholic High School. This number includes 62 full-time, 13 part-time teachers.

Teacher Standards

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

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

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2016 was 95%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2015 to 2016 was 95 %.

A number of staff leaving the school at the conclusion of 2016 had been staff members with significant years of service or those who had moved on to significant promotions positions both within and beyond the Catholic Education Office Wollongong.

Professional Learning

During 2016, 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 75 staff.

These days focused on:

- Programming Planning and Evaluation
 - Differentiation - Establishing a thinking skills framework
 - Staff Spirituality Day - Gratitude
 - First Aid and Anaphylaxis Training
- B. Other professional learning activities provided at school level including CEDoW run courses:
- Secondary Leaders Network days focus on Using data to improve learning (15 Staff)
 - Learning Technologies - STEM (3 Staff)
 - English Writing Project (2 staff)
 - Year 7 Mathematics Project (2 Staff)
 - Literacy Project and Planning (2 Staff)
 - Mental Health First Aid (4 Staff)
 - School Law (1 Staff)
 - Using Google Classroom (1 Staff)
 - Dyslexia and Reading (5 Staff)
 - Flipping the Classroom (2 Staff)
 - Understanding and Managing Behaviour (1 Staff)
 - Aspiring Leaders (5 Staff)
 - Lamplighter Course (6 staff)

The average expenditure by the school on professional learning per staff member was \$422.89.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$681.

Catholic Life & Religious Education

In the area of Religious Education in 2016 there was continued implementation of the new syllabus for Year 9 and preparation was undertaken to develop the new Year 10 syllabus giving direction to student learning. In addition to program development resources and pedagogy were reviewed to ensure improved student learning outcomes.

The Catholic life of the school was reflected in daily prayer in the classroom, Friday lunchtime Mass and special liturgical celebrations such as the Opening School Mass and the Magdalene 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 their Catholic identity.

Student involvement in the Religious life of the school was also evident with twenty-eight students from Years 10 and 11 being involved in the Catechist program and five students completing the liturgical ministry training as Eucharistic Ministers.

Throughout the year students were given opportunities to reflect on their faith with Years 7-10 involved in reflection days and Year 11 having a 3-day retreat in Term 4. Twilight retreats were also conducted, strengthening students' commitment to their faith, to community and to social justice. The highlight of the twilight retreats was the Winter Sleep-out, which attracted over one hundred students.

The Social Justice achievements at Magdalene were another highlight of the year, students engaged in hands-on activities like the Carrington Project (aged care), Vinnies Kitchen, St Vincent De Paul Doorknock (\$2400.00), and also in fundraising for Caritas - Project Compassion (\$3863.55), Catholic Mission (\$3047.25), Westmead Children's Hospital (\$7360.45) and the Vinnies Hampers for Christmas.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 8 students was successfully completed within schools across the Diocese in 2016. The school cohort in 2016 consisted of 173 Year 8 students who sat the Religious Literacy Assessment (Part A) on 22 August 2016 and 177 completed the Extended Task (Part B). The Extended Task was undertaken during Term 3 and was based on the unit: Disciples, Martyrs and Witnesses to the Faith.

The performance of each student was described as developing, achieving or extending.

Student performances reflected good knowledge of religious tradition through their high level of performance in the topic areas related to Disciples, Martyrs and Witnesses to the Faith and the Stewards of Creation.

An area for further development related to students ability to apply the school motto and apply the Golden Rule.

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

For Part A, 22.5% of students were placed in the developing level, 74.6% in the achieving level and 2.9% were in the extending level.

For Part B, 30.5% of students were placed in the developing level, 53.7% in the achieving level and 15.8% were in the extending level.

Combining Parts A and B, 28.5% of students were placed in the developing level, 65.1% in the achieving level and 6.4% were in the extending level for Religious Literacy.

School Review and Improvement

School Review and Improvement (SRI) is an on-going 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 2016:

Key Area 1 Catholic Life and Mission

1.4 Parents, parishes and the broader Church

Goal: To improve the relationship between school and parish.

Key Area 3 Pedagogy

3.2 Provision for the diverse needs of learners

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

3.4 Planning Programming and Evaluation

Goal: To improve student learning through ongoing quality programming and evaluation.

Key area 4 Human Resource Leadership and Management

4.5 Overall Compliance with Legislation and other requirements

Goal: To ensure quality learning is enhanced through understanding of requirements of compliance.

Key area 5: Resources Finance and Facilities

5.2 Use of Resources and Space

Goal: To ensure use of resources and spaces are appropriate and efficient.

School Review and Improvement components to be reviewed and rated in 2017:

Key area 2: Students and Their Learning

2.2 Rights and Responsibilities

Goal: This priority provides an opportunity to ensure authentic learning is clearly understood and promoted at using evidence to drive and justify success.

Key area 3: Pedagogy

3.1 Curriculum Provision

Goal: This priority will allow the school to review the curriculum ensuring programs reflect high expectations in learning and meet the needs of individual students

3.6 School Climate, Learning Environment and Relationships

Goal: Climate, learning environment and positive relationships provide a framework in which to develop a commitment to authentic learning across the school.

Key Area 7: Strategic Leadership and Management

7.1 Planning for improvement

7.2 Innovation development and change.

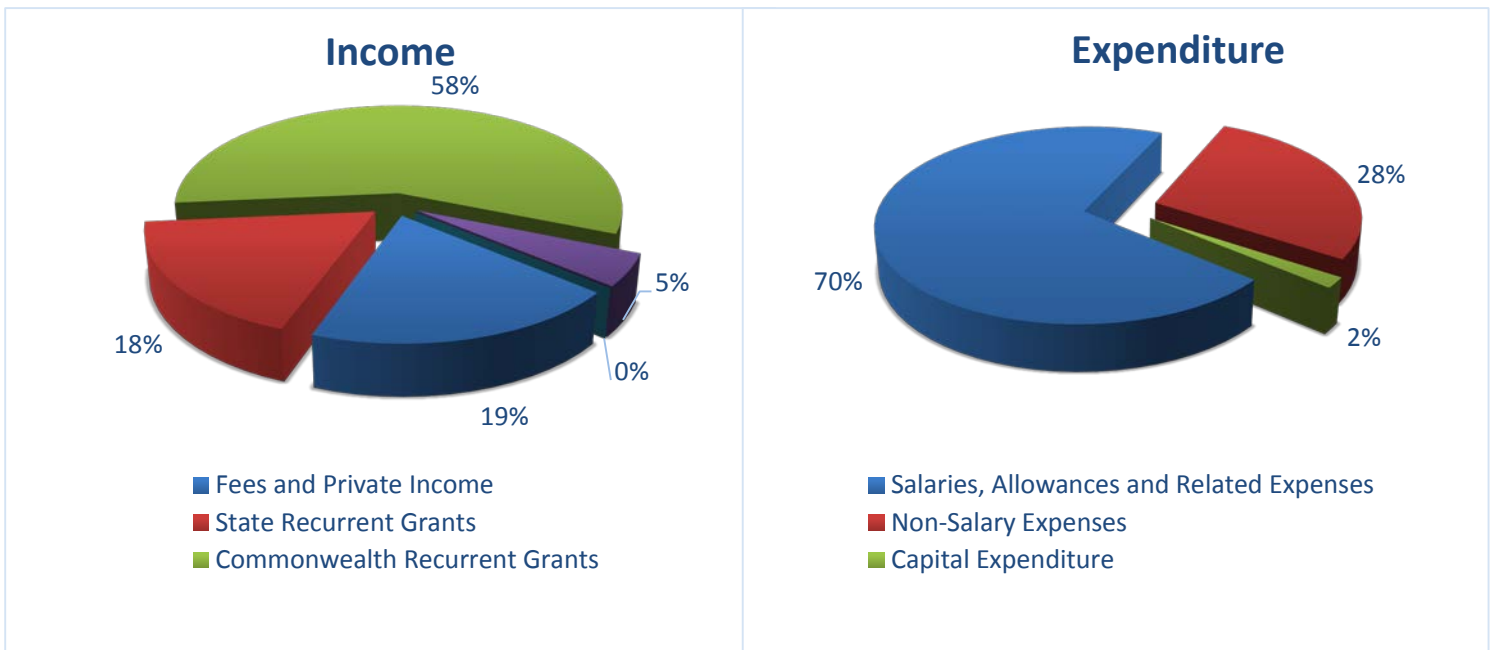
Goal: The focus on these priorities provides an opportunity to review and reinforce strategic directions as the school moves into a new phase of leadership.

Financial Summary

Throughout 2016 projects continued to focus on the quality of learning and the environment. A number of rooms were refurbished with new desks and whiteboards being added to promote collaboration in learning. In addition the maintenance program continued with the painting of the Science laboratories. A combined total of approximately \$50,000 was spent on either maintenance or enhancement projects. The exterior areas were also maintained. The ongoing general maintenance of the school also required significant funding.

The school was supported by the Parents and Friends association with the addition of a shade cloth in the lower quadrangle area and a laser cutter for TAS subjects. The association also funded the purchase of a school bus, which will reduce costs for sport travel and smaller excursions. 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 2016. This data is taken from the 2016 financial return to the Australian Government, Department of Education, and Training.



Student Welfare

At the centre of the student welfare program at Magdalene Catholic High School is dignity of the human person and the promotion of the Gospel value of discipleship. Our school community of students, staff, parents and pastors gives witness to the Gospel values through the provision of pastoral care and the Pastoral Care Program.

Pastoral Care

In 2016 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 House Trophy Award system. The 2016 Student Representative Council (SRC) instituted the 'Breakfast Club', offering a healthy breakfast to students two days per week. 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.

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

From Term 1 Magdalene students joined Mater Dei students in a "Shared Learning Experience for Year 7". 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.

During 2016 the focus of the Pastoral Care Programs has been on building the students' "resilience" by addressing issues that the students face at different times of their lives. Topics include 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 the senior students in regards to their study habits, and the Police Youth Liaison Officer spoke to students about the managing 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 promoted positive behaviours, learning and relationships always striving to action the Pastoral Care Vision:

"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"

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 2016.

In compliance with the **NSW Reform Act 1990**, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.

Learning and Teaching

Curriculum and Pedagogy

In 2016 Magdalene Catholic High School offered 21 Board of Studies mandated and approved Stage 5 courses and 33 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. Students also studied 3 additional courses by correspondence through Open High School and Sydney Distance Education High School. The number of students in these electives varied according to resources and interest. The school offers HSC extension courses in Preliminary and HSC English, Mathematics and HSC History. New syllabuses continued to be implemented in Stage 4 and 5 Geography in accordance with the Board of Studies implementation timeline.

Throughout 2016 the school continued to develop use of the Google suite of software for all students and staff. Google was utilised school wide as a means of providing access to additional learning resources, the release of assessment tasks, study guides, general assessment information, examination outlines and school calendars. Staff continued to increase their use of Google classroom as a platform to communicate with students, collect work from students and provide feedback. Staff were supported, in their understanding of pedagogy, through professional learning based on the “flipped classroom”. Sharing of ideas on this concept occurred through KLA and whole staff meetings.

The Professional Learning Community concept introduced in 2013 was adapted to KLA groupings in 2016. This concept involves all teachers in the school working in at least one Professional Learning Team (PLT) focusing on the learning of students. The teams focused on improving student learning, assessment and literacy within their KLA context. This sharing will have a positive impact on student learning outcomes and pedagogical practice.

Assessment and reporting practices underwent substantial change in 2015 and continued to be a focus area for improvement in 2016. Assessment incorporating both assessment for and assessment of learning continued in all subjects from Years 7-11 with more formative tasks being used to provide feedback to students on their progression through their learning journey. Reports providing grades linked to the standards from Years 7-11 were evaluated throughout the year. Another change was the Examination Summary Report provided to Year 11 for Semester 1 and Preliminary Higher School Certificate Examinations. The teaching staff collaborated, throughout the year, to improve their understanding of the standards based criteria as a means to improve student learning.

The school’s priority of “Planning, Programming and Evaluation” saw the ongoing review and improvement of teaching and learning programs across all Key Learning Areas following from the internal audit in 2015 and external audit for a number of KLAs through the Diocesan Catholic Education Office.

Cross Curriculum

During recent years there has been an emphasis on improving assessment, Literacy and Numeracy across the school. In 2014 the school employed a literacy support teacher who developed and continued to refine a literacy plan for intervention and support of students. In 2016, to improve Literacy in each Key Learning Area, the Literacy Support teacher worked with a representative from

each Key Learning Area (KLA) to focus on their individual KLA needs. The Peer Tutor Reading Program continued involving students from Years 7 to 9. These students were supported in their reading by students in Years 10 and 11 who helped them develop their reading skills three times per week.

Two members of the Mathematics faculty were a part of the Catholic Education Diocese of Wollongong Numeracy project working with Dr Chris Longhurst from Australian Catholic University. The project was aimed at improving teacher practice and challenging students with focused tasks. The participants presented their learning to all teachers who were challenged to assess the numeracy requirements for their subjects and capability in assisting students develop the required numeracy skills.

In 2016, Magdalene Catholic High School had a consistent, whole-school approach to literacy. Teachers in all Key Learning Areas used a variety of modelled, shared and guided writing activities to support students to become confident, independent writers.

2016 saw a renewed push for environmental awareness at Magdalene Catholic High School, with various events occurring, including the introduction of a Mobile Muster mobile phone recycling box, the 'Clean-up Magdalene Day', and participation in Earth Hour, an Environmental TeachMeet hosted at Magdalene.

The Homework Club continued to operate each Tuesday and Thursday afternoon between 3pm and 4pm. In addition, the Monday study cafe provided additional support for Senior students. The afternoons were accessed by students from Years 7 to 12 and were used to assist with homework, assignments and general understanding of class work.

Meeting the needs of all students

The Learning Support program at Magdalene, is a comprehensive program which operates concurrently with mainstream classes. The program supports requirements of individual students based on their level of identified need. Class groupings are designed to allow the students to be integrated fully into mainstream education. Targeted intervention programs exist to support individual students needs such as social skills training, mentoring, organisation skills and study skills. Students identified as requiring higher levels of support were also provided with separate classes for Mathematics in Year 7 with focus on learning development appropriate outcomes.

The emphasis of knowing students via the use of data allowed the identification of individual's needs and areas of competence. The broader use of formative assessment allowed these practices to take place more regularly in the classroom setting. The school continued to develop a program to challenge students through curriculum differentiation and extension work. Students were also involved in the Da Vinci Decathlon to offer more able students a broader range of challenging experiences.

Expanding Learning Opportunities

Throughout 2016, all students were provided the opportunity to compete in the Macarthur Independent Schools Association (MISA) sport competition each Tuesday afternoon. Students represented the school in a range of sports including AFL, basketball, cricket, netball, soccer, touch football, volleyball, rugby league and hockey. The school also participated in Diocesan carnivals in the above sports as well as tennis, swimming, cross-country and athletics.

At the end of 2016, Magdalene Catholic High School placed first in the MISA Competition and fifth in the 'Vince Villa' Trophy for the overall champion sporting school in the Wollongong Diocese.

Students also had the opportunity to expand their learning opportunities through involvement in Creative and Performing Arts events such as MISA Dance Competition, Magdalene Shines, Magdalene

Classics Concert and Magdalene Impressions. At these events students showcase their talents in the fields of dance, drama, music, photography and visual art. Students participated in a number of other extra-curricular activities including the Duke of Edinburgh silver and bronze awards, ICAS Mathematics and English competitions, public speaking and debating competitions.

In 2015 the Magdalene Book Club was established and continued to be popular with students from Year 7 - Year 11. Meetings provide an opportunity for boys and girls to come together to share a common passion for books and a genuine love of reading.

Leadership

In Senior School students have many opportunities to demonstrate their leadership qualities, the Senior Student Leadership team consists of 22 students, including the School and Vice Captains, 8 senior counsellors, House Captains and Sports Captains.

In 2016, Magdalene Catholic High School worked in partnership with XVenture program with a group of Year 11 students to develop leadership and initiative skills. Each year the Campbelltown Catholic Club conducts the Max potential program to develop student leadership qualities. This program involved 4 senior students and proved most worthwhile in their overall development.

Vocational Education and Training

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

Vocational Educational Frameworks Delivered at Magdalene 2016

- Certificate Two - Construction Frameworks
- Certificate Two - Hospitality - Kitchen Operations

School Based Apprenticeships

- Hairdressing
- External TVET Courses
- Animal Studies
- Business Services
- Community Services Introduction (Child Studies)
- Design Fundamentals
- Information Technology
- Tourism (Travel)
- Health Services assistance Campbelltown Hospital.

Student Achievement

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

NAPLAN

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

In 2016 approximately 90% of students at Magdalene Catholic High School achieved at or above the National Minimum Standards in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. Girls clearly outperformed boys in all aspects of Literacy, most notably in Writing, Spelling, Grammar and Punctuation. Boys outperformed girls in all aspects of Numeracy, most notably in Number, Patterns and Algebra.

As students from Year 7 and Year 9 are still underrepresented in the top bands, a whole school approach to Literacy and Numeracy continues to be a priority at Magdalene Catholic High School. The Peer Tutor Reading Program assists students in Stage 4 with their reading comprehension and the Magdalene Literacy Website contains strategies designed to support teachers in all Key Learning Areas to implement an explicit and systematic approach to teaching literacy.

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 2016: % in Bands		YEAR 7			YEAR 9		
		Bands 4 and 5	Bands 6 and 7	Bands 8 and 9	Bands 5 and 6	Bands 7 and 8	Bands 9 and 10
Reading	School	17%	60%	21%	15%	63%	22%
	National	17%	55%	26%	22%	56%	21%
Writing	School	23%	62%	14%	33%	61%	6%
	National	27%	56%	16%	38%	30%	12%
Spelling	School	14%	59%	25%	13%	65%	23%
	National	18%	53%	28%	23%	54%	22%
Grammar & Punctuation	School	20%	54%	25%	21%	56%	23%
	National	20%	51%	28%	27%	55%	16%
Numeracy	School	12%	65%	21%	12%	71%	17%
	National	15%	53%	30%	18%	58%	23%

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 2016: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	96%	98%
	National	95%	93%
Writing	School	94%	90%
	National	90%	83%
Spelling	School	96%	96%
	National	93%	90%
Grammar & Punctuation	School	96%	94%
	National	93%	91%
Numeracy	School	97%	99%
	National	96%	95%

Record of School Achievement

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 10 students in 2016.

Note: only include students who do not receive the HSC but are eligible to receive the RoSA.

Higher School Certificate

Student Achievement (Band Performance)

Band Performance (% in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
English (Standard)	School	1.00	89.00	7.00
	State	12.67	73.83	13.47
English (Advanced)	School	0.00	12.00	88.00
	State	1.04	36.94	62.00
Mathematics General	School	8.00	79.00	8.00
	State	24.31	49.77	25.89
Mathematics	School	3.00	68.00	25.00
	State	7.79	39.51	52.67
Biology	School	0.00	74.00	16.00
	State	9.74	54.94	35.28
Ancient History	School	0.00	56.00	44.00
	State	17.42	51.54	31.01
Business Studies	School	0.00	70.00	24.00
	State	12.84	52.37	34.75
Music 1	School	0.00	33.00	67.00
	State	1.70	35.24	63.02
Studies of Religion I	School	2.00	57.00	30.00
	State	5.10	44.78	50.09
Industrial Technology	School	0.00	57.00	43.00
	State	22.14	51.82	26.01
Community and Family Studies	School	0.00	35.00	58.00
	State	14.15	54.87	30.95
Personal Dev, Health and Physical Education	School	0.00	53.00	39.00
	State	16.49	48.70	34.78

Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (Standard)	94	70.45	68.70
English (Advanced)	26	83.76	80.72
Mathematics General	73	67.99	68.51
Mathematics	28	71.64	77.84
Biology	31	71.35	73.71
Ancient History	16	75.78	71.16
Business Studies	33	71.41	73.21
Music 1	9	83.04	80.91
Studies of Religion 1	54	35.74	38.34
Industrial Technology	7	77.29	69.02
Community and Family Studies	40	78.37	72.20
Personal Dev, Health and Physical Education	62	74.75	72.13

Comparative Performance over Time

School Performance (%)	2013	2014	2015	2016
English (Standard)	67.16	70.05	67.81	70.45
English (Advanced)	73.65	78.56	82.76	83.76
Mathematics General	67.53	70.92	65.57	67.99
Mathematics	71.95	75.28	72.28	71.64
Biology	71.60	71.27	73.94	71.35
Ancient History	76.97	78.89	71.26	75.78
Business Studies	72.98	73.95	71.54	71.41
Music 1	86.31	90.84	85.22	83.04
Studies of Religion 1	36.69	36.38	34.92	35.74
Industrial Technology	87.30	85.60	79.38	77.29
Community and Family Studies	80.76	79.67	75.72	78.37
Personal Dev, Health and Physical Education	74.34	78.66	75.76	74.75

Parent, Student and Staff Satisfaction

Community satisfaction was expressed throughout 2016 through survey responses, discussions and committees. Staff, students and parents expressed both satisfaction and areas for improvement throughout 2016.

Student surveys and student discussions suggested students were very satisfied with their association with Magdalene. Students recognised valuable opportunities provided to explore their faith and become involved in service to others in practical ways. These included Twilight Retreats, the Vinnies Kitchen and the Brewarrina Immersion program. Many students stated they felt known and cared for by their Year Coordinator and teachers, however, surveys revealed students needed extra support around well-being in particular relationship building, establishing personal expectations and having the confidence to meet challenges. Some students felt challenged in their studies, however, they had developed a greater understanding of the standards required of them. Students recognised the value of feedback and were eager to receive more regular feedback. Senior students expressed appreciation for leadership opportunities through programs such as Max Potential and XVenture.

Parental support for the school is evidenced by the continual reference to the good name and reputation of the school. The majority of parents surveyed stated they felt supported and their children were encouraged fully in their learning, both in curricular and extracurricular activities. Some parents expressed the need for increased knowledge of students by teachers and the need for greater support of those students encountering difficulties.

Staff at Magdalene were very supportive of the continued focus on improvement especially in the area of programming and differentiation. The focus on refinement of assessment, curriculum differentiation and literacy were seen as positive and supported by staff. Staff expressed their pride in the students and the sense of community.



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