

# 2021

## ANNUAL SCHOOL REPORT

# Magdalene

Catholic College  
Narellan



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## About this Report

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Magdalene Catholic College, Smeaton Grange 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 the 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 2022.

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

Magdalene Catholic College  
101 Smeaton Grange Road  
Smeaton Grange NSW 2567

Ph: 02 4631 3300  
Email: [info@mccdow.catholic.edu.au](mailto:info@mccdow.catholic.edu.au)  
Website: [www.mccdow.catholic.edu.au](http://www.mccdow.catholic.edu.au)

Principal: Matthew McMahon  
Date: 4 April 2022

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## Vision Statement

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We strive to be a college known for our quality Catholic learning and teaching. This includes our concern for student wellbeing, academic care of all students, and our emphasis on helping students live out the Gospel message so that they can make meaningful contributions to their world.

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## Message from Key School Bodies

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### ***Principal's Message***

Commencing 2021 there was great excitement and enthusiasm, and for the first semester, by and large, the college was able to operate fully without disruption. Student welfare and college pride were at a high, during a modified, yet extremely well attended Open Day. The college swimming, athletics and competitor-only cross-country carnivals were all held in Term 1 with much success. The community was able to contribute to other fundraising initiatives and events such as Project Compassion as well as hosting a very successful 'Pink Stumps Day' in support of the McGrath Foundation (raising money for additional breast care nurses). In Term 2, the college was able to conduct its 'St Vincent de Paul Winter Sleep Out' and commence a modified 'Through Your Eyes Program' with Carrington Care. The talented students were also able to shine at MISA Dance and musicians, dancers and singers, along with the Year 12 group, all genuinely shone at the college's Creative and Performing Arts Night, 'Magdalene Shines'.

Unfortunately, when COVID-19 impacted NSW, the college was hit hard. Whilst the staff were very well versed in remote learning, providing Zoom, Google Classroom and other online-learning platforms, the students were very much impacted by a lack of face-to-face learning over thirteen weeks. The college Feast Day was reduced significantly in terms of celebration and other events had to be cancelled – including Duke of Edinburgh expeditions, the Brewarrina return immersion, and various incursions and excursions. Additionally, one of the features of this interruption was that there was a reduction in the amount of professional learning available to staff. This included the college spirituality day which had to be cancelled for the second year in a row.

All things considered, students, parents/carers and staff are to be commended for their tremendous patience and resilience across the year including their willingness to learn new methods of learning and teaching across 2021. Whilst the Year 12s did have an impacted year, the college was creative and was able to pivot in different directions to still provide online HSC Trial exams and alternate opportunities for Presentation, Graduation and celebration.

*Principal*

### ***Parent Involvement***

The P&F Association had another productive year. The P&F quarterly meetings, once again held on-line due to the impact of the global pandemic, were well attended by a committed group of parents/carers, with

vigorous discussion and judicious decision making resulting in great outcomes for the college and its students.

The P&F continued its support of the Magdalene Open Day and Magdalene Impressions, and this body looks forward to supporting the return of other great events in 2022, such as Magdalene Feast Day and Trivia Night.

The Association is in a strong financial position, having prepared a seven year financial plan, and set aside funds for school infrastructure, equipment, and programs. The entire college community is excited to see the progress on the new hall, and the P&F expect this will be a significant focus of investment in 2022.

2021 also saw the introduction of the new school uniform. Well done to all the Magdalene staff, students, and parents/carers who contributed to such a great outcome. The P&F appreciated the level of consultation on the design, colour and fabric choices, and the new uniform has been warmly welcomed by the college community.

The P&F appreciates the outstanding support from the school executive, and especially the Principal and Assistant Principal, who were always on hand to provide great advice during quarterly P&F meetings.

A special thank you to the SSSO and the dedicated team of school support officers who helped the P&F stay connected through the 'magic' of Zoom, and tirelessly accommodated printing, newsletter, BBQ orders, and myriad requests with professionalism and humour. They truly are the backbone of the college.

The clothing pool was once again well managed by a dedicated parent of the college who continues to provide wonderful support to the school year after year.

*Parents and Friends Association, President*

### ***Student Leadership***

Off the back of 2020, no one thought that 2021 could be as unpredictable a year but the Magdalene community soon learned that this was not the case. From major lockdowns and an extended time learning online from home, to many unplanned adjustments that came with COVID-19 and even returning to school with masks and changed bell times, Magdalene has never experienced a year like 2021. Yet in the face of this adverse year, it provided an opportunity for Magdalene to show the immense companionship and resilience that the Magdalene community possesses.

The school year began fairly normally with the college swimming, cross country and athletics carnivals all going ahead, a great opportunity for the Magdalene community to get involved in school events after missing out on most of them in 2020. It also saw the return of MISA sport on Tuesdays, school assemblies and masses, and were also able to hold Magdalene Shines this year. Although students were lucky to have been able to hold these events in 2021, it was in early July when the whole year was 'turned on its head' and lockdowns were set in across Sydney.

Despite the continual extensions of lockdown, Magdalene was able to revolutionise online learning to maximise learning and wellbeing, utilising its experiences in 2020. With the help of the student leadership

team, Magdalene staff and the study body, initiatives such as wellbeing check-ins and the 'Pastoral Olympics' provided an opportunity for the Magdalene community to engage with each other in collaborative and creative ways during online learning, further highlighting the quality relationships and love of learning possessed by all of the Magdalene Community.

In 2021, the Year 12 cohort were impacted in ways they never saw coming, from completing Trial HSC Examinations at home, to having what felt like a 'Term 5', and the pushing back of the HSC exams. Luckily, Year 12 were able to have a fantastic in person graduation, all thanks to the incredible Magdalene staff, achieving a well-deserved send off. With the delayed HSC exams, changes to course placement, and two years of turbulent senior schooling, the immense support provided by the staff and leadership team was greatly appreciated.

2021 for Magdalene will always be remembered as the year of resilience and 'bouncing back' from the hardships brought upon by sudden change. The response of the Magdalene community to these challenges is evidence of the unwavering spirit permeating the college with improvements to communication channels, the relationship between staff and students as well as an increased focus on wellbeing providing wonderful outcomes from a tempestuous year.

*School Leaders*

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## School Profile

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### **School Context**

Magdalene Catholic College is a Catholic systemic co-educational school located in Narellan. The school caters for students in Years 7 to 12 and has a current enrolment of 1,087 students.

Magdalene Catholic College is a systemic Catholic secondary 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.

Magdalene exists to proclaim Christ's message. The college offers a comprehensive curriculum and a wide variety of extra-curricular activities including weekly competitive sport with other non-government schools. Magdalene Catholic College is an environment which has students at the centre. The college community is a place where life-long holistic growth is valued by fostering high expectations, quality relationships and academic success for all. The college develops courageous hearts and creative minds.

### **Student Enrolments**

2021 Enrolments	
Boys	438
Girls	649
Total	1,087
Aboriginal and Torres Strait Islander	54
LBOTE	78

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: and the CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Policy in 2021.

### **Student Attendance**

2021 Attendance	Male	Female
Year 7	86.6%	86.6%
Year 8	85.2%	82.7%
Year 9	86.1%	80.2%
Year 10	83.1%	81.0%
Year 11	82.4%	86.1%
Year 12	77.8%	75.4%
Whole school	89.4%	89.3%

### **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.

In 2021 student non-attendance was continued to be monitored by the Pastoral Care Teacher, through the use of the COMPASS system and the Class Teacher when marking the roll in PxP (Period by Period). There are multiple layers in the approach that was taken. Firstly, the Pastoral Care Teacher was required to call home if a student was away for three or more consecutive days and enquire about the student's wellbeing and relay relevant information to the class teachers. Every fortnight the office sent home letters asking for an explanation of any unexplained or unjustified absences to be explained. Attendance data was shared with the Year Coordinators each fortnight and students who had attendance concerns of lower than 80% were highlighted and discussed. Student attendance was a permanent agenda item on the Year Coordinator's meeting and decisions were made regarding letters being sent home. The letters were modelled on the sample letters provided in the CEDoW Student Attendance Policy and Procedures. Letters were sent home to students who had 80% or less attendance, explaining the mandatory requirements of attending school and were signed by the Year Coordinator and Pastoral Care Coordinator. If needed, a meeting was requested to discuss support strategies for the student and family. If the student showed no improvement in his/her attendance, then a second letter was sent home, signed by the Principal and Pastoral Care Coordinator. COVID-19 and the extended time in remote learning added extra complications in 2021 but regular communication with home through digital platforms and COMPASS overcame potential problems or uncertainties. Students who were not engaging in their learning were considered absent from school and the Year Coordinators and Pastoral Care Coordinator had regular ZOOM meetings with the students and their families and implemented online support plans for the students to re-engage them with their learning.

This process supported the students in maintaining their attendance rate. It also highlighted those students who were displaying school avoidance traits, and Case Collaboration meetings were facilitated for these students. In these cases, students were transitioned back to school or online learning and were supported with their learning. The students were also referred to external support agencies and /or the CatholicCare Counsellors.

### **Student Retention Rate**

<b>Year 10 Total Enrolment 2019</b>	<b>181</b>
Year 12 Enrolment at Census Date remaining in Year 12 at end 2021	135
Actual Retention Rate (%)	75%

### **Student Attainment in Senior Years**

<b>Years 11 - 12 2021</b>	
% of students undertaking vocational training or training in a trade during Years 11 and 12	48%
% of students who have completed at least one (1) VET course in either Year 11 or 12	20%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

### **Destination Survey**

<b>2021</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
No of School Leavers	33	7	134
University	1	-	91
TAFE/Tertiary	20	7	19
Employment	4	-	15
Other School	5	-	-
Other/Unknown	3	-	9

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## Staffing Profile

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There are a total of 91 teachers and 23 support staff at Magdalene Catholic College. This number includes 63 full-time, 28 part-time teachers.

### **Teacher Accreditation Status**

The accreditation status of all teaching staff responsible for delivering the curriculum is:

Teacher Accreditation Status	Number of Teachers
Conditional / Provisional	16
Proficient	75
Highly Accomplished / Lead	0

### **Teacher Attendance and Retention**

The average daily teacher attendance rate for 2021 was 94.8%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2020 to 2021 was 83%.

### **Professional Learning**

During 2021 Magdalene Catholic College personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

- A. Magdalene Catholic College whole school development days involving 91 staff. These days focused on:
  - Teaching for Learning Gain
  - High Impact Teaching Strategies
  - Building self efficacy in students.
  
- B. Other professional learning activities provided at school level including CEDoW run courses:
  - ACER PAT-R Data driven decisions online (1 staff)
  - Adam Voigt Webinar Series - Defining and Leading School Culture (1 staff)
  - AISNSW English Conference (2 staff)
  - Building student wellbeing and resilience (1 staff)
  - CAFS Conference online (1 staff)
  - Drama NSW Conference (1 staff)
  - ETA Extension Day online (2 staff)
  - Five powerful ways to capture the heads and hearts of your colleagues online (1 staff)
  - Introduction to the common module online English (1 staff)
  - LawSense Transgender / Gender Fluidity Webinar (1 staff)
  - Level Up Science Teaching (2 staff)

- LSA Annual Conference online (1 staff)
- MANSW HSC Maths Extension 1 (1 staff)
- MANSW HSC Maths Extension 2 (1 staff)
- Maths Pathway online (2 staff)
- Preparing for the 2021 HSC Physics Exam online (1 staff)
- Rich Learning in Practice Mathematics (1 staff)
- Science of Language and Reading: The Secondary School Perspective (1 staff)
- STANSW Science teacher's conference (1 staff)
- STRIVE - Improving the writing of HSC students in PDHPE (1 staff)
- Teacher Librarian Professional Learning Community Conference (1 staff)
- Teaching General Capabilities in Science Education online (1 staff)
- VET Business and Financial Services Network (1 staff).

The average expenditure by the school on professional learning per staff member was \$147.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$197.

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## Catholic Life & Religious Education

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For obvious reasons, 2021 was a year like no other at Magdalene. Nevertheless, Magdalene's college charism reminds the community of the qualities of Mary Magdalene - that she was resilient, that she was a faithful disciple, that she may have had her own battle with illness but she was fully healed by the grace of God through Jesus, that she was generous in her material support to the disciples and to Jesus, and that she was loyal to a fault, standing at the foot of the cross and visiting the tomb of Christ. Mostly, she is remembered for being the first witness to the resurrection and her role as the 'Apostle to the Apostles'. A reminder of all these values and the way they have manifested themselves at the college is recorded in the beautiful mural on the wall of the Food Technology block which was completed in 2021.

Liturgical activities were difficult, but the college managed to hold an Opening College Mass, an End of Year Mass, and a staff Mass, along with other online and Zoom liturgies throughout the year, including for Holy Week and Magdalene Feast Day.

The retreats and reflection days were highly successful, especially the Year 9 Reflection Day and the Year 12 retreat, which took place in February. Students regularly state that the Year 12 Retreat is amongst the best days of their entire education. Ordinarily the college would hold more retreats and reflection days but the college was forced to cancel them in Semester 2 due to COVID-19.

The Social Justice achievements at Magdalene were also difficult to schedule but the college managed to collect numerous hampers for the Vinnies Christmas Appeal, as well as raise much needed funds for charities: St Vincent de Paul (\$988), McGrath Foundation (\$3,642.) and Project Compassion (\$1,433.).

### ***Religious Literacy Assessment***

Due to COVID-19, significant changes and restrictions were placed on school communities resulting in the suspension of the *Religious Literacy Assessment* program for 2021.

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## School Review and Improvement

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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 2021:***

#### **Mission Dimension 1 – Mission and Catholicity**

*Focus Area:* Spiritual Formation (Prayer and Liturgy)

*Strategic Intent Statement/Goal:* By the end of 2021, we have reflected on key features of the college's Mary Magdalene-inspired charism including service, prayer and evangelisation, so that students and staff have a better understanding of the college's patron and can make links to the college's core values.

#### **Mission Dimension 2 – Learning and Teaching**

*Focus Area:* Numeracy (and Literacy)

*Strategic Intent Statement/Goal:* By the end of 2021, there will be a practical application of differentiated approaches to teaching and learning, through the identification of specific student\* gaps and strengths so that there are measured improvements in the areas of numeracy and literacy. [\*NB: emphasis on Years 7, 8 and 9]

*Focus Area:* Student achievement and Performance

*Strategic Intent Statement/Goal:* By the end of 2021, as underpinned by the College's Learning and Teaching Statement 'Students at the Centre', there will be a deeper understanding of measures of student growth and a shared responsibility for the implementation of purposeful strategies to enhance learning.

#### **Mission Dimension 3 – People and Culture**

*Focus Area:* Self-efficacy

*Strategic Intent Statement/Goal:* By the end of 2021, students will have developed their understanding of self-efficacy, enhanced their goal-setting capacity and their ability to reflect on their own learning growth.

### ***School Review and Improvement components to be reviewed and rated in 2022:***

#### **Mission Dimension 1 – Mission and Catholicity**

*Focus Area:* Spiritual Formation (Prayer and Liturgy)

*Strategic Intent Statement/Goal:* To further embed the charism of Mary Magdalene and the history of the school into the college environment, events and programs so as to further enhance staff and

student understanding of her importance and connection within the vision, mission and core values of the college.

### **Mission Dimension 2 – Learning and Teaching**

*Focus Area:* Student achievement and Performance

*Strategic Intent Statement/Goal:* To build upon the “Magdalene Way” utilising the college’s Learning and Teaching Framework, ‘Students at the Centre’ by incorporating high-impact teaching strategies in the classroom.

*Focus Area:* Numeracy (and Literacy)

*Strategic Intent Statement/Goal:* To initiate a targeted intervention of Year 10 students in regard to their literacy and numeracy abilities.

### **Mission Dimension 3 – People and Culture**

*Focus Area:* Student engagement and self-belief

*Strategic Intent Statement/Goal:* To continue to develop student understanding of the metalanguage and practical application of ‘self-efficacy’ strategies with a view to driving student motivation, engagement, and love of learning.

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## Financial Summary

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2021 continued to see a number of developments across the college. Such improvements and enhancements were all aimed at improving the holistic learning experience of students. The following list of improvements occurred either during or by the end of 2021:

Works at college:

- TAS Block extension
- college hall
- Year 12 Carpark
- update of old furniture for the Literacy/Numeracy Room (Stage 1)
- new seating and lounges for the Library
- volleyball court refurbishment
- server room upgrade.

The P&F assisted with the following donations:

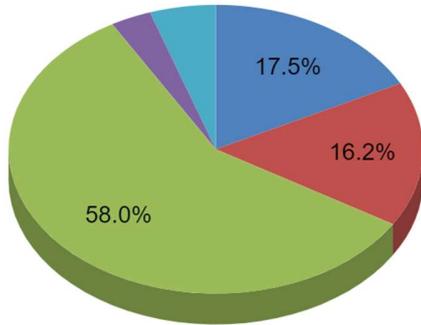
- 2021 Open Day - \$1,422.
- Magdalene Impressions Prize Money - \$500.
- Staff Christmas Lunch and gift - \$4,100.

Grants:

- Multicultural Grant - \$2,000.
- Brother Clarence Grant - \$200.

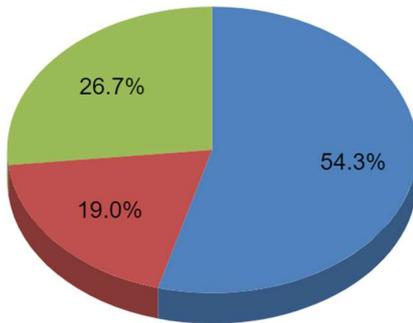
The following graphs reflect the aggregated income and expenditure for Magdalene Catholic College, Smeaton Grange for the year ended 31 December 2021. This data is taken from the 2021 financial return to the Australian Government, Department of Education, and Training.

### Income



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

### Expenditure



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

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## Student Welfare

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At Magdalene Catholic College, the staff believe in the importance of wellbeing, in particular wellbeing for life. The college achieved this by instilling the gospel values of dignity of self and others, discipleship, and service in the students. Developing quality relationships with the students and peers also plays a vital role in Pastoral Care.

### Pastoral Care

2021 proved to be an interesting year for the staff and students at Magdalene and the Student Leadership Team successfully led the college from a virtual platform. They actively promoted college spirit and wellbeing initiatives, such as Moving Magdalene and Pastoral Olympics. The college Captains and Vice Captains chaired regular meetings of the Student Representative Council (SRC) that served as a forum for the SRC members to discuss concerns of their peers and took an active role in leading school assemblies. During remote learning, they also checked in with the students' wellbeing on a regular basis and passed on any concerns to the Pastoral Care Team.

The Pastoral Care goals included student self-efficacy and quality relationships. Pastoral Care lessons focussed on goal setting, respectful relationships, and wellbeing. Year 9 in particular, worked on goal setting, whereby their goals were included on their school reports. The students developed their learning goals based on their interim reports and then reflected on their achievements at the end of the year. The students learnt about what it meant to be an effective learner and also learnt the importance of wellbeing and resilience. The Pastoral Programs worked towards building the students' resilience by addressing many issues that the students face at different times of their lives.

In June 2021 staff attended a Pastoral Care Professional Learning Day and the "Magdalene Way" was introduced. The staff started to create a common language about expectations and standards that promote positive behaviour and learning. The *Magdalene Way* links the charism of Mary Magdalene, the core values of the college and underpins why the staff does what it does at Magdalene.

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. All schools follow the CEDoW's ***Student Pastoral Care and Wellbeing Policy*** and the associated ***Student Anti-Bullying Procedure***. 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 CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2021.

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 are available on the school website: [www.mccdow.catholic.edu.au](http://www.mccdow.catholic.edu.au) or by contacting the school office.

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## Learning and Teaching

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Teaching and learning at Magdalene continues to be defined by the 'Students at the Centre' framework. This framework underpins professional learning, KLA planning and Magdalene Professional Learning Teams. This framework focuses on positive learning environments, assessment and feedback, rich learning opportunities and individual learning growth.

### **Curriculum and Pedagogy**

During 2021, Magdalene Catholic College continued to implement a 1-to-1 BYOD learning technology program with all students using Apple MacBooks. Teachers employed online programmes to support learning such as *Stile* in Science, *Literacy Planet* and *Education Perfect* in English, *Maths Pathways* and *Maths Space* in Mathematics, *Education Perfect* in Languages and *Edrolo* across several senior subjects. These programmes both engage students and provide formative assessment data to staff.

The college continued to use Google Apps for Education, with staff and students utilising Google Classroom as the primary learning platform. Year 7 students participated in boot camps to facilitate the transition into the use of MacBooks as learning tools. Magdalene Catholic College students participated in several STEM robotics coding competitions and achieved particular success in F1 in schools and the national STEM Mad Competition. The school's Managed Software Centre was expanded with additional industry standard software being made available to staff and students.

### **Syllabus implementation**

Magdalene had a representative in the TENS (Teacher Expert Networks) at NESAs which ensured the college was at the forefront of the proposed syllabus changes for Stage 4 and Stage 5, well before draft syllabus were released. Staff were given opportunities to meet with the TEN representatives in formal and informal meeting times to be informed of slated changes and to have a voice in this process. Since the drafts have been released, faculties have made it compulsory to unpack the new syllabuses and engage in the online survey on NESAs Schools Online.

### **Assessment and reporting**

During 2021, there was a distinct and deliberate move towards more holistic and ongoing formative assessment activities (both in an Assessment for Learning and Assessment as Learning sense). This set up most faculties effectively for the extended period of online learning that occurred in the second half of the year. Consequently, student growth and improvement as well as achievement, was accurate and ongoing. Teachers developed skills in formative assessment and record keeping to ensure equality across all students across all year groups. This shift to ongoing informal assessment will continue into 2022.

Reporting continued previously, without any need for wholesale changes. One new addition that occurred was the implementation of Student SMART goals on Year 9 Reports. Students were taught how to construct individual SMART goals that were linked to academic achievements. These goals were included on their Half-Yearly Report. Students then took these goals to their individual classroom teachers and worked out how the broad goals could be made more specific for each subject. This ensured both teachers and students were

involved in a dialogue about goals, thus increasing student self-efficacy. Students then wrote a formal reflection on the progress of their goals; this reflection was included on their Final Report.

### ***Cross Curriculum***

Magdalene Catholic College continued to explore explicit literacy and numeracy pedagogies to support students in becoming increasingly literate and numerate in order to engage with and contribute to their world.

The IDEAL structure (launched in 2017) is an embedded and consistent approach to paragraph writing and can be found across assessments and class teaching in all KLAs. Staff completing the Literacy for Learning course (professional learning offered for staff run by staff within the college) has seen the development of the register continuum used as an approach to support students to write in increasingly complex ways about abstract concepts. The college's Literacy Instructional Coach embedded approaches demonstrated through the Literacy for Learning Course in their work with staff.

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 YellowFin and Literatu to ensure awareness of strengths and areas for improvement for individual students in their class. 2021 PLTs featured an explicit literacy and numeracy group, each made up of staff from multiple faculties. Numeracy strategies during 2021 were housed primarily within the Mathematics and Science contexts. *QuickSmart* interventions were a feature to support the development of numeracy and Mathematical skills in Year 9 students, with PAT-M data being analysed to identify students requiring additional support. The *QuickSmart* program involved Mathematics teachers and learning support staff and resulted in improvements for those involved.

### **Aboriginal and Torres Strait Islander Students**

A number of students 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 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 ATSI students from a variety of schools in the local area. They are educated about prominent ATSI people, Aboriginal history, goal setting and approaches to study.

Indigenous students were involved in the preparation of prayers and reflections for National Sorry Day with the support of the college's Indigenous Liaison Officer. A successful Indigenous art project was also held at the college.

### ***Meeting the needs of all students***

Learning at Magdalene Catholic College is diversified via many means, including class structures, differentiated instruction and assessment, provision of elective subject choices in Years 9 and 10 and additional academic opportunities which take place in various forums. 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 English* and *Maths Competitions*, *F1 in Schools*, writing competitions such as *UWS What Matters?* and Visual Arts/Photography competitions, including the *Fisher's Ghost Art Festival*. Magdalene teachers have further been able to adapt the physical learning environment for students through the continued creative use of the college's newest classrooms, The Mary Mackillop Centre of Learning. In 2021, a Magdalene PLT focused specifically on Agile Approaches and how to best use these spaces to teach in innovative ways. The agile use of these spaces has enabled students to learn through contemporary and dynamic approaches.

### **Gifted Education**

In 2021, Gifted Education was explored in more detail in the context of Magdalene Catholic College. At the conclusion of 2021, a total of twelve Magdalene teaching staff have completed the mini Certificate of Gifted Education in order to be better able to identify and support gifted and highly capable students across various KLAs.

One Magdalene Catholic College student has been identified as highly capable and requiring acceleration. This Year 11 student was accelerated in Design and Technology and completed their HSC in this course in 2021, achieving fifth place in NSW for this course and an HSC mark of 99.

### **Expanding Learning Opportunities**

Magdalene Catholic College provided a range of expanded learning opportunities for students via the implementation of extra-curricular activities across a range of KLAs. A focus on relevant, engaging learning continued, although was impacted by restrictions put in place in response to COVID-19. There was a significant impact on college learning events as a result of these restrictions, including the cancelling of annual events such as Magdalene Shines and Magdalene Classics. Magdalene Impressions continued in a COVID-19 safe manner. The English faculty administered ICAS English Competitions for Year 8 and 10, and students engaged in MISA Debating to enhance their literacy skills pertinent to speaking, listening and critical analysis. The Magdalene TAS Faculty continued to have students involved in the F1 in Schools STEM Challenge. VET provided expanded learning opportunities for Magdalene students including barista training, and continued running of the 'Magdalene Cafe' for staff as well as the Seniors' Cafe.

In 2021, the PDHPE Faculty enriched their student's learning via multiple opportunities that extended beyond the classroom. Year 11 PDHPE students completed their First Aid Certificate and Year 8 students gained essential aquatic and water safety skills via a rigorous offsite program undertaken at the local swimming centre.

### **Special Education needs**

The Magdalene Learning Support Department supports students with identified learning needs in order to ensure equity for all learners. Students and families/carers completed IP meetings and staff were supported in ensuring quality differentiated teaching was evident for all students. Specific assessment support was provided as needed and targeted students engaged in Applied Languages in Years 8 and 9, which allowed for students to access regular learning support.

### ***Vocational Education and Training***

2021 was a year of growth for the Vocational Education and Training Faculty at Magdalene Catholic College, with students and teachers working together in unprecedented times to overcome challenges and adapt to learn remotely. The VET frameworks delivered at Magdalene Catholic College in 2021 were Hospitality (Kitchen Operations), Construction and Business Services. 2021 saw twenty one students from Year 11 and Year 12 completing external study at TAFE through the E-VET initiative. Students studied a range of courses including Automotive (Mechanical Technology), Information & Digital Technology, Assistant in Nursing, Community Services, Floristry and Screen and Media. Of this, the college had four students undertaking their study as part of the School-Based Apprenticeship or Traineeship program (S-BAT) within the areas of Retail, Business Services and Carpentry.

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## Student Achievement

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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. 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.

2021 NAPLAN results reflect strengths and challenges, with the ultimate focus on how this data set can help teachers plan for more effective learning. 2021 NAPLAN data was used to design targeted learning activities and interventions, support the structuring of class groupings for 2022 and as a tool to revise teaching strategies and differentiation outlined in current programs.

Across the Year 7 cohort, writing was a strength with just over 90% of students above the National Minimum Standard (Bands 6-9). Literacy skills within this cohort are strong. Some skills assessed in reading across Year 9 show a decline, however, Year 9 writing results indicate positive growth since Year 7 testing. Year 9 numeracy skills in chance as well as fractions and decimals have also seen growth since Year 7 testing.

Individual analysis of results is supported through the effective use of *Literatu*, which allows teachers to gain quick insights into their own classes. NAPLAN will continue to be used in conjunction with Progressive Achievement Testing and other forms of assessment to direct pedagogy and the college will continue to respond to strengths and challenges indicated through testing results.

### 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 2021: % in Bands		YEAR 7			YEAR 9		
		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6	Bands 3 and 4	Bands 5 and 6	Bands 7 and 8
Reading	School	9	59	32	27	54	20
	National	17	54	28	24	53	21
Writing	School	10	65	26	37	49	14
	National	25	54	20	36	48	14
Spelling	School	9	59	33	19	64	17
	National	15	52	32	22	56	21
Grammar & Punctuation	School	14	60	27	29	52	20
	National	23	50	26	27	52	21
Numeracy	School	7	58	35	17	64	18
	National	16	48	34	18	59	22

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 2021: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	97	93
	National	94	90
Writing	School	97	86
	National	90	83
Spelling	School	97	94
	National	94	91
Grammar & Punctuation	School	96	89
	National	91	88
Numeracy	School	98	98
	National	94	95

### ***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 37 students in 2021.

### ***Higher School Certificate***

Once again, Magdalene Catholic College congratulates all graduating students of 2021. Included among the results were a range of excellent achievements in the 2021 HSC. Highlights include:

- Dux with an ATAR of 99.1
- Scores of 99 in Design and Technology, 49 in English Extension 1, and 49 in Studies of Religion I
- 5th in the State in Design & Technology (an accelerated Year 11 student)
- 11 students with ATARs over 85
- 15 different students on the Distinguished Achievers List with 32 Band 6/E4 results (including 2x notional band 6s in Ext 2 Maths).
- One student received the \$5,000 UOW Principal's Recommendation Scholarship
- One student received the \$2,000 Director's Teaching Scholarship
- A student in each Major Work Performance/Project Course was nominated for NESA HSC Showcases.

**Student Achievement (Band Performance)**

<b>Band Performance (%in Bands)</b>		<b>Bands 1 and 2</b>	<b>Bands 3 and 4</b>	<b>Bands 5 and 6</b>
<b>English (Standard)</b>	School	0.0	91.4	8.6
	State	9.4	73.9	16.6
<b>English (Advanced)</b>	School	0.0	35.1	64.9
	State	0.7	30.5	68.8
<b>Mathematics Standard 2</b>	School	33.9	52.9	13.2
	State	21.4	53.9	24.7
<b>Mathematics Advanced</b>	School	9.0	77.3	13.6
	State	6.2	43.6	50.2
<b>Biology</b>	School	12.0	80.0	8.0
	State	8.8	60.0	31.3
<b>Ancient History</b>	School	38.5	23.1	38.5
	State	20.9	44.7	34.4
<b>Business Studies</b>	School	2.9	77.2	20.0
	State	13.0	50.9	36.1
<b>Music 1</b>	School	0.0	44.4	55.5
	State	1.7	33.9	64.3
<b>Studies of Religion I</b>	School	20.0	61.6	18.5
	State	8.0	50.0	41.9
<b>Industrial Technology</b>	School	28.6	28.6	42.9
	State	20.6	54.1	25.3
<b>Community &amp; Family Studies</b>	School	0.0	65.9	34.1
	State	6.9	61.1	32.0
<b>Personal Dev, Health &amp; Physical Education</b>	School	18.2	56.9	25.0
	State	13.5	55.5	30.9

### ***Student Achievement (Mean Performance)***

<b>Mean Performance (%)</b>	<b>Students</b>	<b>School</b>	<b>State</b>
<b>English (Standard)</b>	88	71.2	70.5
<b>English (Advanced)</b>	37	80.8	81.9
<b>Mathematics</b>	76	64.4	69.2
<b>Mathematics Standard 2</b>	23	67.9	78.4
<b>Biology</b>	26	69.6	73.4
<b>Ancient History</b>	13	69.0	71.1
<b>Business Studies</b>	41	71.1	73.3
<b>Music 1</b>	11	80.4	81.3
<b>Studies of Religion I</b>	71	33.8	37.4
<b>Industrial Technology</b>	10	71.1	69.4
<b>Community &amp; Family Studies</b>	43	75.9	74.3
<b>Personal Dev, Health &amp; PE</b>	48	71.9	72.2

### ***Comparative Performance over Time***

<b>School Performance (%)</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>English (Standard)</b>	72.2	73.2	72.6	71.2
<b>English (Advanced)</b>	81.6	80.6	80.1	80.8
<b>Mathematics Standard 2</b>	NA	71.9	67.5	64.4
<b>Mathematics Advanced</b>	NA	NA	71.9	67.9
<b>Biology</b>	73.6	74.5	70.7	69.6
<b>Ancient History</b>	67.5	82.2	82.8	69.0
<b>Business Studies</b>	74.3	72.9	69.5	71.1
<b>Music 1</b>	84.1	84.4	86.8	80.4
<b>Studies of Religion I</b>	34.7	35.9	35.8	33.8
<b>Industrial Technology</b>	81.0	83.0	82.3	71.1
<b>Community &amp; Family Studies</b>	77.3	81.2	79.2	75.9
<b>Personal Dev, Health &amp; PE</b>	73.7	77.6	73.5	71.9

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## Parent, Student and Staff Satisfaction

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The local community continues to be extremely satisfied with Magdalene Catholic College. One of the most notable signs of this satisfaction continues to be the increasing enrolment applications received by the college in recent years. While the college acknowledges the growing population numbers in the surrounding suburbs, the college is widely being regarded as a 'school of choice'. Since 2017 the college has received growing enrolment application numbers: 209 applications (2016), 250 applications (2017), 282 applications (2018), 307 applications (2019), 351 applications (2020), and in 2021 the college received 364 applications for the Year 7 cohort in the following year.

The college expanded the use of PIVOT in 2021. PIVOT is a tool which asks students to rate their teachers across many pedagogical domains. As such, the student feedback provided meaningful information to class teachers on their individual pedagogical practice and helped them to reflect on their own professional goals - connected with the college's use of the CEO's Professional Development Planning (PDP) online tool. Two windows of time were provided for students to provide feedback via PIVOT and for staff to reflect upon their own areas for enhancing their teaching.

During the COVID-19 Lockdown there was broad satisfaction and approval among parents/carers and staff for the way in which the college (and CEDoW) communicated with the local community and formulated the college approach to remote learning. Despite uncertainty and frustration with the nature of COVID-19 and restrictions being placed on individuals, the college received much praise throughout the lockdown.

Phone calls were made to all Magdalene parents/carers to enquire into individual welfare and how families were coping during the lockdown. Overwhelmingly, parents/carers shared their appreciation for the college checking in on them and their children, their care and concern during remote learning and there was much positive commentary on the college's approach to supporting and educating students. Although some alternate viewpoints were shared on how Zoom lessons should be conducted (typically the frequency - either 'too many' or 'not enough'), the community was delighted with the contact being offered by teachers, and the certainty of (and quality of) work being available on Google Classroom.

Staff were provided weekly opportunities across the thirteen weeks of remote learning to provide feedback on how it was operating - on all different levels. Once again, while some technical matters were raised about the amount of content to be covered, staff shared appreciation for the way the executive team supported them during the lockdown and the clarity of documentation that was provided to them. Many staff continued to provide feedback and the college's Guidelines for Remote Learning were updated (with slight tweaks) twice over Terms 3 and 4.

An ongoing area for Professional Learning in 2022 and beyond will be to clarify aspects of "the Magdalene Way" with a view to clarify and enhance consistency across the college with approaches to pedagogy, classroom management and Pastoral Care. This will further be supported in 2022 with the introduction of the Positive Behaviours for Learning Programme (PB4L) - to be run by CEDoW.

CatholicCare surveys (annual surveys conducted by the external agency coordinating student counselling at the college) interestingly showed a shift to highlight that 'student stress' was the number one factor which students identified to counsellors with. Given that in the previous five years, family relationship issues dominated this survey at Magdalene, it was clear the impact of COVID-19 lockdowns, and the cancellation of various events such as sport and various hobbies and interest areas impacted negatively on the lives of

students at Magdalene. Family issues were still identified as significant in this survey, but the college is cognisant of the ongoing impacts of COVID-19 isolation and lockdown and the need to support students in future years. Given the extended period of student lockdown, and physical absence from school, student numbers seeing a counsellor at the college were slightly reduced in 2021.

The college P&F passed a 'vote of thanks' to the college Leadership Team and the staff of Magdalene Catholic College at its end of year meeting in recognition of the way in which the Leadership Team and staff supported students, families and the community during lockdown and the 'mixed up' year that 2021 was. Indeed, across all four formal P & F Meetings in 2021 there was overwhelmingly positive feedback and praise for the college.



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