

# 2022

## ANNUAL SCHOOL REPORT

# Magdalene

Catholic College  
Narellan



---

## About this Report

---

Magdalene Catholic College, Narellan is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Education, Diocese of Wollongong (CEDoW). 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 2023.

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 McMahan  
Date: 24 March 2023

---

## Vision Statement

---

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.

---

## Message from Key School Bodies

---

### *Principal's Message*

Following two years of considerable disruption caused by COVID-19 (remote learning, cancellations and alternate events) it was great to be able to have a full year of learning, spiritual and wellbeing opportunities for the students at Magdalene Catholic College.

The full range of carnivals was provided to students with swimming and athletics carnivals being well attended and great participation shown. There was also a large range of “competitors only” at the College Cross Country Carnival. Ultimately, sporting achievements were considerable across 2022 with multiple successes (both individual and team) at both MISA and Diocesan tournaments/competitions across a broad range of sports.

Apart from Immersion trips, a full range of social justice and mercy activities were made available at the college - including another successful ‘Pink Stumps Day’ raising money for additional breast care nurses (as part of the McGrath Foundation). In Term 2, the college was able to conduct its ‘St Vincent de Paul Winter Sleep Out’ and a modified ‘Through Your Eyes Program’ with Carrington Care was run with many positive outcomes.

The new college Hall (Alan McManus Hall) was built and opened in early 2022 and this allowed for a broad range of sporting, liturgical and cultural opportunities to occur. The annual college Creative Arts night (‘Magdalene Shines’) was a wonderful event and ‘Magdalene Classics’ brought together many talented students, staff and external musicians to share their musical gifts. The college’s dance team also had great success at the MISA Dance Festival and external dance competitions.

The Magdalene Feast Day was a wonderful celebration liturgically and brought the whole college together in the afternoon ‘carnival’ and concert. The Staff Spirituality Day in Term 3 then afforded an opportunity for staff to reflect on the college’s Mary Magdalene-inspired charism.

It was only fitting to see the year conclude with many excellent HSC results achieved by the Year 12 students (with many students nominated for NESAs HSC Showcases and two students ranking in the top 10 of the state in their respective HSC Courses). Indeed, staff, students and the community at large are to be commended on being actively involved across the year and ensuring a successful 2022.

### *Parent Involvement*

The P&F Association enjoyed a busy year and was once again supported by a committed group of parents. The annual general meeting saw the election of a Treasurer, Secretary and President forming the P&F Executive Team.

As society emerged from two years of pandemic and the associated restrictions, the college saw the return of Feast Day, Magdalene Shines, Magdalene Classics, sports competitions, art exhibitions, and excursions. The P&F welcomed the opportunity to support these great activities with financial contributions, student sponsorships, and the most valuable of all, time.

The college completed its transition to the new uniform and the P&F is now investigating how they can sustainably reuse, repurpose, or recycle over one tonne of uniforms. It's so important to set a great example for children, and the P&F would like to thank the 2<sup>nd</sup> hand uniform shop coordinator for her many years of hard work managing the clothing pool.

The P&F is in a strong financial position, having prepared a seven year financial plan, and set aside funds for school infrastructure, equipment, and programs.

The P&F would like to acknowledge the college leadership team and the Wollongong CEO for the construction of the new Alan McManus Hall. It is a wonderful addition to the college, and the P&F are grateful for their investment in the future of their children.

A special thank you to the dedicated team of School Support Officers who have helped the P&F stay connected through the magic of Zoom, kept updated with newsletters and emails, managed the BBQ orders, and responded to a myriad of requests with professionalism and humour.

*Parents and Friends Association, President*

### *Student Leadership*

2022 was the year of renewal and resilience. After the two years of senior schooling being clouded by the restraining COVID-19 lockdowns and hardships of online learning, the year 12 cohort became determined to make 2022 the most unforgettable and extraordinary year. In doing so, despite all the challenging hurdles of the HSC year, Magdalene was able to demonstrate the immense companionship and determination the community possessed.

The school year began with the highly anticipated Year 12 Retreat, which became the first of many exciting and memorable highlights of the year. Retreat was an unmatched experience that brought the whole year 12 cohort closer together, enabling them to connect and bond over their common successes and distinct challenges they had faced throughout their lives. Following this was all of the college carnivals and events, like the swimming, athletics and cross-country carnivals, pink stumps day, Magdalene Shines, and Magdalene Feast day. These were great opportunities for the Magdalene community to get involved in school events, strengthening the collaborative bonds between peers and promoting the diversity of talent across the student body.

Although the HSC year was a testing experience for the grade, with exam deadlines creeping up and the study hours increasing rapidly, Magdalene was able to maximise learning and wellbeing, aided by the help of the student leadership team, Magdalene staff and the student body. Through initiatives

such as wellbeing check-ins and after school study sessions, the Magdalene community was able to develop and grow, learning to value and take advantage of all opportunities, deepen their academic knowledge and expand disciplined habits. As a result, the cohort became creative problem solvers and nurtured the community to embrace a learning enriched culture.

The year ended with the successful and relieving completion of the HSC exams, with a fantastic graduation allowing students to achieve a well-deserved send off, all thanks to the incredible Magdalene staff. The immense support and guidance provided by the entire Magdalene staff was greatly appreciated and the teachings the students had learnt will be carried on throughout their life. 2022 for Magdalene will always be remembered as the year of revitalisation, as the response from the Magdalene community when encountered with foreign challenges and the strive to create an invigorating year for everyone following the social drought caused by COVID-19, evidences the strong and unwavering college spirit, which ensured a wonderful outcome to 2022.

*School Leaders*

---

## School Profile

---

### *School Context*

Magdalene Catholic College is a Catholic systemic co-educational school located in Narellan. The school caters for students in years 7-12 and has a current enrolment of 1103.

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*

Boys	458
Girls	645
Total	1103
Aboriginal & Torres Strait Islander	54
LBOTE	247

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.mccdow.catholic.edu.au](http://www.mccdow.catholic.edu.au) and the CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Policy in 2022.

### *Student Attendance*

Year Level	Male	Female
Year 7	87.0%	87.9%
Year 8	84.6%	84.1%
Year 9	82.9%	82.5%
Year 10	81.4%	82.4%
Year 11	82.7%	83.3%
Year 12	66.9%	63.4%
Whole School	82.4%	80.7%

### *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, monitor part or whole day absences.

In 2022 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.

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*

Year 10 Total Enrolment 2020	184
Year 12 enrolment at census date remaining in year 12 at the end of 2022	147
Actual retention rate (%)	80%

### *Student Attainment in Senior Years*

Years 11 – 12 for 2022	
% of students undertaking vocational training or training in a trade during years 11 & 12	46%
% of students who have completed at least one (1) VET course in either year 11 or 12	46%
% of students in year 12 attaining the award of Higher School Certificate or equivalent vocational education & training qualification	100%

## *Destination Survey*

2022	Year 10	Year 11	Year 12
Number of school leavers	26	36	156
University	0	0	45
TAFE / Tertiary	15	27	10
Employment	3	6	8
Other School	6	1	0
Other / Unknown	2	2	93



---

## Staffing Profile

---

There are a total of 86 teachers and 26 support staff at Magdalene Catholic College. This number includes 60 full-time, 26 part-time teachers. (these figures do not include Indentured Casuals)

### *Teacher Accreditation Status*

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

Teacher Accreditation Status	Number of Teachers
Conditional / Provisional	13
Proficient	73
Highly Accomplished / Lead	0

### *Teacher Attendance and Retention*

The average daily teacher attendance rate for 2022 was 90%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2021 to 2022 was 93%.

### *Professional Learning*

During 2022 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:

- Curriculum: What does learning look like at Magdalene; Committing to HITS as a KLA; Introduction to PLT teams and themes
- Pastoral Care: CEO Module on Managing Sexualised Behaviour; Introduction to PB4L Framework - identifying "Non Classroom Settings"; Developing the Positive Behaviour 4 Learning Framework, "The Magdalene Way"
- Spirituality: Understanding the Charism of Mary Magdalene.

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

- Decourcy Analysis (3 Staff)
- MANSW Maths (1 Staff)
- Stage 3 Maths PL (3 staff)
- Numeracy (1 Staff)
- HSC Analysis (2 Staff)
- ECT Development Days
- CEDoW Mental Health (1 staff)
- Coaching and Mentoring (1 staff)
- Teaching for Metacognition (1 Staff)

- Law Sense, Managing Challenging Parent Conversations (1 Staff)
- TLPC Conference (1 Staff)
- Barista Course for Hospitality (3 Staff)
- CERT IV Training and Assessment (2 Staff)
- CAANSW Careers Conference (1 Staff)
- Drama NSW Conference (1 Staff)
- Subject Specific PL - Science, English, HSIE, PDHPE, Ancient History, Society & Culture
- Ancient History Cornerstone Teaching and Learning (1 Staff)
- HTA 2022 Stage 6 Teachers Day (1 Staff)
- Italian Beginners Course (1 Staff)
- LSA Conference (1 staff)
- Preparing for the 2022 HSC Physics Exam (1 Staff)
- Preparing for the 2022 HSC Chemistry Exam (1 Staff)
- Reconnect and Renew (1 Staff)
- ETA HSC English Exam Success (1 Staff)
- Teacher Writing in History (2 Staff)
- Analysis to Action (2 Staff)
- Integrating Discursive Writing in Stage 4&5 (1 Staff)
- English Extension 1 & 2 Symposium (1 Staff)
- ETA Extension 1 English (1 Staff)
- Literacy Strategies for Dance (1 Staff)
- ACHPER PDHPE Conference (1 Staff) Teaching Music Skills (1 Staff)
- Cultural Mosaic (1 Staff) Multi lit Spell it (1 Staff)
- Economics and Business Educators Conference (3 Staff).

The average expenditure on professional learning per staff member was \$787.

---

## Catholic Life & Religious Education

---

During 2022 Magdalene Catholic College took some major steps towards developing a charism based around Mary Magdalene, a way to view and live the Gospel at the college, when seen through the lens of the inspirational life and actions of Mary Magdalene. This is reflected in college Assembly Prayer, Feast Day Mass and other liturgies, plus Newsletter Articles and Daily Prayer. Perhaps most importantly, the college ran a Staff development Day based on Mary Magdalene's Charism. The staff constructed and ran the day themselves with valuable input from CEDoW representatives.

All indicators support the idea that the Staff Development Day for 2022 was a very successful day in terms of building staff spirituality and camaraderie and also in immersing oneself in the Magdalene Charism and growing the understanding of how it affects and interacts with everything the staff do at the college, such as the college Vision and Mission and also the "Students at the Centre" Paradigm. Liturgies in the Hall in 2022 were a blessing, since everyone was out of the weather and the students were more receptive and more reverent in the Alan McManus Hall compared to earlier events in 2021 that took place in the Main Quad. 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. 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 (\$934), McGrath Foundation (\$2,174) and Project Compassion (\$2,795). It is also worth mentioning that a number of staff pioneered the Through Our Eyes Program where students visit with people at the local aged care facility. This initiative is being renewed for 2023 and has had a positive influence on other Diocesan schools who are involved in similar works.

### *Religious Literacy Assessment*

The Religious Literacy Assessment Program for Year 8 students was successfully completed within schools across the Diocese. The school cohort in 2022 consisted of 185 Year 8 students who sat the Religious Literacy Assessment on 16 August 2022.

The performance of each student was described according to the Common Grade Scale (A to E).

Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their knowledge of:

- the Old Testament
- human dignity.

The students' responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to:

- Recast some of Jesus' parables into contemporary settings

In the assessment 5% of students were placed in the elementary level, 25% in the basic level, 46% in the sound level, 19% in the thorough level, and 5% were in the extensive level.

---

## 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 2022:*

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

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

*Strategic Intent Statement/Goal:* By the end of 2022 the college's Catholic identity and Mary Magdalene-inspired charism will be clearly identifiable, readily articulated and a lived reality for staff and students. This will provide clarity around 'why we do what we do' (including a renewed college prayer and liturgical emphasis).

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

*Focus Area:* Student achievement and Performance

*Strategic Intent Statement/Goal:* By 2022 there will be consistent implementation of "Students at the Centre" supported by quality pedagogy so that there is a positive culture of learning, leading to improved student performance and growth across all quartiles in internal and external measures.

*Focus Area:* Numeracy (and Literacy)

*Strategic Intent Statement/Goal:* By the end of 2022, staff will have been exposed to a broad range of professional learning so that a range of student numeracy and literacy skills and outcomes have been enhanced.

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

*Focus Area:* Student engagement and self-belief

*Strategic Intent Statement/Goal:* By the end of 2022 students will have increased independence and self-belief thereby ensuring broader academic engagement and enhanced learning so that students can achieve one year of growth in one year of learning.

### *School Review and Improvement components to be reviewed and rated in 2023:*

#### **Mission Dimension 1 – Assessment and Feedback**

*Focus Area:* Student Learning and Wellbeing

*Strategic Intent Statement/Goal:* By the end of 2023, the college has developed a common understanding of what quality assessment and feedback looks like at Magdalene and how it can be embedded in classroom practice so that teachers can enhance student learning outcomes.

## Mission Dimension 2 – Learning and Teaching

*Focus Area:* Student Learning and Wellbeing

*Strategic Intent Statement/Goal:* By the end of 2023 staff and students will have a shared language and a common framework of behaviour and learning expectations, so that high standards are clearly articulated.

*Focus Area:* Student Learning and Wellbeing

*Strategic Intent Statement/Goal:* By the end of 2023 quality targeted and strategic pedagogical practices will be understood throughout the college so that student learning is maximised and accessible for all.

---

## Financial Summary

---

The following list of improvements occurred during 2022:

Works at college:

- IT Room upgrade
- establishment of new school gym in the College Hall (annex)
- update of old furniture for Literacy/Numeracy Rooms (Stage 2)
- six outdoor sheltered park setting seating for students
- outdoor Table Tennis Table
- sunscreen stations.

The P&F assisted with the following donations:

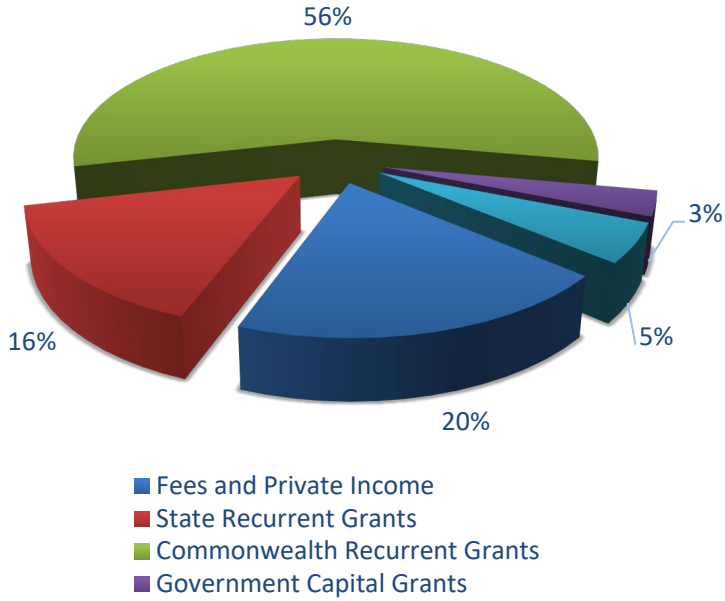
- 2022 Open Day - \$2,030
- contribution to leaving gifts for Principal and Assistant Principal - \$1,000
- popcorn machine - used for fundraising - \$645
- contribution for each of six students for travel and accommodation to participate in the National Finals of the Australian Space Design Competition - \$500
- contribution towards Ashton's Garden - \$7,371.

Grants:

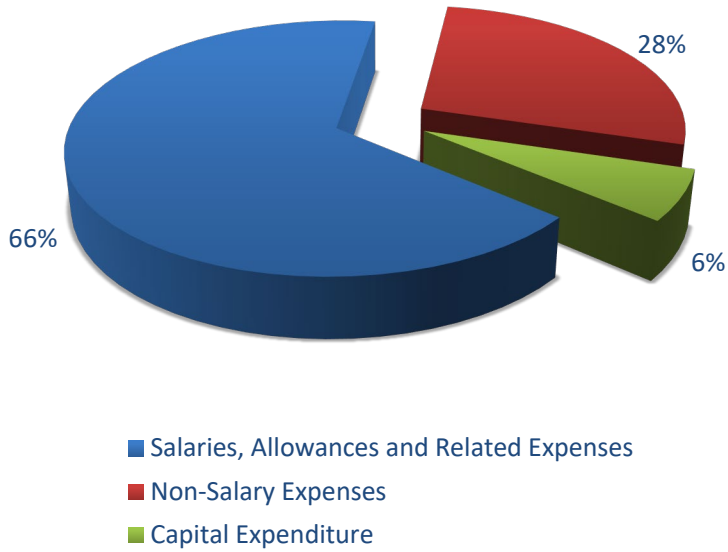
- Multicultural Grant - \$2,000
- Brother Clarence Foundation Grant - \$200
- Australian Sporting Grants - \$7,500.

The following graphs reflect the aggregated income and expenditure for Magdalene Catholic College, Narellan for the year ended 31 December 2022. This data is taken from the 2022 financial return to the Australian Government, Department of Education, and Training.

### Income



### Expenditure



---

## Student Welfare

---

At Magdalene Catholic College the school values wellbeing for life. The Pastoral Care framework is founded on the college core values of quality relationships. Discipleship and service, personal best and love of learning.

In 2022, one of the Pastoral Care Program's core focus was building student efficacy. The Pastoral Care Teachers worked with the students in setting SMART goals that were published on their Semester 1 Report. Student goals were shared with teachers on Literatu and the students then adopted strategies to achieve the goals. Students then reflected on their goals and their achievement was reported on the Semester 2 report. This initiative proved to be very successful and beneficial to the students' learning.

Parallel to building student efficacy the staff and students at the college also worked towards implementing the Positive Behaviour For Learning (PB4L) Framework. Staff and students collaborated in developing "The Magdalene Way" Behaviour Matrix that provides guidelines for expected behaviours and the importance of staff modelling positive behaviour for the students. Along with this the Year Coordinators and Pastoral Care Teachers continued to work closely with the students through the Pastoral Care Programs. The programs focus on building student resilience by addressing the many issues that the students face at different times of their lives. This includes time management, study habits, wellbeing check ins, and managing social media.

The Student Leadership Team was very active. The Student Leaders were great ambassadors for the college and fostered community spirit and celebration of learning. They improved the Peer Acknowledgement for Academic Commitment Award by linking them to the core values. They supported fundraising initiatives to support Caritas and the Missions. 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 they took an active role in leading college assemblies.

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 2022.

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.



---

## Learning and Teaching

---

### *Curriculum and Pedagogy*

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. 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 2022, there was a continued focus on a deliberate move towards more holistic and ongoing formative assessment activities (both in an Assessment for Learning and Assessment as Learning sense). 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. In 2023, this focus will shift further towards quality feedback and assessments.

Reporting continued previously, without any need for wholesale changes. Building on the successful initiative from 2022, students in Year 9 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. 2022 PLTs featured an explicit literacy and numeracy group, each made up of staff from multiple faculties. Numeracy strategies during 2022 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 2022, 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 2022, Gifted Education was explored in more detail in the context of Magdalene Catholic College. At the conclusion of 2022, a total of fourteen 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.

### *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. 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. 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 college entered a team in the Australian Space Design Competition, supported by Science Staff and was successful for the second year in a row, in qualifying for the National Finals at the University of Brisbane, where six Year 11 students competed.

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 2022, 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**

2022 was a year of growth for the Vocational Education and Training Faculty at Magdalene Catholic College, bringing with it framework changes and adapted learning opportunities for students and teachers in the delivery of all Vocational Education Courses offered. Staff delivering Hospitality, Business Services and Construction framework allowed students to use their creativity and passion within their vocational area to bring projects to life. Students at Magdalene have the opportunity to study various Vocational Education Courses at TAFE NSW as part of their TVET (TAFE VET) initiative. 2022 saw students from Year 11 and Year 12 complete study at TAFE in areas such as Animal Studies, Beauty Services, Childcare, Automotive, Electro-technology and Assistant in Nursing Course at Campbelltown Hospital. The college also had Year 11 and 12 students complete their School Based Apprenticeship and Training (SBAT) in areas such as Retail Services and Business Services.

---

## Student Achievement

---

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

### *NAPLAN*

NAPLAN is implemented for students in Years 7 and 9. 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.

2022 NAPLAN results reflect strengths and challenges, with the ultimate focus on how this data set can help teachers plan for more effective learning. 2022 NAPLAN data was used to design targeted learning activities and interventions, support the structuring of class groupings for 2023 and as a tool to revise teaching strategies and differentiation outlined in current programs.

### **Year 7**

Reading: Decrease in Bands 10 and 9 and a slight increase in Band 4 and 5. Areas of deficit: Reading of imaginative texts (Inference relating to meaning of vocabulary, aspects of character and sequencing). Spelling is the only aspect of the criteria within which students attained maximum marks (and few students attained 6). Cohesion, Text Structure and Ideas are areas of deficit, with the majority of students attaining 2-3 of the 6 marks available. Grammar and Punctuation: students excelled at identifying items and their uses (up to most Band 6 questions), however, deficits evident across aspects of spelling conventions (in particular, three syllable words). Numeracy: Increase in Band 10 and 9 and a decrease in Bands 5/4. Number and Algebra require interventions.

Implications/Actions: Literacy IC and Learning - Learning Support have completed a review of NAPLAN spelling deficits (creation of Spelling Shots with links to skills, examples and resources) and noted the need to support teachers in explicit teaching in this area. As a result, these staff have explored a program embedded at St. Paul's Camden. Words Their Way will as such be introduced in Year 7 English next year to support spelling and vocabulary development. Strategies from this program can be further employed by teachers throughout Stage 4 and 5.

### **Year 9:**

Reading: Identification of purpose and features of informative and imaginative texts are an area needing growth (note that Imaginative texts are infrequent in PATR tests, so it is challenging to obtain a measure of growth in external data here). Applied comprehension skills and identification of main ideas in texts require interventions. Lack of growth in top bands. Writing: Decrease in Band 5 and 6 and slight increase in Bands 1, 8 and 9. Writing is an improvement area. Paragraphing and sentence structure are areas of need. IDEAL paragraph work does not align directly to skills required in paragraphing within imaginative texts. Sentence structure and punctuation are areas of deficit.

Spelling/Conventions: Top bands have decreased while the middle bands, especially Band 7 have substantially increased. Word knowledge and punctuation require interventions. Numeracy: Increase in middle bands and decrease in Bands 9/10. Number and Algebra as well as Measurement /Geometry percentages were lower, especially in the higher bands.

Implications/Actions: Literacy Instructional Coach supported each Leader of Learning in establishing a “point of need” post NAPLAN results and work has been completed to embed required skills and pedagogical approaches into Year 9 Term 4 programs and Year 10 programs. Some areas of focus include: explicit teaching of reading skills in Science, explicit instruction on inference in English, interpretation of texts in Visual Arts and teaching the purpose and structure of texts in Religious Education.

***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 % in Bands	Year Level	Year 7			Year 9		
		Bands 1 - 5	Bands 6 - 7	Bands 8 - 10	Bands 1 - 6	Bands 7 - 8	Bands 9 - 10
Reading	School	12	67	21	15	70	15
	National	15	56	27	23	54	21
Writing	School	14	60	26	22	62	16
	National	22	52	24	33	49	17
Spelling	School	9	60	31	20	66	14
	National	17	49	33	21	60	17
Grammar & Punctuation	School	17	65	18	21	62	17
	National	21	54	24	27	49	22
Numeracy	School	15	64	21	11	79	10
	National	19	48	32	19	59	20

***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 % at or above NMS		Year 7	Year 9
Reading	School	99	97
	National	94	90
Writing	School	97	93
	National	91	84
Spelling	School	97	95
	National	93	92
Grammar & Punctuation	School	96	92
	National	92	87
Numeracy	School	95	99
	National	92	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 25 students in 2022.

### *Higher School Certificate*

Once again, Magdalene Catholic College congratulates all graduating students of 2022. Included among the results were a range of excellent achievements in the 2022 HSC. Highlights include:

- Dux with an ATAR of 97.75
- 56 Band 6 results (HSC marks above 90). The highest number in the Diocese of Wollongong
- 12 students receiving an ATAR above 90
- 4th highest number of Band 6s in the history of the college
- 31% of results fell in the Band 5 and Band 6 ranges meaning a third of all results in the HSC were above 80 (this was 25% in 2021)
- 68.7% of results fell in the Band 4, 5 and 6 ranges meaning that two thirds of all results in the HSC were above 70 (this was 57% in 2021)
- Band 6s were achieved across each KLA (other than Languages)
- 21 students obtained the Highest Result in the Diocese.

Band Performance (% in bands)		Bands 1 - 2	Bands 3 - 4	Bands 5 - 6
English (standard)	School	4.5	81.8	13.6
	State	12.0	72.5	15.5
English (advanced)	School	0.0	32.6	67.4
	State	0.9	32.0	67.2
Mathematics Standard 2	School	12.0	63.9	24.1
	State	18.2	52.7	29.1
Mathematics Advanced	School	6.3	87.5	6.3
	State	5.5	45.5	49.0
Biology	School	38.5	56.4	5.1
	State	20.3	52.9	26.8
Business Studies	School	10.3	66.7	23.1
	State	9.7	55.5	34.9
Music 1	School	0.0	58.3	41.7
	State	1.9	28.4	69.6
Studies of Religion 1	School	10.1	74.7	15.2
	State	4.0	55.1	40.9
Industrial Technology	School	0.0	50.0	50.0
	State	13.4	64.7	21.9
Community & Family Studies	School	0.0	43.1	56.9
	State	5.3	61.8	32.9
Personal Dev, Health & PE	School	20.4	57.4	22.2
	State	20.1	53.8	26.1

### *Student Achievement (Mean Performance)*

Band Performance (%)	Students	School	State
English (standard)	93	71.6	69.9
English (advanced)	43	81.0	81.5
Mathematics (standard 2)	88	71.5	70.9
Mathematics (advanced)	16	69.6	78.3
Biology	39	63.5	70.0
Business Studies	40	72.6	74.0
Music 1	14	77.9	81.9
Studies of Religion 1	81	35.1	37.9
Industrial Technology	9	83.4	70.3
Community & Family Studies	52	80.4	74.8
Personal Dev, Health & PE	55	69.1	69.8

### *Comparative Performance over time*

School Performance (%)	2019	2020	2021	2022
English (standard)	73.2	72.6	71.2	71.6
English (advanced)	80.6	80.1	80.8	81.0
Mathematics (standard 2)	71.9	67.5	64.4	71.5
Mathematics (advanced)	0.0	71.9	67.9	69.6
Biology	74.5	70.7	69.6	63.5
Business Studies	72.9	69.5	71.1	72.6
Music 1	84.4	86.8	80.4	77.9
Studies of Religion 1	35.9	35.8	33.8	35.1
Industrial Technology	83.0	82.3	71.1	83.4
Community & Family Studies	81.2	79.2	75.9	80.4
Personal Dev, Health & PE	77.6	73.5	71.9	69.1



---

## Parent, Student and Staff Satisfaction

---

Throughout 2022 there were numerous opportunities for parents, students and staff to offer feedback and reflections on school events, practices and processes. One such opportunity was seen via the college's involvement in the Tell Them From Me (TTFM) survey process. This survey tool provided an authentic opportunity for feedback on what the college does well, in addition to areas that could be improved. Overwhelmingly, the feedback received throughout this process was incredibly positive. Of particular note from parents was their appreciation of the quality and frequency of feedback provided by the college in terms of keeping them informed, the setting of expectations and the quality of the academic reports that are provided each semester. An area for development that was identified was to increase the number of opportunities for parents to be involved in college events as a result of the extended period of time where COVID-19 protocols limited such interactions. Feedback from students included an acknowledgement that their teachers held high expectations that encouraged them to experience success, whilst also providing feedback that suggested they would value a greater emphasis on celebrating academic achievements in their respective cohorts.

One of the most important measures of community satisfaction can be seen with the increasing demand for a position at Magdalene as identified through enrolment figures. 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), 364 applications (2021) and in 2022, the college received 349 applications for the Year 7 cohort for 2023.

Building on its success in previous years, the college further expanded its use of the PIVOT survey tool in 2022. 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. As a college, summaries of this feedback were received which indicated areas of strength and areas for development as identified by the students. Areas of strength identified in 2022 included staff expertise in their respective subject areas, the quality of the interactions with their students, and the respect shown towards their students on a regular basis. Areas for further development identified in PIVOT included the provision of greater student agency and choice when it came to completing specific classwork, and further work on goal setting when it came to setting realistic and measurable targets when it came to their learning.

Throughout 2022, two significant college Frameworks were developed. The first being the creation of the Students at the Centre Framework and the second being the Positive Behaviours for Learning Framework. In both cases, there was significant consultation with staff and students so that they could recognise their voice and agency of these two significant documents.

The college P&F invites all parents and friends from the Magdalene community to attend their meetings (whether they be in person or virtually) and offer feedback from a parents perspective. The college remains appreciative of the parents who utilise this opportunity for feedback as it provides valuable insights that go a long way towards informing decisions and processes that impact the faith, learning

and wellbeing initiatives that are offered at the college. The feedback received through P&F meetings in 2022 was overwhelmingly positive and affirmed much of what the college was doing, in addition to providing very valuable input into a wide variety of initiatives.



**CATHOLIC EDUCATION**  
DIOCESE OF WOLLONGONG