

2019

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). 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 college's website by 30 June 2020.

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

Magdalene Catholic College

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Principal: Matthew McMahon

Date: 1 April 2020

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

This year the college was officially renamed and registered with NESA as Magdalene Catholic College. This marked a significant shift and a great opportunity to launch new documents and directions moving forward. Redrafted and rewritten vision, mission and core values came into existence as well as rebranded logos and so commenced the course for very positive directions for the future.

The college student leadership team were very effective and took the lead in promoting the college's new core values and they were also strong in reformulating the college's house cup. This of course came with the renaming of the purple house which is now known as Patrician House; in honour of the Patrician Brothers who were former owners of the site.

The students continued to impress during 2019 and it was not surprising that the local community's sense of what is happening at Magdalene is burgeoning with significant increases in college enrolment applications. Considerable student involvement in various 2019 social justice and ministry initiatives occurred and many students were keen to help out those in the community who were in need. Year 11 students visited Brewarrina and the "In Your Eyes Programme" at Carrington Care completed its ninth year with students and the elderly local residents.

Behind the scenes numerous building projects were both spoken about and commenced through the support of CEDoW. The college's current master plan sees new classrooms being completed in 2020 and a hall being built in the years to follow.

The document "Students at the Centre" continued to help guide staff professional learning. This was assisted by the move to 75-minute lessons and the embedding of Learning Intentions and Success Criteria into lessons. Academically it was also pleasing that students continued to show learning gains across the board and HSC results saw a doubling of top band results from the previous year. Achievement in NAPLAN also saw numerous enhancements.

Furthermore, strong achievements – both individual and team were achieved in a broad range of sporting, extra-curricular and cultural activities; showcasing the students' many talents.

Parent Involvement

As Parents and Friends' (P&F) President one's involvement was very enriching. Being able to help the students and being able to communicate in a more effective manner when Magdalene Catholic College had to make decisions resulted in a positive outcome for the wonderful students.

It is with no doubt, the ideas and functions of P&F Associations have changed considerably over the years. It can be fun, and it is very rewarding. There is no better feeling than to watch children grow and develop through their schooling years and to have some involvement behind the scene.

In recent years some of the outcomes resulting from P&F support have included: a new college bus, sponsorship of the Brewarrina Immersion Program and providing financial support to some students in the Creative Arts to elite sports. A further example of this is sponsorship of the F1 Schools program; articulate students competing in an elite competition requiring funding to help build their F1 cars and bring Magdalene Catholic College to the forefront in an internationally backed competition.

2019 saw a number of physical changes within the college plant and it was great to see new classrooms starting to be built at the college. To know that plants purchased by the P&F were then recognised by Camden Council in a 'Highly Commended' Award in the commercial category of the Camden Council Garden Competition is a wonderful thing.

The P&F provides a great opportunity to learn more about the objectives and future directions of Magdalene Catholic College, and parent/carer can be heard and ultimately enhance the learning opportunities for the students

Parents and Friends Association, President

Student Leadership

2019 was the first year the 'school' was officially recognised as Magdalene Catholic College, and what a year it was for the college community. In addition to the new 'College' title, students/staff and the community were introduced to our college's newly established core values, these being Personal Best, Quality Relationships, Discipleship and Service, and a Love of Learning; each being definitely fulfilled and achieved by all students within this monumental academic year.

Throughout this school year, once again great things grew from the array of social justice initiatives which were facilitated by both staff and students. For instance, a group of Year 11 students continued to foster the college's relationship with St Patrick's Brewarrina in yet again a very rewarding immersion to the small rural town. In the usual Magdalene spirit, students reached out to those less fortunate across local communities that required support and these students lived up to their reputation as kind and considerate individuals who were willing to 'roll up their sleeves' and help out when they could. Each student involved from both schools gained great experience from the immersion.

Furthermore, a new College Shield was introduced to foster college spirit within the community. Essentially, the initiative was introduced to allow students to earn house points in all facets of college life, from academic and sporting fields to social justice and faith and liturgy.

Similar to this, the Magdalene community saw great success on the sporting fields with many MISA teams celebrating victory within their competitions. The teams that were unlucky and didn't win their finals still were able to demonstrate great team spirit and mateship as they supported each other to the end.

A group of ten Year 10 students flew to Perth to celebrate the biennial Australian Catholic Youth Festival. A wonderful opportunity to rekindle their faith, as well as representing Magdalene with pride on the other side of the Nullarbor.

The 2019 SRC was filled with exceptional leaders who all worked well to serve the year groups that they represented as well as the broader Magdalene community. Each student set the bar high for future leadership groups as the inaugural Magdalene Catholic College SRC.

Student Leaders

School Profile

School Context

Magdalene Catholic College is a Catholic systemic co-educational school located in Narellan. The college was established by the Diocese of Wollongong in 1999 to serve the Parishes of the Western Macarthur region, Camden/Narellan Vale, The Oaks and Picton. The college caters for students in Years 7-12 and has a current enrolment of 1,018.

Magdalene exists to proclaim Christ's message and provide comprehensive learning through quality delivery. The college offers a broad 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 community is a place where lifelong holistic growth is valued by fostering high expectations, quality relationships and academic success for all - developing courageous hearts and creative minds along the way.

Student Enrolments

2019 Enrolments	
Boys	420
Girls	598
Total	1,018
Aboriginal and Torres Strait Islander	42
LBOTE	87

The Diocesan Secondary Enrolment Policy and Procedures exist to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the college website: www.mccdow.catholic.edu.au and the CEDoW website: www.dow.catholic.edu.au. No changes were made to this Policy in 2019.

Student Attendance

2019 Attendance	Male	Female
Year 7	92.1%	93.7%
Year 8	87.2%	90.6%
Year 9	90.9%	89.6%
Year 10	88.7%	87.4%
Year 11	90.1%	91.0%
Year 12	93.7%	92.3%
Whole school	90.4%	90.8%

Management of Student Non Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitors part or whole day absences.

Student non attendance was monitored by the Pastoral Care Teacher, through the use of the SENTRAL 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 is 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. At the end of Term 1 the Year Coordinators collated the student absences and sent letters home to students who had ten or more absences, explaining the mandatory requirements of attending school, signed by both 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 improving 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 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 2017	176
Year 12 Enrolment at Census Date remaining in Year 12 at end 2019	143
Actual Retention Rate (%)	81%

Student Attainment in Senior Years

Years 11 - 12 2019	
% of students undertaking vocational training or training in a trade during Years 11 and 12	37%
% of students who have completed at least one (1) VET course in either Year 11 or 12	17%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

Destination Survey

2019	Year 10	Year 11	Year 12
No of School Leavers	10	16	136
University	-	-	89
TAFE/Tertiary	4	10	23
Employment	1	1	13
Other School	5	5	-
Other/Unknown	-	-	11

Staffing Profile

There are a total of 83 teachers and 21 support staff at Magdalene Catholic College. This number includes 60 full-time, 23 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	7
Proficient	76
Highly Accomplished / Lead	0

Teacher Attendance and Retention

The average daily teacher attendance rate for 2019 was 95.9%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2018 to 2019 was 88%.

Professional Learning

During 2019 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 83 staff (and depending on the day - an additional 21 support staff). These days focused on:

- Professional Learning - Curriculum Focus: Using student data to adapt pedagogical approaches
- Professional Learning - Staff Wellbeing Focus: A shared Pastoral Care Vision
- Staff Spirituality Day: Magdalene Core Values in Action.

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

- Studies of Religion in Focus Conference (1 staff)
- Society and Culture Association - Assessment HQ (1 staff)
- Programming the K-10 PDHPE Syllabus (1 staff)
- Teaching Preliminary Food Technology Successfully (1 staff)
- Margaret Atwood (1 staff)
- Stage 6 ACHPER (2 staff)
- Barista Course (2 staff)
- Gifted Awareness Forum for Educators (1 staff)
- Improving Writing Across the Curriculum (2 staff)
- HSC Assessment in English (1 staff)
- Art on Trial - Strategies for Teaching Secondary Art History and Art Criticism (1 staff)
- Teaching Art History/Art Criticism Years 7-11 (1 staff)
- National Boys Education Conference (1 staff)

- CSSA Conference (3 staff)
- Legal Studies Information Night - Access to Justice: the work of Legal Aid NSW (1 staff)
- PD4Maths (1 staff)
- EBE Annual Conference (3 staff)
- LSA Student Lectures (1 staff)
- Programs, Ideas and Engaging Tools for English (1 staff)
- AIS Society and Cultural Conference 2019 (1 staff)
- SCANSW PD 'Core Strength' (1 staff)
- Teacher Wellbeing Toolkit (1 staff)
- STEM Educational Roadshow (1 staff)
- Maximising HSC Marks for the New English Syllabus (1 staff)
- HSC PDHPE Workshop (1 staff)
- Careers Advisers Association NSW Annual Conference (1 staff)
- Innovate Year 9 Food Technology (1 staff)
- ASET NSW Conference 2019 (1 staff)
- Autism Teaching and Research Workshop (1 staff)
- Teaching the HSC Course in Business Studies (1 staff)
- MANSW Conference (2 staff)
- NSW Legal Update Conference (1 staff)
- Law Day Out - Legal Studies Teachers (1 staff)
- Oliver V5 User Conference (1 staff)
- Strategies for Developing a Body of Work (1 staff)
- SMART Spelling Video Course (1 staff)
- Drama Conference NSW 2019 (1 staff)
- Teaching HSC Food Technology Successfully (1 staff)
- Beginning Teachers Workshop (1 staff)
- Tournament of Minds Workshop (2 staff)
- STA NSW ChemSTEM Conference (1 staff)
- Extension English Worlds of Upheaval (1 staff)
- Introduction to Extension 2 English (1 staff)
- Maths Pathways Conference (3 staff)
- WINDSSM Stage 6 Mathematics (2 staff)
- EBE - Law Day Out - Legal Studies Teachers (1 staff)
- HSC 2020 PIP Day (1 staff)
- Teaching Stage 6 PDHPE for the 1st time (1 staff)
- Spell It (1 staff)
- Geographical Understanding of Hawkesbury - Nepean Valley (1 staff)
- HSC PDHPE Marking Simulation (2 staff)
- Literacy for Learning (Tutor Training) (2 staff)
- Literacy for Learning - (18 staff)
- DeCourcy HSC Analysis (4 staff)
- NCCD PL (1 staff)
- Impact Cycle Inservice (1 staff)
- Leading Collaborative Professionalism with Andy Hargreaves (2 staff)
- Leading Indigenous Education (1 staff)
- YAM (Youth Aware of Mental Health) Training (1 staff)
- Scribo Training (2 staff)
- Compass Training (all staff)
- Growth Coaching (1 staff)

- BBI RE Symposium (1 staff)
- Mini-COGE (4 staff)
- Understanding Personalised Learning and Support (1 staff)
- Cert IV Training (1 staff)
- CEDoW Learning for Leadership (3 staff)
- CEDoW Collaborative Leadership – Dr Lynn Sharratt (4 staff)
- CEDoW Year 8 RLA Marking (2 staff)
- CEDoW Lamplighter 2017 Cohorts (3 staff)
- CEDoW Alight for the World 2016, 2017 and 2018 Cohorts (13 staff)
- CEDoW Men’s Retreat (1 staff)
- CEDoW ACYF (2 staff)
- CEDoW ECT Days 2019 Cohort (2 staff)
- CEDoW ECT Mentor Training (1 staff)
- CEDoW Alight for the World 2017 and 2018 Cohorts (11 staff)
- CEDoW Learning for Leadership (3 staff)
- CEDoW A Day of Quiet and Contemplation (1 staff)
- CEDoW Infused RE Curriculum (2 staff).

The average expenditure by the College on professional learning per staff member was \$576.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$178.

Catholic Life & Religious Education

Magdalene Catholic College has seen significant contributions to Catholic Life and Culture in 2019.

A liturgy space was added to stage area information nights and other parent gatherings. Afternoon prayer was rostered by students from Years 7 to 12, on a regular basis. The school added new and exciting hymns to the large liturgical celebrations, such as the Feast Day Mass and the Year 12 Graduation Mass. Student involvement in liturgies was high and numerous students were trained by the Assistant Priest and helped with Eucharistic ministry. Daily prayer books and liturgical calendars were added to every regular classroom to enhance the prayerful atmosphere of the college and to remind students of the college's Catholic identity. Each Pastoral Teacher also created a sacred space for their Pastoral Class within the classroom.

Six students from Years 10 and 11 were involved in the catechist program, teaching students every week at Narellan Public School and achieving great success with the younger students. Catechist training of Year 9 students also took place in December for those who will become catechists in 2020.

The retreats and reflection days were highly successful, with Years 7-10 having reflection days, including events run by the NET Ministries, 'Chris Doyle and Real Talk' and Year 11 having a three day retreat in Term 4, run by Magdalene staff. Twilight retreats were also held, including the LIVE events with personnel from the Office of the Bishop and CEDoW Education Officers and, sometimes, members of NET Ministries. These twilight retreats and the Vinnies Winter Sleepout enabled students to choose to make a deeper commitment in their faith. One of the key advances this year was to invite ex-students who are actively involved with youth and evangelisation in local parishes to help run the night in terms of presentation and small group work. This was an immense success and something that will be repeated. Numerous students attended ACYF in Perth and came back feeling very blessed to have had such a wonderful experience. These students are now giving back to the college community through various forms of community leadership, such as involvement in Youth Ministry Leadership.

The social justice achievements at Magdalene were, as usual, a standout contribution of our students, engaging in hands-on activities like Carrington (aged care), the Brewarrina Immersion, St Vincent de Paul 'Vinnies' Kitchen, and also in fundraising for Caritas / Project Compassion (\$1,572), St Vincent de Paul (\$1,030), Catholic Mission (\$837), Westmead Children's Hospital (\$6,040), and St Vincent de Paul hampers for Christmas.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 8 students was successfully completed within schools across the Dioceses in 2019. The Year 8 college cohort in 2019 consisted of 182 Year 8 students who sat the Religious Literacy Assessment (Part A) on 26 August 2019.

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:

- engaging in prayer forms
- knowledge of the Stewardship of Creation.

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

- write about how Jesus changed the lives of those he encountered.

Magdalene students, as a group, performed below Diocesan average on all outcomes. On average, Magdalene students are 5-7% below Diocesan average on knowledge, working with and applying.

In the assessment 8% of students were placed in the elementary level, 34% in the basic level, 38% in the sound level, 18% in the thorough level, and 2% 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 2019:

Mission Dimension 1 - Mission and Catholicity

Unpack Vision, Mission and Core Values Statements (1.1)

The Vision and Mission of the school is well known and understood by the school community and underpins all directions and priorities.

Prayer and Liturgy (1.2, 1.3)

Members of the school community are invited into a personal encounter with the person and teachings of Jesus. Prayer and liturgy are regularly celebrated in ways that enrich the community, are appropriate for age and culture, and aligned with the Church's seasons.

Quality Religious Education (1.6)

Quality Religious Education engages students and is delivered by highly skilled and committed staff.

Mission Dimension 2 - Learning and Teaching

Improve numeracy and literacy pedagogy and outcomes (2.6, 2.9)

Staff have capacity and share responsibility for student learning, engagement and performance in literacy and numeracy.

Student achievement and performance (2.6, 2.7)

Contemporary, clearly understood, system-wide standards enhance student learning outcomes.

Build staff capacity (2.9)

Proactive, differentiated and collaborative approaches to learning enhance the learning culture.

Mission Dimension 3 - People and Culture

Strengthening Staff and Student Wellbeing (3.2)

The wellbeing needs of students and staff are identified and effectively addressed. Parents engage in the life of the school.

Building leadership capacity (3.5)

Current and potential leaders are identified and provided a range of leadership development and professional growth opportunities.

School Review and Improvement components to be reviewed and rated in 2020:

Mission Dimension 1 - Mission and Catholicity

Spiritual Formation (Prayer and Liturgy) (1.3)

By the end of 2020 we intend to have enhanced prayer practices and enhanced opportunities for the expression of faith (evangelisation and service) so that students have an appreciation of the importance of Mary-Magdalene inspired prayer and opportunities to provide service to others.

Mission Dimension 2 - Learning and Teaching

Numeracy (and Literacy) (2.1, 2.2B, 2.6)

By the end of 2020 teachers will have been provided with a broad range of opportunities to recognise the importance of, and improve their ability to, explicitly improve student numeracy (and literacy) outcomes so that student achievement is improved.

Student achievement and performance (2.1, 2.6)

By the end of 2020 there will be consistent understanding of aspects of the college's Learning & Teaching Statement "Students at the Centre" (SATC) as well as evidence of the application of these aspects in order to ensure that teaching and learning experiences are focused on maximising learning.

Mission Dimension 3 - People and Culture

Student engagement and self-belief (3.1, 3.2)

By the end of 2020 staff will have a clearer understanding of the concept of self-efficacy (and related approaches) so that students are more engaged with their learning.

Financial Summary

2019 continued to see a number of developments across the college plant. 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 the 2019:

- Turning Lab 4 into a functional STEM space
- Revamping IT Timber Spaces
- Upgrading Music Room Acoustics
- Computer Room upgrade to be STEM capable
- Extension of staff room and four new offices
- Relocation of basketball/netball courts (completed in Term 1, 2020)
- New cricket nets (completed in Term 1, 2020)
- Ongoing building works for the new classrooms (completed in Term 1, 2020)
- Toyota Hi-Ace Van - Wheelchair Accessibility - \$10,000 contribution.

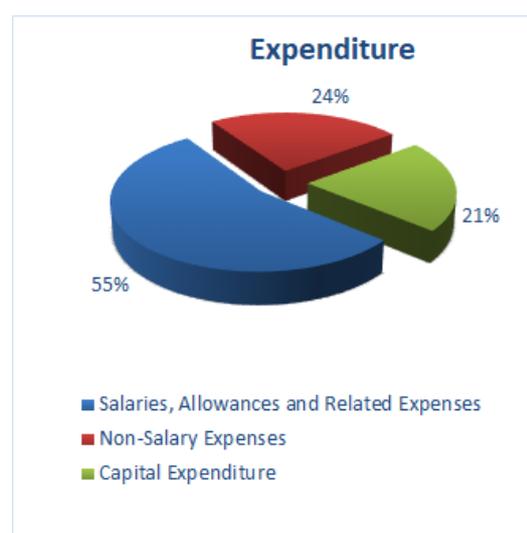
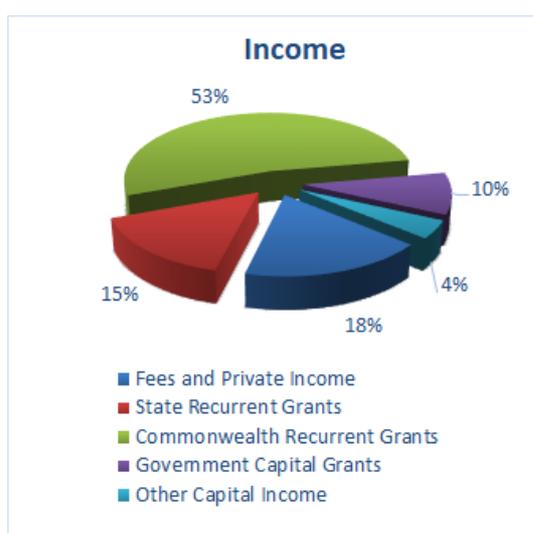
The college's P & F were particularly active in 2019 and assisted with the following donations:

- contribution to Brewarrina - \$10,000
- donation to Vietnam Excursion 2018 - \$15,000
Tree Planting Donation - \$5,000
- Open Day and Feast Day BBQ - \$1,018.

Similarly, the college received two grants which were critical in moving forward the size of the college plant and/or upgrading STEM facilities:

- Department of Industry, Innovation and Science Grant - \$4,990
- CBGA Grant GLA Project
- Pool A Funding for a Toyota Hi-Ace Van.

The following graphs reflect the aggregated income and expenditure for Magdalene Catholic College, Narellan for the year ended 31 December 2019. This data is taken from the 2019 financial return to the Australian Government, Department of Education and Training.



Student Welfare

Magdalene Catholic College believes 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.

In 2019 the Student Leadership Team were exceptional role models and embodied the college core values. They embraced and promoted community spirit, fostered a love of learning, engaged in quality relationships with their peers and staff and were always prepared to serve the college community. 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 the concerns of their peers and took an active role in leading college assemblies. The college leaders developed a House Trophy Award System that involved all students in the college and successfully promoted house spirit and positive behaviours.

The shared learning experience with Mater Dei continued to grow strong. Three Year 8 Mater Dei students attended classes on a Tuesday and twenty four Year 7 and 8 students joined Magdalene students each week for sport. In Term 4 a group of Year 8 Magdalene students visited Mater Dei each week and assisted the Mater Dei students with their STEM and Robotics projects. The Year 6 Mater Dei students also participated in the Year 7 2020 Orientation Day and Magdalene Peer Support Students reciprocated and visited Mater Dei.

In 2019 the Pastoral Care Vision was developed and shared with the college community. The Pastoral Care Vision is focused on wellbeing for life and is built on the values of dignity, equity, fairness and justice, where students can learn in a safe and supportive faith filled environment that is inclusive of all people. Most importantly the Pastoral Care Vision is reliant on staff, students and families working collaboratively and communicating respectfully.

In 2019 Magdalene moved from a six period day to a four period day and this played a significant role in the changing face of pastoral care. Specifically, pastoral care was no longer at the beginning of the day, it was moved to after period 1, allowing the focus to move from administration to relationship building and mentoring. The Pastoral Care Teachers had more opportunity to work closely with the students on goal setting, positive learning habits and growth mindset. The Pastoral Care Teachers also continued to work closely with the students through the Pastoral Care Programs. The programs worked towards building the students' resilience by addressing many issues that the students face at different times of their lives. These include time management, study habits, bullying, managing social media and self-esteem. In particular the Young and Confident program was run in Year 7 and Year 10. The college also ran Wellbeing Wednesdays from October – November where the students participated in different activities with a focus on wellbeing and resilience and the Year 9 Students participated in the YAM (Youth Awareness of Mental Health) program.

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. No changes were made to these Diocesan documents in 2019.

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 or by contacting the school office.

Learning and Teaching

Introduction

During 2019, Magdalene Catholic College focused on ensuring that its vision for learning, “Students at the Centre” is alive in all classrooms and all facets of learning. A focus on knowing students through data and extending student achievement were themes throughout the year. Whole-school approaches to literacy instruction continued and staff collaborated in professional learning teams with a view to improve pedagogical practices. The teachers of Magdalene Catholic College also explored key facets of the College Vision that are aligned with teaching and learning, including the values of love of learning and personal best.

Curriculum and Pedagogy

Syllabus implementation

During 2019, Magdalene Catholic College continued to implement the mandatory Stage 4 and 5 syllabuses including Creative Arts; Visual Arts during Year 7 and Music in Year 8, Human Society and Its Environment (HSIE), English, Mathematics, Science, Technological and Applied Studies, Personal Development, Health and Physical Education (PDHPE) and Italian as the compulsory language of Languages. Along with the core Stage 5 courses, the college also offered Commerce, Design & Technology, Drama, Food Technology, History Elective, Information Software Technology, Industrial Technology Timber, Italian, Music, Physical Activity Sport Study, Photography, Textiles and Design and Photography which students elect as 200-hour courses.

During 2019, Magdalene Catholic College continued to implement new Stage 6 syllabuses across several Key Learning Areas (KLAs). These included the HSC courses of English, Mathematics Standard, Science, Science Extension (HSC Students Term 4) and History. Stage 6 Preliminary courses studied in 2019 included the subjects of Ancient History, Biology, Business Studies, Catholic Studies, Chemistry, Community and Family Studies, Construction, Design and Technology, English Advanced, English Standard, English Studies, English Extension 1, Exploring Early Childhood, Hospitality VET, Industrial Technology Furniture, Information Processes Technology, Legal Studies, Mathematics (Advanced), Mathematics Extension 1, Mathematics Standard 1, Mathematics Standard 2, Modern History, Music 1, Music 2, PDHPE, Photography, Physics, Software Design and Development, Sports, Lifestyle and Recreation 1 Unit, Studies of Religion 1 Unit, Studies of Religion 2 Unit, Senior Science, Textiles and Design and Visual Arts.

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

Students at Magdalene Catholic College also studied Preliminary and HSC Courses provided by a range of external providers. These included Textiles Technology, Geography and Economics through Sydney Distance Education High School.

Assessment and Reporting

Assessment and reporting is a critical aspect of the learning and teaching cycle at Magdalene Catholic College. In 2019, assessment and reporting provided students with the opportunity to demonstrate what

they know and can do and to receive feedback about their achievement in order to guide future learning. Assessment and reporting provided important information for Magdalene Catholic College teachers to reflect on their pedagogical approaches and to inform the development of learning and teaching programs at the college. Magdalene Catholic College engaged in both internal and external assessment tools including NAPLAN, PAT and the Diocesan Religious Literacy Assessment Program.

In 2019, all cohorts (Years 7 - 12 inclusive) at Magdalene Catholic College had in place assessment plans, indicating how students' performance in each course is assessed, monitored and recorded. The primary model of assessment used at the school is the 'Standards-Referenced model'. This model of assessment refers to the process of collecting and interpreting information about students' learning. It uses syllabus outcomes from relevant KLAs as key reference points for decisions about students' progress and achievement. This form of assessment links the achievement of students to specified standards and benchmarks through evidence collected from a number and variety of activities and from observations over time. It involves teachers gathering evidence of student achievement formally and informally, to make judgements and to facilitate and monitor students' progress using syllabus outcomes.

Assessment opportunities for students at Magdalene Catholic College were numerous and varied. Teachers provided assessment for learning, assessment as learning, and assessment of learning experiences as part of learning, teaching and assessment in each course in Years 7-11, according to the assessment plan. Assessment in the KLA of Religious Education was informed by the Diocesan Religious Literacy Framework. Leaders of Learning in each KLA focused on developing stronger data literacy to inform more effective interventions as a result of assessment.

Formal assessment tasks enabled teachers to collect information about the students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance, highlighting their strengths and where they could make improvements. Informal assessment in Years 7 - 11 included activities undertaken and anecdotal evidence gathered throughout the teaching and learning process in a less prescribed manner than formal assessment. These activities provided evidence for teachers and informed feedback to students in relation to improving their learning. Informal assessment at the college included a range of strategies including class work and work in progress, questioning, class discussion, group work, observations and monitoring, student self-evaluation and reflection and peer feedback.

Assessment tasks were inclusive of all learners via the process of differentiation undertaken by class teachers and supported by the Learning Support Department. Teachers provided a range of challenges within assessment experiences to ensure all students had the opportunity to demonstrate their knowledge and skills. Teachers at Magdalene Catholic College ensure that assessment of learning experiences include the development of criteria based upon the Common Grade Scale, and the provision of feedback.

Magdalene Catholic College provided formal written reports to Parents/Carers twice during 2019 for Years 7 - 11 inclusive. They were constructed with detailed teacher comments language and student achievement in each course was reported using the standards-referenced approach aligned to the Common Grade Scale. The semester reports included an on-balance judgement for an overall grade, outcome grades based on a range of formal and informal assessment opportunities, learning attributes and a comment. They also included a comment from the students' Pastoral Care Teacher. Reporting also included interim reports at the end of Term 1. These were more informal in their structure.

Year 12 reports were published at the end of Term 1 and Term 3, together with the examination mark and examination average, where appropriate, as well as cumulative rank for the course. Reports also contained

outcome grades based on student performance in formal assessment tasks, learning attributes and a comment. These also included a comment from the students' Pastoral Care Teachers and comments from each subject teacher.

Technology supporting learning

During 2019, Magdalene Catholic College continued to implement a 1-to-1 B.Y.O.D. Learning Technology program with Years 7, 8, 10, 11 and 12 all using MacBooks, with Year 10 in the final stages of transitioning from iPads to MacBooks. The college continued to use Google Apps for Education, with most staff and students utilising Google Classroom as the primary learning platform. During term 4, college teaching staff began to undertake professional learning to support the upcoming transition in 2020 from Google Classroom to COMPASS as the primary learning platform.

Professional development of staff and students on the effective use of technology as a learning tool in the classroom involved one-on-one and external professional development as well as in-house video tutorials. 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. The school's Managed Software Centre was expanded with additional industry standard software being made available to staff and students. Year 7 and 9 students were able to successfully transition to completing NAPLAN online.

Cross Curriculum

Literacy and Numeracy Strategies

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) has become 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. At the end of 2019, almost half of the Magdalene teaching staff have completed the course and two further staff completed training as course tutors (taking the number of trained tutors within the college to six).

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, Sentral Data Tracking Analysis, etc to ensure awareness of strengths and areas for improvement for individual students in their class. To support this, Magdalene accepted a role as a trial school for Best Start Year 7 Testing. The Year 7 cohort completed Best Start tests to trial questions and structures for the test, which began formally in 2019. Best Start Year 7 will allow for students' ability to be tracked through the Literacy and Numeracy Continua and, as such, support Magdalene staff in accessing information about student ability early in the transition period for Year 7 students. Both the Mathematics and English Leaders of Learning completed training in engaging with Best Start data.

Numeracy strategies during 2018 were housed primarily within the Mathematics context. Year 7 continued to complete "Challenging Tasks" through the Diocesan Stage 4 Mathematics Project. Numeracy Week was launched and saw junior students participate in numeracy tasks which required active thinking and the application of mathematical concepts. Planning for 2020 has a focus on the development of whole college approaches to numeracy.

Aboriginal and Torres Strait Islanders

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.

Meeting the needs of all students

Diversifying learning

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, Spotlight on Technology, writing competitions and Visual Arts/Photography competitions. Multimodel assessment provided students with the opportunity to diversify finished products and challenge themselves academically.

Gifted Education

In 2019, Gifted Education was explored in more detail in the context of Magdalene Catholic College. The Curriculum Coordinator was part of the CEDoW Steering Committee for Gifted and Highly Capable Learners, visiting schools with effective programs running. Four staff completed the mini - Certificate of Gifted Education during the year and presented at the Curriculum Learning Day, focusing on identification of Gifted and Highly Capable Learners.

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 was evident as learning opportunities were expanded. This was supported by planning for new pedagogical approaches for teaching in the planned new teaching spaces (to be completed in 2020).

In CAPA there were ensembles, junior and chamber choirs, together with the College Band. There were significant events undertaken by both the students and staff inclusive of Magdalene Shines, Magdalene Classics, college liturgies, Magdalene Impressions and MISA Dance. 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, whilst the Maths Faculty further engaged and enriched students via Year 7 Inquisitive Minds Day and Numeracy Week.

The Magdalene TAS Faculty had staff and students attend the Annual Sydney Children’s Hospital Trivia Night (11IPT Class), F1 in Schools STEM Challenge, Diocesan STEM Competitions including coding, robotics and the Big Idea Balloon Launch, and Timber and Furniture Industry Factory tours for Years 11 and 12 ITF to further enhance their skills and knowledge. 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. VET students also catered for various college functions such as the 2019 Open Day and

information evenings, attended the Annual Sydney Children's Hospital Trivia Night and Campbelltown Catholic Club Hospitality Excursion.

In 2019, 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 Atlantis Swim Centre, Smeaton Grange. The elective PDHPE Fitness Sessions for Years 9 and 11 enhanced cardiovascular fitness, whilst the Community and Family Studies Library Research Day developed much needed inquiry skills for students undertaking that course. The Sport Lifestyle and Recreation students further developed their fine motor skills via a cricket coaching course as did Year 10 Physical Activity and Sport Studies students when engaging in wheelchair basketball.

Vocational Education and Training

2019 saw increased student numbers across our range of Vocational Education and Training courses. It was also a year for expanding the use of the new Hospitality facility which was commissioned in 2018, catering for numerous school events and expanding cafe services for staff and students. 2019 also saw the first Business Services cohort complete the Higher School Certificate.

The VET frameworks delivered at Magdalene Catholic College in 2019 were:

- Business Services
- Construction
- Hospitality (Kitchen Operations).

VET had fifteen students study VET/TVET subjects externally. Of these, four students undertook their study as part of a School-Based Apprenticeship or Traineeship (SBAT). Areas of study undertaken outside of the school included Animal Studies, Automotive, Travel and Tourism, Assistant in Nursing and Community Services. SBATs were undertaken in Retail Services (two Students); Automotive and Hairdressing.

Student Achievement

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

NAPLAN

NAPLAN is implemented for students in Years 7 and 9 and the results provide valuable information about student achievements in literacy and numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students. In 2019, Year 7 and 9 students completed NAPLAN tests online. Across all NAPLAN domains, there were increased numbers of students above NMS measures.

In 2019, areas of strength in NAPLAN performance included improvement across numeracy in Year 7 and Year 9, including having no Year 7 or Year 9 students under the NMS for numeracy. Year 7 results were above the National mean for writing, spelling and grammar and punctuation, with Year 9 results above across all domains.

Whole college approaches to literacy and numeracy continue to be priorities at Magdalene Catholic College. Staff are completing strategic professional learning (associated with the Professional Development and Planning Process (PDP) and actioning pedagogical approaches designed to improve student capacities in literacy and numeracy.

Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) assess aspects of Literacy and Numeracy in Years 7 and 9. It provides 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. Year 7 results are reported in Bands 4 to 9 with Band 9 representing the highest achievement and Year 9 results are reported in Bands 5 to 10 with Band 10 representing the highest achievement. **Please Note: Figures have been rounded to the nearest whole number.**

NAPLAN 2019: % in Bands		YEAR 7			YEAR 9		
		Bands 4 and 5	Bands 6 and 7	Bands 8 and 9	Bands 5 and 6	Bands 7 and 8	Bands 9 and 10
Reading	School	13	61	27	13	75	12
	National	15	54	29	20	57	21
Writing	School	26	60	14	32	61	7
	National	28	55	15	38	48	12
Spelling	School	12	58	30	13	67	21
	National	16	52	30	20	57	21
Grammar & Punctuation	School	20	54	26	19	62	19
	National	19	50	29	25	55	19
Numeracy	School	14	52	34	10	74	16
	National	15	49	34	16	58	24

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

Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2019: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	98	97
	National	95	92
Writing	School	96	92
	National	89	82
Spelling	School	98	96
	National	93	92
Grammar & Punctuation	School	95	99
	National	92	90
Numeracy	School	100	100
	National	94	96

Record of School Achievement

From 2012, eligible students who have left school before receiving their Higher School Certificate (HSC) have received 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 16 students in 2019.

Higher School Certificate

Magdalene Catholic College congratulates all graduating students of 2019. Included among the results were a range of excellent achievements in the 2019 HSC.

Highlights include:

- five nominations for SHAPE 2019 (NESA's annual HSC Design and Technology, Industrial Technology and Textiles and Design showcase)
- 2nd Place in the State: Polish Continuers (studied externally)
- 2nd Place in the State: Engineering Studies (studied externally)
- the college Dux attaining an ATAR of 98.3
- fifty Magdalene students achieved a top Band result (Band6/E4). This number includes forty Band 6 results, six E4 results and four external Band 6 results
- of the thirty three HSC Courses, twenty two were above state average (an increase of more than 10% when compared to 2018)
- 79.5% of Magdalene students achieved at Band 4, 5 or 6 (E4) level. This is the second highest percentage in the Diocese
- over the past two years, there has been 250% growth in the top bands.

Student Achievement (Band Performance)

Band Performance (%in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
English (Standard)	School	3.8	78.5	17.7
	State	12.2	75.5	11.8
English (Advanced)	School	0	30.4	69.6
	State	1.1	37.1	61.8
Mathematics	School	14.8	70.3	14.8
	State	7.6	43.0	49.2
Mathematics Standard 2	School	11.5	63.9	24.6
	State	16.2	58.8	24.1
Biology	School	0	72.4	27.6
	State	15.3	52.7	31.3
Ancient History	School	0	28.6	71.4
	State	14.8	48.3	35.5
Business Studies	School	8.8	63.1	28.1
	State	16	49.9	33.0
Music 1	School	0	9.1	90.9
	State	1.7	31.9	66.0
Studies of Religion I	School	0	79.7	20.3
	State	4.0	49.5	46.1
Industrial Technology	School	0	12.5	87.5
	State	20.0	57.9	21.4
Community & Family Studies	School	0	33.4	66.7
	State	10.3	51.5	36.3
Personal Dev,Health & Physical Education	School	4.7	51.5	43.7
	State	11.4	56.5	31.3

Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (Standard)	79	73.2	69.2
English (Advanced)	46	80.6	80.7
Mathematics	27	68.3	78.0
Mathematics Standard 2	61	71.9	70.7
Biology	29	74.5	71.9
Ancient History	7	82.2	72.6
Business Studies	57	72.9	72.2
Music 1	11	84.4	81.8
Studies of Religion I	74	35.9	38.2
Industrial Technology	8	83.0	68.7
Community & Family Studies	33	81.2	74.0
Personal Dev,Health & PE	64	77.6	72.6

Comparative Performance over Time

School Performance (%)	2016	2017	2018	2019
English (Standard)	70.5	73.9	72.2	73.2
English (Advanced)	83.8	79.7	81.6	80.6
Mathematics	71.6	71.1	72.2	68.3
Mathematics Standard 2	NA	NA	NA	71.9
Biology	71.4	73.9	73.6	74.5
Ancient History	75.8	66.3	67.5	82.2
Business Studies	71.4	73.9	74.3	72.9
Music 1	83.0	82.9	84.1	84.4
Studies of Religion I	35.7	36.4	34.7	35.9
Industrial Technology	77.3	87.3	81.0	83.0
Community & Family Studies	78.4	80.1	77.3	81.2
Personal Dev,Health & PE	74.8	74.6	73.7	77.6

Parent, Student and Staff Satisfaction

Magdalene Catholic College values the importance of feedback and this was demonstrated in the college's move to being named a college (from Magdalene Catholic High School in 2018 to Magdalene Catholic College from 2019 onwards). A consultation process was followed, engaging with staff, students and parents/carers to ensure that this reimagining of the college, and its values, was an authentic reflection of the Magdalene Community. The result of this feedback was the development of revised, clearer and more contemporaneous vision, mission and core value statements.

The college sought feedback about other key aspects of the college across the year. Pleasingly, community satisfaction continued to be extremely robust in 2019. Enrolment applications continued to increase, showing a strong sense from members of the local community that they wish to be a part of Magdalene. Existing parents/carers were also highly praiseworthy about diverse aspects of the college and this was demonstrated through positive feedback and commentary across various formats.

A "Tell Them From Me" (TTFM) survey was one key means of gaining a sense of community satisfaction in 2019. This survey was conducted by an external agency to survey parents/carers, students and staff and was conducted as part of the college's Cyclic Review in 2019. The majority of parents/carers (over 80%) readily recognised high expectations set by staff and readily identified that staff and the college itself 'push and appropriately challenge' students in their learning. Parents/carers expressed strong support for Magdalene's move to become a college and did recognise the positive reduction in core values and the 'rebranding of the college'. Other forms of parent/carer feedback and/or suggestions were garnered through various committees such as Magdalene's P&F. The P&F is extremely satisfied with how the college is being run and have been very supportive of the college's future planned directions.

Overwhelmingly, students and staff were also very happy with Magdalene. In staff responses to the TTFM survey staff readily identified the college's learning culture – with typically scores between 8 and 9 out of 10. Over 80% of staff identified that data was used for informing learning decisions. Staff rated teaching strategies at the college to be 8.5 out of 10. While 90% of staff do provide regular feedback to students, staff did recognise that there could be greater scope for additional written feedback to students.

In terms of students, they were also highly satisfied with the college and their learning in general. Students who completed the TTFM survey recognised that Magdalene was an inclusive school (8.4 out of 10). They commented on meaningful opportunities to utilise technology in the classroom (9.1 out of 10) and recognised high expectations of staff. 90% of male students and 84% of female students identified that they had positive relationships at school. Student perception of intellectual engagement was above the TTFM mean and 94% of students recognised positive behaviours at school. Indeed, open-ended feedback from the survey showed that students possessed a great deal of pride in the college itself.

An additional part of the college's Cyclic Review included discussion groups (formal and informal) of parents/carers, students and staff. Parents/Carers were glowing in their praise of the college and staff and were able to identify many specific examples of the college operating successfully. The broad range of opportunities which are provided by the college were commented upon often, including the college trip to Brewarrina, social justice initiatives as well as ministry and evangelisation opportunities. Staff and students also commented on positive directions in terms of the college core values and staff were happy that professional learning opportunities were being expanded. Furthermore, improvements to the college plant – including the building of future classrooms and various other improvements to facilities (both academic and sporting) were spoken about with excitement and enthusiasm.

CatholicCare surveys (annual surveys held by the external agency that coordinates counselling at the college) once again highlighted that family relationship issues tended to be those causing the most challenges for the students. A slight increase in students presenting to see a counsellor at the college was identified.

Areas for improvement have been captured in the CEDoW's Cyclic Review Report and have been embedded into short term, mid term and long term future goals and directions for the college. These include greater opportunities for sharing among staff and greater transparency and embedding of strategic directions. This stated, the review itself was highly praiseworthy of what has occurred in the past and the future planned directions of the college.



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