

2020

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 school's website by 30 June 2021.

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

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Principal: Matthew McMahan
Date: 26 March 2021

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

The 2020 school year was obviously significantly impacted by COVID-19. The college was well prepared for remote online learning and this was the reality for the first half of Term 2. Staff had the extra complexity of providing both face-to-face and remote online for the second half of Term 2. Students and staff alike displayed considerable resilience, but it was a great shame that camps, retreats, the athletics and cross country carnivals and college feast day activities all had to be cancelled.

In spite of a number of these disappointing cancellations, fourteen new classrooms (the Mary MacKillop Centre of Learning) and new basketball/netball courts and cricket nets were opened. The furniture and set-up of the new classrooms provided opportunities to reflect on and adapt pedagogy and the new space helped guide future directions for professional learning at the college. Similarly, staff professional learning teams were reinvigorated in 2020 and set up professional learning directives for future years. The college is immensely proud and thankful for the many efforts of and the flexibility of staff throughout the tumultuous year that 2020 was.

One notable across the year, was the way in which Year 12 students focused on and completed their major works and remained positive in spite of a number of doubts and uncertainties. In the end, fourteen students had their major work performances or products nominated for NESAs HSC Showcases; quite an achievement! Furthermore, the P & F and student leaders took every opportunity they could to support the college and the student body was very patient and understanding given the year they faced.

Student numbers continued to increase in 2020 with an additional cohort added in Year 7 – taking the number of students in Year 7 to 210. An additional cohort will be added to each Year 7 group for the next 5 years. Accordingly, a new college House (Chisholm) was introduced.

Given the year that was, the college is very much looking forward to, and excited about, 2021.

Parent Involvement

The year 2020 will go down as one of the most challenging in living memory. Commencing under smoke filled skies with bushfires that devastated many communities, only to be rapidly replaced by storms and floods. These unprecedented natural events foreshadowed the emergence of a new virus, initiating the greatest global challenge of our time.

The P&F year began as it usually does with the Annual General Meeting. A new president was elected and the secretary and treasurer were returned to their positions respectively. There was plenty of interest in the new college uniform and excitement building about the impending approval of the multi-purpose hall. The P&F finances were in impressive shape, ready to support the annual calendar of events, contribute to outreach

programs, and assist college artists, leaders, sports people, and other talented students in their pursuit of excellence.

The Magdalene Catholic College Open Day was attended by a record number of families seeking to enrol their children and who were further impressed by the “P&F sausage sizzle masters”. Little did the P & F know at the time it would be the last whole college event for 2020. Within weeks, daily lives and language became COVID-19, physical distancing, home isolation, travel restrictions, hotspots and lockdowns. Masks and sanitisers became the boom industry. School holidays were rolled forward as plans were made to keep our communities safe. The challenge was to devise a way to educate students remotely.

The education sector led the way in showing people how to adapt. Online learning, zoom classes and new digital teaching methods showed many parents/carers that not only could families survive this change, but they could also all flexibly embrace the many challenges of this time. On behalf of all parents and students, the P&F extends its sincerest thanks to all the staff at Magdalene Catholic College and the leadership team from the CEDoW. The community was immensely impressed with the communication, technology, and the ability to devise and impart new ways of teaching. The P&F formally acknowledges and appreciates the care and attention given and which is continuing to be provided.

The P&F continued meeting via Zoom for the remainder of 2020. The hall was confirmed, the new college uniform was launched, and the college planned for a bigger and better 2021. The Principal and the Assistant Principal continued their support at each meeting, sharing their wisdom and updating us on all things Magdalene.

Parents and Friends Association, President

Student Leadership

2020 served as possibly the most unpredictable year that the Magdalene community has ever experienced. With the constant rescheduling of events, along with adjustments being made due to COVID-19, it certainly made for a peculiar year to remember. Although the school year did not turn out as planned, it was a great opportunity for the college community to come together and make light of such a challenging period.

Year 7 students came to understand that the first year of their high school journey would be much different to cohorts of previous years. The year began quite normally, with a successful swimming carnival taking place with a participative turnout, full capacity attendance to assemblies, MISA sports taking place on Tuesdays and other various college events running as per usual. However, the shape of the school year was altered around March. Students and staff were challenged to undertake a new approach to learning by utilising online platforms. This form of learning was unheard of and perhaps even challenging for most individuals.

As the school year neared an end, there was significant uncertainty around what everything would look like. The year usually ends with numerous events such as Graduation, Presentation Day and Activity Day. However, the commencement of these events was totally up in the air for some time due to the unprecedented circumstances. Year 12 were fortunate enough to regain some normality back with a revised Graduation Ceremony and Formal being held thanks to the incredible commitment of the Magdalene Leadership Team and college staff and the various student bodies involved.

Although this year didn't run as per usual it was a fantastic opportunity for staff, students and parents to work together and put alternative strategies in place to overcome such unfamiliar circumstances. Valuable skills of adaptation were gained as well as a stronger bond between students was built as a result of being placed outside of their comfort zones. 2020 need not be viewed as a year of negative experiences, but instead a year with constant changes that provided the Magdalene community with the opportunity to learn and grow.

Student 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 1040.

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 growing student body. Magdalene Catholic College exists to proclaim Christ's message and provide comprehensive learning through quality delivery of pedagogy. 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

2020 Enrolments	
Boys	415
Girls	625
Total	1040
Aboriginal and Torres Strait Islander	47
LBOTE	134

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.mccdw.catholic.edu.au and the CEDoW website: www.dow.catholic.edu.au. No changes were made to this Policy in 2020.

Student Attendance

2020 Attendance	Male	Female
Year 7	92%	94%
Year 8	91%	93%
Year 9	89%	91%
Year 10	92%	90%
Year 11	89%	89%
Year 12	94%	94%
Whole school	91%	92%

Management of Student Non Attendance

Regular attendance at school continues to be essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents/carers 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 2020 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. At the end of Term 1 the Year Coordinators collated the student absences and sent letters home (signed by the Year Coordinator) 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. COVID-19 added extra complications in 2020 but regular communication with home through digital platforms and COMPASS overcame potential problems or uncertainties.

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 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 2018	173
Year 12 Enrolment at Census Date remaining in Year 12 at end 2020	131
Actual Retention Rate (%)	76%

Student Attainment in Senior Years

Years 11 - 12 2020	
% of students undertaking vocational training or training in a trade during Years 11 and 12	39%
% of students who have completed at least one (1) VET course in either Year 11 or 12	18%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

Destination Survey

2020	Year 10	Year 11	Year 12
No of School Leavers	16	28	131
University	-	-	93
TAFE/Tertiary	5	4	8
Employment	5	18	26
Other School	6	6	1
Other/Unknown	-	-	3

Staffing Profile

There are a total of 85 teachers and 21 support staff at Magdalene Catholic College. This number includes 61 full-time, 24 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	5
Proficient	80
Highly Accomplished / Lead	0

Teacher Attendance and Retention

The average daily teacher attendance rate for 2020 was 94.1%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2019 to 2020 was 89%.

Professional Learning

During 2020 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: Online teaching and learning, remote learning.

- B. Other professional learning activities provided at school level including CEDoW run courses:
 - Early Career Teacher Mentor Training (3 staff)
 - Early Career Teacher Mentee Day (4 staff)
 - Early Career Teacher Behaviour Management (4 staff)
 - Sydney Morning Herald Schools Summit (2 staff)
 - Drama NSW Conference (1 staff)
 - Tough Conversations for Frontline Staff (2 staff)
 - Fusion 360 CAD Software Training Course (2 staff)
 - Preparing for the 2020 HSC Physics Exam - Zoom Conference (1 staff)
 - Meet the Markers - Biology Exam Analysis - Online (1 staff)
 - Visible Learning for Literacy (1 staff)
 - HSC 2020 in an online environment English Studies - Online (1 staff)
 - HTA NSW Webinars - Online (2 staff)
 - Teaching Networks in Stage 6 HSC Mathematics - Online (1 staff)
 - Writing in Junior History - Online (1 staff)
 - Art Educators Conference - Online (2 staff)
 - Painting and Drawing workshop (1 staff)

- Getting started with PAT (online modules) (2 staff)
- Cornerstone - Improving Writing Instruction Across the Curriculum 7 - 12 (1 staff)
- Science Extension - Online (1 staff)
- Developing Formative Assessment - Online webinar (3 staff)
- Strategic Approaches to the IRP - Online modules - (1 staff)
- S&S Printmaking workshop (2 staff)
- S&S Screen Printing workshop (1 staff)
- Teaching Outside the Box: Bringing your Society and Culture Classroom to Life - Online seminar (1 staff)
- Society and Culture Exam Blitz 2020 - Online (1 staff)
- Edval Training - Online (5 staff)
- Introduction to UDL - Online (1 staff)
- Grammar in a Nutshell - Online (7 staff)
- Leadership - Keeping it Simple - Online (1 staff)
- HSC Physics Student Online Revision Workshop - Online (1 staff)
- Storytelling in Science Extension - Online (1 staff)
- Wellbeing workshop (2 staff)
- Quicksmart (1 staff)
- Mini-COGE (4 staff)
- Life to the Full - Meaningful RRCSE in a Catholic Context (2 staff)
- Apple Teacher Online PD (20 staff).

The average expenditure by the school on professional learning per staff member was \$211.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$173.

Catholic Life & Religious Education

Magdalene Catholic College has seen significant contributions to Catholic Life and Culture in 2020, even in the face of remote learning and the COVID-19 crisis. However, it would be fair to say that numerous ministries with students were modified because of COVID-19, including: the college feast day Mass, the Year 12 Graduation Mass, Twilight Retreats, Year 12 Retreat, Carrington, Reflection Days (except for the Year 7 Reflection Day), Catechists and Winter Sleepout.

Despite obvious restrictions, the college attempted to maintain and increase the community's connection to spirituality through events such as a Stations of the Cross Powerpoint, live streaming a 'Summer Sleepout', assembly prayer and Google classroom prayer. For the Year 12 Graduation the college held a live-streamed liturgy and presentation, which was available to parents.

In spite of all this, student requests to join the Youth Ministry Leaders team at the college were quite high and seemed to reflect a growing interest in the Catholic faith. Many students signed up to be part of the CSYM program for the second year running, bringing total numbers to around one hundred and twenty students across Years 9 and 10, heading into 2021.

Charity outreach and donations were also affected in 2020 but the college still managed to provide something for those in need. The college raised \$929 for Westmead Children's Hospital (an initiative of the TAS Department) and \$792 for Caritas through Project Compassion, bringing the total raised to \$1,721.

Religious Literacy Assessment

Due to COVID-19, significant changes and restrictions were placed on school communities resulting in the suspension of the *Religious Literacy Assessment* program for 2020.

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 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 and 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.

School Review and Improvement components to be reviewed and rated in 2021:

Mission Dimension 1 – Mission and Catholicity

Focus Area (Vision link: 1.3)

Strategic Intent Statement:

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

Mission Dimension 2 - Learning and Teaching

Focus Area (Vision link: 2.1, 2.2B, 2.6)

Strategic Intent Statement:

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

Focus Area (Vision link: 2.1, 2.6)

Strategic Intent Statement:

By the end of 2021, as underpinned by students at the centre, there will be a deeper understanding of measures of student growth and a shared responsibility for the implementation of purposeful strategies to enhance learning.

Mission Dimension 3 - People and Culture

Focus Area (Vision link: 3.1, 3.2)

Strategic Intent Statement:

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

Financial Summary

2020 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 2020:

Works at the college

- 56 Apple televisions for classrooms
- TAS upgrade - wet room
- Drama and dance studio fitout
- Staff study extension completed
- Completion of the Mary MacKillop Centre of Learning
- Completion of college basketball/netball courts
- Completion of college cricket nets.

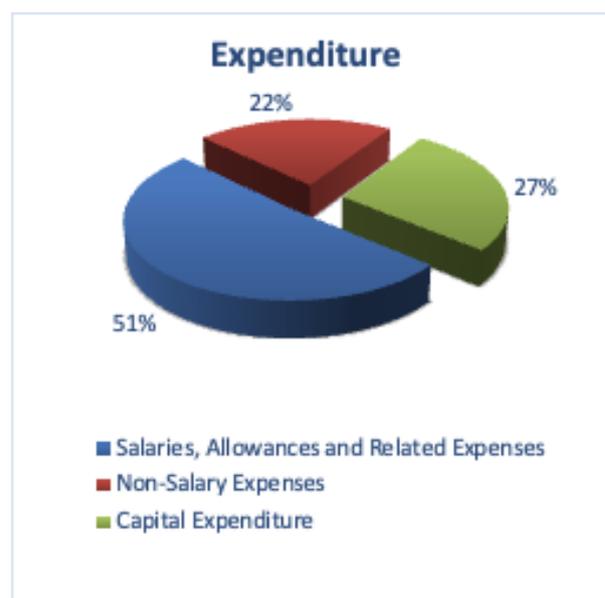
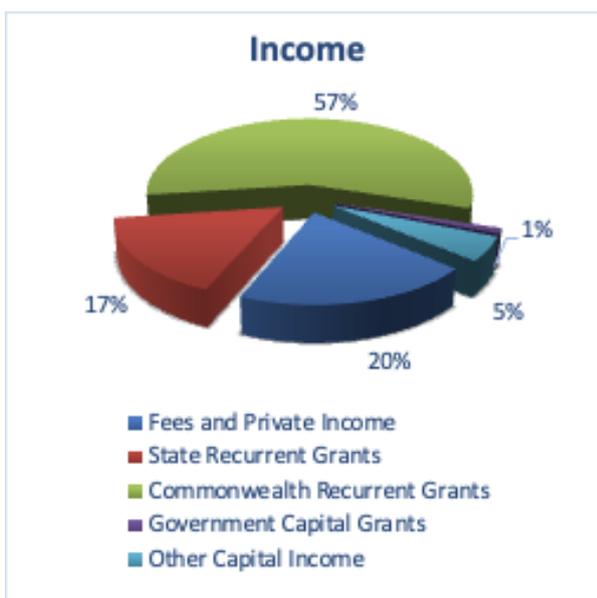
The P&F assisted with the following donations:

- Magdalene Impressions - \$400
- 2020 Open Day - \$675.
-

Grants

- Make a Space grant - \$2,000
- Multicultural grant - \$2,000.

The following graphs reflect the aggregated income and expenditure for Magdalene Catholic College, Narellan for the year ended 31 December 2020. This data is taken from the 2020 financial return to the Australian Government, Department of Education, and Training.



Student Welfare

Magdalene Catholic College is renowned for its pastoral care, in particular the care that is provided for the students' (and families) wellbeing and learning. Although 2020 was a challenging year for all, the college community continued to provide genuine and authentic support for all members of the community with the student and their wellbeing at the centre of all decisions that were made.

Throughout the year the Student Leadership Team were positive role models for the students and led the way in overcoming the hurdles of COVID-19. They quickly realised that they had to change their leadership style, and had to lead the student body virtually. During remote learning, the student leaders surveyed the student cohort in regards to support with their learning and staying connected to the college community. Where possible the student leadership team met and voiced the messages of the student body and supported the justice and mercy initiatives.

Unfortunately, due to COVID-19 the college had to put the shared learning program with Mater Dei on hold. The Mater Dei students did join students for sport in terms 1 and 4, and the college hopes to re-establish the program in 2021. Where possible the college community supported Mater Dei initiatives, specifically the Pastoral Care Team joined the "Move it for Mater Dei" movement and raised money for the organisation.

One of the most significant pastoral care initiatives in 2020 was the development of the wellbeing hub google site. This site was created in response to the needs of the students and their families during the challenging times of lockdown and remote learning. The wellbeing hub provided support in the form of resources, websites, useful hints for remote learning and self care strategies. Access to counselling was also made available on the google site.

Pastoral care programs continued to meet the needs of the students throughout the year, only in 2020 they took a different approach. During remote learning, the Year Coordinators held ZOOM year group meetings and the Pastoral Care Teachers would check in with the students every week. The students were provided with different mediums to interact with their class, for example the Year Coordinators created a virtual olympics where the students were challenged to complete activities for the pastoral care class and they earned points. Overall the pastoral program continued to be implemented to meet the needs of the students. The Pastoral Care Teachers continued to work closely with the student on goal setting, positive learning habits and growth mindset. The pastoral 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' in Term 4 (facilitated by the college Spirit and Wellbeing Councillors), the Year 9 students participated in the YAM (Youth Awareness of Mental Health) Program and students in Year 8 and Year 12 completed the Elevate Study Skills 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 2020.

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 2020, Magdalene Catholic College focused on consolidating staff understanding and application of its teaching and learning framework, “Students at the Centre”. As a result of the COVID-19 pandemic, pedagogies supporting remote teaching and learning and formative assessment were focus areas through the year. A continuing focus on extending student achievement also featured. Whole-school approaches to literacy instruction continued and staff collaborated in professional learning teams with a view to improve pedagogical practices. Initial whole staff discussions were held about defining numeracy in a secondary context.

Curriculum and Pedagogy

Technology supporting learning

During 2020, 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’ in English, ‘Maths Pathways’ and ‘Maths Space’ in Mathematics and ‘Edrolo’ in both senior mathematics and science subjects. These programmes both engage students and provide formative assessment data to staff.

The college continued to use Google Apps for Education, with most staff and students utilising Google Classroom as the primary learning platform. Teaching staff completed professional learning to support their ability to utilise upcoming transition COMPASS, however, Google Classroom remained the primary tool used through remote learning. Professional development prior to and throughout the remote learning period for staff included 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. Staff were trained in and utilised platforms such as Zoom and utilised this during remote online learning.

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.

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 2020, six Magdalene staff members are trained tutors for this course through Lexis Education, and thirty two current Magdalene staff members have completed the course. Strategies from the Literacy for Learning course are employed by the college’s Literacy Instructional Coach in her work with various staff and departments.

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. 2019 PLTs featured an

explicit literacy and numeracy group, each made up of staff from multiple faculties. Numeracy strategies during 2020 were housed primarily within the mathematics and science contexts. Leaders of Learning from these faculties presented a common numeracy strategy to all staff. The \$2 Summary, to heighten awareness of student numeracy skills and initiate whole-staff reflection on the role of numeracy. Planning for 2021 has a focus on the development of whole college definitions of numeracy.

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.

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 English and Maths Competitions*, *F1 in Schools*, writing competitions such as *UWS What Matters?* and Visual Arts/Photography competitions. Multimodal assessment provided students with the opportunity to diversify finished products and challenge themselves academically. Magdalene teachers have further been able to adapt the physical learning environment for students through the creative use of the college’s new classrooms, The Mary Mackillop Centre of Learning. The agile use of these spaces has enabled students to learn through contemporary and dynamic approaches.

Gifted Education

In 2020, Gifted Education was explored in more detail in the context of Magdalene Catholic College. Four staff who had completed the mini - Certificate of Gifted Education during 2019 the year collaborated to establish a college professional learning team (PLT) focused on gifted and highly capable students. As a result of staff collaborating in this PLT, students were identified to participate in the *Go Global* project, experiencing success within the creation of the *Code of Cloth* business prototype. At the conclusion of 2020, a total of twelve Magdalene teaching staff have completed the mini Certificate of Gifted Education in order to be better able to identify and support gifted and highly capable students across various KLAs.

Two Magdalene Catholic College students have been identified as gifted and requiring acceleration. One Year 11 student was accelerated in Mathematics and completed her HSC in this course in 2020. A Year 10 student was accelerated in Design and Technology and completed his Year 11 Course in this subject in 2020.

Expanding Learning Opportunities

Magdalene Catholic College provided a range of expanded learning opportunities for students via the implementation of extra-curricular activities across a range of KLAs. A focus on relevant, engaging learning continued, although was impacted by restrictions put in place in response to COVID-19. There was a significant impact on college learning events as a result of these restrictions, including the cancelling of annual events such as Magdalene Shines and Magdalene Classics. Magdalene Impressions continued in a COVID-19 safe manner.

The English faculty administered ICAS English Competitions for Year 8 and 10, and students engaged in MISA Debating to enhance their literacy skills pertinent to speaking, listening and critical analysis. Year 8 students who were involved in MISA Debating enjoyed great success and were the MISA Debating Champions. The Magdalene TAS Faculty continued to have students involved in the F1 in Schools STEM Challenge. VET provided expanded learning opportunities for Magdalene students including barista training, and continued running of the 'Magdalene Cafe' for staff as well as the Seniors' Cafe.

In 2020, 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

2020 was a year of continued growth of the student numbers in Vocational Education and Training courses. Strong demand for VET courses at school necessitated the addition of an extra class for Hospitality (Kitchen Operations) for the Year 11 cohort.

The VET frameworks delivered at Magdalene Catholic College in 2020 were:

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

There were sixteen students who studied 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 college at TAFE included: Animal Studies, Assistant in Nursing, Information and Digital Technology and Community Services. SBATs were undertaken in Retail Services (two students); Automotive and Hairdressing.

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

Due to COVID-19 significant changes and restrictions were placed on school communities resulting in the suspension of the *National Assessment Program – Literacy and Numeracy (NAPLAN)* testing for 2020.

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 32 students in 2020.

Higher School Certificate

Once again, Magdalene Catholic College congratulates all graduating students of 2020. Included among the results were a range of excellent achievements in the 2020 HSC. Highlights include:

- 1st in the state Polish Continuers (externally studied)
- 3rd in the state Studies of Religion I
- fourteen nominations for various NESA showcases:
 - four nominations for In Tech (Industrial Technology Timber)
 - one nomination for Shape (Design & Technology)
 - three nominations for OnStage (Drama)
 - One nomination for Encore (Music)
 - two nominations for ArtExpress (Visual Arts)
 - one nomination for Textstyle (Textiles - externally studied)
 - two nominations for CallBack (Dance - externally studied)
- The college Dux attained an ATAR of 98.65
- Forty-three Magdalene students achieved a top Band result (Band6/E4) and 27 different Magdalene students achieved at least one top band result
- Of the thirty-six HSC Courses, seventeen were above state average.

Student Achievement (Band Performance)

Band Performance (%in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
English (Standard)	School	4.3	80.8	14.9
	State	10.8	77.7	11.5
English (Advanced)	School	0.0	52.9	47.0
	State	0.6	36.1	63.4
Mathematics Standard 2	School	30.0	51.2	18.9
	State	24.4	50.8	24.8
Mathematics Advanced	School	11.1	61.1	27.8
	State	4.2	43.2	52.6
Biology	School	15.4	65.4	19.2
	State	13.1	56.2	30.7
Ancient History	School	0.0	42.9	57.2
	State	15.6	51	33.4
Business Studies	School	17.3	61.6	21.1
	State	17	47.7	35.3
Music 1	School	0.0	11.1	88.9
	State	1.7	33.8	64.5
Studies of Religion I	School	3.8	77.5	18.8
	State	5.9	50.3	43.8
Industrial Technology	School	0.0	38.5	61.6
	State	19.2	57	23.8
Community & Family Studies	School	0.0	38.9	61.1
	State	8.9	57.1	33.9
Personal Dev,Health & Physical Education	School	10.4	60.4	29.2
	State	14.4	51.2	34.5

Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (Standard)	94	72.6	69.9
English (Advanced)	34	80.1	81.3
Mathematics Standard 2	90	67.5	68.4
Mathematics Advanced	18	71.9	79.2
Biology	26	70.7	72.4
Ancient History	7	82.8	72.1
Business Studies	52	69.5	72.0
Music 1	9	86.8	81.6
Studies of Religion I	80	35.8	37.7
Industrial Technology	13	82.3	69.5
Community & Family Studies	36	79.2	74.1
Personal Dev,Health & PE	48	73.5	72.5

Comparative Performance over Time

School Performance (%)	2017	2018	2019	2020
English (Standard)	73.89	72.2	73.2	72.6
English (Advanced)	79.7	81.6	80.6	80.1
Mathematics Standard 2	NA	NA	71.9	67.5
Mathematics Advanced	NA	NA	NA	71.9
Biology	73.9	73.6	74.5	70.7
Ancient History	66.3	67.5	82.2	82.8
Business Studies	73.9	74.3	72.9	69.5
Music 1	82.9	84.1	84.4	86.8
Studies of Religion I	36.4	34.7	35.9	35.8
Industrial Technology	87.30	81.0	83.0	82.3
Community & Family Studies	80.1	77.3	81.3	79.2
Personal Dev,Health & PE	74.6	73.7	77.6	73.5

Parent, Student and Staff Satisfaction

Magdalene Catholic College continues to value the importance of feedback and this was demonstrated in the college's move to change its uniform (to be introduced in Years 7, 10 and 11 in 2021). A consultation process was followed, engaging with staff, students and parents/carers to ensure that varying voices were considered. Furthermore, a Working Party of all stakeholders was created and met regularly in 2020. The result of this process was a tender process, and a new uniform supplier was appointed for the design and manufacture of the new college uniform.

Community satisfaction continued to be extremely high in 2020. The college received multiple words of thanks, praise and congratulations during the online remote learning period. If enrolment applications are a good gauge of community satisfaction, then the college's perception in the community is extremely favourable. Over 350 applications were received for Year 7 2021 - a year which now takes 210 students. Existing parents/carers were also extremely praiseworthy and positive during the Principal's Appraisal Process.

The college sought feedback about other key aspects of schooling across the year through the "Tell Them From Me" (TTFM) survey - which was once again used as a key means of gaining a sense of community satisfaction in 2020. This survey is conducted by an external agency and sent to parents/carers, students and staff. It was also formalised as part of Diocesan processes in 2020.

86% of parent/carer responders felt that their child was clear about the rules for school behaviour. 82% of parents/carers believed that their child feels safe going to and from school. Over 80% of parents/carers did not feel their students were treated unfairly. Communication polled well with close to 80% of parents/carers believing that written information from the college is in clear, plain language. Pleasingly, close to 80% of parents/carers feel welcome when they visit the school, however, this statistic may have been impacted by the nature of COVID-19 and restricted access to the college and reduced events in the calendar year.

Students were impacted by the nature of the COVID-19 year that they experienced. Student survey data clearly indicated increased levels of stress and anxiety. Pleasingly, despite the year's various cancellations of numerous sporting events and carnivals, over 60% of students still participated in school sports at some stage during 2020. A high proportion of students (85%) also acknowledged that they have positive relationships with their school and their teachers. 86% of students identified positive behaviours at school and 72% recognised high expectations of success in themselves.

CatholicCare surveys (annual surveys held by the external agency that coordinates counselling at the college) yet again highlighted (fifth year running) that family relationship issues tended to be the most problematic for students. Student numbers who regularly see a counsellor at the college were maintained.

In terms of staff, 79% identified a visible and effective learning culture. Over 90% of teachers suggested that they regularly set clear and high expectations for learning and 84% of staff believed that effective learning and teaching was occurring. 90% of staff believed there were rich opportunities to use technology and 75% of staff indicated there were challenging and visible goals.

Other forms of parent/carer commentary and feedback were attained through various committees such as Magdalene's P&F. In short, the P&F remains extremely satisfied in regard to the management of the college and the college's short and mid-term strategic directions.



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