

Annual School Report

Secondary

2018



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

About This Report

Magdalene Catholic High School, 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 2019.

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 2019

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

2018, the 20th year of Magdalene Catholic High School was a great year of celebration and renewal. 20th Year celebrations dominated including a Reunion Dinner in May and a "Return to Magdalene" Day in August for current and former staff, students and parents. 2018 also saw significant improvements to the school plant. This included the newly refurbished Hospitality Centre being completed as well as the second phase of school air conditioning being installed. Two working bees were also conducted, and, across these 400 trees were planted.

Social justice and ministry initiatives across 2018 continued to provide rich opportunities for students to give back to the local community and beyond. The visit from St Patrick's Brewarrina was a wonderful chance to host and show kindness to our 'country cousins'. The "In Your Eyes Programme" at Carrington Care developed memorable connections between elderly residents and students. One of the highlights of 2018 was the first Magdalene overseas Immersion Trip. This trip to an orphanage at Hue, Vietnam was a life-changing experience for staff and students involved. Over 30 Magdalene students and staff also travelled to Europe for over two weeks during the September holiday to take in the sites and have a remarkable history experience across a number of countries. Professional learning in 2018 was centred around the school's "Students at the Centre" document. This saw the implementation of the "Assessment Waterfall" and the implementation of learning intentions and success criteria across the school. Middle leaders also benefited from Growth Coaching and all staff reflected on school and faculty vision and value statements. In sport and extra-curricular activities, individual and team success came across a range of sports including swimming, hockey, volleyball, netball, soccer and AFL. The Creative Arts were also richly fostered from the Year 11 Drama Production, to MISA dance to various school events which evidenced rich talents in Visual Arts, Music, Drama and Dance.

Parent Involvement

The Parents and Friends' (P&F) Association has had a busy and productive year. Quarterly meetings included vigorous discussion, sensible decision making and some excellent presentations from staff and students. The P&F achieved some wonderful outcomes for Magdalene Catholic High School.

Continuing on from last year's installation of air conditioning in Blocks A-D, the P&F expanded its financial support for phase two of air conditioning to include the Science Blocks and the CAPA Block. Once again, the P&F sponsored the Brewarrina Immersion Program and provided financial support to a number of students representing Magdalene in elite sport and leadership programs. The arts were also supported with major

prizes being provided at “Magdalene Impressions”; what a wonderful display of student talent, and a testament to the talent and staff in the Creative and Performing Arts faculty. The P&F also proudly provided financial support to the Magdalene Trivia Night, the school’s fundraising initiative for the Westmead Children’s Hospital. A particular highlight of 2018 was the working bee in March that saw over 60 parents, students, children, and staff armed with only shovels and enthusiasm overcome a mountain of work. Over 200 trees were planted, a new outdoor classroom was cleared and finalised, several tonnes of junk were removed, hundreds of barrows of mulch were carted, garden beds were weeded, the chapel was cleaned, and concrete was smashed with big hammers for removal purposes. The day was completed with a well-earned lunch with parents/carers and community members and all departed satisfied with a job well done. It was a case of ‘many hands make light work’ and a reminder that being part of the P&F is not just about attending meetings, but rather an opportunity for family and friends to come together as a community to support the school.

The P&F appreciate the consistent support from the School Executive, who share the love of a good meeting and were always on hand to provide welcome advice during the quarterly meetings. Magdalene’s dedicated School Office administrators have tirelessly accommodated the printing, newsletter entries and myriad requests with professionalism and humour, they truly are the backbone of Magdalene Catholic High School.

Parents and Friends Association, President

Student Leadership

2018 was a great year for the Magdalene Community, as it marked both the 20th Year and the final year of being a High School. This year the community undertook growth in a number of facets and saw some great achievements among the talented students. The school hosted a Return to Magdalene Day which allowed past students, teachers and members of the community to explore the wonderful facilities, the Hospitality facilities underwent a major upgrade, and this has evidently had a positive impact on the learning experiences and opportunities available to the students.

Throughout the year, the social justice initiatives were once again something to be proud of with large contributions made to St Vincent de Paul, Caritas and the Children’s Hospital at Westmead and the Brewarrina Program. For the first time, the school facilitated an immersion to Vietnam. 14 students travelled with the Assistant Priest and 3 teachers to assist the nuns at Belem Orphanage in Hue. They worked very hard to improve the lives of these disadvantaged children and received a tremendous amount of support from the community.

The biennial European excursion for the Year 11 Modern and Ancient History class as well as the Year 10 History elective class was held. This excursion was a wonderful opportunity for the students to see first hand the historical sites in which they have been learning about. 2018 was Magdalene’s 20th year of quality Catholic education and the student leaders are grateful to the teachers and students who are all valuable members of the community. The student leaders have exceeded their expectations and have set the bar high for 2019, but as Magdalene Catholic College, it will be a bigger and better year.

2018 School Captains

School Profile

School Context

Magdalene Catholic High School is a systemic Catholic High School established by the Diocese of Wollongong in 1999 to serve the Parishes of the Western Macarthur region, Camden/Narellan Vale, The Oaks and Picton. The school is co-educational from Years 7 to 12 and has a student population of 1020 students.

Magdalene exists to proclaim Christ's message. The school offers a comprehensive curriculum and a wide variety of extra-curricular activities including weekly competitive sport with other non-government schools. Magdalene Catholic High School 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.

Student Enrolments

2018 Enrolments	
Boys	433
Girls	587
Total	1020
Aboriginal and Torres Strait Islander	35
LBOTE	95

The Diocesan Secondary Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: www.mchsdown.catholic.edu.au and the CEDoW website: www.dow.catholic.edu.au. No changes were made to this Policy in 2018.

Student Attendance

2018 Attendance	Male	Female
Year 7	90.2%	93.9%
Year 8	92.4%	90.6%
Year 9	90.7%	89.1%
Year 10	90.1%	89.4%
Year 11	91.9%	91.2%
Year 12	91.4%	90.8%
Whole school	91.1%	90.9%

Management of Student Non Attendance

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

Absence procedures at Magdalene Catholic High School have remained consistent in recent years, and in 2018 Magdalene parents/carers continued to be contacted via text message when their child/ren were absent from school. Replies to messages were then recorded in the school's database via the "Sentral" Program. Pastoral care teachers also made contact with parents after three consecutive days of student absence.

Attendance is recorded daily and continuing absence is monitored by both the Pastoral Care Class teacher and the Year Coordinator. Students arriving late at school record this through fingerprint scanners and teachers record attendance lesson by lesson on Sentral. Ongoing lateness results in direct intervention by the teachers and when students are absent for an extended period parents/carers are contacted and meetings are scheduled to address and remedy this. The guidelines followed by the school are those set out in the CEDoW Student Attendance Guidelines and Procedures (January 2015).

Student Retention Rate

Year 10 Total Enrolment 2016	168
Year 12 Enrolment at Census Date remaining in Year 12 at end 2018	141
Actual Retention Rate (%)	83%

Student Attainment in Senior Years

Years 11 - 12 2018	
% of students undertaking vocational training or training in a trade during Years 11 and 12	34%
% of students who have completed at least one (1) VET course in either Year 11 or 12	15%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

Destination Survey

2018	Year 10	Year 11	Year 12
No of School Leavers	35	3	141
University	-	-	82
TAFE/Tertiary	20	1	21
Employment	9	2	19
Other School	6	-	-
Other/Unknown	-	-	19

Staffing Profile

There are a total of 83 teachers and 21 support staff at Magdalene Catholic High School. 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	8
Proficient	75
Highly Accomplished / Lead	0

Teacher Attendance and Retention

The average daily teacher attendance rate for 2018 was 94.9%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2017 to 2018 was 88%.

Professional Learning

During 2018 Magdalene Catholic High School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. Magdalene Catholic High School whole school development days involving 102 staff. These days focused on:

- Staff Wellbeing: Improving Staff and Student Wellbeing
- Curriculum Day): Achieving Clarity Through Learning Intentions and Success Criteria
- Curriculum Day: HSC Results & Teaching Inside the Block Schedule.

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

- Literacy for Learning (Tutor Training) - (4 staff)
- Literacy for Learning - (18 staff)
- Making Literacy Visible - (2 staff)
- Oliver v5 User Conference - (1 staff)
- Teaching Stage 4 Maths - (1 staff)
- Unpacking Technology Mandatory - (1 staff)
- SCA Professional Learning: Skills, Concepts and Application - (1 staff)

- Teaching the Preliminary Course (Year 11) in Business Studies for the First time - (1 staff)
- Managing student and staff wellbeing in schools - (1 staff)
- Drama NSW State Conference - (1 staff)
- Meet the Markers 2017 Science HSC - (1 staff)
- ACEL Disability Summit - (1 staff)
- Quality Programming Assessing & Reporting to Parents K - 12 - (1 staff)
- Stage 6 ACHPER Conference NSW - (1 staff)
- VADEA Conference - (1 staff)
- Careers Advisers NSW Annual Conference - (1 staff)
- Read, Think, Write: Critical Reading - (1 staff)
- TTA Business Studies Exam Preparation - (1 staff)
- Criterion Conferences: Unpacking Coding, Design, System & Computational Thinking - (1 staff)
- The Changing World Order 1945 - 2011 - (1 staff)
- Primary Maths Conference - Connecting Big Ideas in Maths - (1 staff)
- Australia Computers in Education Conference - (1 staff)
- TTA - Unlocking Musical Potential - (1 staff)
- CEODoW - Creating a Safe Church from within - (3 staff)
- Face to Face with the Hospitality Industry program - (2 staff)
- STEM Education Conference - (1 staff)
- HTA - New Modern History Core - (1 staff)
- Youth Mental Health First Aid - (1 staff)
- Sensory Explorations - (1 staff)
- Paul Dillon - Alcohol and other drugs - (2 staff)
- ETA Conference - (1 staff)
- HTA - New English Syllabus - (1 staff)
- CEDoW ECT Days 2018 Cohort (6 staff)
- CEDoW Learning in Leadership (1 staff)
- CEDoW RE Curriculum (3 staff)
- CEDoW Stage 4 Maths Project (4 staff)
- CEDoW Learning for Leadership (2 staff)
- CEDoW Putting Faces on the Data (3 staff)
- CEDoW Collaborative Leadership – Dr Lynn Sharratt (4 staff)
- CEDoW Open to Learning (1 staff)
- CEDoW Year 8 RLA Marking (2 staff)
- CEDoW Lamplighter 2016 and 2017 Cohorts (6 staff)
- CEDoW Alight for the World 2015, 2017 and 2018 Cohorts (12 staff)
- CEDoW Shining Lights (1 staff)
- CEDoW Men’s Retreat (1 staff)
- CEDoW ACYF Reconnect Day (4 staff).

The average expenditure by the school on professional learning per staff member was \$500.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$284.

Catholic Life & Religious Education

In many ways, Catholic Life and Religious Education are the heart and soul of the Catholic school and Magdalene Catholic High School is no exception to this rule, as demonstrated in 2018. Across 2018 the school consolidated its work with junior programs of study and attempted to push for higher levels of achievement in the senior school, while also preparing for a compliance review.

With regard to the liturgical life of the school, the school changed lunchtime masses to Thursdays and made them fortnightly instead of monthly. The school also continued to improve special liturgical celebrations such as the Opening School Mass and the Feast Day Mass, including the painting of a beautiful new backdrop for masses. Daily prayer books and liturgical calendars were added to every regular classroom to enhance the prayerful atmosphere of the school and to remind students of the school's Catholic identity. Each pastoral teacher also created a sacred space for their Pastoral Care Class within the classroom.

Eleven students from Years 10 and 11 were involved in the catechist program, teaching students every week at Narellan Public School. It is hard to discern who gets the most out of this program – the primary school children or Magdalene students. Both seem to enjoy the catechist lessons immensely. Catechist training of Year 9 students also took place in December for those who will become catechists in 2019.

2018 retreats and reflection days were highly successful, with Years 7-10 having reflection days, including events run by the teachers at school, the Youth Mission Team, 'Chris Doyle and Real Talk' and Year 11 having a 3-day retreat in Term 4, run by Magdalene teachers. 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 Wollongong YMT. These twilight retreats and the 'Vinnies Winter Sleepout' enable students to choose to make a deeper commitment in their faith. Numerous students attended ACYF (held at the end of 2017) in Sydney and came back feeling very blessed to have had such a wonderful experience. These students are now giving back to the 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 the students, engaging in hands-on activities like Carrington (aged care), Brewarrina students visiting the school, Vinnies Kitchen, St Vincent De Paul (\$836), and also in fundraising for Caritas - Project Compassion (\$1,964), Catholic Mission (\$500), Westmead Children's Hospital (\$9,904), the Cancer Council (\$827) and the Vinnies Hampers for Christmas.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 8 students was successfully completed within schools across the Diocese. The school cohort in 2018 consisted of 182 Year 8 students who sat the Religious Literacy Assessment on 27 August 2018.

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:

- articulating an understanding of the core beliefs of the Catholic tradition
- describing the nature and significance of the Sacraments of Initiation.

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:

- consider and attribute meaning to the signs, symbols and rituals of the Sacraments of Initiation.

In the assessment 4% of students were placed in the elementary level, 40% in the basic level, 51% in the sound level, 5% in the thorough level, and 0% 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 2018:

Key Area 1: Catholic Life and Religious Education

1.1 Vision and Mission

Goal: To complete the review of the school's vision and mission - as commenced in 2017. The final outcome will see a refinement of what the school holds to be true across various domains.

Key Area 2: Students and their Learning

2.5 Pastoral Care

Goal: To enhance the wellbeing of staff and students by fostering a range of wellbeing initiatives.

Key Area 3: Pedagogy

3.3 Teaching practices

Goal: Through the use of a range of strategies (including PDP and the Learning Committee), have staff reflect critically on their own classroom pedagogy.

3.5 Assessment

Goal: To develop and implement a consistent and effective assessment framework.

School Review and Improvement components to be 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)

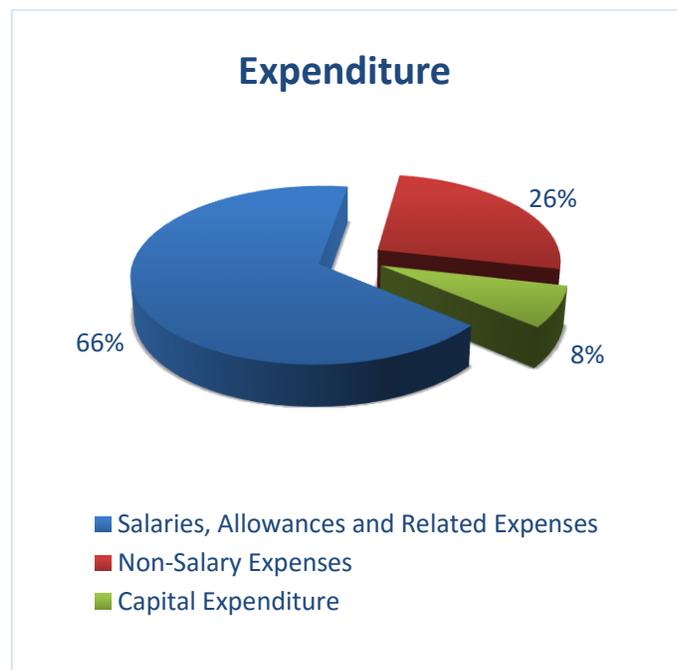
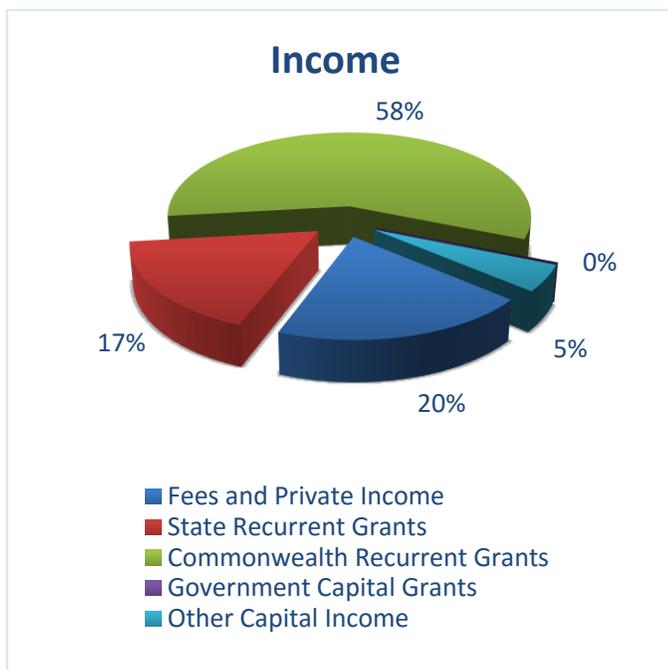
Current and potential leaders are identified and provided a range of leadership development and professional growth opportunities.

Financial Summary

2018 saw a number of improvements and enhancements to the school plant. All of these have had direct or indirect impacts on learning. The Hospitality Refurbishment was completed in 2018 – providing a state-of-the-art facility for VET students. Textiles was relocated and Room 21 was redesigned. Resourcing for Business Services was also made available to ensure compliance and currency. New chairs and desks were provided to two of the classrooms. The roof of the school’s Chapel was replaced and new sun shades were installed on the Chapel’s exterior.

The P&F provided the bulk of funds to pay for the completion of the second phase of air conditioning across the school. The Campbelltown Catholic Club provided \$40,000 to go towards the completion of four new library seminar rooms. In Term One, Magdalene took part in the “Let’s Move for A Better World” Challenge at Aquafit, Campbelltown and due to the gym’s success in this national competition, they donated \$10,000 worth of gym equipment. In 2018 Magdalene took part in South West Health’s “Thirsty: Choose Water” program. As a result, a chilled water station (including installation) was provided to the school. An Environmental Grant of \$2000 was also received from CEDoW to support various environmental projects and activities, especially a rejuvenated Outdoor Learning Space.

The following graphs reflect the aggregated income and expenditure for Magdalene Catholic High School, Narellan for the year ended 31 December 2018. This data is taken from the 2018 financial return to the Australian Government, Department of Education, and Training.



Student Welfare

At Magdalene Catholic High School, the school believes in the importance of wellbeing, in particular wellbeing for life. The school achieves this by instilling the Gospel values of dignity of self and others, discipleship and service in the students.

Pastoral Care

In 2018 Magdalene's Student Leadership Team was very active. The student leadership members were great ambassadors for the school and fostered community spirit and celebration of learning. They continued the success of the Peer Acknowledgement for Academic Commitment Award and supported social justice activities, including fundraising to support Caritas and the Missions. The School Captains and Vice Captains chaired regular meetings of the Student Representative Council (SRC) that served as a forum for the SRC members to discuss concerns of their peers and took an active role in leading school assemblies. In 2018 Academic Counsellors were introduced to the leadership team, and their main focus was to promote a positive learning culture among the student body.

The shared learning experience with Mater Dei continued to grow strong. Three Year 8 Mater Dei students attended classes on a Tuesday and 24 Year 7 and 8 students joined Magdalene students each week for sport. The shared learning experience was also connected to the Max Potential Program, whereby a Year 10 student created a sporting program for the Mater Dei students to enhance the sporting skills. The program relied on 15 Year 10 students who facilitated a sporting program for the Mater Dei students that focused on improving their ball skills and gross motor skills.

The school's outreach program expanded immersion programs both nationally and internationally. In April approximately 30 students from St Patrick's Brewarrina visited Magdalene for four days and they were able to experience city life. They went into Sydney and to the beach and were also immersed into the learning at the school. In September 14 Year 11 Students, three teachers and the Assistant Priest from the local Parish went to Vietnam for 2 weeks and volunteered at a Catholic orphanage for children with disabilities. The students bought supplies for the orphanage and, amongst other things, helped install railings and a swing.

The Pastoral Care Team worked closely with the Subject Coordinators and the Learning Committee in providing academic care for the students in their pastoral classes. Each Tuesday the Subject Coordinators met with the pastoral care classes and had the students reflect on how they learnt best. The Pastoral Care Teachers then did some follow-up lessons and worked with the students to set smart goals. The students learnt about what it meant to be an effective learner and also learnt the importance of wellbeing and resilience.

Parallel to the new Academic Care Program, the Year Coordinators and Pastoral Teachers continued to work closely with the students through the Pastoral Care Programs. The programs have worked towards building the students' resilience by addressing many issues that students face at different times of their lives. These include time management, study habits, bullying, managing social media and self-esteem. A number of different programs were introduced to support the pastoral programs, for example, the Elevate organisation worked with the senior students in regards to their study habits, the Police Youth Liaison Officer spoke to students about managing social media and bullying, and the school also introduced a Well-being Coordinator. The Pastoral Care Coordinator and a team of Year Coordinators met regularly to discuss issues related to

their specific year groups and tracked student behaviour. More importantly they developed strategies that promote positive behaviours, learning and relationships.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents ***Maintaining Right Relationships*** is the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan ***Complaints Handling Procedures*** forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2018.

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

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

Learning and Teaching

Introduction

During 2018, Magdalene Catholic High School focused on ensuring that its vision for learning, a document entitled “Students at the Centre” is alive in all classrooms and all facets of learning. A focus on knowing the students through data and clarity in teaching were themes throughout the year. Whole-school approaches to clearly articulate learning intentions and success criteria for learning tasks allowed a focus on visible learning. Assessment and feedback, together with the creation of a positive learning environment, individual learning growth and rich learning opportunities were the key features of quality learning and teaching at Magdalene Catholic School.

Curriculum and Pedagogy

Syllabus implementation

During 2018, Magdalene Catholic High School 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 school also offered Commerce, Design and Technology, Drama, Food Technology, History Elective, Information Software Technology, Industrial Technology Timber, Italian, Music, Physical Activity and Sport Study, Photography, Textiles and Design and Photography which students elect as 200-hour courses.

During 2018 Magdalene Catholic High School implemented new Stage 6 syllabuses across several Key Learning Areas (KLAs). These included the Yr 11 Preliminary HSC courses of English, Mathematics Standard, Science, Science Extension (HSC Students Term 4) and History. Stage 6 Preliminary courses studied in 2018 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 with students studying 12 units or 13 units.

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 and Technology, Drama, English Advanced, English Standard, English Extension 1, English Extension 2, 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 High School also studied Preliminary and HSC courses provided by a range of external providers. These included Food Technology, Industrial Technology - Multimedia, Legal studies, Textiles Technology and Society and Culture through Sydney Distance Education High School. Economics was studied through the Diocese of Lismore Online Education Program, Japanese and Italian Beginners via NSW School of Languages, and Engineering Studies and Software Design and Development, through the North Coast Institute (Lismore Campus).

Assessment and reporting

Assessment and Reporting is a critical aspect of the learning and teaching cycle at Magdalene Catholic High School. In 2018 it provided students with the opportunity to demonstrate what they know and can do, and to receive feedback about their achievement in order to guide their future learning. Assessment and reporting provided important information for Magdalene Catholic High School teachers to reflect on their pedagogical approaches and to inform the development of learning and teaching programs at the school. Magdalene Catholic High School engaged in both internal and external assessment tools including NAPLAN, PAT and the Diocesan Religious Literacy Assessment Program.

In 2018, in all cohorts (Years 7 - 12 inclusive), Magdalene Catholic High School 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 High School 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 were informed by the Diocesan Religious Literacy Framework.

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 school 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. Informal tasks assisted teachers in their judgement of a student's performance.

Assessment tasks were inclusive of all learners via the process of differentiation. 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 High School ensure that assessment of learning experiences include the development of criteria based upon the Common Grade Scale, and the provision of feedback.

Magdalene Catholic High School provided formal written reports to Parents/Carers twice during 2018 for Years 7 - 11 inclusive. They were constructed in plain language where 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. They also included a comment from the students' Pastoral Care teacher.

Technology supporting learning

During 2018 Magdalene Catholic High School 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, and Year 9 were in the final stages of transitioning from iPads to MacBooks. The school continued to use Google Apps for Education with most staff and students utilising Google Classroom 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 and 10 students participated in boot camps to facilitate the transition into the use of MacBooks as learning tools. Magdalene Catholic High School 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 High School continued to explore explicit literacy and numeracy pedagogies to support students in becoming literate and numerate in order to engage with and contribute to their world.

The IDEAL structure (launched in 2017) has become a 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 a consistent approach to support students to write in increasingly complex ways about abstract concepts.

Prior to NAPLAN testing, work was completed to identify Year 9 students who presented as having negative growth in reading and/or writing from Year 5-7 NAPLAN results. Further to this, SMART data was used to identify students who achieved in the top two bands in reading and/or writing in Year 7 NAPLAN. These

targeted students completed regular NAPLAN support lessons which focused on high impact strategies to address deficiencies or extend ability.

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 SMART, YellowFin, Sentral 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 will begin 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.

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. Staff involved in this project attended professional learning focusing on Challenging Tasks and were addressed by Eddie Woo (a Top 10 Finalist in the Global Teacher Prize & Australian Educator of the Year).

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, ATSI history, goal setting and approaches to study.

Meeting the needs of all students

Special Education needs

Magdalene Catholic High School addresses the learning needs of all students. It has a very strong Learning Support Unit that provides a number of support structures for a range of students. In 2018, 153 students were provided with a Personalised Education Plan to support their learning. This plan is developed through a collaborative process involving teachers, parents and the student to identify learning needs and goals, and to develop strategies to support the achievement of these goals. The Learning Support Faculty consists of three Multi-disciplinary Learning Support Teachers and five School Support Officers (SSOs) that support students in a range of classrooms. A 'Response to Intervention Model' is in effect at Magdalene Catholic High School. This is a multi-tiered approach that is put in place at the early identification of learning needs. These needs are identified through a wide range of assessments, both diagnostic and formative. If a student is identified as having learning needs, reasonable adjustments are made to ensure that they can access the curriculum on the same basis as others. High quality instruction and evidence based interventions are put in place to support students with their learning. Consistent progress monitoring informs differentiation strategies that are applied across all KLAS.

Inclusive education for all is promoted at Magdalene Catholic High School. A delegate from Learning Support attended the Australian Association of Special Education (AASE) Conference in Cairns which was centred around the notion of creating connections and developing personal and social capabilities. A Learning Support teacher attended the ACEL National Disability Leadership Summit that focused on the importance for educational leaders to adopt a whole-school approach to ensure that quality education is delivered to all students through collaborative practice.

Social skills and personal wellbeing is a high area of need, particularly within students who require higher levels of learning support. As a response to intervention in this area, training was undertaken in the evidence-based social skills program, 'Secret Agent Society'. This program, often run by psychologists externally, will be offered to students in 2019. Macquarie University's evidence-based literacy intervention program, Macqlit, was run at Magdalene for the first time in 2018. Keeping with the school's dedication to improving literacy skills for all students, the Learning Support Coordinator became a facilitator of the course 'Literacy for Learning'. This course is a term long professional development opportunity that will be rolled out for all teachers, across all KLA's, systematically throughout 2018 and 2019. Visual literacy was also a high priority and this was reinforced by attending Doug Fisher Professional Learning (Visible Literacy) in Sydney, 2018.

In 2018 Sensory (Hearing) professional development was undertaken by Learning Support and classroom teachers of students requiring sensory support. Year 8 (small group) Applied Languages classes and Year 9 and 10 Study Elective classes were run by Learning Support teachers and supported by SSOs to support students with higher learning needs. Year 11 and 12 students were supported with smaller study classes or withdrawal from sport.

Diversifying learning

Learning at Magdalene Catholic High School 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.

Expanding Learning Opportunities

Magdalene Catholic High School provided a range of expanded learning opportunities for students via the implementation of extra-curricular activities across a range of KLAs. In CAPA there were Ensembles, Junior and Chamber Choirs, together with the school band. There were significant events undertaken by both the students and staff inclusive of Magdalene Shines, Magdalene Classics, school 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 Maths 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, Hour of Code, 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 running of the 'Magdalene Cafe' for staff as well as the Seniors' Cafe. VET students also catered for various school functions such as the 2018 Open Day and information evenings, attended the Annual Sydney Children's Hospital Trivia Night and Campbelltown Catholic Club Hospitality Excursion.

In 2018, 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 a local swimming centre. 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 (VET)

2018 was a significant year in Vocational Education and Training at Magdalene Catholic High School. The new Hospitality facility was completed, and an additional study framework in Business Services was added. Students completed some inspiring projects as part of the Construction training. The VET frameworks delivered at Magdalene in 2018 were:

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

VET had 29 students study VET\TVET subjects externally. Of these, 3 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, Professional Sports Participation and Community Services.

Student Achievement

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

NAPLAN

In 2018, areas of strength in NAPLAN performance included Year 9 reading results, increased Band 10 results in numeracy and spelling and increased numbers of Year 7 students achieving Band 9 results in writing. Areas for growth include numeracy in both Year 7 and 9 and ensuring the majority of students demonstrate learning gain from Year 7 to Year 9.

Whole-school approaches to literacy and numeracy continue to be priorities at Magdalene Catholic High School. Staff are completing strategic Professional Learning (associated with their 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 2018: % 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	62	24	15	66	20
	National	16	55	27	19	77	21
Writing	School	25	56	18	46	44	9
	National	32	53	14	41	45	12
Spelling	School	11	61	28	19	57	23
	National	17	51	30	22	53	24
Grammar & Punctuation	School	17	60	23	21	61	18
	National	18	52	30	21	57	20
Numeracy	School	13	72	15	19	62	20
	National	15	55	29	15	58	29

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

Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 4 in Year 7 and Band 5 in Year 9) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 5 in Year 7 and Band 6 in Year 9) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2018: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	100	98
	National	94	94
Writing	School	96	89
	National	87	80
Spelling	School	97	98
	National	93	90
Grammar & Punctuation	School	99	94
	National	92	92
Numeracy	School	100	99
	National	95	96

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 21 students in 2018.

Higher School Certificate

Congratulations to all 140 graduating students of 2018. Included among the results were a range of excellent achievements in the 2018 HSC.

Highlights include:

- 1 student 'All Round Achiever'; with three students missing out on this achievement by one mark
- 1 student receiving an exemplary score for Musicology (Music 1)
- 2 nominations for SHAPE (NESA's annual HSC Design and Technology, Industrial Technology and Textiles and Design showcase)
- 40 Band 6 Results
- 21 courses experienced achievement in the top band
- 18 subjects were above the state average - including 7 subjects 3% or more above the 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	4.7	76.8	18.6
	State	15.0	69.4	15.1
English (Advanced)	School	0	31.7	68.3
	State	1.4	35.8	62.7
Mathematics General 2 BDC	School	21.7	66.3	12.0
	State	19.9	52.5	26.6
Mathematics	School	13.3	63.4	23.3
	State	7.4	40.5	51.8
Biology	School	17.1	40.0	42.9
	State	10.1	52.6	36.9
Ancient History	School	18.2	68.2	13.3
	State	14.9	47.9	36.1
Business Studies	School	4.7	67.4	28.0
	State	12.2	49.7	37.0
Music 1	School	0	11.1	88.9
	State	1.6	33.4	64.5
Studies of Religion I	School	10.6	65.1	24.2
	State	6.6	56.5	36.7
Industrial Technology	School	0	40.0	60.0
	State	23.4	53.6	22.4
Community & Family Studies	School	0	63.2	36.9
	State	13.1	56.3	28.9
Personal Dev, Health & PE	School	10.2	57.6	32.2
	State	13.5	52.4	33.1

Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (Standard)	92	72.2	68.7
English (Advanced)	41	81.6	80.6
Mathematics General	88	66.3	69.9
Mathematics	30	72.2	78.2
Biology	36	73.6	74.1
Ancient History	22	67.5	72.8
Business Studies	47	74.3	73.6
Music 1	9	84.1	81.5
Studies of Religion 1	67	34.7	37.0
Industrial Technology	6	81.0	68.0
Community and Family Studies	40	77.3	72.0
Personal Dev, Health and Physical Education	59	73.7	72.3

Comparative Performance over Time

School Performance (%)	2015	2016	2017	2018
English (Standard)	67.8	70.5	73.9	72.1
English (Advanced)	82.7	83.8	79.7	81.6
Mathematics General	65.6	68.0	68.7	66.3
Mathematics	72.3	71.6	71.1	72.2
Biology	73.9	71.4	73.9	73.6
Ancient History	71.3	75.8	66.3	67.5
Business Studies	71.5	71.4	73.9	74.3
Music 1	85.2	83.0	82.9	84.1
Studies of Religion 1	34.9	35.7	36.4	34.7
Industrial Technology	79.4	77.3	87.3	81.0
Community and Family Studies	75.7	78.4	80.1	77.3
Personal Dev, Health and Physical Education	75.8	74.8	74.6	73.7

Parent, Student and Staff Satisfaction

In 2018 community satisfaction was garnered through a variety of means. These included survey responses, discussions (formal and informal), committees and bodies (e.g. Magdalene's P&F). Across these various means it was clear that there was very broad satisfaction with the school across a broad range of areas. Suggestions for improvement were provided but these were generally limited in scope.

Overwhelmingly students, staff and parents are very satisfied with Magdalene Catholic High School. Students appreciate and commented often on the types of opportunities which they were afforded. In particular, these involved social justice initiatives, ministry and evangelisation. In 2018, these included the Diocesan Youth Festival, St Vincent de Paul's Vinnies Kitchen, Winter Appeal and Winter Sleep Out, the Carrington Project, fundraising (Caritas and Westmead Hospital fundraisers) and the St Patrick's Brewarrina visit to Magdalene. Pleasingly, the majority of students indicated that they 'felt known and cared for' by one or more of their classroom or Pastoral Care teachers and their Year Coordinator. CatholicCare surveys highlighted that family relationship issues were the ones which caused most angst. As in 2017, students once again commented upon the need for greater resilience in their day-to-day lives and were open to exploring this and/or other wellbeing programmes.

The annual parent/carer survey demonstrated very-high levels of satisfaction with the school. 98% of parents/carers agreed or strongly agreed that the school aims to develop deep knowledge and understanding about Catholic tradition. Close to 94% of parents/carers believed students are challenged to maximise their learning. Over 85% of parents agreed or strongly agreed that individual progress about students is well provided while 98% of parents/carers believed community events and activities were communicated well. 92% of responders also believed that Magdalene prepares children well for life beyond school. Parents/carers also indicated (>92%) that they felt supported and that their children were encouraged fully in their learning across curricular and extracurricular domains. Feedback and areas for recommendation were minimal, however, typically related to individual cases in which parents/carers were either concerned by a lack of consistency relating to their child and/or how they have may have been dealt with in a particular instance.

Staff surveys also showed a high level of satisfaction with the management of the school and the future directions of Magdalene – including the move to become a College (from 2019). Building and facility additions and developments were welcomed and there was general excitement about future developments. Survey comments were highly favourable and most staff leaving the school at the end of 2018 expressed regret leaving the school citing a strong sense of community.



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