



Delany College

2024 Annual School Report



Delany College
PO Box 814
Granville 2142
0286338000
Delany@parra.catholic.edu.au
www.delanygranville.catholic.edu.au

Introduction

About the Annual School Report

Delany College is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years priorities.

This Report is a legislative requirement under the Schools Assistance Act 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and news can be viewed or obtained from the school.

Key Messages

From the Principal Shauna Nash

I am pleased to present the Annual School Report for Delany College. It was a year of growth in learning, celebration of culture and representation in sports. We are committed to providing a quality Catholic education and through our pastoral program we saw gains in student engagement in all aspects of college life. Our student leaders were active in developing portfolio's to further enhance school culture and pride in all aspects of the college life. Staff engaged in both spiritual and learning opportunities to further develop their skills and to model the pursuit of lifelong learning. Our College Motto of Love, Hope, and Serve underpins everything we do and through these values engender our students with Pride, Passion and Persistence. As a College we pride ourselves on providing a place that offers hospitality, welcome, and inclusion to all members of our school community typified by our strong parent and parish partnerships which we highly value.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

From the Parents/Carers

The College highly values parent partnership and continuously strives to foster positive relationships knowing that together we are stronger, and acknowledge that we are more likely to succeed in educating the young people we serve, if we collaborate about the work. During 2024 our parents were provided opportunities through instruments such as the Tell Them From Me Survey to provide constructive feedback on the work of the college. This feedback was warmly welcomed as it continues to inform our work moving forward as we strive for continuous improvement. Parents reported feeling welcomed at the college and to participate in various aspects of College life. We saw improvement across all domains of the survey, which is testament to the open lines of communication we share with our community.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of college. The results will be used to look at further improvements at the college.

From the Students

Throughout 2024, the College continued to build on the success of 2023 by providing increased opportunities for student voice with regard to improving learning, and the opportunities offered by the College. The results showed that students from all age groups were satisfied with their learning outcomes. Students were encouraged to involve themselves in all aspects of college life: sporting events, cultural activities, and social functions. Students were also given the opportunity to provide feedback on what could be offered in the future to allow students greater ownership of what happens at the college to improve student learning outcomes and their holistic development.

Students at the college were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

School Context

History of the college

Delany College is a Catholic, co-educational, secondary school that was established in 1997. It was borne from Patrician Brothers Granville which was opened on this site in 1942 as a Catholic boys school by the Patrician Brothers. The College has a rich local history that reflects the many changing influences of the area since 1942. It has strong Catholic traditions that began in 1880 when the first Catholic church was opened in Grimwood Street, Granville. In 1885 the Sisters of St Joseph opened Holy Trinity Primary School, which is still operational today.

Location / Drawing Area

Delany College is located on Grimwood Street, Granville, and draws students from: Holy Trinity Primary School Granville, Holy Family Primary School Granville East, St Patrick's Primary School Guildford, St Margaret Mary's Primary School Merrylands, St Oliver's Primary School Harris Park, local state primary schools. The College is an easy walk from Granville and Merrylands train stations and is serviced by many local buses.

Workforce Composition

Staffing Profile

Staffing Profile	
Total Number of Staff	52
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	32
Number of part time teaching staff	4
Number of non-teaching staff	16

Total number of teaching staff by NESA accreditation level

Teachers at the college are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

Teacher status at Delany College can be sourced directly from the college.

Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The college takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the college this year has included:

- Staff collaborated to develop a deep understanding of the Language across the disciplines framework.
- Opportunities were provided for staff to gain a deeper understanding of adjustments that can be made to assist student learning.
- Staff set data driven goals to improve student performance.

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at college. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

Social Justice

All students at the college are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the college engaged in the following initiatives and activities:

- Senior students participate alongside teaching staff in the Vinnies Van, serving food and distributing essential items to the homeless.
- Students collaborated to plan our Multi Cultural Day to raise funds to build schools in Papua New Guinea.
- Students and staff Supported the Caritas Appeal.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

School, Home and Parish Partnerships

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

Religious Education

At the heart of our college is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent

with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

Professional Learning of Staff in Religious Education

Professional Learning in Religious Education offered to staff this year included:

- Staff were engaged in the Head, Heart and Hand paradigm to ready them for full engagement with the new RE curriculum.
- Staff were engaged in unpacking scripture to deepen their understanding and build their capacity to engage their students.
- Ongoing opportunities to explore personal spirituality through prayer.

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing
- Strong: The student's result meets challenging but reasonable expectations at the time of testing
- Developing: The student's result indicates that they are working towards expectations at the time of testing
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

NAPLAN Results Year 7 2024

Year 7	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	62%	67%
Writing	61%	65%
Spelling	63%	72%
Grammar and Punctuation	44%	61%
Numeracy	38%	67%

NAPLAN Results Year 9 2024

Year 9	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	41%	63%
Writing	52%	61%
Spelling	56%	72%
Grammar and Punctuation	39%	55%
Numeracy	50%	63%

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education.

In 2024:

- The number of students issued with a RoSA in Year 10 was 10.
- The number of students issued with a RoSA in Year 11 was 3.

Higher School Certificate (HSC)

Percentage of students in performance bands 4, 5 and 6 (trend data) in select courses as compared to the state.

HSC Results						
HSC Subject	Percentage of students in top 3 bands					
	2024		2023		2022	
	School	State	School	State	School	State
English Standard	50%	67%	31%	59%	14%	56%
English Advanced	86%	96%	83%	95%	79%	94%
Studies of Religion 1	57%	80%	47%	84%	64%	79%

Total number of Year 12 students engaged in either a VET or NESA endorsed courses: 43.

NESA endorsed courses and or VET courses undertaken by Year 12 students include: Numeracy, Sport Lifestyle and Recreation, Studies in Catholic Thought Life Skills, Studies in Catholic Thought, Visual Design.

School HSC Highlighted Performances

Percentage of students in performance bands 4, 5 and 6 (trend data) in highlighted courses as compared to the state.

HSC Results		
HSC Subject	Percentage of students in top 3 bands	
	2024	
	School	State
Studies of Religion II	100%	81%
Visual Arts	100%	94%

HSC Results Comment

Students achieved commendable results in 2024. Strong performances in Studies of Religion II, Visual Arts, Human Services, Science Extension with increased numbers of students achieving in the Top Three Bands in the state was a highlight.

Student Profile

Enrolment Policy

Delany College follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

Student enrolments

Student enrolments 2024	
Number of Boys	Number of Girls
214	147
Total Enrolments: 361	

Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
7	89%	10	78%
8	86%	11	79%
9	84%	12	88%
College Average: 84%			

Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school principal or their delegate may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on

written request from parents and carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

Student retention rates

The retention rate of students for Year 10 to Year 12 was 85%.

Post School Destination

Each year the college collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Post School Destination	
University	55%
Technical and Further Education (TAFE)	10%
Workforce	20%
Other/Unknown	15%

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

Student Body Characteristics	
Language background other than English (LBOTE)	263
Students with disabilities (SWD)	126
Aboriginal and Torres Strait Islander	4

Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. Delany College is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Developed a set of guiding principles to enhance student engagement in learning.
- Focussed event for Ruok Day to promote youth mental health awareness.
- Purchased additional sporting equipment to expand choice of activities available at recess and lunch, to increase student connection.

Delany College bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the college.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

Actions promoting respect and responsibility

Delany College actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Staff, students and families shared their culture and traditions with the college community through our Multicultural Day events.
- Further development of the student portfolios to further increase student involvement in the direction of the college.
- Student participation in the Youth Cumberland Champions Awards.

Community Satisfaction

During 2024, CSPD and our college utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- Parents feels the school is focussed on improved learning outcomes for all.
- Parents feel the school encourages and recognises positives behaviours.
- Parents feel the college welcomes their participation in college life.

Areas of strength from the student feedback include:

- Students believe they receive quality instruction.
- Students report the faith life of the college is strong.
- Students feel they are challenged to improve in their learning.

Areas of strength from the staff feedback include:

- Staff report feeling respected at work.
- Staff report a positive team culture to get the work done.
- Staff feel that there has been positive change in response to previous survey results.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	Building capacity of staff to meet the needs of our EALD students through professional learning by continuing to build staff capacity around the Languages Across the Disciplines Framework to improve student written responses.	Still Working Towards.
Priority 2	Enhance student connection and sense of belonging to improve learning outcomes.	Still Working Towards.

Projected School Priorities		
Priority 1	Continue to build staff capacity to improving the written response of students through deepening their understanding of the Languages Across the Disciplines Framework.	
Priority 2	Continue to develop student connectedness and sense of belonging to improve overall attendance and therefore improve student learning outcomes.	

Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants ¹	\$5,836,945
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,555,494
Fees and Private Income ⁴	\$1,258,265
Other Capital Income ⁵	\$118,812
Total Income	\$8,769,516

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$1,614,359
Salaries and Related Expenses ⁷	\$6,805,165
Non-Salary Expenses ⁸	\$2,301,117
Total Expenditure	\$10,720,641

¹ Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

² Capital relates to Government Capital Grants received for construction of school assets

³ State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

⁴ Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

⁵ Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

⁶ Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

⁷ Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

⁸ Non-Salary refers to all other Non-Salary Recurrent Expenses