



Nagle College

2024 Annual School Report



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Catholic Schools
Parramatta Diocese

Introduction

About the Annual School Report

Nagle 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 Mrs Delma Horan

I am proud to present to you the 2024 Annual School Report for Nagle College, Blacktown. The college's mission is to continue the evangelising work of the Presentation Sisters, encouraging each student to contribute positively to the transformation of society. In 2024 Nagle College celebrated 59 years of Catholic education in the Presentation tradition. 'In Deed not Word' is the Nagle College motto. In 2024, the college continued to live out this motto in every aspect of its daily work with families, students and staff. From participating in public speaking and debating competitions to social justice work with Caritas Australia and St Vincent de Paul, our girls embodied the essence of 'In Deed not Word'. In 2024, staff continued to focus on improving the learning outcomes of each student in literacy and numeracy by providing effective feedback and developing strategies for raising expectations for each student. Staff professional learning focused on strategies to improve student learning outcomes and positive student management strategies. Staff also engaged in opportunities for their ongoing formation as Catholic educators.

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

Parents and carers are acknowledged as the first educators of their daughters. Nagle College adopts a team approach, focused on the well-being and learning of each student. Communication has been the key to the successful relationship between families and the school. Parents are invited to attend all events at the College. These events included the Swimming Carnival, the Athletics Carnival, College Award Ceremonies, Masses, Parent/Student/Teacher Conferences and Graduation and Presentation Day celebrations. In addition, Information Evenings were held to assist with the transition to high school, to engage families in the process of selecting elective subjects for Stage 5 and in creating an appropriate pattern of senior study for Stage 6. Our learning management system, CANVAS, provides parents and carers with information about their daughter's progress in learning. Our parent communication portal, COMPASS, provides further opportunities for staff to engage with parents and for staff to affirm students. In 2024, parents also participated in the Enhancing Catholic School Identity Survey and the Tell Them From Me Survey, providing valued feedback and affirming the work of the school.

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

The students of Nagle College actively live out their motto, 'In Deed not Word'. Student leadership at every level of the college is based on servant leadership as modelled by Jesus

Christ. The Student Representative Council (SRC) in 2024 gave students significant leadership responsibilities. Student Leadership was encouraged through the Year 10 Peer Support program and the Big Sister Little Sister program which provided every Year 12 student with the opportunity to mentor a Year 7 student. Student voice is highly valued, and students are given opportunities to meet with senior leaders and teachers to provide feedback and to share their ideas about how to enhance their schooling experience. In 2024 student initiatives continued our focus on raising awareness and funds for several charities, especially Project Compassion and the Presentation Sisters' mission in Papua New Guinea. Students felt well supported by teachers at all out-of-school hours events such as debating and public speaking, dance competitions and drama and music workshops.

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

In 1963, a group of Year 9 students were educated at St Patrick's College Blacktown, while awaiting permission from the Bishop to start a school on the present Nagle College site. When permission was granted in 1965, the students moved to the Reservoir Road site and formed the first class of Nagle Girls High School under the careful watch of Sister Alphonsus Thearle. The first lay principal was employed in 1994 and by 1998, the school was restructured to become a Years 7 to 12 girls school. An extensive building and learning program was undertaken and the name of the school was changed to Nagle College. In 2006, a new school song was co-written by the students to acknowledge and celebrate the work of Nano Nagle and the Presentation Sisters. In 2008, the opening of Presentation Hall took place, presided over by Bishop Kevin Manning. We were reminded of the multicultural gift of the college and of its place in the greater Catholic educational story. In 2013, the College commissioned a statue of Nano Nagle which now has pride of place within our fully landscaped gardens in front of the Presentation Hall. In 2015, the College celebrated 50 years of Catholic education for girls in the Presentation tradition. In 2016, the Ballygriffin building was refurbished, providing contemporary learning spaces. In 2017, the library refurbishment plans were developed. In 2018, the library refurbishment was completed. Dedicated performing arts accommodation was established. The demolition of the Coraki building took place and the commencement of the building of a replacement two-storey building commenced. This building would provide state-of-the-art accommodation for contemporary learning. In 2019, the new Coraki building was completed. In 2020, the college landscaping was completed. In 2021, the college focussed on the ongoing development of engaging learning environments. In 2022, the college embedded the learning and student management systems.

Location / Drawing Area

Nagle College is the only Catholic girls school in the Blacktown area. Set in quiet, leafy grounds, the college shares its site with St Michael's Church and Primary School and the Early Learning Centre. Nagle College is a modern, well-equipped college with a reputation for excellence throughout the wider community. The College offers a broad curriculum, a pastoral focus and a strong community emphasis. At Nagle College, students are encouraged to pursue personal excellence. The College works with the students to develop their talents and gifts. Our students, for the most part, are drawn from the parishes of Blacktown, Lalor Park, Marayong and Seven Hills from families who are looking for single-sex education in a Catholic setting for their daughters.

Workforce Composition

Staffing Profile

Staffing Profile	
Total Number of Staff	79
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	47
Number of part time teaching staff	12
Number of non-teaching staff	20

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 Nagle 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:

- Leading Excellence in Mathematics - Improving learning outcomes through use of high yield teaching and learning strategies in Mathematics.
- Explicit teaching of grammatical structures that support students to express complex ideas in writing.
- Mental Health First Aid course which equips adults to provide initial support to a young person who may be experiencing a mental health concern.

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:

- Students engaged in Caritas Australia's Project Compassion initiative.
- Students engaged in making sandwiches for St Vincent de Paul and in the St Vincent de Paul Night Patrol service.
- Students participated in fundraising activities to support the work of the Presentation Sisters' mission in Papua New Guinea.

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 Faith Formation Day with a focus on Hope, Transcendence and the The Common Good.
- Staff attended workshops exploring the results of the Enhancing Catholic School Identity Survey.
- Religious Education Staff workshopped aspects of new Religious Education Curriculum to develop quality programs and engaging learning activities.

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	80%	67%
Writing	79%	65%
Spelling	85%	72%
Grammar and Punctuation	67%	61%
Numeracy	66%	67%

NAPLAN Results Year 9 2024

Year 9	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	76%	63%
Writing	67%	61%
Spelling	81%	72%
Grammar and Punctuation	62%	55%
Numeracy	62%	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 0.
- The number of students issued with a RoSA in Year 11 was 0.

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	74%	67%	54%	59%	67%	56%
English Advanced	100%	96%	93%	95%	91%	94%
Studies of Religion 1	67%	80%	88%	84%	69%	79%

Total number of Year 12 students engaged in either a VET or NESA endorsed courses: 24.

NESA endorsed courses and or VET courses undertaken by Year 12 students include: Exploring Early Childhood, Studies in Catholic Thought.

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%
Society and Culture	100%	78%

HSC Results Comment

Students at the College achieved good results in 2024. Strong performances were evident in all courses with results reflecting the ongoing commitment of the students. A number of students achieved Band 5 and 6 results and received an Australian Tertiary Admission

Rank (ATAR) above 90. Most students made strong growth between Year 10 and Year 12.

Student Profile

Enrolment Policy

Nagle 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
0	587
Total Enrolments: 587	

Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
7	90%	10	86%
8	90%	11	90%
9	89%	12	91%
College Average: 89%			

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 93%.

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	86%
Technical and Further Education (TAFE)	7%
Workforce	4%
Other/Unknown	3%

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)	443
Students with disabilities (SWD)	140
Aboriginal and Torres Strait Islander	9

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. Nagle 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:

- Years 10, 11 and 12 engaged in the Big Sister Experience with a focus on human connections, body image, supporting self-esteem and resilience.
- Regular celebration of student achievement and growth through social media and assemblies.
- Harmony Day concerts with student group performances to celebrate cultural diversity.

Nagle 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

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

- Student Wellbeing Programmes promoted responsible and respectful online communication.
- Years 10 and 11 took part in 'When Love Hurts', a programme that focussed on developing respectful relationships.

- Years 10, 11 and 12 engaged in the Enhanced Learning programme where they focused on working with others and taking responsibility for their learning.

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/ carers value the commitment of teachers to student learning and wellbeing.
- Communication with parents is regular, timely and clear and parents are well informed about school activities.
- Parents and carers value the college and work with the staff to promote excellence in learning and to ensure the wellbeing of their children.

Areas of strength from the student feedback include:

- Students feel challenged in their English, Mathematics and Science classes and feel confident of their skills in these subjects.
- School staff emphasise academic skills and hold high expectations for all students to succeed.
- Students have friends at school they can trust and who encourage them to make positive choices.

Areas of strength from the staff feedback include:

- Teachers are committed to the successful learning and wellbeing outcomes for all students.
- Staff cooperate and work together as a team.
- Staff value the collegiality and friendship of their peers.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	To improve writing skills, in particular punctuation and sentence structure, through the use of high yield, explicit learning strategies.	Still Working Towards.
Priority 2	In 2024, for students, staff and parents to grow in their understanding of the gospel call to radical kindness and compassion, purposefully engaging with Faith in Action initiatives, demonstrated through TTFM surveys.	Achieved.

Projected School Priorities		
Priority 1	To improve writing skills to enable students to express complex ideas in complex sentences, paragraphs and text types.	
Priority 2	To improve students' understanding of the 'head, heart, hands' paradigm which underpins the Catholic approach to living life to the full.	

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	\$9,205,164
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,458,682
Fees and Private Income ⁴	\$2,620,671
Other Capital Income ⁵	\$339,522
Total Income	\$14,624,039

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$153,817
Salaries and Related Expenses ⁷	\$11,265,612
Non-Salary Expenses ⁸	\$4,049,762
Total Expenditure	\$15,469,191

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