Regina Coeli Catholic Primary School, Beverly Hills

Annual School Report to the Community

2015

School Contact Details

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9150 4313

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Principal

Mr Chris Egan
Regina Coeli Catholic Primary School is registered by the Board of Studies NSW, and managed by the Catholic Education Office Sydney (CEO), the ‘approved authority’ for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The Annual School Report to the Community provides parents and the wider 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 about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School’s Annual Improvement Plan.

The Report demonstrates accountability to regulatory bodies, the School community and the Catholic Education Office Sydney. This Report has been approved by the Catholic Education Office Sydney in consultation with the Regional Consultant who monitors that the School has appropriate processes in place to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to School newsletters and other regular communications. Further information about the School may be obtained by contacting the School or by visiting the School’s website.
Section One: Message from Key Groups in our Community

Principal's Message

Regina Coeli is a faith community of students, staff, parents and parish founded on Jesus Christ, His life, teachings and values. The school is committed to the development of each child spiritually, intellectually, emotionally, physically and socially.

Our school was richly blessed in 2015, and I am delighted with the many achievements and highlights outlined in this report. Our students have made great gains in all areas of their learning and have genuinely lived out the Regina Coeli School motto ‘Faith and Love’.

The school continues to provide relevant, challenging and engaging curriculum, supported by quality teaching and learning. The school provides a range of programs and extra-curricular activities to assist students to reach their full potential. The school also strives to provide opportunities for students to engage in contemporary and authentic learning experiences. Teachers design programs that allow students to work collaboratively, creatively and engage in critical and diverse thinking.

I am pleased to present the Annual Report to the School Community.

Parish Priest's Message

Dear Parents,

As another year comes to a close I thank God for the professionalism, hard work and dedication of all associated with Regina Coeli School.

The School has attempted to give voice to the mission and vision of the Gospel through regular classroom and assembly prayer, Masses, Social Justice initiatives such as Mini Vinnies and through affirming personal achievements and kind deeds. The School has also collaborated and supported in the delivery of the Parish Sacramental program.

Regina Coeli School students have achieved a high level of success in their other academic subjects as identified through the National Assessment Program in Literacy and Numeracy (NAPLAN) and I commend them for this good result.

As we enter the Jubilee Year of Mercy, I hope and pray that our community may strive to always be a place of welcome, respect and support.
Fr Paul A Smithers, B. Theol, M.T.S.

Administrator

Parent Body Message

It has been a very successful year for the Parents and Friends (P & F) of Regina Coeli Catholic Primary School. The P & F, along with the Grade Parents and a new Committee created to organise the Spring Fair held in October 2015, have been involved in organising many successful events:

The fund raisers for this year included:

- the Mother's Day and Father's Day Stalls
- the Movie and Disco Nights, which were two separate events introduced this year.

These events were enjoyed by the children.

This year the P & F created a Spring Fair Committee to enable any parents or carers from our school and parish to be part of organising our major fund raiser. This turned out to be a very successful evening enjoyed by parents, children and staff. It was very helpful having such a passionate and dedicated committee to assist in making this such a great Spring Fair.

This year has been a year of wonderful events and community building activities. The P & F looks forward to working with the school and other P & F committee members in helping to make 2016 just as rewarding.

Student Body Message

This year the Student Representative Council and the newly created Regina Coeli Mini Vinnies group have been involved in a variety of leadership and outreach activities, bringing to life the school's motto 'Faith and Love'. This included organising activities to support the work of the St Vincent de Paul Society in our local community, particularly in terms of providing food and clothing for members of the community who are less well-off. Highlights for the students this year included: The ANZAC and Remembrance Day services, Walk Safely to School Day, Socktober, Project Compassion, and the 'Bake and Share' Christmas biscuit baking appeal. The senior students also enjoyed leading the school during the weekly Friday Awards Assembly and Talent Quest show.
Regina Coeli Catholic Primary School is a Catholic systemic Co-educational School located in Beverly Hills.

Regina Coeli Catholic Primary School is located in the Beverly Hills Parish and forms part of the Eastern Region of the Archdiocese of Sydney. The school was founded in 1947 by the Sisters of St Joseph and has grown into a two-stream Catholic school from Kindergarten to Year 6. Enrolments over the past few years have remained strong with enrolments increasing from four hundred and twelve in 2010 to our current enrolment of four hundred and sixty-five.

The school has a strong leadership team within the school which drives curriculum and builds teacher capacity in the classroom. There is a culture of collegiality between teachers to both challenge and support each other in ensuring the delivery of a quality curriculum to students, particularly in the areas of literacy and numeracy.

The school has undergone extensive refurbishment, renovation and extensions over its history, beginning with the shared building for both Church and school in the 1940s. This building is now the refurbished Parish Hall which was part of the Australian Government Project of 2010. The rest of the site has gradually been extended with major renovations taking place in the 1990s which allowed all school buildings to be housed on the one site between Ponyarra Road and Tarrilli Street.

Regina Coeli is a feeder school for Marist College Kogarah, St Ursula's College Kingsgrove and St Mary's Cathedral College. In 2014 Marist College Penshurst became the first co-educational high school in the immediate region and accepted some applications from Regina Coeli students in line with the Catholic Education Office (CEO) Pathways Policy.

A genuine sense of welcome and hospitality exists within the school, and the school values the relationship between parents, teachers and parish. There is a high level of parent participation at Regina Coeli School, and a strong sense of community and mutual respect. The parent community is active, articulate and involved in all aspects of school life.

The school places high priority on the quality of the relationships between teachers and students. Students are provided with opportunities to contribute to the educational direction of the school and provide teachers with feedback on their learning and personal achievement. The school also strives to provide students with a broad educational experience, and participates in a range of inter-school academic, cultural and sporting competitions.

The school has strong demonstrative links with the Parish with the clergy being very active in the Annual School Report to the Community 2015.
social and spiritual life of the school. The Priests are frequent visitors to the school and are present at many of the staff and student events within the school.
Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>273</td>
<td>189</td>
<td>426</td>
<td>462</td>
</tr>
</tbody>
</table>

* Language Background Other than English

Enrolment Policy

The Archdiocese of Sydney has established an *Enrolment Policy for Systemic Catholic Schools*. The Catholic Education Office Sydney monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Archdiocesan tuition fee, the parish school levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

Information about enrolling in a systemic school in the Archdiocese of Sydney may be accessed at the Catholic Education Office website.

Student Attendance Rates

The average student attendance rate for 2015 was 95.32%. Attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
</tr>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>Year 2</td>
</tr>
<tr>
<td>Year 3</td>
</tr>
<tr>
<td>Year 4</td>
</tr>
<tr>
<td>Year 5</td>
</tr>
<tr>
<td>Year 6</td>
</tr>
</tbody>
</table>
Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is 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.

School staff, under the Principal’s leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students’ sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Executive Director of Catholic Schools or designated Catholic Education Office Sydney officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance
The following information describes the staffing profile for 2015:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>17</td>
<td>45</td>
</tr>
</tbody>
</table>

* This number includes 15 full-time teachers and 13 part-time teachers.

Percentage of staff who are Indigenous | 0%

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Education Office Sydney. The School takes responsibility for planning, implementing, evaluating and tracking of its staff 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.

The School held the equivalent of five staff developments days this year with areas of focus as follows:

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Planning and Preparation for the 2015 academic school year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>Quality Literacy Teaching - exploring the effective teaching of reading in Kindergarten to Year 6</td>
</tr>
<tr>
<td>Term 3</td>
<td>Staff Overnight Retreat 'Exploring the Spirituality of the Sister's of St Joseph'</td>
</tr>
<tr>
<td>Term 4</td>
<td>Planning and Preparation for the 2016 academic school year</td>
</tr>
</tbody>
</table>

In 2015 the professional learning for staff focused on preparing for the implementation of the new Australian Curriculum in History and Geography in 2016, along with involvement in the Eastern Region Quality Literacy Teaching (QLT) initiative. The staff also attended an overnight retreat at the Josephite Retreat Centre at Kincumber exploring the charism of the school.

Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the Board of Studies:
<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>29</td>
</tr>
<tr>
<td>2 Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
</tbody>
</table>
Catholic Schools have a unique role in the evangelising and educating mission of the Church. The Archbishop’s Charter for Catholic Schools sets out the purpose and mission of Catholic schools in the Archdiocese of Sydney. In responding to the Charter, the School engages in processes to reflect on and revitalise its mission and strengthen the religious life of members of the School community.

The School follows the Archdiocesan Religious Education (RE) Curriculum and uses the student textbooks To Know, Worship and Love, as authorised by the Archbishop of Sydney.

The school engages in a number of initiatives to support the faith development of students, staff and parents. The following initiatives formed part of the school’s Religious Education program for 2015:

- Regular grade and whole school Masses and Reconciliation.
- Staff inserviced on various aspects of Catholic spirituality and Religious Education curriculum.
- The community was provided with many opportunities to attend Eucharistic and non-Eucharistic prayer celebrations. Highlights in 2015 included the opening school Mass to welcome new kindergarten parents and students, Grandparents’ Day Mass and prayer celebrations to reflect on the significance of Holy Week and Advent.
- Establishment of a student Mini Vinnies group.
- Staff preparing sandwiches for the St Vincent de Paul Night patrol van.

The school places a high importance on the religious knowledge of the children which is exemplified by the outstanding results in the Sydney Archdiocesan Religious Education Test. The current year results saw the school awarded ten High Distinctions, nineteen Distinctions and twenty-seven Credit certificates. The overall school average of 40.6 exceeded the average of the Archdiocese, which was 38.5.

Prayer is given great priority within the school, with a dedicated time to pray each day both as a class and as a whole community. Children are encouraged to take an active role in prayer and often will lead the daily prayer assembly under the direction of the teacher. The students are also exposed to the different forms of prayer on a regular basis to ensure there is a balance between formal and informal prayer in their lives.

There are strong links with the parish with senior members of the parish taking part in the Learning Assistance Program (LAP). This program provides academic and emotional support to various students within the school and is a highly effective and very much valued program within the school community.
The clergy of the parish are very active members in the school community. The Parish Priest and Assistant Priest are regular visitors to the school and are keen to become involved in the delivery of the Religious Education Curriculum. While sacramental programs are parish-based, the clergy maintains a strong presence with the children in the school in the lead up to the sacrament and visit the classrooms to support the teachers in their instructional role.

Students in Years 6 and 8 in Catholic schools in the Archdiocese of Sydney undertake the Archdiocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

<table>
<thead>
<tr>
<th>Our School's average result (as a mark out of 50)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 6</td>
</tr>
</tbody>
</table>

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the Religious Education and Evangelisation site on the Catholic Education Office Sydney website.
The school provides an educational program based on, and taught in accordance with the Board of Studies syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Education Office Sydney. The curriculum and the teaching and learning processes are informed by the document How Effective is our Catholic School? Indicators of Effectiveness for Catholic Schools in particular: Key Area 2 (Students and their Learning) and Key Area 3 (Pedagogy). Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The early identification of students at risk is a key feature in the delivery of curriculum at Regina Coeli. The school takes proactive steps both in the training of teachers and in the allocation of resources, to ensure the early identification of students who are struggling in their learning. A significant percentage of the budget is allocated to Kindergarten to Year 2, to both identify these students and more importantly, provide learning support to assist them.

The Reading Recovery Program is available to Year 1 students who have not reached targeted exit reading levels in Kindergarten. The program, supported by the Catholic Education Office, has had considerable success at the school with the vast majority of students exiting the program at significantly higher reading levels. Building teacher capacity in the teaching of reading, writing and oral language development was a major professional learning focus in 2015. The school participated in the Quality Literacy Teaching (QLT) initiative, leading to an improvement in teacher capacity across all grades. Throughout the year, teachers refined their skills in undertaking and analysing Running Records, and responding to this data in explicit teaching during guided reading sessions.

The use of information technology to support the curriculum remains a significant feature of the school. More than eight percent of the students bring their own device to school to assist in their learning, with the remainder of the students utilising the devices provided by the school. Staff are regularly inserviced on how to incorporate technology into their teaching and learning activities to ensure the technology is being used as a tool and not an end in itself. An Information Technology Support Teacher joined the leadership team in 2015 to work with teachers and give this area higher priority at a leadership level.

The implementation of the Australian Curriculum is a key part of the teaching and learning process at present. During the 2015 school year the new Mathematics syllabus was implemented. Teachers also commenced planning for the full implementation of the new History and Geography syllabus documents in 2016.
The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>80.95%</td>
<td>50.98%</td>
</tr>
<tr>
<td>Reading</td>
<td>73.02%</td>
<td>47.16%</td>
</tr>
<tr>
<td>Writing</td>
<td>76.19%</td>
<td>46.66%</td>
</tr>
<tr>
<td>Spelling</td>
<td>71.43%</td>
<td>40.06%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>61.90%</td>
<td>31.79%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>43.08%</td>
<td>36.86%</td>
</tr>
<tr>
<td>Reading</td>
<td>49.23%</td>
<td>34.01%</td>
</tr>
<tr>
<td>Writing</td>
<td>36.92%</td>
<td>19.47%</td>
</tr>
<tr>
<td>Spelling</td>
<td>58.46%</td>
<td>33.27%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>41.54%</td>
<td>28.00%</td>
</tr>
</tbody>
</table>
Section Eight: Pastoral Care and Wellbeing

Student Welfare Policy

The Regina Coeli Pastoral Care Policy is founded on the importance of developing high quality relationships which support the growth of the child and which are underpinned by the principles of restorative justice. The school nurtures a strong and positive home/school relationship and encourages the students to develop self-discipline and a sense of personal responsibility and care for others in the community.

The policy was last modified in 2015 to include the newly established 'School Wide Positive Behaviours for Learning' (SWPBL) Program.

The full text of the School’s Pastoral Care Policy may be accessed on the School’s website or at the administration office.

Discipline Policy

Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School.

The school’s Behaviour Management Policy is based on the Archdiocesan Pastoral Care document: Pastoral Care Guidelines for Catholic Schools. The policy is based on procedural fairness, restorative justice and ensures that school practices respect the dignity, rights and freedoms of all students. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters.

There were no changes made to this policy in 2015.

The full text of the School’s Student Discipline Policy may be accessed on the School’s website or at the administration office.

Anti-Bullying Policy

The Archdiocese of Sydney has established an Anti-Bullying Policy which is implemented by our school and all systemic schools in the Archdiocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Education Office (CEO) monitors the implementation of this policy. The policy was approved in December 2013 and no changes were made to the policy this year.
The full text of the *Anti-Bullying Policy* may be accessed on the School’s website, the administration office or at the CEO website at this [link](#).

**Complaints and Grievances Resolution Policy**

The Archdiocese of Sydney has established a *Resolution of Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy. The policy was approved in September 2012 and no changes were made to the policy this year.

The full text of the *Resolution of Complaints Policy* may be accessed on the School’s website, the administration office or at the CEO website at this [link](#).

**Initiatives Promoting Respect and Responsibility**

Regina Coeli School takes every opportunity to promote respect and responsibility within the school community. The implementation of the 'School Wide Positive Behaviours for Learning' program this year promotes respect as an important value within the school. The school encourages students to respect learning, respect others and respect themselves. This program has helped develop a more safe, respectful and responsible environment for all learners.

Our social justice outreach initiatives and responses are embedded within our mission and vision, and are developed in our Religious Education programs, encouraging our students to respond justly to the needs of all, and to make a difference in our world where all feel safe and valued. This has been evident in our commitment to Caritas Australia, Catholic Mission, Charitable Works Fund and St Vincent de Paul. The school’s Kinder Buddies and Seasons for Growth programs, Mini Vinnies, and School Representative Council, allow students to learn about and demonstrate the values of respect and responsibility.
The School implements the Catholic Education Office Sydney School Review and Improvement (SRI) Framework which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School’s Strategic Improvement Plan and informed by the document How Effective is our Catholic School? Indicators of Effectiveness for Catholic Schools. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the school administrative office.

Key Improvements Achieved in 2015

The following key improvements were achieved in 2015:

- Improved student achievement in reading through the consistent explicit teaching of phonics and reading strategies. This was evident in all students in Year 3 and 5 achieving the highest NAPLAN results in many years.
- Successful implementation of the new NSW Board of Studies Mathematics syllabus.
- Preparation for the implementation of the NSW Board of Studies syllabus documents for History and Geography in 2016, with scope and sequences developed for both of these curriculum areas.
- Development of a faith formation plan for staff and students and enriched opportunities for the school to give witness to its motto and mission through the establishment of a local chapter of Mini Vinnies.

Priority Key Improvements for 2016

The following key improvements will be addressed in 2016:

- Improve student achievement in ‘writing’ through the development and introduction of a rubrics for assessing student writing and provision of further professional learning on the teaching of this area in the new English curriculum.
- Successfully implement the new NSW Board of Studies History and Geography syllabus.
- Improve student achievement in Stage 2 and 3 Mathematics, particularly in terms of student understanding of mathematical language and using a variety of problem solving strategies.
Section Ten: Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

During 2015 a number of processes were used by the school that provided the opportunity to consult with parents regarding their levels of satisfaction, perspectives and suggestions to enhance and improve the school. Comments indicated a consistently high level of satisfaction and appreciation of the school’s educational programs and initiatives. Parents applying for enrolment of their child continually reinforced the high degree of satisfaction in the school; how it is highly regarded and has an excellent reputation in the local area for the provision of a high quality educational program, and for the level of care displayed for each student. Throughout 2015, surveys were sent home to parents asking for feedback on a variety of matters including adjusting the school timetable. The opinions of parents were sought in Parent and Friends Meetings and in interviews with parents covering a range of aspects including school effectiveness. Parents expressed appreciation at being encouraged to participate in classroom activities, and at being invited to offer opinions in matters concerning school organisation.

Student Satisfaction

The students at Regina Coeli are delightful, happy members of our community. They bring vitality and life to every school day and demonstrate a wonderful level of school pride and spirit. The outstanding leadership of the school’s Student Representative Council is a sign of the pride students feel in their school. Our Year 6 students are surveyed as part of the yearly evaluation of the school. Positive responses from the students included: School feast days, the care for our environment and the newly formed Eco Rangers group, the Year 6 overnight excursion to Canberra, leadership opportunities, various student events including concerts, movie nights, the school disco, Book Week activities and various sporting events.

As the Cyclic Review Team in 2014 noted in the school’s report "The students at Regina Coeli present as polite, confident and articulate and demonstrate a genuine pride in their school, a love of learning and a very strong appreciation of the safe and happy school environment."

Teacher Satisfaction

The staff are very satisfied with the school as both a learning institution and a workplace. The staff feel that they are listened to, supported and respected within the community. The high retention rates of staff each year indicate the high level of teacher job satisfaction along with
feedback provided during regular teaching/learning meetings with the principal. The teachers are particularly excited and enthused by the school’s vision for learning in the Creative Arts domain, and the re-development of the school library into a flexible learning area for the school. The staff are very supportive of each other and there is a culture of genuine warmth and collegiality between each other. In 2015 the teachers provided feedback to the school through a variety of survey tools and meetings with the principal.
This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2015 year is detailed below:

<table>
<thead>
<tr>
<th>RECURRENT and CAPITAL INCOME</th>
<th>RECURRENT and CAPITAL EXPENDITURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants ¹</td>
<td>Capital Expenditure ⁶</td>
</tr>
<tr>
<td>$3,280,170</td>
<td>$1,952,673</td>
</tr>
<tr>
<td>Government Capital Grants ²</td>
<td>Salaries and Related Expenses ⁷</td>
</tr>
<tr>
<td>$0</td>
<td>$3,435,827</td>
</tr>
<tr>
<td>State Recurrent Grants ³</td>
<td>Non-Salary Expenses ⁸</td>
</tr>
<tr>
<td>$1,014,538</td>
<td>$848,947</td>
</tr>
<tr>
<td>Fees and Private Income ⁴</td>
<td>Total Expenditure</td>
</tr>
<tr>
<td>$1,098,412</td>
<td>$6,237,447</td>
</tr>
<tr>
<td>Other Capital Income ⁵</td>
<td></td>
</tr>
<tr>
<td>$96,789</td>
<td></td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td></td>
</tr>
<tr>
<td><strong>$5,489,909</strong></td>
<td></td>
</tr>
</tbody>
</table>

For the 2015 year the Regina Coeli Catholic Primary School received $30,734 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme.

**Notes**

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.