REGENT COLLEGE

ANNUAL REPORT 2025

A PLACE FOR CHILDHOOD LEARNING

COURAGE | HONESTY | RESPECT | RESPONSIBILITY | COMPASSION

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COLLEGE

OVERVIEW

02

Regent College is a co-educational, faith-based primary school that caters for students from Kindergarten to Year 6.

VISION

To have a reputation in the community as a school known for its academic excellence and use of innovative teaching practices, where belonging, well-being and growth prepare students for their ongoing, educational and faith journey.

MISSION

To provide a Christ-centred, inquiry-focused learning environment, in which childhood is to be enjoyed and celebrated, and where students develop a life-long love of learning.

CORE VALUES

- COURAGE
- HONESTY
- RESPECT
- COMPASSION
- RESPONSIBILITY

LEADERSHIP

PRINCIPAL'S REPORT

03

Dear Families,

Thank you for your contribution in making 2025 another wonderful year of learning at Regent College.

When we speak about childhood learning, we are referring to both the curriculum and the way learning is designed, as well as the environments in which that learning takes place.

In 2025, the College made a strategic move with the introduction of two new positions focused on strengthening both our adherence to the required curriculum and the way learning is delivered across the school, including the introduction of approaches such as Talk for Writing. These roles are our Deans of Teaching and Pedagogy.

In simple terms, these positions focus on what is being taught and how learning occurs. Mrs Courtney Stein commenced as Dean of Teaching and Pedagogy (Kindergarten to Year 2), and Dr Candice Attwood commenced in the same role with a focus on Years 3 to 6.

Both Deans have been given dedicated time to work alongside teachers, building strong and trusting relationships while supporting and guiding classroom practice. By the end of the 2025 school year, their work had already led to some encouraging gains in teaching practice across the College.

Deans of **Teaching & Pedagogy**

Dr. Candice Attwood
Dean for Years 3-6

Mrs. Courtney Stein
Dean for Kindy - Year 2

LEADERSHIP

PRINCIPAL'S REPORT

04

Another initiative introduced at the beginning of 2025 was the daily gathering of all students in Years 3 to 6 following the first bell each morning. This has proven to be a valuable time in the day, providing an opportunity to share key information, acknowledge upcoming events and connect with students pastorally, while also helping to set a calm and positive tone for the day ahead. The after-the-bell line-ups have also created a natural opportunity to pray together as a group, and for students to pray for and with one another. We are encouraged by the way this is helping prayer become a normal part of the day for students.

As we reflect on the year, we are thankful for the partnership we share with families in the life of the College. The growth we see in our students, both academically and in their character and faith, is the result of that shared commitment between home and school. We look forward to continuing this work in the years ahead, with a clear focus on strong teaching, meaningful relationships and a Christ-centred approach to learning. Thank you again for your ongoing support of Regent College.

Warm Regards,
Derek Nicholls

DEREK NICHOLLS

PRINCIPAL

Daily gathering of Years 3-6 after the morning bell

LEADERSHIP

BOARD CHAIR'S REPORT

05

Regent College's Vision Statement speaks of having a positive reputation in the community – being thought of and spoken about with respect and admiration. This echoes strongly the sentiment of 1 Peter 2:12 and Proverbs 3:3-4, which calls us to live lives of love and faithfulness, with the promise of good reputation and favour with God and with others, most importantly those outside the Church.

I am deeply thankful to God for His continued faithfulness, and encouraged that this Vision is already being outworked out across our College and the community at large.

As a Board, we are continually inspired by the many stories of God at work in and through the lives of our students, staff, and families. We are grateful for the strong leadership and commitment within Regent College to authentically living out Christian faith in a world that is constantly changing and, at times, uncertain.

Throughout 2025, the Board has continued exploring ways to steward the College's resources and legacy wisely. This has included ongoing consideration of opportunities to expand services, enhance facilities, and strengthen partnerships that support the future growth of the College.

Let love and faithfulness never leave you;
bind them around your neck,
write them on the tablet of your heart.
Then you will win favor and a good name
in the sight of God and man.

PROV 3:3-4

LEADERSHIP

BOARD CHAIR'S REPORT

06

This year also saw several changes to the Board. In March, we welcomed Andrew Hadfield and Shaeron Yapp, who bring valuable experience in pastoral care, leadership, and legal expertise. In June, we said thank you to Daniel Wilson and Michelle Cockrell as they concluded their service on the Board after many years of faithful contribution.

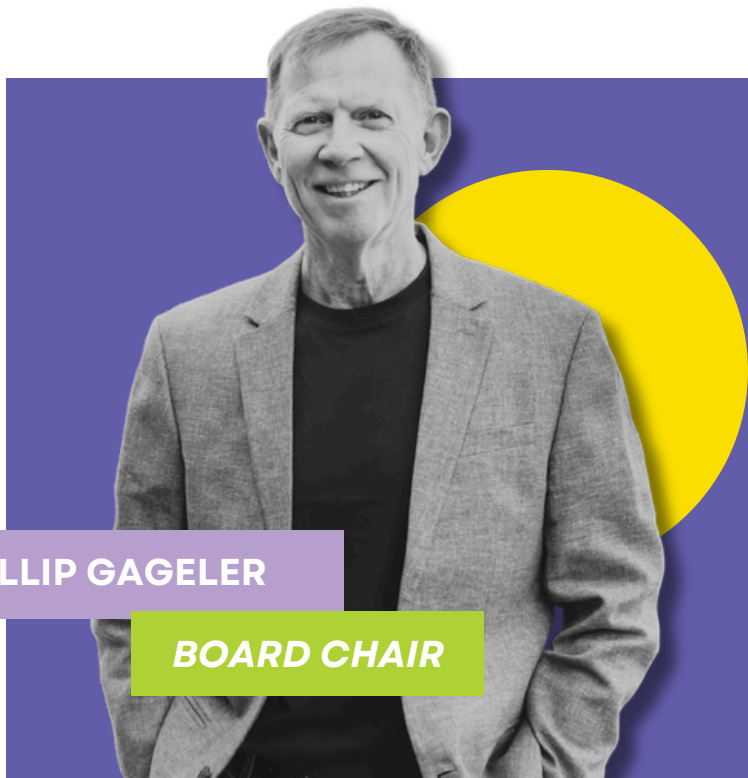
Later in the year, Penny Reeves joined the Board, bringing significant experience as a former Principal within Christian education. I extend my sincere gratitude to all Board members for the generosity of their time, wisdom, and commitment to the governance of the College.

We also remain deeply thankful for Principal Derek Nicholls and his leadership team, as well as our many teachers and support staff. Their professionalism, dedication to students, and unwavering commitment to the College's values are greatly appreciated by the Board.

To our students, parents and families, thank you for your trust, support, and partnership in the life of the College.

On behalf of the Regent College Board, thank you for the privilege of serving such a vibrant, faithful, and growing community.

Phillip Gageler
Chairperson
Regent College Board



STAFFING

STANDARDS & DEVELOPMENT

07

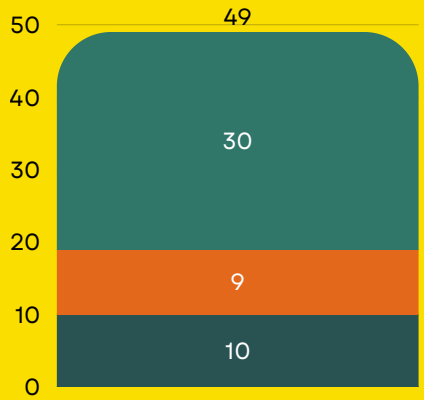
TEACHER STANDARDS

All teaching staff at Regent College are registered with the Teachers Registration Board of Western Australia (TRBWA). The College staff work as a team and all are valued contributors to the effective operation of the College.

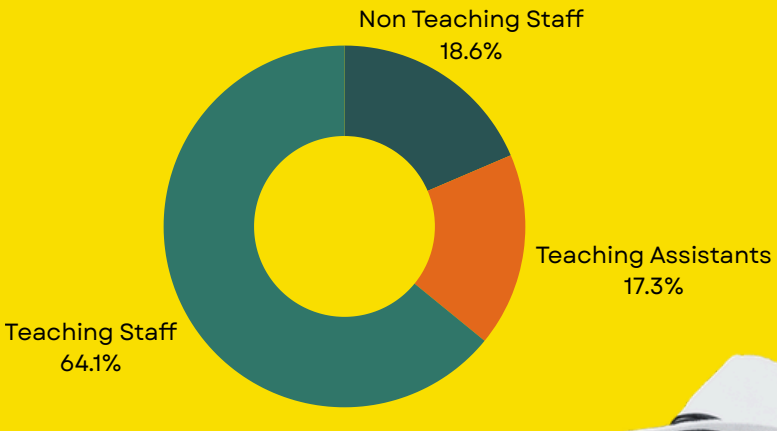
WORKFORCE COMPOSITION

NON-TEACHING STAFF	TEACHING ASSISTANTS	TEACHING STAFF
10	9	30

Total Staff



Sum of FTE Hours



- Non-teaching staff FTE hours increased due to the addition of a Librarian position at FTE 0.4 and a temporary Maintenance position at FTE 0.68.
- Teaching Assistants' FTE Hours decreased due to a reduction in Special Needs EAs, and a temporary EA was employed at 0.2 FTE in 2025 to assist with overflow in Pre-primary classrooms.
- Teaching staff FTE hours increased by two headcounts due to two new Dean's positions introduced in 2025.
- Teaching staff headcount increased by 3 due to 2 new Dean's positions and 1 staff member on Maternity Leave.

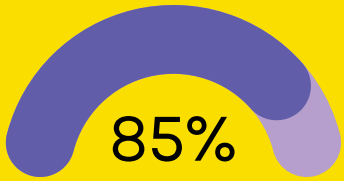
STAFFING

STANDARDS & DEVELOPMENT

08

Staff Retention

The proportion of staff retained from 2024 to 2025 was 85%. Staff turnover was primarily due to the completion of fixed-term contracts and employee resignation



Professional Learning

The staff were committed to ongoing professional development. In 2025, the College invested **$22,433** in training courses. This figure is only an indicator, as some development training, such as those conducted internally by the College, does not incur a cost. This figure also does not include the costs incurred for staff relief.

COURSES UNDERTAKEN

- AISWA - AICD Governance Foundations NFP Directors of Independent Schools
- AISWA - Education Assistant Day
- AISWA - In School Consulting supporting EAL/D Learners In The Classroom
- AISWA - Introduction to Mentoring
- AISWA - Keeping safe: Child Protection Curriculum
- AISWA - Leading AI Adoption
- AISWA - Reconnecting with Reggio Emilia Workshop
- ASBA National Conference
- CSA WA Commissioning
- CSA - WA Woman In Leadership
- DSF - Heggerty Approach to Phonemic Awareness Instruction
- DSF - Talk For Writing
- DSF - Talk for Writing: Setting up for a Successful 2026
- DSF - Talk for Writing: The Early Years Introductory Workshop Foundation
- EduTech National Conference
- Get Equipped - First Aid Courses
- Sharp Reading - Online Course Stage 1-5
- Sheila Griffin Maths - Maths PL
- St John of God - CPR Course
- St John of God - First Aid Course
- Unity Training Services - Work Health Safety Refresher Course

STUDENTS

STANDARDS & DEVELOPMENT

09

Regent College is a co-educational, interdenominational Christian Primary School catering for students from Kindergarten to Year 6. The College aims to provide its students with the highest level of academic skills, skills that are foundational to lifelong learning and the achievement of individual potential.

Support is given to students in developing a biblical worldview and emphasises the importance of growing in sound character based on Christian values. Regent has an experienced, dedicated staff and supportive community members who work collaboratively to achieve the best possible outcomes for the Regent learning community.

The student population (K-Y6) included approximately **67%** of students having a Language Background Other than English (LBOTE) and **22** with learning difficulties.

Apparent Retention Rate

CALENDAR YEAR	ACADEMIC YEAR	AUGUST CENSUS	RETENTION & GROWTH RATE %
2018	K - 6	315	115%
2019	K - 6	335	106%
2020	K - 6	368	109%
2021	K - 6	380	103%
2022	K - 6	393	103%
2023	K - 6	394	100%
2024	K - 6	406	103%
2025	**K - 6**	**397**	**97.8%**

STUDENTS

STANDARDS & DEVELOPMENT

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Student Attendance

The annual student attendance report completed in Term 3 2025 indicated an overall student attendance rate of 93.81% for students enrolled in Years 1-6.

Attendance

Rolls are taken every morning at the commencement of classes and checked again immediately after lunch. Parents are requested to notify the College by 9:00 am if their child will not be attending that day. If a student is not present and the College has not been notified, parents will be contacted by SMS through the College's Student Management System for clarification.

Further information regarding attendance management is available via the College's website.

YEAR GROUP	BOYS	GIRLS	TOTAL	AVG. STUDENT ATTENDANCE
K	28	29	57	-
PP	28	24	52	-
Y1	22	30	52	95.09%
Y2	19	32	51	96.52%
Y3	24	24	48	93.10%
Y4	27	23	50	90.98%
Y5	26	23	49	93.61%
Y6	19	19	38	93.56%
TOTAL AVERAGE	**193**	**204**	**397**	**93.81%**

STUDENTS

STANDARDS & DEVELOPMENT

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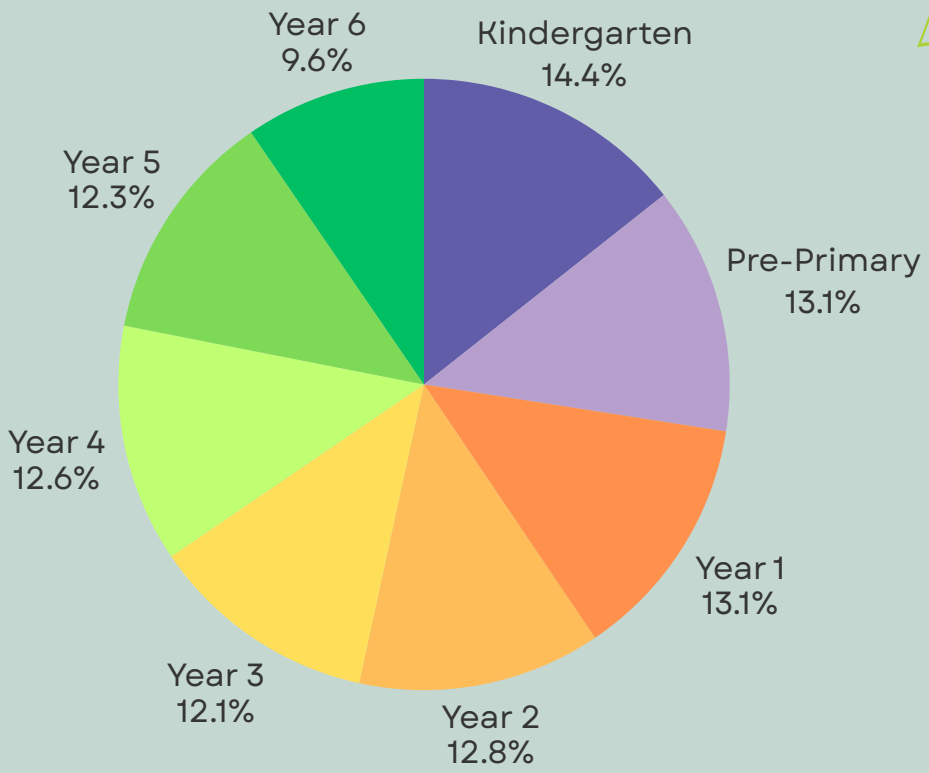
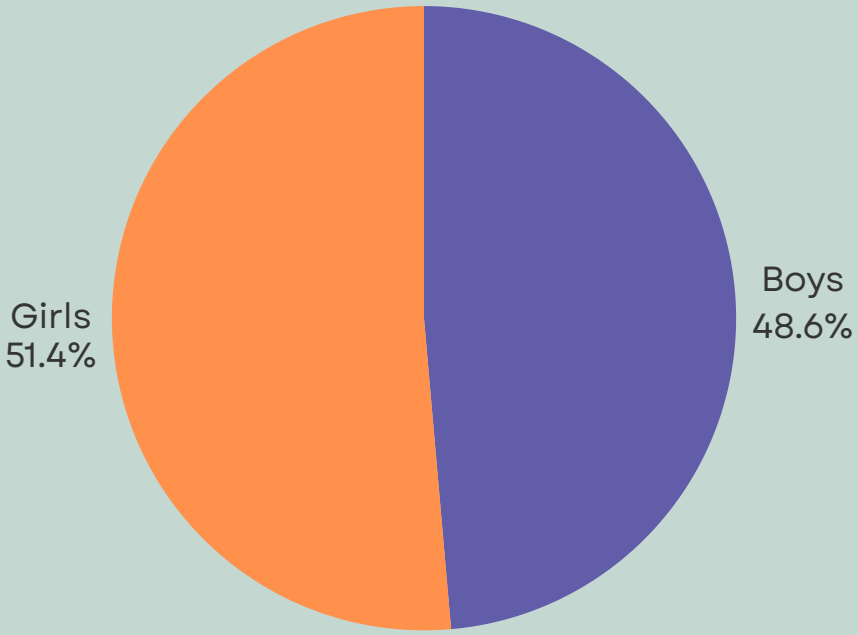
2025 ENROLMENT STATISTICS





2025

NAPLAN

National Assessment Program Literacy and Numeracy

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Regent College employs a comprehensive approach to data collection and analysis as part of its ongoing commitment to evidence-based school improvement. One critical dataset within this framework is the National Assessment Program – Literacy and Numeracy (NAPLAN), which informs both pedagogical practice and strategic planning at all levels of the College.

In 2025, Regent College recorded a 100% participation rate across all five NAPLAN assessment domains: Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. The results reflect strong academic performance, with the majority of student outcomes exceeding the National Minimum Standard and surpassing both State and National means across all tested areas.

These outcomes are indicative of the College's continued focus on high-quality instruction, targeted intervention, and data-informed decision-making. The accompanying tables provide a detailed overview of student performance in Years 3 and 5, highlighting key trends and areas of strength. This data is utilised by College leadership to drive continuous improvement in curriculum design, resource allocation, and individualised learning strategies.

NAPLAN
NATIONAL ASSESSMENT PROGRAM
Literacy and Numeracy

NAPLAN (National Assessment Program – Literacy and Numeracy) is an annual, nationwide assessment for Australian students in Years 3, 5, 7, and 9.

It evaluates fundamental skills in reading, writing, language conventions (spelling, grammar, punctuation), and numeracy to help educators and parents track student progress.

ABOUT NAPLAN

NAPLAN is the only national assessment that provides nationally comparable data on student performance in literacy and numeracy.

NAPLAN uses tailored testing, meaning the difficulty of questions adapts to the student's performance, ensuring students are challenged appropriately

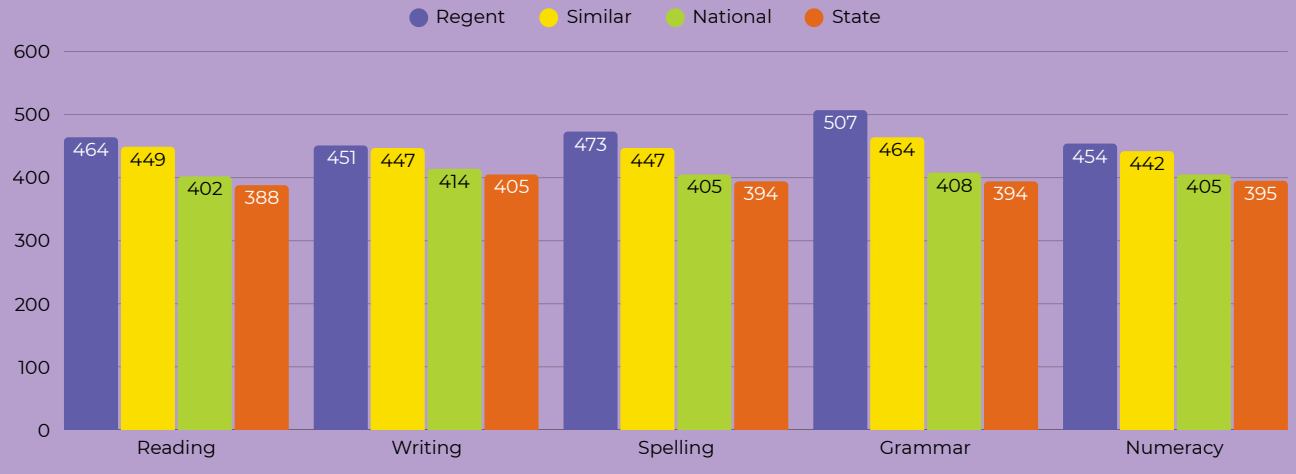
NAPLAN focuses on basic literacy and numeracy skills and does not assess higher-order thinking, creativity, or cognitive abilities.

YEAR 3

NAPLAN

National Assessment Program Literacy and Numeracy

YEAR 3	Reading	Writing	Spelling	Grammar	Numeracy
Regent Mean	**464**	**451**	**473**	**507**	**454**
Similar Schools Mean	449	447	447	464	442
Australian Schools Mean	402	414	405	408	405
State Schools Mean	388	405	394	394	395
Regent proportion of students assessed as strong or above	96%	100%	94%	93%	94%
National proportion of students assessed as strong or above	65%	76%	61.9%	54%	64%

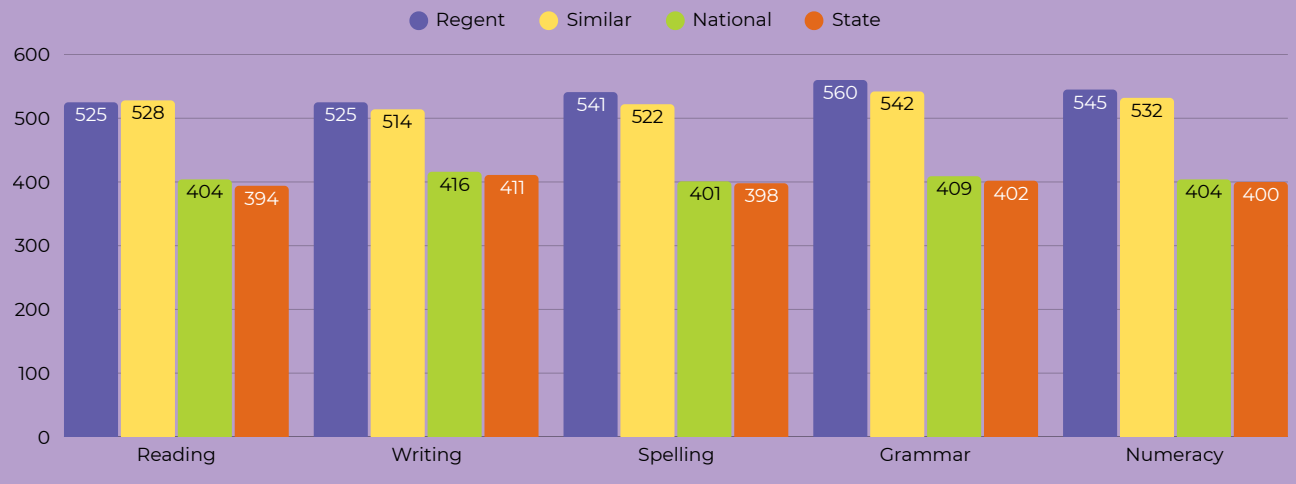


YEAR 5

NAPLAN

National Assessment Program Literacy and Numeracy

YEAR 5	Reading	Writing	Spelling	Grammar	Numeracy
Regent Mean	**525**	**525**	**541**	**560**	**545**
Similar Schools Mean	528	514	522	542	532
Australian Schools Mean	492	480	487	497	492
State Schools Mean	484	473	485	489	486
Regent proportion of students assessed as strong or above	94%	88%	96%	95%	95%
National proportion of students assessed as strong or above	72%	65%	68%	63%	68%



2025

COLLEGE INCOME

Income Sources and Breakdown

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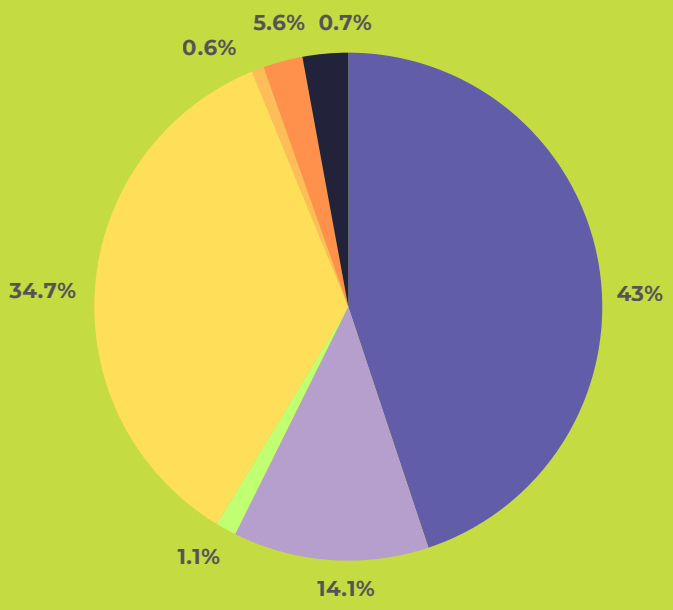
INCOME SOURCE	AMOUNT
Australian Government Recurrent Funding	$3,385,194
State Government Recurrent Funding	$939,185
State Government Allowances	$99,837
Fees, Charges And Parent Contributions	$2,649,967
Income; Excursions	$59,621
Income; Uniform & OSHC	$189,314
Other; Private Sources	$218,070
Total	$7,541,188



Income Breakdown in %

- Australian Government Recurrent Funding
- State Government Recurrent Funding
- State Government Allowances
- Fees, charges and Parent Contributions
- Income; Excursions
- Income; Uniform and OSHC
- Other; Private Sources

2025

COMMUNITY ENGAGEMENT

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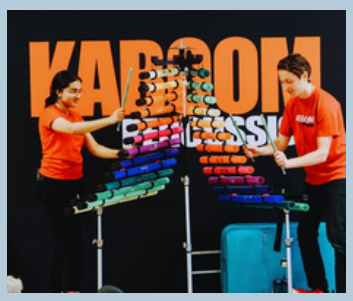
EVENTS & HIGHLIGHTS

The College held a significant number of events for the development and benefit of the students, staff and community in 2025.

Here are some of the activities that took place:

TERM 1

- Water in Aboriginal Culture Incursion
- Zooper Dooper Fridays
- Afternoon Hangout @ The Grove
- Parent Rep Morning Tea
- New Families Morning Tea
- Kaboon Percussion Incursion
- Year 4 Camp Info Session
- Harmony Day
- Interhouse Swimming Carnival
- Parent Teacher Interviews
- Heirisson Island Excursion
- River Analysis Excursion
- NAPLAN
- Easter Assembly



TERM 2

- Community Helper Dress up Day
- Worm Farm Incursion
- Year 4 Camp
- Parliament House Excursion
- K & PP Mother's Day Celebration
- Police incursion
- In Search of Safety Incursion
- Popup Recess
- Perth Zoo Excursion
- Afternoon Hangout @ The Grove
- Fire Dept Incursion
- Kindy Parent Teacher Interviews
- Animal Ark Incursion
- Edudance
- Noongar Boodja 6 Seasons Incursion

2025

COMMUNITY ENGAGEMENT

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TERM 3

- Perth Hills Discovery Centre Excursion
- Aboriginal Incursion
- School Photo Days
- Interhouse Cross Country
- AQWA Excursion
- ICAS
- Tranby House Excursion
- River School
- WACSSA Basketball Carnival
- Resources Tech Excursion
- Book Week & Readathon Challenge
- Nature Journaling Excursion
- Shipwreck Museum Excursion
- Regent Concert

TERM 4

- Constable Care Incursion
- Interhouse Athletics Carnival
- Year 6 Camp
- Perth Zoo Excursion
- Oracy Program
- First Aid Incursion
- Water Corp Incursion
- Morning in Kindergarten
- Causeway Bridge Walking
- An Afternoon of Music
- Red Zoo Excursion
- River Walk & Clean Up
- Scitech Excursion
- Puppet Theatre Excursion
- Christmas Assembly
- Year 2 Day Camp
- ELC Christmas Celebration
- Year 6 Graduation

2025

COLLEGE SATISFACTION

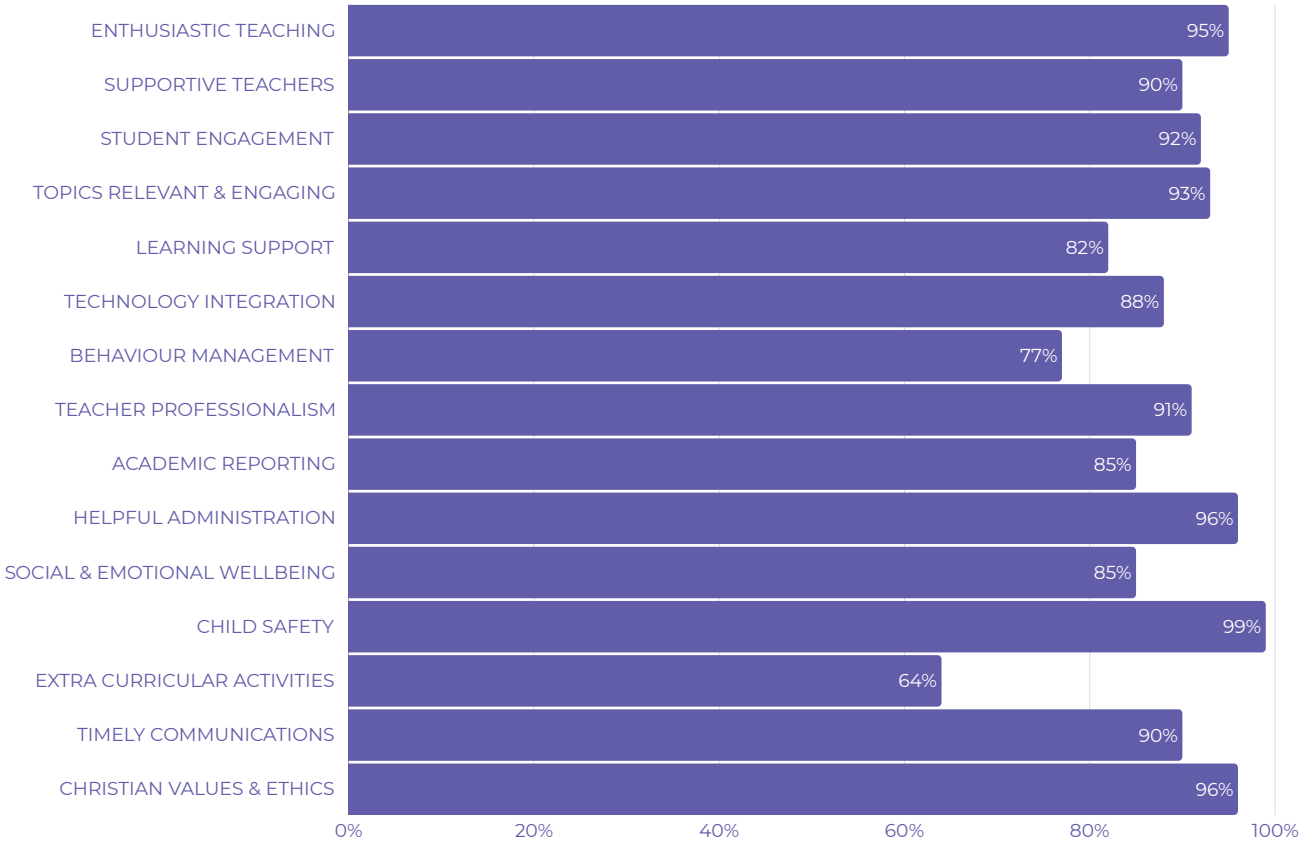
In 2025 Regent College invited members of the school community to participate in an anonymous online survey. Overall, the results indicate high levels of satisfaction.

The results of these surveys will be used by the College in its ongoing performance review.

PARENT SATISFACTION

This graph is a sample representation of the 2025 Parent Survey, based on key areas related to the school community.

A total of 91 parent surveys were completed. Parents indicated an average satisfaction rating of 88.2%.



REGENT

LIFE IN CHRIST

A Childhood Of Learning

REGENT COLLEGE

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