



TENISON WOODS CATHOLIC SCHOOL
RECEPTION TO YEAR 6

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2022 SCHOOL PERFORMANCE REPORT

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TENISON WOODS CATHOLIC PRIMARY SCHOOL

Tenison Woods Catholic Primary School is a R-6 school, situated at 68 Brooker Tce, Richmond in the western suburbs of Adelaide, close to the city centre. Established by the Sisters of St Joseph in 1933, it changed from being St Joseph's to Tenison Woods Catholic Primary School in 1997, following the amalgamation with Kilmara School at Thebarton. Fr. Julian Tenison Woods was a Catholic Priest, co-founder of the Josephite order with St. Mary of the Cross MacKillop and the first Director of Catholic Education in South Australia.

We offer a rich and engaging 21st century curriculum which meets the needs of our students, and reflects sound contemporary teaching practices. Our buildings and grounds reflect a belief in all children having access to a variety of learning and play opportunities. Our play spaces have been architecturally designed and are wonderfully spacious and truly engaging for children to immerse themselves in.

Tenison Woods Catholic Primary School is a culturally diverse and welcoming community within a cutting edge learning environment. Our students enjoy a number of extra co-curricular activities including choir, drama, Student Representative Council, gardening and various team sport activities. Our commitment to the environment and sustainability means that we are focused on caring for the environment and issues of Social Justice.

In 2022 we had an enrolment of 213 students, 211 funded and 2 FFPOS. There were 60 students in Reception, 35 in year one, 23 in year two, 37 in year three, 20 in year four, 14 in year five, 24 in year six. 4 students were indigenous (2%); 38 students were included in the National Consistent Collection of Data - NCCD (18%); and 39 students came from EALD backgrounds (19%).

STAFFING

2022 Staff			
Principal	Ben Catalano	Italian	Daniela Larritt
APRIM	Rita Campbell	Performing Arts	Kate Mainprize
Finance Manager	Paula Freer	Librarian	Leticia Crotty
Principal Assistant	Diana Dente	WHS	Linda Wooley
Front Office/ Administration	Peta Yates		
Year R Pink	Olivia Fechner	PE	Katie Cummings
Year R Gold	Brooke Flatman Amelia Scarfo	Inclusive Education Coordinator	Sarah Byrne
Year R Orange	Claire Little	STEM	Kim Martin
Year 1 Blue	Carisa Spencely	ICT Support CESA Support Services	Ayden McGlade
Year 1/2Red	Sarah Byrne Amelia Scarfo	Education Support Officers	Linda Wooley Leticia Crotty Rosemary Ioakim Gaby Thomson Karlee Cave Monique Montesi Ethan Marchioro
Year 2/3 Green	Gina Margush		
Year 3/4Brown	Tom Atyeo		
Year 4/5Purple	Tiana Bergamaschi		
Year 5/6White	Courtney Quigley & Tomara Brown	Education Support Officer - Literacy Intervention	Kelly Sergi
Leader of Learning	Sarah Byrne	Maintenance	Gary Baldwin
		OSHC	Camp Australia
Teaching Staff		Education Support Officer Staff	
1 Male FTE Teachers		7 Female Educational Support Officers (5 part-time)	
6 Female FTE Teachers		1 Male Educational Support Officer (part-time)	
9 Part-time teachers		2 Female Administration Officers (1 part-time)	
Total of 12.12 FTE		1 Female Finance Manager (part-time)	
		Total of 5.67 FTE	

TEACHER STANDARDS & QUALIFICATIONS

Diplomas	11.76%
Bachelors	100%
Graduate Certificates	17.65%
Masters	17.65%
Other Graduate Certificates	5.88%

SCHOOL INFORMATION

Tenison Woods Catholic Primary School

68 Brooker Terrace Richmond SA 5033

School Type	Primary
School Sector	Catholic – Non-Government
SES	96.5
ICSEA value	1027
Total Enrolments	213
% Indigenous enrolments	2%
% Students with disabilities	18%
% EALD Background	19%

ENROLMENTS BY YEAR LEVEL

	Boys	Girls	Total
Reception	34	25	59
Year 1	14	21	35
Year 2	11	12	23
Year 3	23	14	37
Year 4	11	9	20
Year 5	10	5	15
Year 6	8	16	24
	111	101	213

STUDENT ATTENDANCE BY YEAR LEVEL

Year Level	Term 1	Term 2	Term 3	Term 4
Reception	86.39%	94.44%	88.25%	87.47%
Year 1	90.26%	88.67%	89.56%	87.93%
Year 2	88.14%	88.78%	88.02%	88.62%
Year 3	88.68%	87.05%	92.20%	92.71%
Year 4	90.18%	87.18%	91.48%	94.08%
Year 5	88.57%	84.53%	86.48%	88.17%
Year 6	87.29%	88.96%	85.47%	88.76%
Averages	88.50%	88.51%	88.78%	89.67%

Management of Student Non-Attendance

The school requests parents advise if students will be absent for any reason. This can be done in person, via phone or email. If the school has not been advised of a student absence by 9:30am, an SMS message is sent to parents by Administration Staff to ascertain reasons for the absence.

For longer term absences, the school requests that parents advise, in writing, the length and details of the extended absence and if requested a doctor's certificate may be required.

Unsatisfactory reasons for absences are referred to the Principal who will follow up with families as required.

SCHOOL INCOME

State Government Grant	673,559
Commonwealth Government Grant	2,336,263
School Fees (inclusive of levies)	517,777
Other Income	197,435

POST SCHOOL DESTINATIONS

Nazareth College	Cabra Dominican College
Plympton International College	Westminster School
St Mary's College	Sacred Heart College
St Michaels College	Christian Brothers College
Pulteney Grammar	

NAPLAN 2022

Year 3

	Students Participating	2021 % who achieved the National Minimum Standard	2022 % who achieved the National Minimum Standard	Mean Score 2021	Mean Score 2022
Reading	37	100	100	432	423
Writing	30	95	100	423	423
Spelling	37	95	100	434	424
Grammar and Punctuation	37	95	100	409	403
Numeracy	37	100	100	374	383

Year 5

	Students Participating	2021 % who achieved the National Minimum Standard	2022 % who achieved the National Minimum Standard	Mean Score 2021	Mean Score 2022
Reading	14	100	100	491	497
Writing	13	96	100	469	464
Spelling	13	100	100	501	523
Grammar and Punctuation	13	96	100	478	479
Numeracy	13	100	100	478	452

STUDENT, PARENT & STAFF SATISFACTION

Staff

(Based on 12 responses)

		Lowest		Highest
	No Answer	1-2	3-4	5-6
1. Staff reflect collectively on what Catholic education entails			84%	16%
2. Catholic rituals, symbols and liturgies are an important part of the school's identity			42%	58%
3. Students are involved in a range of social justice activities			75%	25%
4. Staff model Gospel values through actions and words	8%		27%	65%
5. There is a shared vision for learning	8%		32%	60%
6. Teachers collaborate in planning, reviewing and assessing the curriculum			33%	67%
7. Data are used/shared to provide in-depth analysis of teaching practices	8%		25%	67%
8. There is a whole school approach to curriculum delivery and to the principles and practices of assessment	8%		26%	66%
9. I effectively adapt the curriculum to meet the needs of my students			28%	72%
10. I am highly confident in my pedagogical knowledge and skills			38%	62%
11. Students make decisions about their learning			83%	17%
12. Student voice and agency is embedded into the improvement cycle as an integral element			58%	42%
13. Students reflect on their learning			45%	55%
14. The school has a strong partnership with families			44%	66%
15. There are structures in place to ensure that families are collaborated with in developing the strategic direction of the school	8%		36%	58%
16. There is a welcoming culture				100%
17. There is a culture of inclusion				100%

Students

(Based on 34 responses)

	1-2	3-4	5-6
1. At school, prayer, Mass and liturgies are made meaningful to me	24%	68%	8%
2. In Religious Education lessons, I learn about Jesus, the Church and religion in interesting ways	7%	61%	32%
3. My teachers give me extra help if I need it		33%	67%
4. My teachers make the learning interesting	4%	43%	53%
5. My teachers support me to improve my schoolwork		50%	50%
6. My teachers believe I can succeed		20%	80%
7. I have a choice about what I learn in class	25%	64%	11%
8. I can work with teachers to make changes that help me to learn better	8%	59%	33%
9. I take responsibility for my learning		53%	47%
10. I keep trying even when the work is challenging	3%	47%	50%
11. I feel welcome at this school	9%	26%	65%
12. I feel that I belong when I am at school	9%	41%	50%
13. I feel safe when I am at school	6%	50%	44%
14. The classrooms are welcoming places to learn		66%	44%

Parents

(Based on 23 responses)

	No Answer	1-2	3-4	5-6
1. The education at the school encourages my child/ren to develop their faith and spirituality.	9%		13%	78%
2. School Liturgies and Mass are made relevant and meaningful to my child/ren.	27%		52%	35%
3. At School religious education lessons are made relevant and meaningful to my children	17%		31%	52%
4. At school, my child/ren are encouraged to be aware of and act on environmental issues.	4%	4%	18%	74%
5. The teachers understand my child/ren's needs	4%	4%	35%	57%
6. The teachers are skilled at meeting my child/ren's needs.	5%	4%	39%	52%

7. The teachers communicate with my child/ren respectfully.	4%	4%	5%	87%
8. The teachers engage my child/ren in planning and directing their learning.	14%	4%	25%	57%
9. The teachers believe my child/ren will succeed.	3%		22%	75%
10. In general, at school, my child/ren are expected to take responsibility for their learning.	25%		30%	45%
11. In general, at school, my child/ren develop effective ways to learn	14%	4%	17%	65%
12. In general, at school, my child/ren learn skills that will prepare them for the future	5%	4%	30%	61%
13. The staff are welcoming to my family			9%	91%
14. My family's culture and background are respected.	4%		13%	83%
15. Communication between the school and my family is sufficient		7%	53%	40%
16. Families are invited to be involved in decision making at school	4%	9%	35%	52%
17. The adults at the school create an environment that helps my child to feel safe	5%	4%	8%	83%
18. The policies and practices of the school support positive behaviours	14%	4%	17%	65%
19. The school's facilities and grounds are well maintained		3%	22%	75%