



TENISON WOODS CATHOLIC SCHOOL  
RECEPTION TO YEAR 6

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# 2023 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 21<sup>st</sup> 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, dance, wellbeing days, Student Council 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 2023 we had an enrolment of 230 students, 230 funded and 0 FFPOS. There were 50 students in Reception, 43 in year one, 39 in year two, 25 in year three, 36 in year four, 22 in year five, 15 in year six. 3 students identified as indigenous (1%); 53 students were included in the National Consistent Collection of Data - NCCD (23%); and 64 students came from EALD backgrounds (27%).

# STAFFING

## 2023 Staff

<b>Principal</b>	Ben Catalano	<b>Italian</b>	Daniela Larritt
<b>APRIM</b>	Katrina Kreis	<b>Performing Arts</b>	Dom Ellul
<b>Assistant Principal – Teaching and Learning</b>	Claire Little	<b>STEM</b>	Dariusz Krol
<b>Wellbeing Leader</b>	Tiana Bergamaschi	<b>WHS</b>	Linda Wooley
<b>Finance Manager</b>	Paula Freer	<b>PE</b>	Katie Cummings
<b>Principal Assistant</b>	Diana Dente	<b>Librarian ESO</b>	Leticia Crotty
<b>Front Office/ Administration</b>	Peta Yates	<b>Education Support Officer - Literacy Intervention</b>	Kelly Sergi
<b>Year R Silver</b>	Valleena Mercado	<b>Education Support Officers</b>	Linda Wooley Leticia Crotty Sonia Eguia Rosemary Ioakim Madison Burlow Catia Montessi Monique Montesi Ethan Marchioro Ellie Spinks Mitch Saba
<b>Year R Gold</b>	Brooke Flatman Rhys Johnston		
<b>Year R Orange</b>	Sarah Chandler		
<b>Year 1 Blue</b>	Carisa Spencely		
<b>Year 1 Red</b>	Amelia Scarfo		
<b>Year 2 Green</b>	Tiana Bergamaschi Rhys Johnston	<b>ICT Support CESA</b>	Troy Richards
<b>Year 3 Brown</b>	Gina Margush	<b>Maintenance</b>	Gary Baldwin
<b>Year 4 Black</b>	Jocelyne Gallichan	<b>OSHC</b>	Camp Australia
<b>Year 4/5 Purple</b>	Heather Docherty Anthony Martino	<b>PIP Cluster Project</b>	Courtney Quigley Karlee Cave Gaby Barendregt
<b>Year 5/6 White</b>	David Molloy		
<b>Teaching Staff</b>		<b>Education Support Officer Staff</b>	
2 Male FTE Teachers		9 Female Educational Support Officers (part-time)	
6 Female FTE Teachers		1 Male Educational Support Officer (part-time)	
10 Part-time teachers		2 Female PIP Cluster Project (part-time)	
1 Female Part-Time - PIP Cluster Project		2 Female Administration Officers (1 part-time)	
<b>Total of 15.73 FTE</b>		1 Female Finance Manager (part-time)	
		<b>Total of 7.93 FTE</b>	

## TEACHER STANDARDS & QUALIFICATIONS

Diplomas	4.76%
Bachelors	100%
Graduate Certificates	23.81%
Masters	14.29%
Other Graduate Certificates	4.76%

## SCHOOL INFORMATION

### Tenison Woods Catholic Primary School

68 Brooker Terrace Richmond SA 5033

<b>School Type</b>	Primary
<b>School Sector</b>	Catholic – Non-Government
<b>DMI</b>	96
<b>ICSEA value</b>	1082
<b>Total Enrolments</b>	230
<b>% Indigenous enrolments</b>	1%
<b>% Students with disabilities</b>	23%
<b>% EALD Background</b>	27%

## ENROLMENTS BY YEAR LEVEL

	Boys	Girls	Total
Reception	33	17	50
Year 1	24	19	43
Year 2	18	21	39
Year 3	12	13	25
Year 4	21	15	36
Year 5	14	8	22
Year 6	10	5	15
	<b>132</b>	<b>98</b>	<b>230</b>

## STUDENT ATTENDANCE BY YEAR LEVEL

Year Level	Semester 1	Semester 2
Reception	93.58%	89.62%
Year 1	88.84%	90.70%
Year 2	90.74%	89.13%
Year 3	94.60%	91.80%
Year 4	92.55%	91.25%
Year 5	89.00%	90.72%
Year 6	89.58%	84.27%
<b>Averages</b>	<b>91.27%</b>	<b>89.64%</b>

### 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	760,658
Commonwealth Government Grant	3,159,113
School Fees (inclusive of levies)	555,733
Other Income	254,492

## POST SCHOOL DESTINATIONS

Nazareth College	Cabra Dominican College
Christian Brothers College	Adelaide High School
Immanuel College	Brighton High School
St George College	

# NAPLAN 2023

## Year 3

	Students Participating	Mean Score 2022	Mean Score 2023
Reading	18	423	429
Writing	18	423	450
Spelling	18	424	428
Grammar and Punctuation	18	403	432
Numeracy	18	383	411

## Year 5

	Students Participating	Mean Score 2022	Mean Score 2023
Reading	17	497	496
Writing	17	464	465
Spelling	17	523	503
Grammar and Punctuation	17	479	487
Numeracy	17	452	451



# STUDENT, PARENT & STAFF SATISFACTION

## Staff

(Based on 19 responses)

		Lowest		Highest
	No Answer	1-2	3-4	5-6
1. Staff reflect collectively on what Catholic education entails		11%	42%	47%
2. Catholic rituals, symbols and liturgies are an important part of the school's identity		5%	21%	74%
3. Students are involved in a range of social justice activities		5%	21%	74%
4. Staff model Gospel values through actions and words		5%	21%	74%
5. There is a shared vision for learning		5%	11%	84%
6. Teachers collaborate in planning, reviewing and assessing the curriculum		5%	11%	84%
7. Data are used/shared to provide in-depth analysis of teaching practices			26%	74%
8. There is a whole school approach to curriculum delivery and to the principles and practices of assessment			21%	79%
9. I effectively adapt the curriculum to meet the needs of my students			11%	89%
10. I am highly confident in my pedagogical knowledge and skills			36%	64%
11. Students make decisions about their learning	5%	5%	57%	33%
12. Student voice and agency is embedded into the improvement cycle as an integral element	5%	5%	51%	39%
13. Students reflect on their learning	5%		23%	72%
14. The school has a strong partnership with families		5%	11%	84%
15. There are structures in place to ensure that families are collaborated with in developing the strategic direction of the school		5%	21%	74%
16. There is a welcoming culture			10%	90%
17. There is a culture of inclusion			10%	90%

## Students

(Based on 28 responses)

	1	2-3	4-5
1. At school, prayer, Mass and liturgies are made meaningful to me		45%	55%
2. In Religious Education lessons, I learn about Jesus, the Church and religion in interesting ways		12%	88%
3. My teachers give me extra help if I need it		15%	85%
4. My teachers make the learning interesting		19%	81%
5. My teachers support me to improve my schoolwork		11%	89%
6. My teachers believe I can succeed	3%	11%	97%
7. I have a choice about what I learn in class	3%	45%	52%
8. I can work with teachers to make changes that help me to learn better	3%	27%	70%
9. I take responsibility for my learning	3%	7%	90%
10. I keep trying even when the work is challenging	3%	11%	86%
11. I feel welcome at this school		7%	93%
12. I feel that I belong when I am at school		11%	89%
13. I feel safe when I am at school		11%	89%
14. The classrooms are welcoming places to learn		7%	93%

## Parents

(Based on 28 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.		3%	33%	64%
2. School Liturgies and Mass are made relevant and meaningful to my child/ren.	3%	13%	53%	31%
3. At School religious education lessons are made relevant and meaningful to my children	3%	10%	50%	37%
4. At school, my child/ren are encouraged to be aware of and act on environmental issues.		14%	45%	41%
5. The teachers understand my child/ren's needs		5%	38%	57%
6. The teachers are skilled at meeting my child/ren's needs.		5%	42%	53%

7. The teachers communicate with my child/ren respectfully.		5%	14%	81%
8. The teachers engage my child/ren in planning and directing their learning.	3%		38%	59%
9. The teachers believe my child/ren will succeed.			28%	72%
10. In general, at school, my child/ren are expected to take responsibility for their learning.			68%	32%
11. In general, at school, my child/ren develop effective ways to learn			56%	44%
12. In general, at school, my child/ren learn skills that will prepare them for the future	3%		61%	36%
13. The staff are welcoming to my family			10%	90%
14. My family's culture and background are respected.	3%		12%	85%
15. Communication between the school and my family is sufficient		6%	32%	62%
16. Families are invited to be involved in decision making at school		6%	38%	56%
17. The adults at the school create an environment that helps my child to feel safe		6%	10%	84%
18. The policies and practices of the school support positive behaviours	3%	6%	16%	75%
19. The school's facilities and grounds are well maintained		6%	27%	77%