

2020 ANNUAL REPORT TENISON WOODS COLLEGE

AGM, 24 March 2021



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Annual General Meeting

Agenda

Wednesday, 24 March 2021 – 7.30pm, Pam Ronan Centre Lecture Theatre

1. Welcome / Present
2. Opening Prayer
3. Guest Speaker presentations
 - Jason de Nys – Mathematics Pathways
 - Brad Maney – 9SHINE experience
4. Minutes of previous AGM
5. Presentation of Reports
6. General Business
7. Board overview – Father Dean
 - Positions vacant, new/nominated members, retiring members*
8. Closure followed by General Meeting

College Board

The Tenison Woods College Board is comprised of members from the school community, parish community and staff. It is an advisory group that oversees the strategic planning, financial management and policy ratification for the College Community.

The President of the Tenison Woods College Board is Father Dean Marin.

The efforts throughout 2020 have been greatly appreciated, especially through the work of Board Sub-Committees:

- Finance Committee
- Building, Grounds and Asset Management Committee
- Faith, Wellbeing & Health Committee
- ELCC & OSHC Advisory Committee
- Friends of Tenison Committee

2020 Board

Members due to retire from the Board or seek re-election are:

- Kevin Johnson
- Peter Collins
- Bert Prosperi-Porta
- Amy Smith

Continuing Members:

- Brooke Rzepiela
- Amy Turnbull
- Lisa Rowley

Ex-Officio (non-voting) Board Representatives include:

- Father Dean Marin – President
- David Meziniec – Principal/Executive Officer
- Michelle Coote – Deputy Principal
- Neal Turley – Business Manager
- Mary de Nys – Minute Secretary
- Trudi Dempsey – WHS Coordinator

Retiring Members:

The following Board members have elected to retire from the Board. They have offered significant service to the Board and we sincerely thank them for their exemplary service.

- Kevin Johnson (retired from the Board at the 2021 AGM after 6 years on the Board)
- Kate Facy (retired from the Board in November 2020)
- Jean-Claude Cesario (retired from the Board in June 2020)
- Jennie Sanderson (retired from Tenison Woods College in December 2020)
- Amy Smith (retired from the Board at the 2021 AGM but will remain on a Board sub-committee)

New Members:

We accept nominations from the following and welcome them to the Board for 2021/2022:

- Peter Collins (returning)
- Jim Cornolo
- Cathy Edwards (Parish Pastoral Representative for 2021)
- Matthew Gazzard
- Aleathia Holland
- Peter Holmes
- Bert Prosperi-Porta (returning)



TENISON WOODS COLLEGE

ANNUAL GENERAL MEETING (AGM) 2020

Wednesday, 25 March 2020 at 7.00pm

Pam Ronan Centre Lecture Theatre

ATTENDEES	Father Dean Marin Lisa Rowley Chloe Shanahan Jess Herring Nick Patzel Mary de Nys	David Meziniec Kevin Johnson Scott Dickson Brooke Rzepiela Amy Turnbull	Neal Turley Jennie Sanderson Tony Halman Sian Earle Jean-Claude Cesario
APOLOGIES	Peter Collins Simone Van Rijn Kate Facy	Bert Prosperi-Porta Francesca Dickson Tom Linnell	Hayley Neumann Trudi Dempsey Amy Smith
GUEST SPEAKERS	Tom Linnell (video) Jessica Herring	Scott Dickson Nick Patzel	Chloe Shanahan
OPENING	David Meziniec declared the meeting open, welcoming and thanking everyone for attending. Father Dean led prayer.		
PRESENTATIONS	<p>Showcase of Industrial Bio Digester (Composter) – Tom Linnell</p> <p>As the Board was unable to tour the new waste management facility, Tom produced a video showcasing the new composter at the College, how it works and the students involved. The composter produces a top grade soil that the College will look to on sell. Tom also showcased the machine that can recycle plastic waste. At the moment plastic waste is reduced down and is making plastic coasters. In future we will be able to produce planter boxes etc, all made from recycled plastic.</p>		
	<p>Poplars Inclusive Education Centre in the Gilap Wanga Learning Community - David Meziniec</p> <p>David spoke about the Gilap Wanga Learning Community and the initial classes in the Poplars Inclusive Education area. Images were shared of the Centre in use by the Poplar students and staff.</p>		
	<p>Gilap Wanga Learning Approach for 2021 and beyond - Scott Dickson and Nick Patzel</p> <p>David explained the meaning of Gilap Wanga and presented the logo for the Gilap Wanga Learning Community. David also outlined the meaning behind the logo.</p> <p>David introduced Nick Patzel and Scott Dickson who presented on the new learning structure for students. This will be done through individual pathways for each student. The Gilap Wanga Learning community will celebrate diversity and enterprise. We will encourage students to harness their independence by using a contemporary learning structure. Each student will have a customised learning program.</p> <p>The philosophy of Gilap Wanga is to focus on personalised curriculum patterns for student.</p> <p>The centre is ready for classes next week. The classes have the ability to open up to create a flexible learning area.</p> <p>Study pods will also be part of the learning area which holds 6 to 8 students.</p> <p>As of 2021, our major intake of students to the secondary setting will be in Year 7. Our Middle School will consist of students in Years 7 to 9. Year 6 will</p>		

	<p>be the final year of Junior Schooling. We will also have a significant Year 8 intake in 2021 for the last time.</p> <p>Mary MacKillop Memorial School and St Anthony's school students are invited to join us at Year 7 in 2021 or wait until Year 8 2022 as determined by their families.</p> <p>In 2022 our major intake in Secondary school will be Year 7.</p> <p>The Gilap Wanga focus is on <i>community</i>. It aims to have student empowerment and student centred learning. High quality learning experience in a dedicated community.</p> <p>Learning for 6/7 and 8/9.</p> <p>Learning will fall into different areas – ie Future thinking (<i>Maths, Science, Design & Tech and Digital Tech</i>)– Global perspective (<i>RE, English, HASS and Inter Cultural perspectives</i>) – Healthy Lifestyles (<i>PE, Health, MITIOG, Personal Development and Wellbeing</i>).</p> <p>Electives are also broken down into different areas, namely:</p> <p>Creative Arts – Tech – Drama – Music.</p> <p>We aim to have communities within communities with Years 7 and 8 classrooms 'paired off' within the Learning Community.</p> <p>It is a very exciting time for the College community with an outstanding vision for a Collaborative Learning Community.</p>
	<p>Chloe Shanahan – Australian Catholic Youth Festival (ACYF) 2019</p> <p>Chloe presented on the 2019 ACYF trip to Perth which was attended by 10 students and 4 staff.</p> <p>In December 2019, 6,000 young Catholics gathered in Perth to share their faith with Masses, adoration, pilgrimage, song, celebration, etc</p> <p>Chloe showed a video of the experiences including students' comments on the value of the experience and the deepening of their faith.</p> <p>Chloe then spoke on behalf of the students. The students came up with 2 actions following their trip:</p> <ul style="list-style-type: none"> • Look to provide Faith experiences for our students who are unable to bring it to themselves. Possible student sponsorship from the Board. • Deepen the school and parish connection. Build on youth mass and youth group. Continue to promote amongst our College Community.
	<p>Communication in our College Community – Jessica Herring</p> <p>Jessica presented on different methods of communication within our College community. A flyer was also provided with the Annual Report.</p> <p>College to student communication</p> <p>Face to Face; SEQTA inc daily notices; Office 365 suite (emails, TEAMS, oneNote, Foldr etc); Weekly newsletter and Facebook/Instagram.</p> <p>College to parent/carer Communication – critical pathway</p> <p>Face to face/phone call; EdSmart slips – email/broadcasts/texts (broadcast doesn't require reply); SEQTA Engage – function for parents (Portal); Weekly newsletter and Facebook/Instagram.</p> <p>Qkr! App</p> <p>This is an app for ordering recess/lunch from the Canteen (and pay).</p> <p>Communications Survey</p> <p>Jessica provided a link to a Communication survey that she invited all Board members to complete. This was also emailed to the College community.</p>

MINUTES OF THE PREVIOUS AGM 27 MARCH 2019	<p>The minutes of the last AGM and General Meeting held on 27 March 2019 were circulated to all present. Jean-Claude Cesario MOVED that the AGM minutes of 27 March 2019 be accepted. SECONDED by Sian Earle. CARRIED.</p>						
CHAIRMAN'S REPORT KEVIN JOHNSON	<p>Kevin tabled his report as part of the 2019 Annual Report.</p> <p>In his report, Kevin thanked all of the 2019 Board Members.</p> <p>Kevin commented that the College is fortunate to have a stable Board with a great mix of experience and expertise. Thanks was also offered to the Board members and extended College community members who form the six sub-committees.</p> <p>Kevin also thanked past Chair, Emma Kate Thorpe for her service to the Board. Emma-Kate resigned at the end of 2018.</p> <p>Kevin outlined that the Board has been deeply involved in reviewing and collaborating with stakeholders to bring a Master Plan for the school that sets vision, transformation and growth for its campus over the next 20+ years.</p> <p>The Master Plan was approved by the Board in April 2019 and aims to create teaching and learning communities, embracing contemporary pedagogy as well as improving the aesthetics of the College frontage. The Master Plan comprises of multiple stages with flexible timing planned to ensure the College is not placed under financial stress.</p> <p>Work has already begun with the new Gilap Wanga Learning Community. From here, the first two stages of the Master Plan will be the expansion of the Early Learning Centre and the redevelopment of a new Reception area.</p> <p>During the year we farewelled Liza Couzens as she took up the Principal's position at St Anthony's in Millicent and Jennie Sanderson joined the Board as the new Assistant Principal of Tenison Woods College.</p> <p>During the year we re-affiliated with the Federation of Catholic School Parent Communities. With this affiliation, through College parent Kylie Ind, we will have a voice at the Federal level.</p> <p>Kevin thoroughly enjoyed attending the Year 12 Graduation ceremony, witnessing a proud and mature group of students.</p> <p>In closing Kevin noted the challenge for 2020 will be managing the competing priorities of implementing the Master Plan building works and navigating the Year 7 transition into high school by 2021.</p> <p>Brooke Rzepiela MOVED that the Chair Report be accepted. SECONDED by Jean-Claude Cesario. CARRIED.</p>						
FINANCE REPORT NEAL TURLEY	<p>In Peter Collin's absence, Neal Turley tabled the Treasurer's Report for 2019 as part of the Annual Report.</p> <p>This year we recorded a very healthy net profit of \$2,578.2 (all figures in \$,000's). This was a significant improvement on the 2018 result and highlights excellent management of the college finances:</p> <table border="0" data-bbox="619 1563 1209 1630"> <thead> <tr> <th></th> <th style="text-align: center;">2019</th> <th style="text-align: center;">2018</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Net Operating Profit</td> <td style="text-align: center;">\$2,578.2</td> <td style="text-align: center;">\$1,850.3</td> </tr> </tbody> </table> <p>We have continued to contain our general operating expenses extremely well. This helped alleviate some shortfall from fee retention and collection which is continuing to provide some difficulties but from working in conjunction with a debt collection agency we are hopeful that this coming year will see positive changes.</p> <p>Contained within these figures is the Out of School Hours Care (OSHC). This returned a profit of \$82.4 which is significantly up on 2018 results and mainly contributable to enrolments and control of staffing. Our Catering operations (Canteen & Sugar Loaf Café), traded at an overall loss of \$32.2 which was an increase on 2018 by almost \$10k. This was attributable to a reduction in external catering. We are introducing an app called Qkr (pronounced Quicker) in the canteen in 2020 which we hope will make ordering easier and therefore increase sales accordingly.</p>		2019	2018	Net Operating Profit	\$2,578.2	\$1,850.3
	2019	2018					
Net Operating Profit	\$2,578.2	\$1,850.3					

	<p>Moving forward we are still confident of operating in a positive cash flow position over the next five years and forward. With the construction of the Gilap Wanga Learning Community (which has been paid for from cash reserves) we need to exercise some caution in spending and ensure that we contain wages and general expenses. We also move forward with the ELCC extensions and construction of a new building for our Reception students. Some of this cost will be from cash reserves but most will come from loans through the Catholic Development Fund.</p> <p>Maintenance of existing school buildings remains a focus for 2020. External painting of the College was carried out in early January and will be an ongoing project for some time. We are internally painting some areas that will not see significant Master Plan impact. A new maintenance shed was constructed in 2019 adjacent to the Gilap Wanga precinct which has in turn enabled us to utilise the old shed for our sustainability initiatives. We took ownership of a composter early in the year which turns our green waste into a rich soil compound that we intend to both use in the College gardens but also to on-sell to the community. We also invested significant expense into solar panels to continue our path towards being 'off grid' by 2030.</p> <p>The College currently has made considerable inroads into paying off our Loans. The balance of each outstanding loan as at 31 December 2019 was:</p> <table border="0" style="margin-left: 20px;"> <tr> <td>. Loan 2.2 (PRC Dev - \$3M loan drawn May 2009)</td> <td style="text-align: right;">\$ 916</td> </tr> <tr> <td>. Loan 2.3 (ELCC Dev – \$2M loan drawn in full 06/14)</td> <td style="text-align: right;">\$1,114</td> </tr> <tr> <td>. Loan 2.4 (Relocatable Bldgs - \$473.6 K over 10 years)</td> <td style="text-align: right;"><u>\$ 197</u></td> </tr> <tr> <td></td> <td style="text-align: right;"><u>\$2,227</u></td> </tr> </table> <p>Our debt per student is at a very manageable level but with that said, we are still cautious moving forward as we look to increase our lending in line with Master Plan developments.</p> <p>The ELCC has again performed extremely well financially and recorded a net profit for 2019 of \$141. We have had extensive wait lists since its inception and look forward to 2021 when we will be able to accommodate ore families within the centre once the expansion is complete.</p> <p>On behalf of Peter, Neal thanked the Committee, comprising of David Meziniec, Liza Couzens/Jennie Sanderson, Annie Hall, Lisa Rowley, Nigel Adams, Kate Facy and Neal Turley for their hard work and support.</p> <p>Neal Turley MOVED that the Financed Report be accepted. SECONDED by Jean-Claude Cesario CARRIED.</p>	. Loan 2.2 (PRC Dev - \$3M loan drawn May 2009)	\$ 916	. Loan 2.3 (ELCC Dev – \$2M loan drawn in full 06/14)	\$1,114	. Loan 2.4 (Relocatable Bldgs - \$473.6 K over 10 years)	<u>\$ 197</u>		<u>\$2,227</u>
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. Loan 2.4 (Relocatable Bldgs - \$473.6 K over 10 years)	<u>\$ 197</u>								
	<u>\$2,227</u>								
<p>PRINCIPAL'S REPORT DAVID MEZINEC</p>	<p>David tabled his report in the Annual Report.</p> <p>David spoke on:</p> <ul style="list-style-type: none"> • Simplification of Processes • New Learning Management System – SEQTA • Learning Imperatives and an evolved Middle School community • R-9 Literacy and Numeracy as expressed in NAPLAN • EY-5 Design and Technology • Resilient Impact and Growth Action Planning • Pathways in Years 10 to 12 • New Crossways and MITIOG implementation <p>Kevin Johnson MOVED that the Principal Report be accepted. SECONDED by Tony Halman. CARRIED.</p>								
<p>WHS REPORT</p>	<p>The WHS report was tabled as part of the 2019 Annual Report.</p> <p>Jean-Claude Cesario MOVED that the WHS Report be accepted. SECONDED by Kevin Johnson. CARRIED.</p>								
<p>BOARD PRESIDENT FATHER DEAN MARIN</p>	<p>Father Dean gave an overview of the Board.</p>								

	<p>The following Board Members are due to retire from the Board or seek re-election: Brooke Rzepiela; Sian Earle, Jean-Claude Cesario and Francesca Dickson.</p> <p>Sian Earle, Simone Van Rijn and Francesca Dickson have elected to retire from the Board after many years of exemplary service and we sincerely thank Sian, Simone and Francesca for their commitment to the Board.</p> <p>Brooke and Jean-Claude have sought re-election for 2020 and 2021 and we welcome them back for a further 2-year tenure.</p> <p>We also received nominations from Lisa Rowley and Amy Turnbull and we welcome them to the Board for 2020 and 2021.</p> <p>The Board also warmly welcomes Tony Halman as Parish Pastoral Council Representative and sincerely thanks Cathy Edwards for her service to the Board for 2019 as Parish Representative.</p> <p>Kevin Johnson, Bert Prospero-Porta, Kate Facy, Peter Collins and Amy Smith have all served one year of their two-year term.</p> <p>We also welcome Hayley Neumann to the Board Finance sub-committee as part of the nomination process.</p> <p>We thank everyone for their exceptional service and look forward to continuing to work with them as members of sub-committees, as staff or as parents.</p> <p>All positions were declared open.</p> <p>The Board will meet following the AGM to appoint Board Positions.</p>
<p>SIGNED AS A TRUE AND CORRECT COPY</p>	<p>There being no further business, the meeting closed at 8.40pm with the General Meeting to follow.</p> <p>_____</p> <p>Chair _____ Date</p>



TENISON WOODS COLLEGE GENERAL MEETING 2020

Wednesday, 25 March 2020 at 8.40pm - Pam Ronan Centre Lecture Theatre

ATTENDEES	Father Dean Marin, Kevin Johnson, Jean-Claude Cesario, Lisa Rowley, Amy Turnbull, Tony Halman, David Meziniec, Jennie Sanderson, Mary de Nys, Brooke Rzepiela, Neal Turley
	<p>All positions were declared open. Father Dean as President presided over the election of the 2020 College Board.</p> <p>Kevin Johnson, Peter Collins, Kate Facy, Amy Smith and Bert Prosperi-Porta have served one year of their two-year term of office.</p> <p>Simone Van Rijn had also served one year but has elected to retire from the Board along with Sian Earle and Francesca Dickson who have also elected to retire from the Board.</p> <p>Brooke Rzepiela, Jean-Claude Cesario and Sian Earle have completed their two-year term on the Board. Brooke was prepared to stand for re-election and we welcome her for a further 2 year term.</p> <p>Father Dean has approved for Jean-Claude Cesario to serve a further year on the Board given the complexities around the Master Plan and sustainability initiatives.</p> <p>We welcome and accept nominations from Lisa Rowley and Amy Turnbull who will join the Board for 2020 and 2021.</p> <p>Our sincere thanks is also offered to Cathy Edwards who served as Parish Pastoral Council Representative for 2019. Tony Halman will be the Parish Pastoral Council Representative for 2020 and we welcome Tony to the Board.</p> <p>A summary of the nominations and elections for 2020 Board positions are as follows:</p> <p>Chairperson: Kevin Johnson Nominated by Jean-Claude Cesario. Seconded by Lisa Rowley. CARRIED. 1-year tenure.</p> <p>Deputy Chairperson: Kate Facy Nominated by Mary de Nys. Seconded Jean-Claude Cesario. CARRIED.</p> <p>Treasurer: Peter Collins Nominated by Jean-Claude Cesario Seconded by Brooke Rzepiela. CARRIED.</p> <p>Secretary: Mary de Nys Nominated by Jennie Sanderson. Seconded by Kevin Johnson. CARRIED</p> <p>Parish Representative: Tony Halman</p> <p>Staff Representative: To be advised</p> <p>Father Dean congratulated all board members and thanked retiring members.</p> <p>The next meeting will be held on 29 April 2020 at 7.00pm in the Tenison Woods College Boardroom.</p>
MEETING CLOSED	<p>There being no further business, the meeting closed at 10.20pm.</p> <p>Signed as a true and correct copy.</p> <p>Kevin Johnson – Board Chair</p>



Board Chair Message

It is in times of disruption that we can appreciate the innovation and dedication of others. Whilst compared to other nations Australia has been very fortunate, however we have still faced many challenges during the COVID-19 global pandemic. On behalf of the Board I would like to sincerely thank each student, their parents and caregivers, the staff, Leadership Team, Principal David Meziniec and Father Dean in the way they have adapted and maintained their focus on the wellbeing of each other and the school community. A special mention is also deserved for the IT team in supporting on-line learning and the accelerated roll out of the new Learning Management System, SEQTA.

As we reflect on 2020 it is with sincere appreciation that I thank the Tenison Woods College Board:

Father Dean Marin (President), David Meziniec (Executive Officer), Kate Facy (Deputy Chair), Peter Collins (Treasurer), Tony Halman (Parish Representative) Jean-Claude Cesario, Bert Prosperi-Porta, Lisa Rowley, Brooke Rzepiela, Amy Smith and Amy Turnbull, together with the Co-opted staff members, Mary de Nys (Minute Secretary), Neal Turley (Business Manager), Jennie Sanderson (Assistant Principal), Domenica Dunn (ELCC) and Trudi Dempsey (WHS).

During the year, farewells and appreciation were extended to Cathy Edwards, Sian Earle, Jean-Claude Cesario, Simone Van Rijn and Kate Facy after extensive service to the Board. We thank them for their valuable contributions over many years of service.

Also, appreciation is extended to those Board members and other School community members who form the six Board Sub-committees.

Highlights during 2020 have been:

- Reviewed and approved the Board Constitution;
- The completion and occupation of the Gilap Wanga precinct by our Middle School and Poplars students;
- Commencement of Master Plan Stage 1 works with the Early Learning Centre extension and new Reception building and OSHC builds.
- Visit and tour of the Waste Recycling facility by Federal MP Mr Tony Pasin and the Hon Trevor Evans, Federal Assistant Minister for Waste Reduction and Environmental Management.
- Presentation by Sophie Bouchier and Georgina Davison from Substance Misuse Limestone Coast
- Presentation Bruno Vieceli from Catholic Education of SA on Board formation.

Throughout 2020 we have keenly followed the development of the Gilap Wanga precinct. During several tours we have seen it take shape and heard positive feedback from the staff and students. It is an area in which the school community can be proud. As the ELCC extension and new Reception Learning Area near completion we can see the shape of the College change without losing a sense of its rich heritage and history.

This will be my last report as my six-year tenure on the School Board concludes. I am fortunate to have been involved with such an experienced Board who have the best interests of the school at heart. They work collaboratively with each other and the leadership team, achieving the best outcomes for Tenison Woods College. Thank You.

Regards



Kevin Johnson – Board Chair

Treasurer’s Report

In late 2020 Catholic Education South Australia (CESA) advised that they have engaged KPMG to undertake the financial audits across both archdioceses. As a result, we are yet to receive the final audit report for the past year and therefore, figures reported throughout this document are in draft form. Having said that, we do not expect significant changes to our results.

As we all know, COVID-19 has had a far-reaching impact across many sectors including education and Tenison Woods College was no exception to this. Results will however, show a very profitable outcome for the year overall. The significant proportion of this profit has arisen from revenue received through Jobkeeper claims from March through to September. However, it must also be noted that this value has not been retained by the College. All Jobkeeper funds across the system were returned to CESA at the end of last year. These funds are being used by CESA for fee reductions across all Catholic schools in the system and scholarships for students under the care of the Minister. Profit recorded for 2020 was \$5,194.7 (all figures in \$,000’s). Excluding the revenue received through Jobkeeper this can be revised to a profit of \$1,525.7. This was a significant reduction from 2019 however the reason for the reduced profit was the construction of the Gilap Wangra Learning Community which was funded entirely from cash reserves:

	2020	2019
Net Operating Profit	\$5,194.7	\$2,578.2
	(\$1,525.7)	

We have continued to contain our general operating expenses extremely well. This helped alleviate some shortfall from fee retention and collection which is continuing to provide some challenges. By working in conjunction with a debt collection agency we have begun to see some positive change and we are looking forward to see this increase further in 2021 and beyond. In conjunction with the fee assistance the College ordinarily provides to our lower income families we also supported those families impacted directly by COVID. We received some financial support from CESA in this regard so we were not impacted significantly.

Contained within the reported figures is the **Out of School Hours Care (OSHC)**. The service returned a profit of \$49 which is down on 2019. 2020 results are mainly attributable to reduced enrolments and a fee free service at the height of COVID. We saw no direct financial support for this so to continue operating at a profit throughout the year is a credit to the management of, and staff within, the service.

Our **Catering** operations (Canteen and Sugarloaf Café), traded at an overall loss of \$77 compared to a budgeted loss of \$32. This was mainly attributable to a reduction in internal (ELCC) and external catering (again impacted by COVID). Pleasingly, although we always budget to make a loss in the canteen, it reported a loss \$7 better than forecast. With the introduction of the QKR app in 2020 we have seen increased sales in the canteen across the year. We accept that both the Canteen and the Café will trade at a loss but we see them as necessary services and so continue to ensure that we pass on any price increases from our suppliers and keep abreast of wage increases.

The College is still confident of operating in a positive cash flow position over the next five years and forward, albeit at levels lower than we have experienced over the last 5. With the construction of the Gilap Wangra Learning Community, the MacKillop Learning Community plus extensions and renovations to the ELCC and OSHC we will now have additional loan commitments to meet (refer to loan commentary). In conjunction with this we have held fees static in 2021 and have discounted bus levies by 60% (acknowledging that we have received funding to support this). We therefore need to continue to exercise caution in spending and ensure that we contain wages and general expenses. We have already seen some savings in our wage costs thanks mainly to sound staffing practices implemented by senior leadership.

Maintenance of the existing school buildings remains a focus for 2021. External painting of the College was carried out in December/January and will be an ongoing project for some time. Internally we are painting areas that will not see significant Master Plan impact. Our sustainability focus has expanded with its own location opening in 2021, since named Project Recology. Recycled plastic is perhaps the biggest focus at present and we are seeing some wonderful outcomes across all year levels. We are also looking to replace our current composter with a different machine due to mechanical issues with the existing one. Fortunately, we will see this come in cost neutral. Our Poplars students will continue to manage this initiative which is a wonderful life learning exercise for them.

The College currently has made considerable inroads into paying off our existing loans. The balance of each as at 31 December 2020 was:

- Loan 2.2 (PRC Development - \$3M loan drawn May 2009) \$ 679
- Loan 2.3 (ELCC Development – \$2M loan drawn in full June 2014) \$ 815
- Loan 2.4 (Purchase of Relocatable Buildings - \$473.6 K over 10 years) \$ 144
- \$1,638**

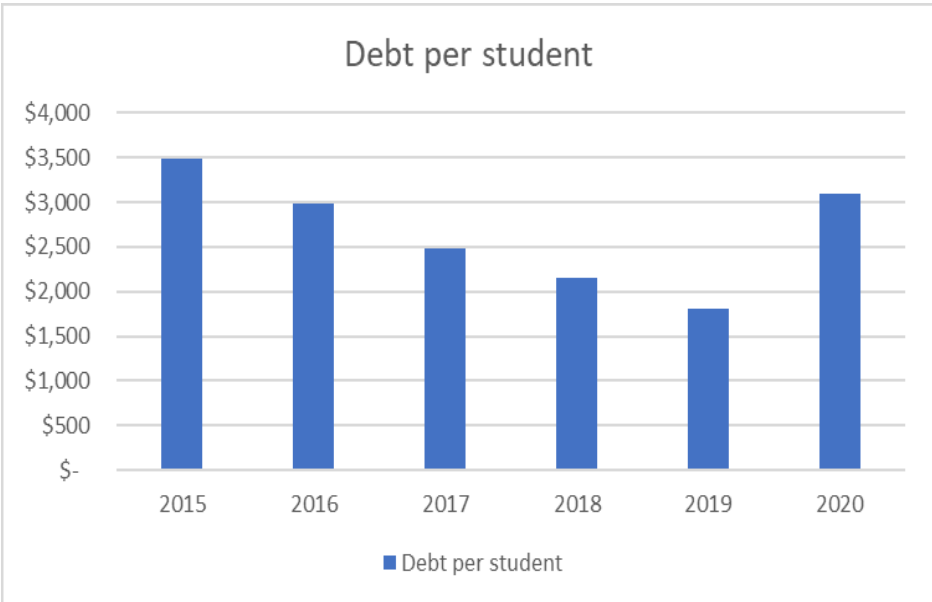
In 2020, two new loans were drawn down. An ICT Equipment Loan (L10.1) and the construction loan for the MacKillop Learning Centre (L16). Balances as at 31 December 2020 were:

- Loan 10.1 (Upgrade of ICT Equipment - \$287.8k over 3 years) \$ 212
- L16 (Construction of Reception Building - \$4.3m over 10 years) \$2,078
- \$2,290**

A further loan was drawn down for the ELCC expansion and renovation. Its balance is as follows:

- L16 (Expansion & renovations to ELCC - \$991k over 10 years) \$ 865.8

Our debt per student is at a manageable level but with that said, we need to be cautious as we look to further increase our lending in line with Master Plan developments.



As mentioned above, Tenison Woods College continues to be, by comparison, a low fee school that offers very generous sibling and concessional discounts (for those families experiencing financial difficulties). This consideration continues to assist us in reaching the enrolment levels we currently enjoy and thus we benefit from these economies of scale and the additional government “needs” funding. We need to act with caution however, as we still expect some flow on effect from COVID and we will continue to support those families impacted to ensure that their children can remain at the College.

The ELCC has again performed extremely well financially, despite the impact of COVID, and recorded a net profit for 2020 of \$405; an increase on last year of \$264. Again, we note the abnormalities in this result are due in part to financial support from the Federal Government when we were unable to charge fees. It is worthy to note however that this was not due to Jobkeeper payments as the ELCC was ineligible to claim this. We continue to have extensive wait lists across all rooms even with the addition of another learning area and communal space. We commend Domenica Dunn and the staff of the ELCC on the experiences, learning initiatives and care they provide to the students that makes the ELCC such a popular choice for families seeking opportunities for their children.

I would like to take this opportunity to thank our Finance Committee consisting of David Meziniec, Jennie Sanderson, Jessica Lindner, Annie Hall, Lisa Rowley, Nigel Adams, Kate Facy, Hayley Neumann and Neal Turley for their support throughout the year.

Peter Collins – Chairman of the Finance Committee



2020 School Performance Report

SCHOOL INFORMATION STATEMENT

ENROLMENTS

Tenison Woods College enrolment numbers in 2020 included 1,200 full-time students from Reception to Year 12; 126 Early Years enrolments for Semester 2; and approximately 39 external students who worked to achieve their South Australian Certificate of Education through our Flexible Learning Program and Mature Aged Program.

Catering for students from their first days in Early Years Learning to their last days in Year 12 provides a unique opportunity to be with families for their whole school journey. Our deliberate commitment to individualising learning pathways for each student, the Flexible Learning Program and the specialist academies, has ensured healthy enrolments at the College with all Year 12 students in 2020 successfully completing their chosen type of SACE Board Studies.

Enrolment Data

2020 Breakdown of students

Year	EY	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Total
Boys	65	48	35	40	38	44	49	42	51	76	63	63	38	47	625
Girls	61	47	28	35	42	30	39	33	39	73	51	56	49	44	695
Total	126	95	63	75	80	74	88	75	90	149	114	119	87	91	1326

2020 External students

	FLP	MAP	Total
Boys	25	5	30
Girls	6	3	9
Total	31	8	39

2020 Student Attendance

Year Level	Term 1 2020*	Term 2 2020	Term 3 2020	Term 4 2020
Reception	86.11%	77.60%	96.14%	96.41%
Year 1	80.71%	94.60%	94.16%	94.95%
Year 2	82.57%	92.72%	95.06%	94.28%
Year 3	84.41%	94.56%	95.55%	94.65%
Year 4	81.23%	93.77%	93.94%	94.50%
Year 5	84.82%	95.41%	94.21%	94.00%
Year 6	84.46%	94.92%	94.11%	93.43%
Year 7	83.98%	95.30%	95.60%	94.15%
Year 8	82.20%	94.92%	93.28%	92.12%
Year 9	81.78%	93.97%	89.77%	90.01%
Year 10	78.48%	92.37%	89.91%	90.69%
Year 11	80.80%	92.93%	92.24%	90.16%
Year 12	79.41%	90.86%	89.77%	90.73%

* During 2020, attendance numbers were affected by the COVID-19 pandemic, school closures and border lockdowns. This was mainly evident in the latter part of Term 1, 2020.

Where our students come from

Postcode	Area	No. of students
5271/5272	Naracoorte / Lucindale	54
5276/5277/5263	Penola / Coonawarra / Rob	35
5278	Kalangadoo	13
5280	Millicent	87
5290	Mount Gambier	955
5291	Mount Gambier surrounds	178

Languages spoken by students

Afrikaans	4	Arabic	6	Chinese	7	Dinka	5	Filipino	4	French	4
Hindi	3	Indonesian	2	Italian	3	Karen	21	Macedonian	1	Russian	1
Sinhalese	2	Spanish	3	Swahili	13	Urdu	4	Vietnamese	2		

COMPARATIVE ANALYSIS OF YEAR 12 RESULTS

Tenison Woods College students enjoy significant success in their academic achievement, which has been consistent over the past decade.

In the past 5 years we have seen significant increases in the number and diversity of students seeking to complete their South Australian Certificate of Education (SACE). There has been a significant increase in students seeking flexible options for completing their SACE - both through the College and through combining part-time work and study.

A GRADE RESULTS – SACE STAGE 2

	2009	2010	2011	2012	2013	2014
Tenison Woods	25.8%	25.3%	21.52%	17.84%	24.17%	28.41%
State	20.5%	20.9%	18.55%	19.23%	20.19%	21.04%
Difference	5.3%	4.4%	2.97%	-1.39%	3.98%	7.37%

	2015	2016	2017	2018	2019	2020
Tenison Woods	21.28%	23.35%	24.05%	27.88%	26.45%	28.97%
State	22.24%	23.89%	24.97%	26.42%	27.58%	30.01%
Difference	-0.96%	-0.54%	-0.92%	1.46%	-1.13%	-1.04%

A & B GRADE RESULTS – SACE STAGE 2

	2009	2010	2011	2012	2013	2014
Tenison Woods	65.7%	64.2%	66.41%	60.55%	72.22%	69.94%
State	55.8%	56.0%	58.80%	61.18%	62.76%	64.34%
Difference	9.9%	8.2%	7.61%	-0.63%	9.46%	5.60%

	2015	2016	2017	2018	2019	2020
Tenison Woods	65.50%	68.32%	68.48%	75.06%	69.32%	73.21%
State	66.70%	68.57%	69.57%	70.09%	71.23%	72.87%
Difference	-1.20%	-0.25%	-1.09%	4.97%	-1.91%	0.34%

GRADE DISTRIBUTION 2019 AND 2020

2020	A	B	C	D	E	N
Tenison Woods	28.97%	44.25%	25.40%	1.39%	0.00%	0.00%
State	30.01%	42.86%	25.38%	1.54%	0.21%	0.01%
Difference	-1.04%	1.39%	0.02%	-0.15%	-0.21%	-0.01%

2019	A	B	C	D	E	N
Tenison Woods	26.45%	42.87%	26.76%	3.60%	0.31%	0.00%
State	27.58%	43.65%	26.74%	1.81%	0.12%	0.00%
Difference	-1.13%	-0.78%	0.02%	1.79%	0.19%	0.00%

POST SCHOOL DESTINATIONS

University Offers

A total of 56 offers (2019: 88) were made from Universities across two states only:

South Australian Universities:	46/48 received offers - 96%
Victorian Universities:	10/13 received offers - 77%
New South Wales Universities:	no applications made
Queensland Universities:	no applications made
Western Australian Universities:	no applications made

Note: the above figures include 10 students who received multiple offers (ie for both South Australia and Victoria).

Key Outcomes

South Australia: 77% (2019: 66%) received their first preference which is maintaining the high percentage from past years.

Victoria: 77% (2019: 72%) received their first preferences.

Of the total university applicants, 10 applied to both South Australian and Victorian Universities – some targeting the same degree, others opting for different degrees. The number applying to Victoria (and other interstate universities) is significantly lower than previous years. This is likely an impact of COVID-19 and the uncertainty around interstate travel and movement.

No TAFE offers were recorded due to student applications either being to the local TAFE or not applying to TAFE courses via SATAC or VTAC. This is consistent with last year.

Student Highlights

The range of courses selected in 2020 continues to support a three-year preference trend amongst students for health and science related careers. Offers were made in the following areas:

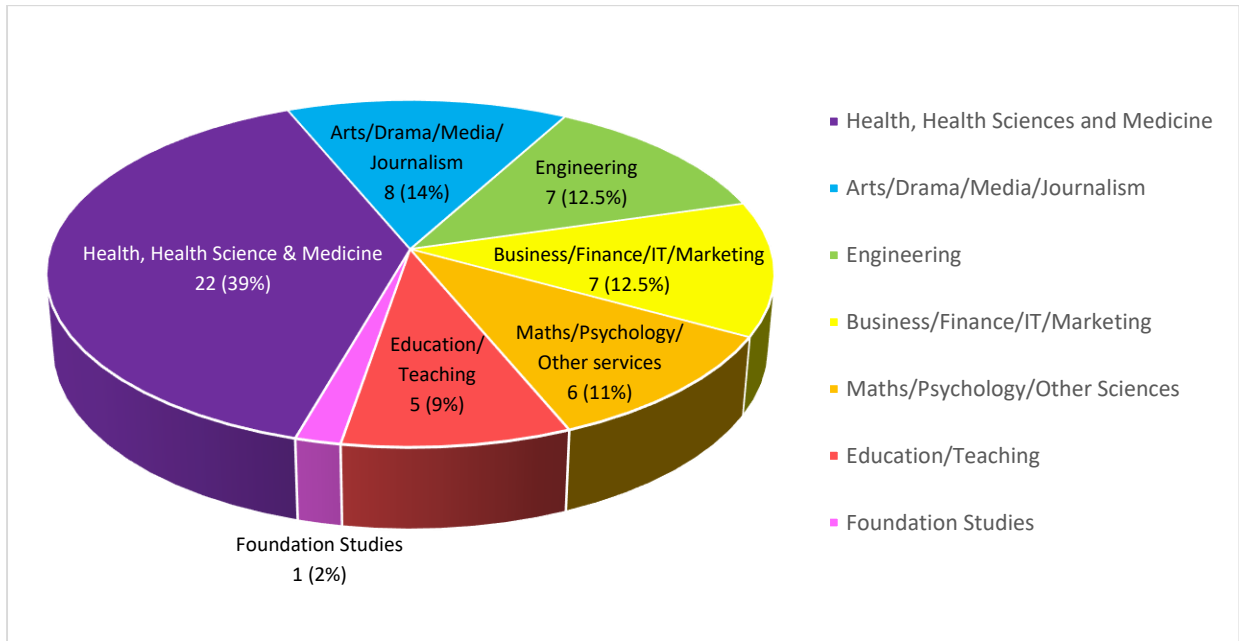
- Pharmacy
- Agricultural Science
- Architecture – five students applied and were offered places in architecture
- Medical Imaging
- Speech Pathology
- Nutrition and Dietetics
- Film and Television/Production Design
- Contemporary and Visual Arts

A total of 56 offers were made across the following:

- Health, Health Sciences and Medicine
 - Arts/Drama/Media/Journalism
 - Engineering
 - Business/Finance/IT/Marketing
 - Maths/Psychology/Other Sciences
 - Education/Teaching
 - Foundation Studies
- Total

39%	22
14%	8
12.5%	7
12.5%	7
11%	6
9%	5
2%	1
100%	56

2020 Year 12 University first-round Offers for all States



VOCATIONAL EDUCATION AND TRAINING (VET)

Tenison Woods College takes great satisfaction from ensuring that all teaching and learning opportunities enable students to develop their knowledge, skills and aptitudes to the highest level. In partnership with our parents and carers at Tenison Woods College, we have established a strong tradition of working together to ensure that all our students strive to excel in their chosen fields of interest and expertise.

We continue to emphasise customised educational programs, and focussed case management of student learning. In 2020 this enabled all senior students to achieve high level educational, vocational and personal goals through a broad spectrum of study programs. Such outcomes have also made them highly competitive in the tertiary education and employment sectors.

There is a strong focus on the key roles that work and tertiary learning play in our lives, especially in rural communities where young people need to be multi-skilled and competent and able to adapt to learning and earning opportunities in diverse contexts.

For the year 2020, a total of 85 students at Tenison Woods College participated in VET courses either at the College or off campus at other venues. Our internal VET courses are now offered at a Certificate II level rather than Certificate I. Many students were able to complete more than one VET course during the year.

7 VET students obtained apprenticeships throughout the 2020 year in their chosen career.

In 2020, VET courses taken up by students at Tenison Woods College included:

• Certificate I Horticulture (TWC)	11 students
• Certificate II Automotive (Mount Gambier TAFE)	2 students
• Certificate II Constructions Pathways (Mount Gambier TAFE – (delivered at GHS)	5 students
• Certificate II Dance (Australian Teachers of Dance)	1 student
• Certificate II Electro-technology	7 students
• Certificate II Engineering (Mount Gambier TAFE)	4 students
• Certificate II Furniture Pathways (TWC)	8 students
• Certificate II Hospitality (TWC)	27 students
• Certificate II Retail	6 students
• Certificate III Early Childhood Education and Care	7 students
• Certificate III Fitness (TWC)	2 students
• Certificate III Individual Support – Aged Care (Mount Gambier TAFE)	3 students
• Diploma in Social Media	1 student
• Directions in Hair (Mount Gambier TAFE)	1 student

NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY (NAPLAN)

Do to COVID-19 restrictions, NAPLAN did not occur in 2020.

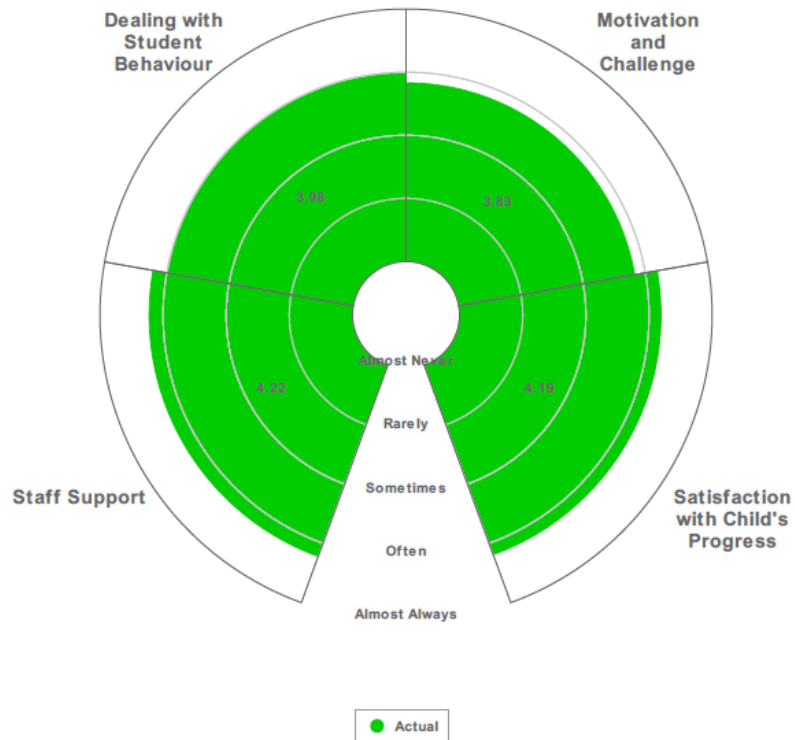
Literacy and Numeracy Initiatives

A main priority continues to be the collection of meaningful and detailed data about student literacy and numeracy, both for individuals and for year level cohorts. All class teachers are required to collect and analyse data to inform their teacher practice as well as monitoring student progress.

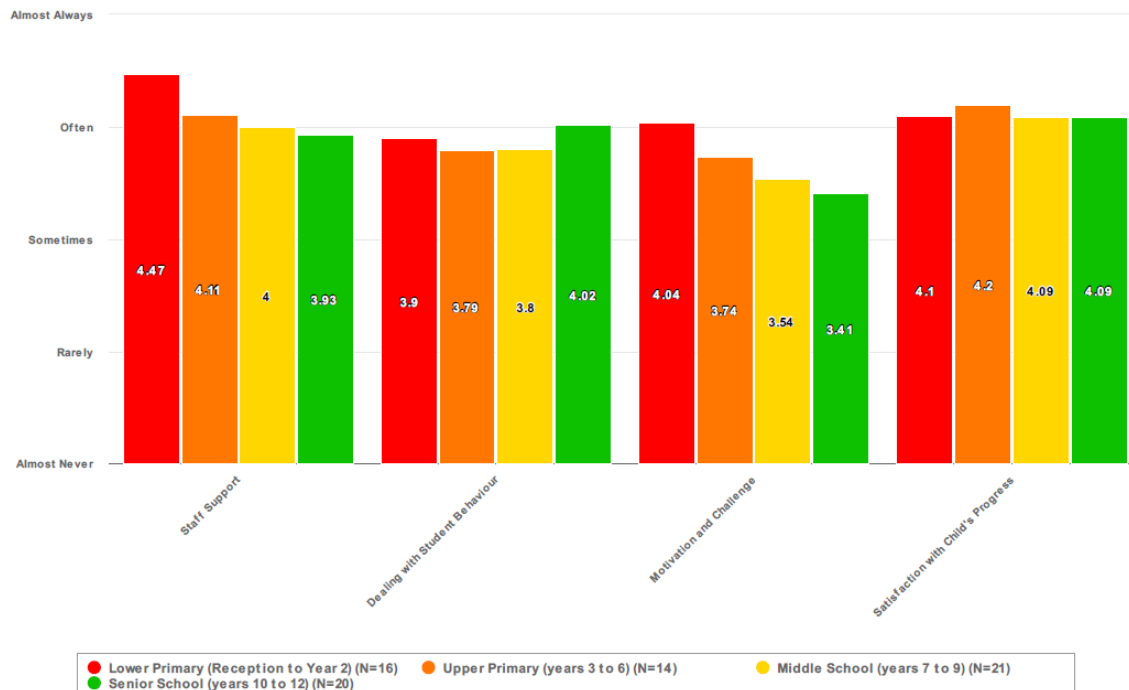
PARENT SURVEY

In 2020, surveys were conducted with the NSI Partnership. 79 Parents and caregivers completed this survey.

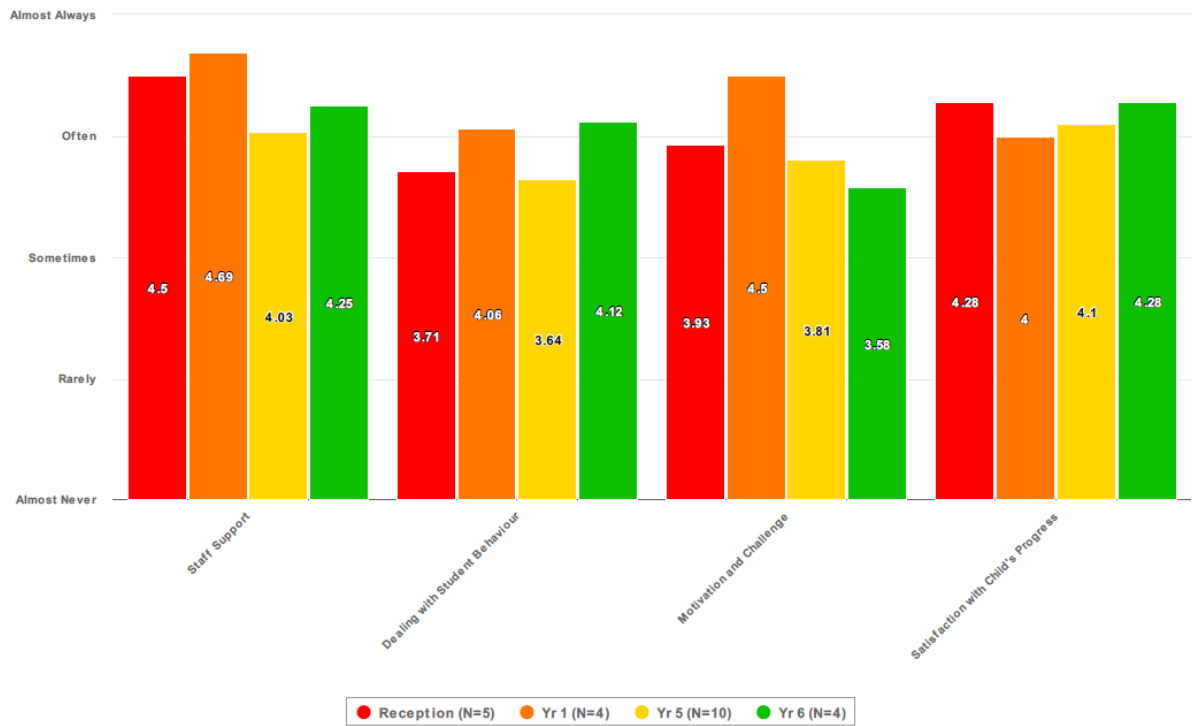
Child's/Children's experience at School



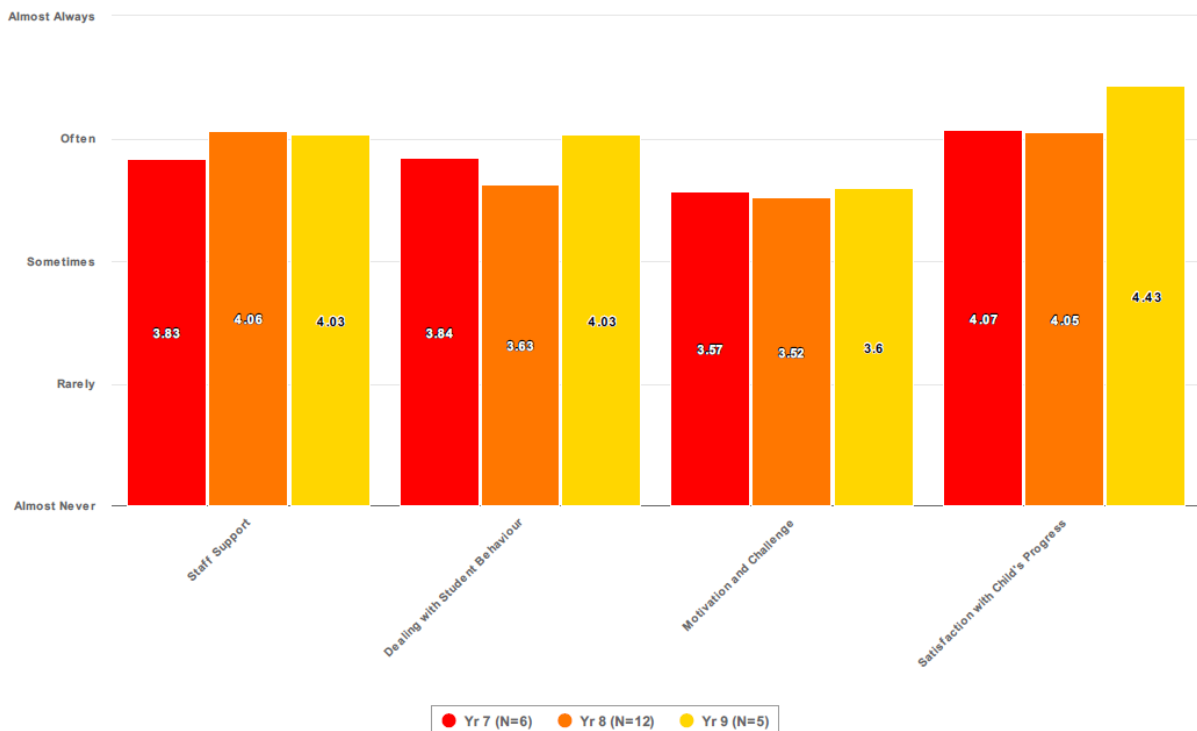
Child's/Children's Experience: By School level



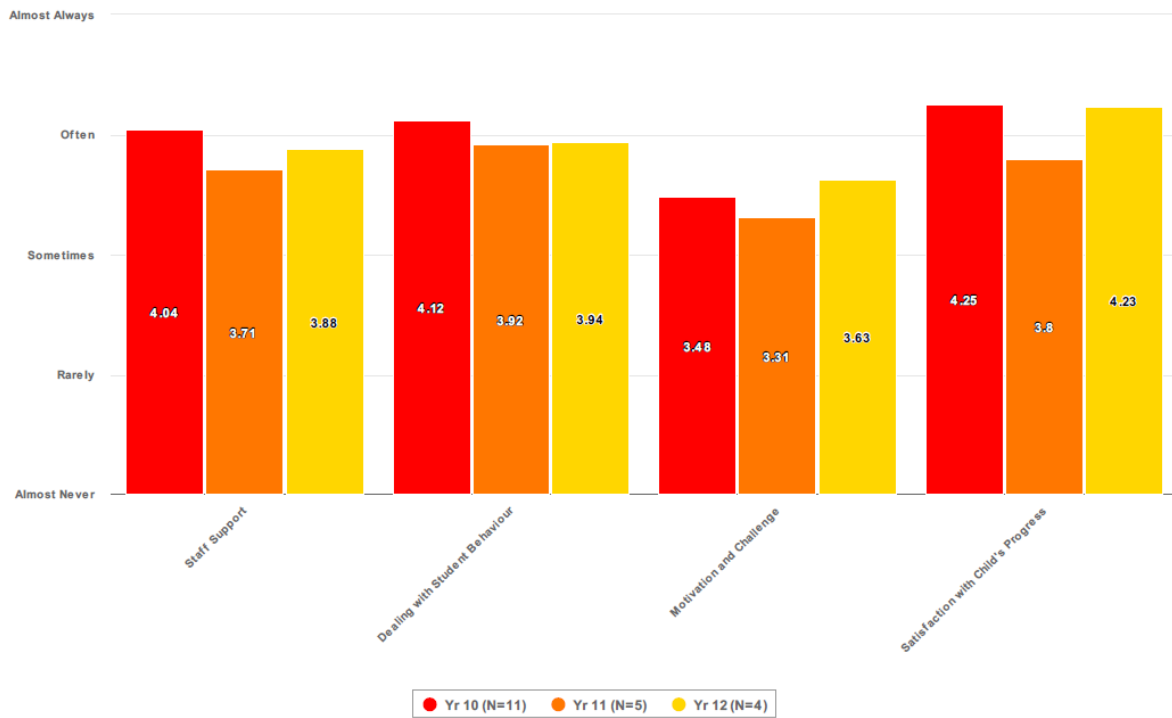
Child's/Children's Experience: By Year level – Junior School



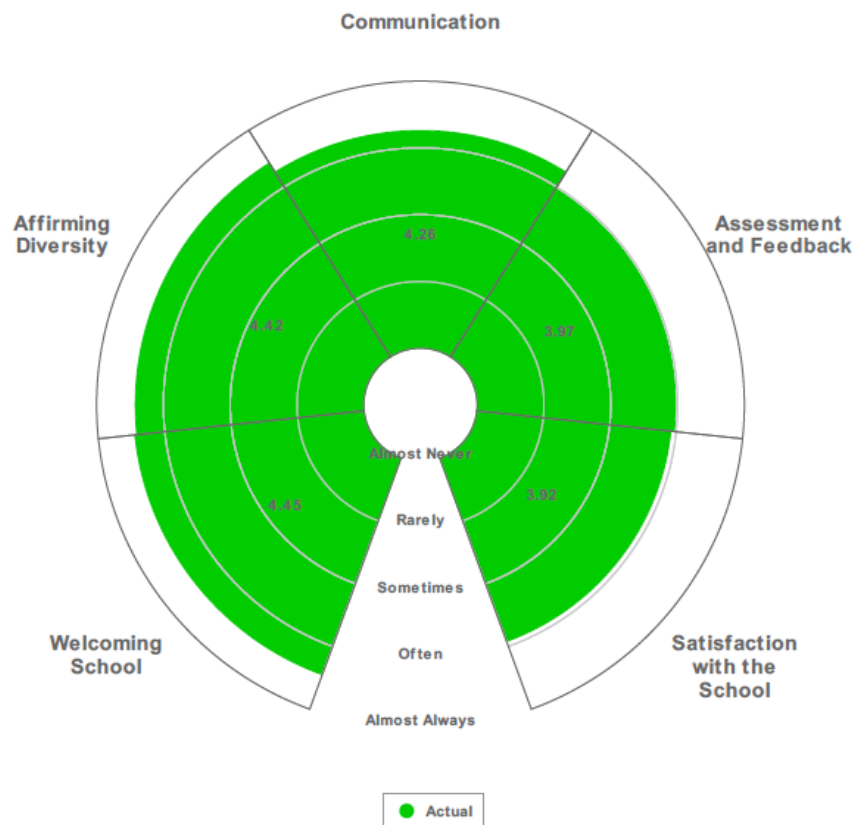
Child's/Children's Experience: By Year level – Middle School



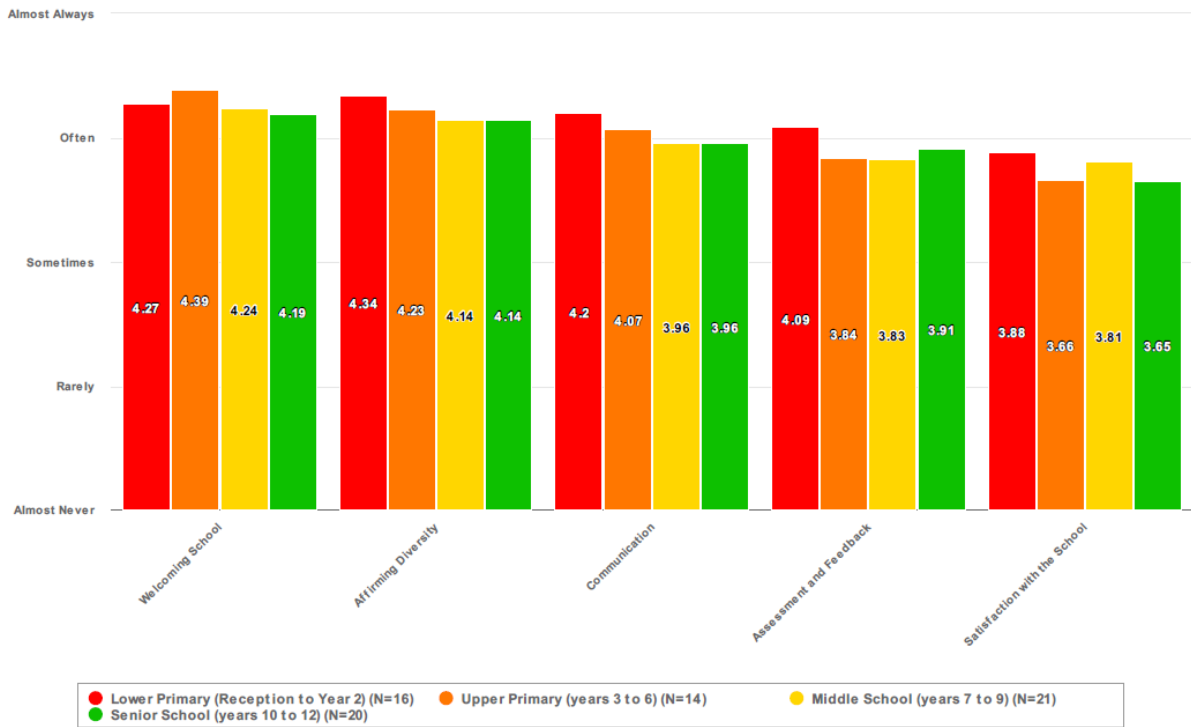
Child's/Children's Experience: By Year level – Senior School



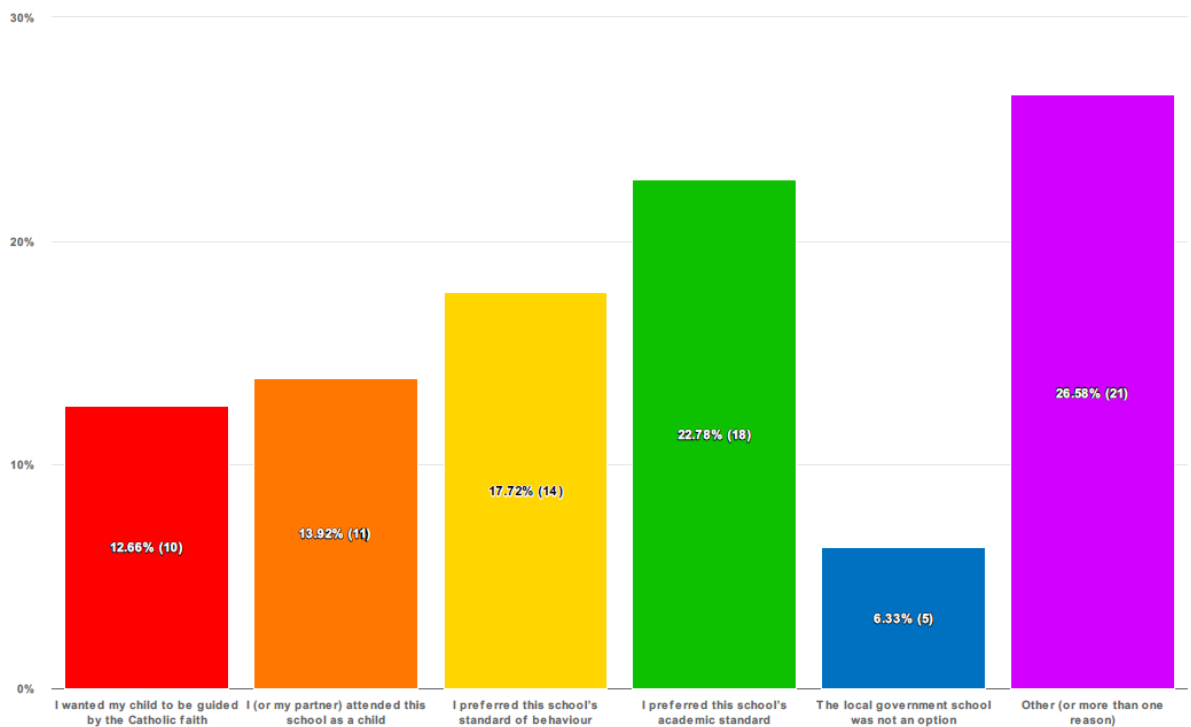
Parent's/Caregiver's experience of the School



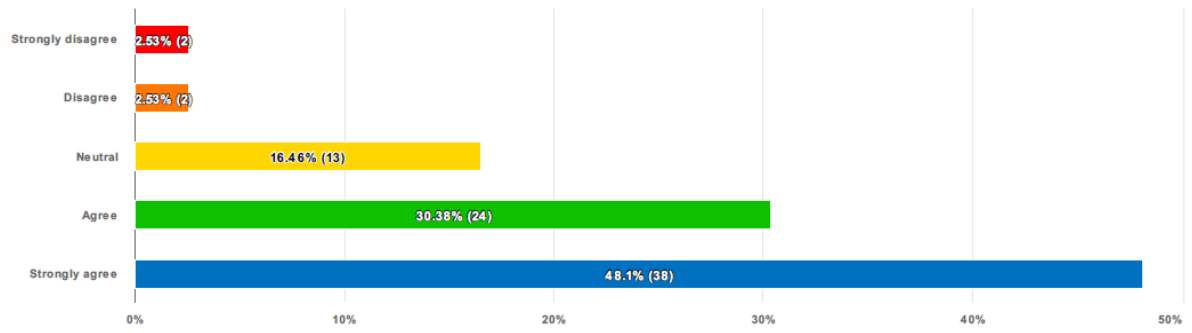
Parent's/Caregiver's experience of the School: By School level



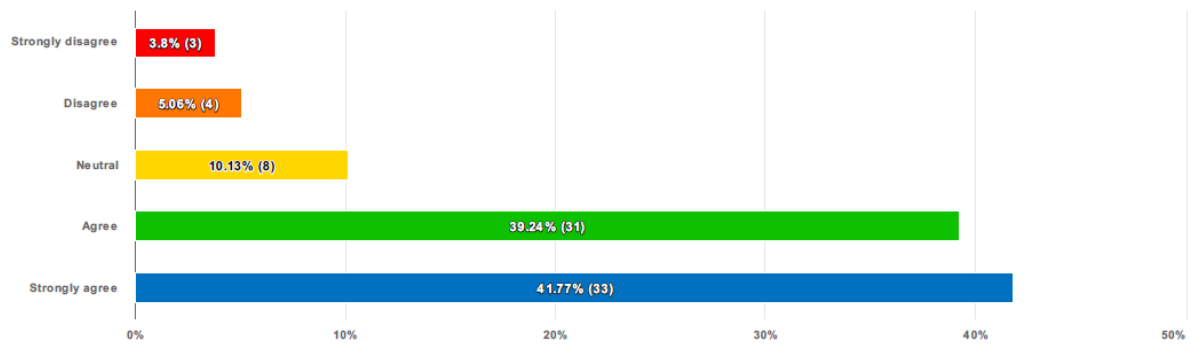
Reasons for Selecting School



I would recommend this school to others



Overall, I am satisfied with what the school does for my child/children

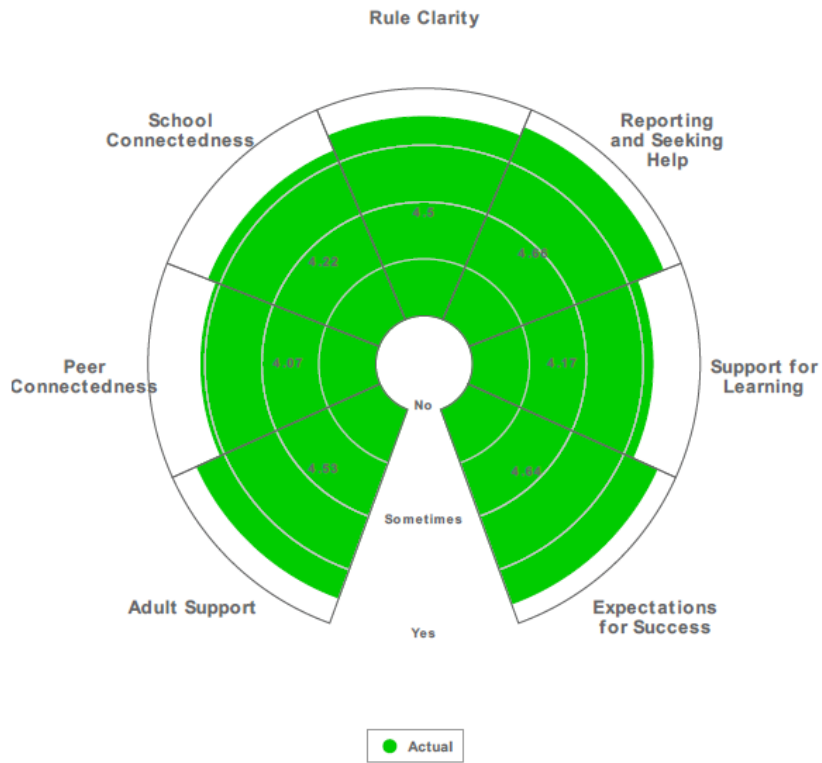


STUDENT SURVEY

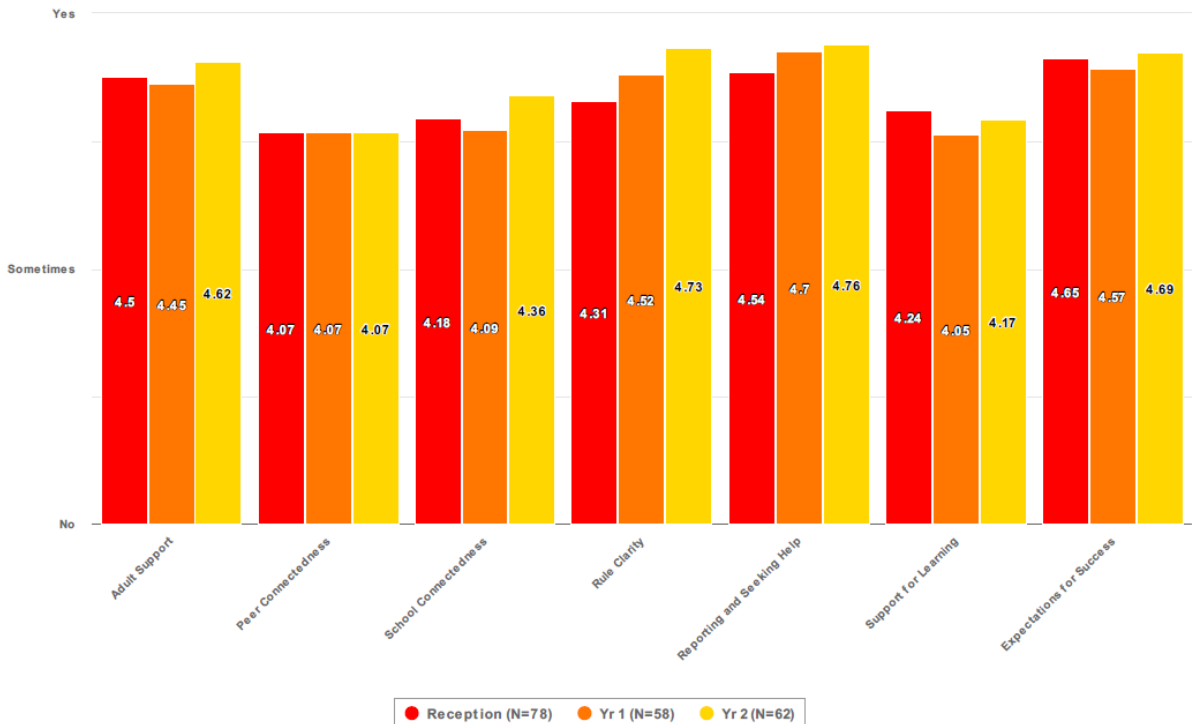
Student Voice – Junior Primary (R-2)

In 2020, surveys were conducted with the NSI Partnership. 207 students in R-2 completed this survey.

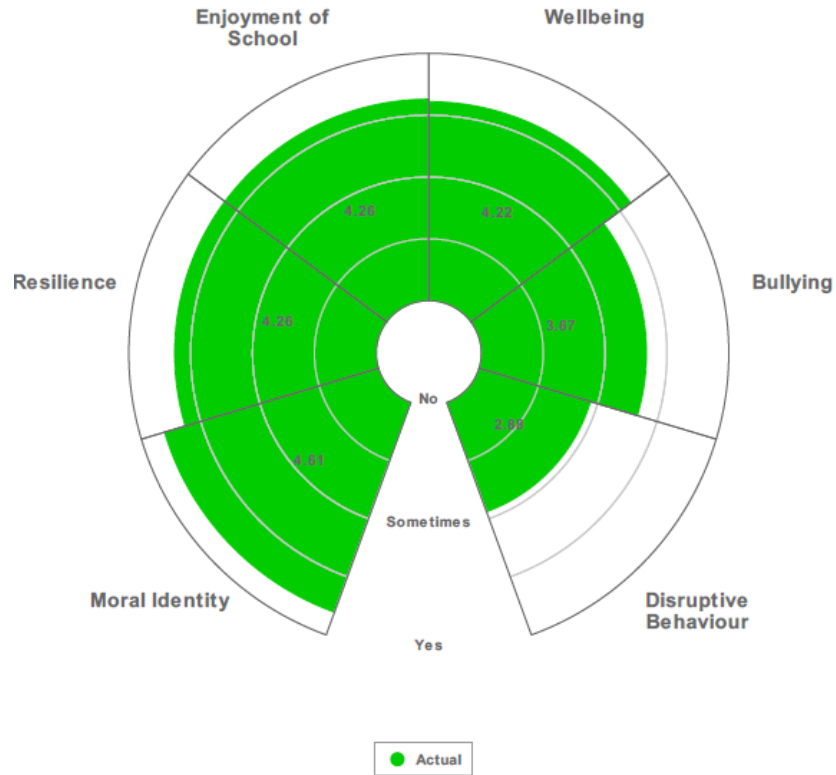
Junior Primary School Climate



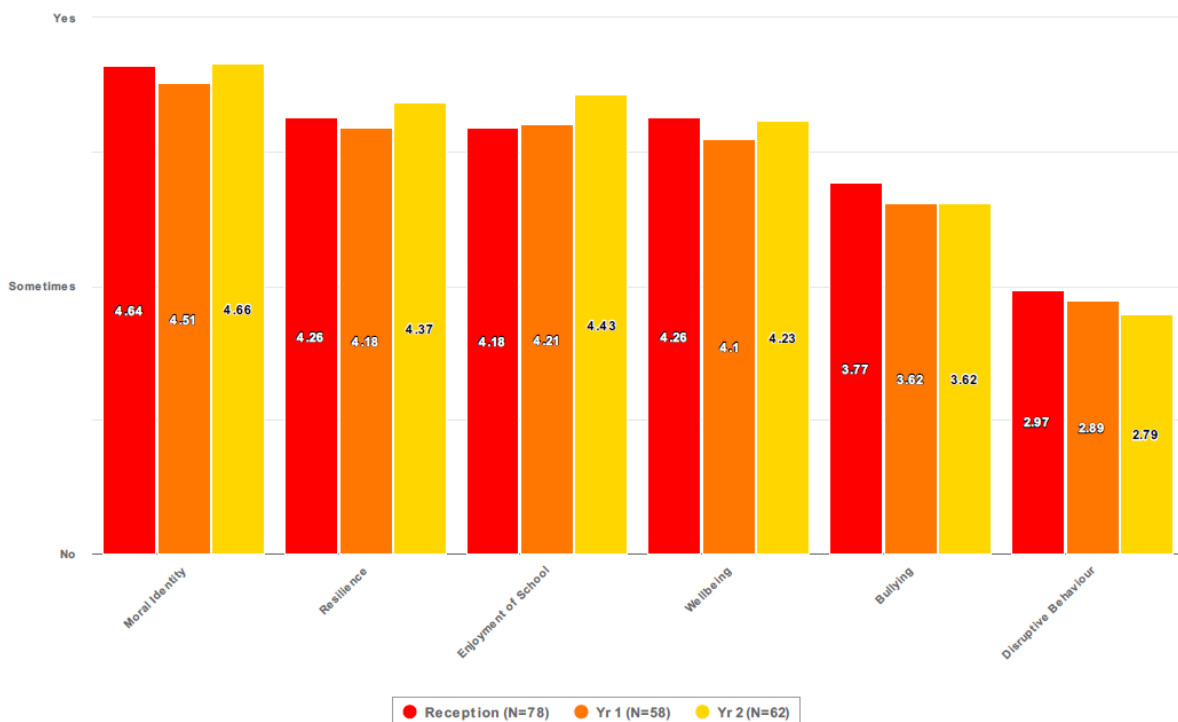
Junior Primary School Climate: By Year level



Junior Primary: Protective and Risk Factors



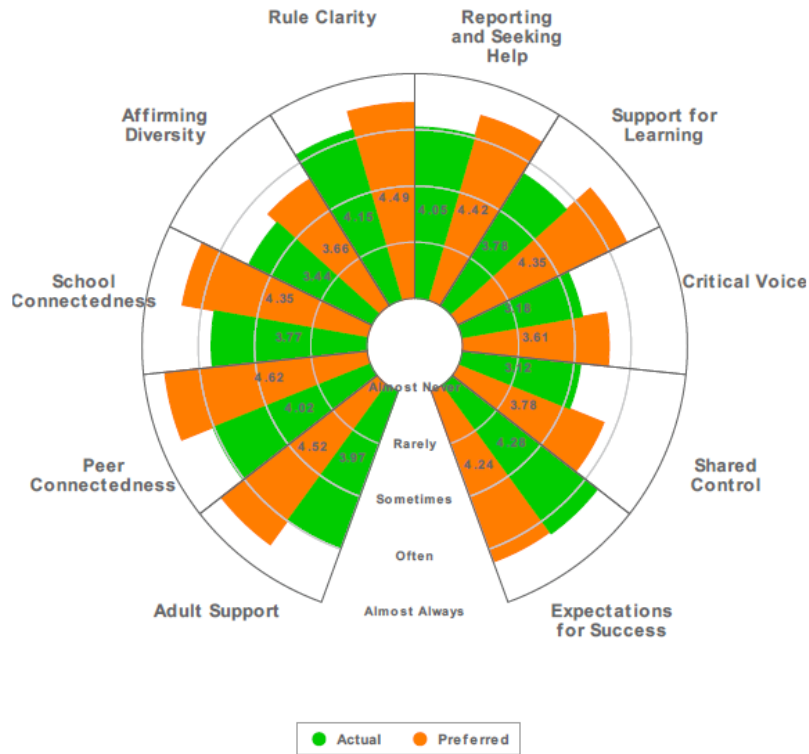
Junior Primary: Protective and Risk Factors: By Year Level



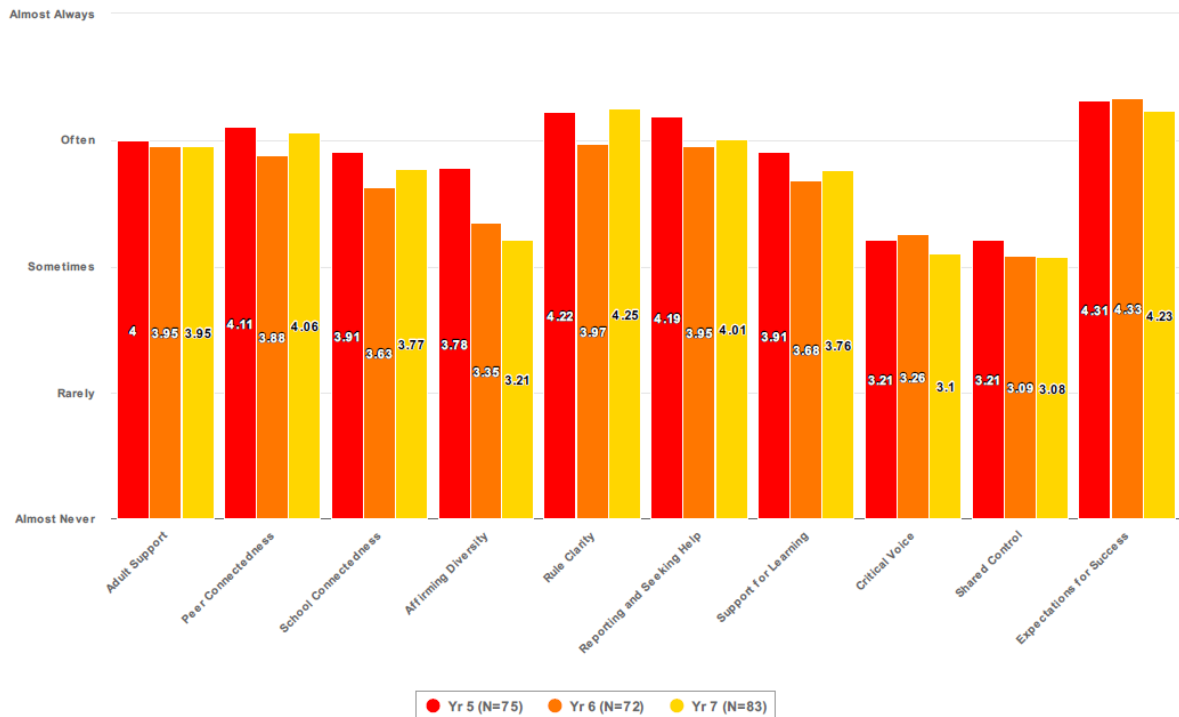
Student Voice – Upper Primary (5-7)

In 2020, surveys were conducted with the NSI Partnership. 232 students in Years 5-7 completed this survey.

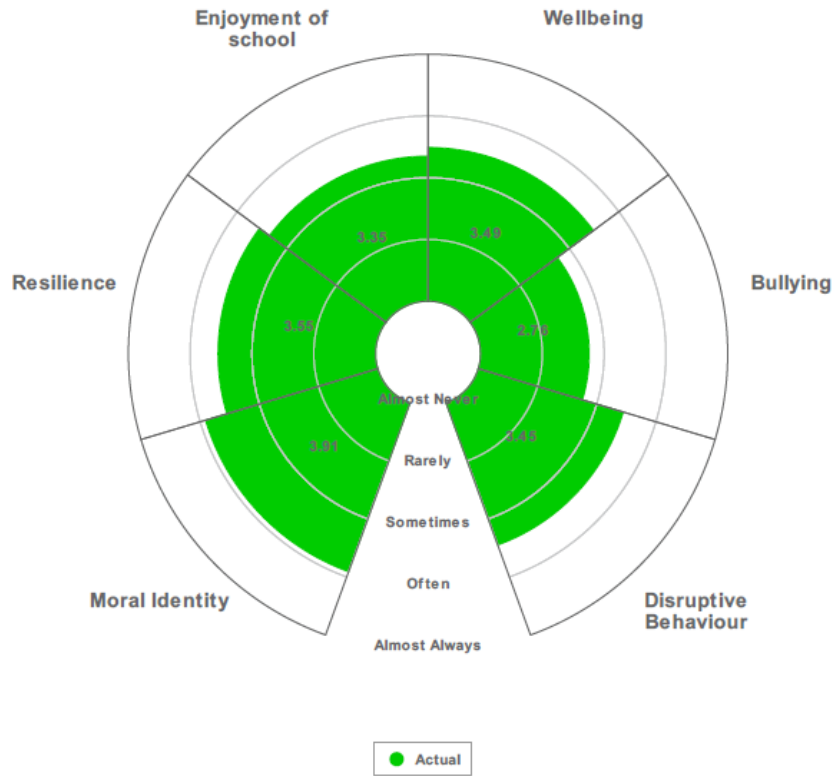
Upper Primary School Climate



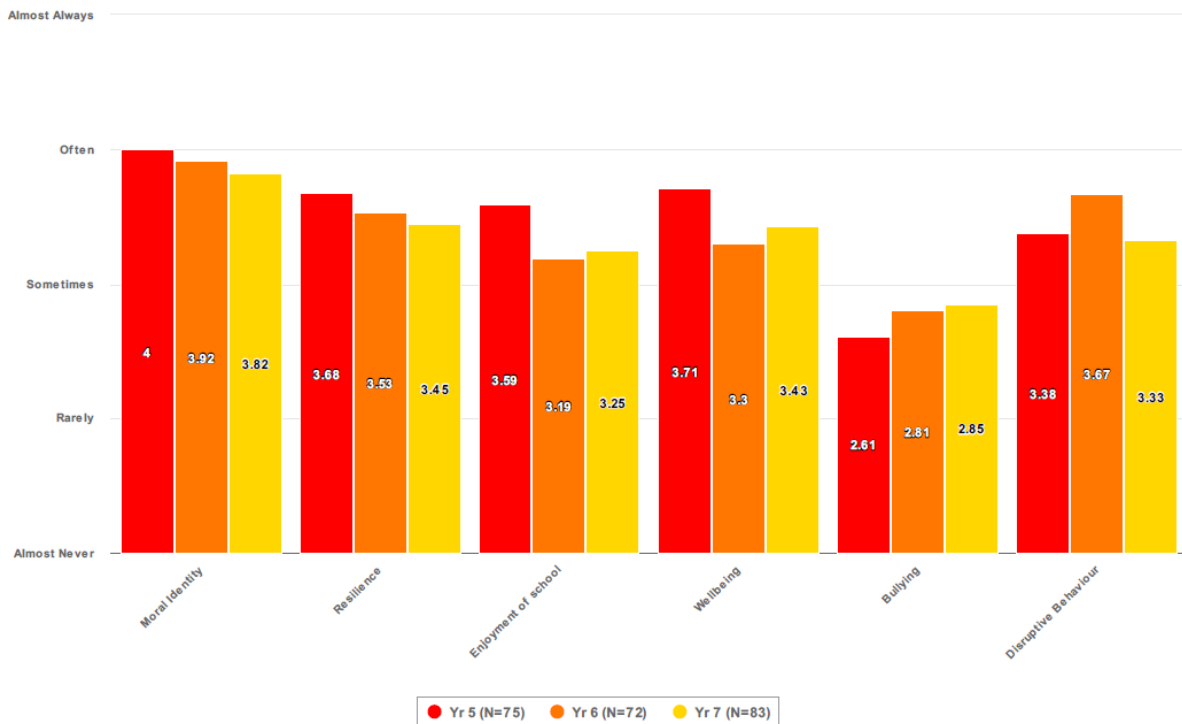
Upper Primary School Climate: By Year Level



Upper Primary: Protective and Risk Factors



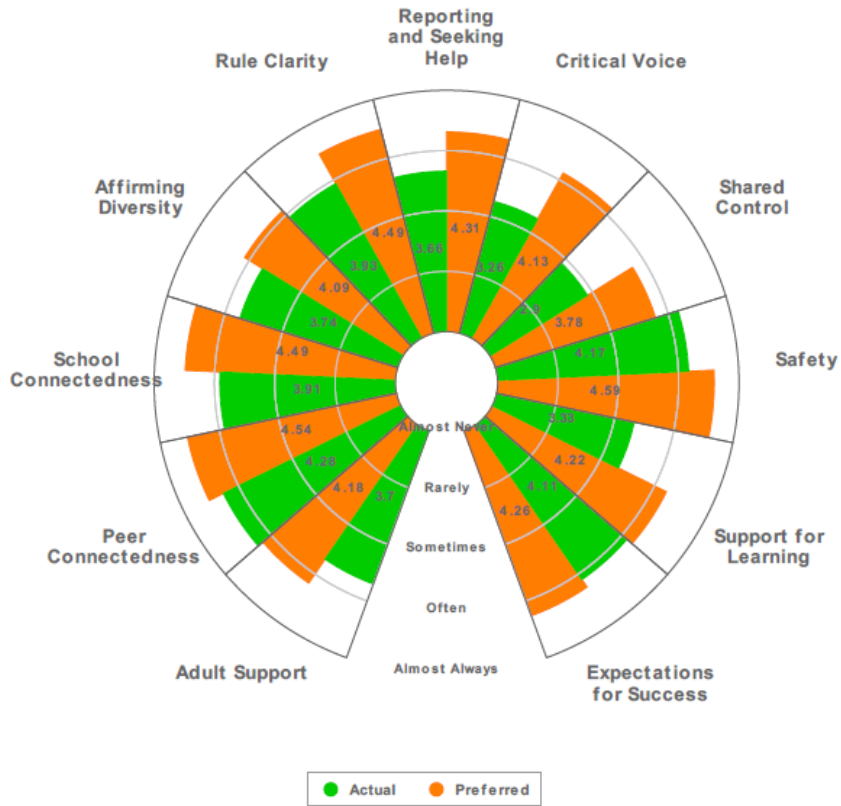
Upper Primary: Protective and Risk Factors: By Year Level



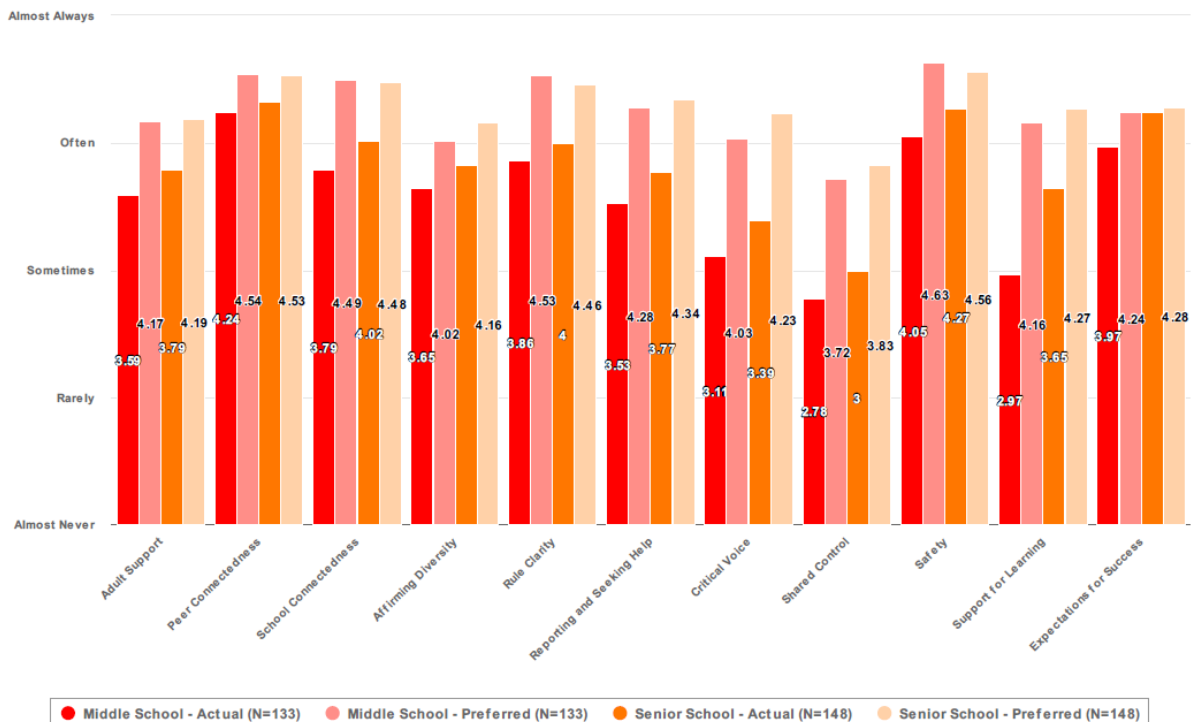
Student Voice – Secondary School (8-12)

In 2020, surveys were conducted with the NSI Partnership. 286 students in Years 8-12 completed this survey.

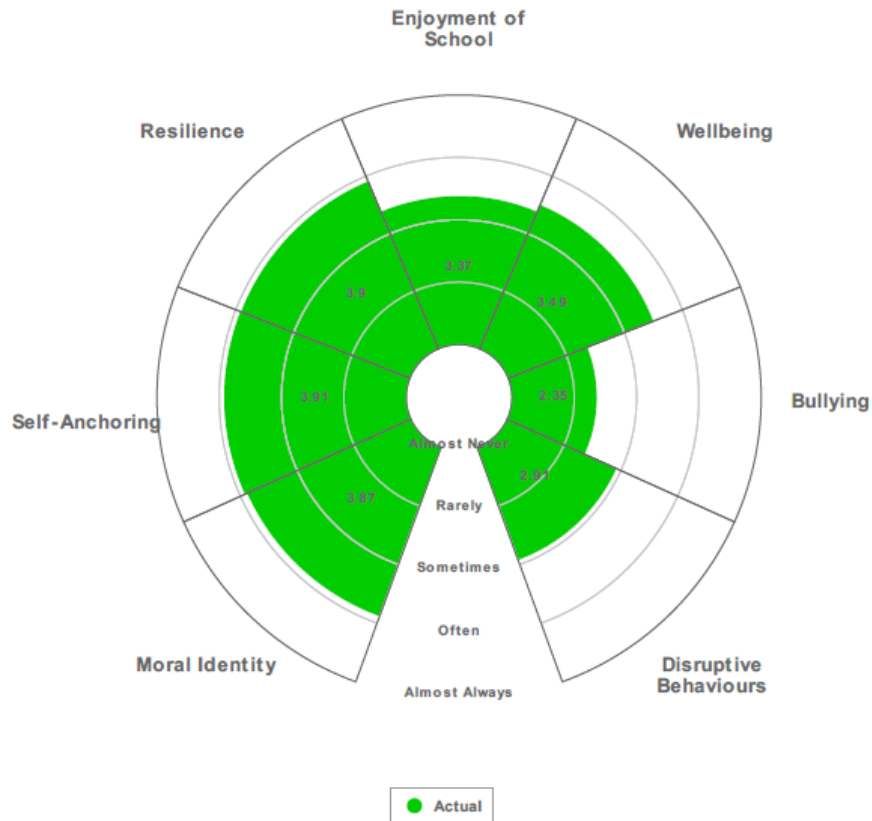
Secondary School - School Climate



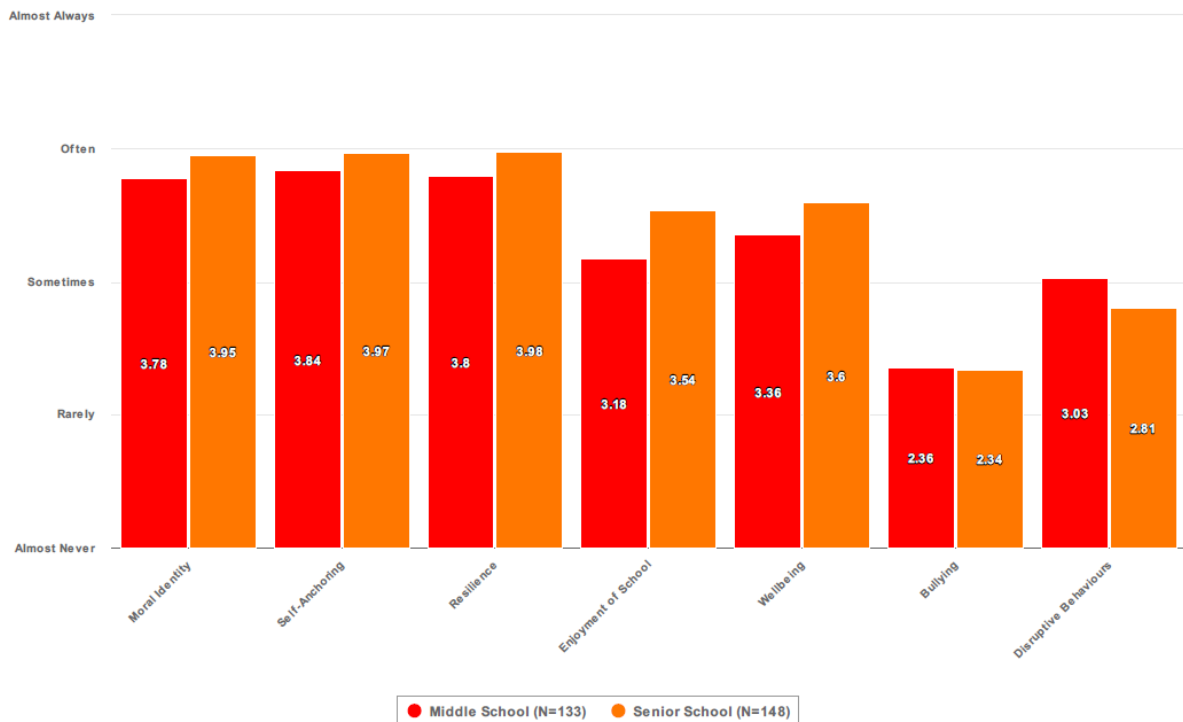
Secondary School - School Climate: By Sub-School (Middle School & Senior School)



Secondary School: Protective and Risk Factors



Secondary School: Protective and Risk Factors by Sub-School (Middle School & Senior School)



HUMAN RESOURCES

Staff Qualifications

We are fortunate to have many staff with two or more qualifications in education. The total percentage of qualifications at Tenison Woods College is:

Year	Catholic Teaching Staff	Honours Degree or Grad Dip	Masters' degree	Grad Cert in Catholic Studies
2016	56.14%	53.08%	14.91%	42.10%
2017	60.00%	44.44%	16.24%	41.88%
2018	56.69%	33.33%	13.68%	37.61%
2019	56.60%	32.07%	12.26%	36.79%
2020	53.28%	32.20%	14.41%	32.20%*

* Many staff were unable to complete their Grad Cert in Catholic Studies in 2020 due to COVID-19 restrictions.

In addition to the outstanding teaching staff qualifications, we have over 50% of our Education Support Staff holding qualifications ranging from Cert III and IV to Masters degrees.

Staff Retention

In Term 1 2020, 93.00% of our teaching staff were retained from the beginning of 2019. Included in the staff that left were several staff who retired after extensive service to the school. As a growing College, over the course of the 2020 school year, we employed 12 new teaching staff including 2 staff mid-year. This included staff employed to cover leave and 'team-teaching' arrangements to allow working parents to return to school in a part-time capacity.

Professional Engagement

In 2019, the College employed 211 staff in both teaching and non-teaching roles whilst in 2020 we employed 218 (excluding OSHC Casuals and Cleaning Staff). The following chart summarises the workplace staffing for 2019 and 2020.

2020	WOMEN			MEN			Total
	Full time	Part time	Casual	Full time	Part time	Casual	
Board			6			6	12
Principal	-	-	-	1	-	-	1
Deputy Principal	1	-	-	-	-	-	1
Managers	6	9	-	7	1	-	23
Senior Teachers	30	23	-	14	3	-	70
Other Teachers	15	10	-	7	2	-	34
Early Learning Educators	3	15	-	-	-	-	18
Maintenance/Support Staff	5	53	-	5	7	1	71
Total							218

2019	WOMEN			MEN			Total
	Full time	Part time	Casual	Full time	Part time	Casual	
Board			6			6	12
Principal	-	-	-	1	-	-	1
Deputy Principal	1	-	-	-	-	-	1
Managers	5	10	-	7	-	-	22
Senior Teachers	27	23	-	12	2	-	64
Other Teachers	12	12	-	10	-	-	34
Early Learning Educators	2	15	-	-	-	-	17
Maintenance/Support Staff	6	51	3	4	8	-	72
Total	53	111	3	34	10	0	211

Expenditure and Teacher Participation in Professional Learning

In 2020 teachers had the opportunity to participate in professional learning that focused on the Colleges identified priorities. There was high level participation by both teaching and non-teaching staff in a wide range of learning opportunities.

Significant time and training was allocated to supporting and promoting teacher and school leader professional learning. Inspired by the understanding that teacher skill and relationship with the learner are a significant determinant of learner's success.

The major professional development opportunities have included:

- Communities of Practice Conference – A co-constructed curriculum methodology for the implementation of the Living Learning Leading framework, accentuating key capabilities and supported by our LBI Practice.
- A whole school focus on sustainability
- Australian Curriculum Leaders Workshops
- Autism SA
- Careers and University Entrance Conferences
- CESA Catholic Identity and Mission Projects
- CESA Emerging Leaders Program
- CESA Induction Modules
- CEO Languages Project and Professional Development
- CEO Literacy and Numeracy Programs
- Curriculum Based Projects
- Data Collection
- Design and Tech – STEM
- Digital Technologies Professional Development
- Early Careers Teachers Program
- Early Years Literacy Professional Development
- Early Years Assessment Programs
- EAL Conferences
- English SAETA Professional Development
- Fire Warden Training
- Graduate Certificate in Catholic Studies
- Learning Manager (CESA WHS training system)
- Mathematics PD
- Microsoft 365 Implementation training
- MITIOG Professional Development
- Move to Learn
- Junior School and Middle School Numeracy Project
- Mandatory Notification
- NAPLAN
- NCCD
- Public Relations and Marketing PD
- Restorative Principles training
- SACE workshops and discussion forums – implementation Workshops for Maths and English, Research Project, Stage 2 Workshops, Stage 2 Clarifying Forums
- SAHMRI Wellbeing & Resilience
- Life Buoyancy Institute – Resilient Impact Training
- STEM Professional Development
- Special Education Secondary Professional Development
- Sport Coaching Clinics
- Regional HPE Hub Groups
- Training of our Learning Management System – SEQTA
- Vet Courses Training Programs – Agricultural, Hospitality, Tourism/Languages and Technology



SHINING BRAVELY

Our 2020 student leaders discerned that the school theme this year would be SHINE Bravely, and we now realise how that was a profound and prophetic act which inspired us to navigate a year like no other we have experienced in recent times.

As I indicated to our graduating Year 12's, this year we have learnt that events don't define you, and others can't define you. Sometimes, in fact many times in life you won't be able to control the situation that you encounter, but you can control how you respond. We have learnt powerfully, what is called up from within us when a challenge comes our way, the way we respond to situations, will define us.

At this time, I thank the Tension Woods College community for the way in which it has defined itself and I believe this year illustrates well how students, parents, parishioners and friends of the Tension Woods College have responded to the challenges of the year and been able to SHINE Bravely.

Defining ourselves

At Tension Woods College in 2020 we accentuated our approach that:

Every learner has a place
Every learner has a pathway
Every learner shines

with a steadfast commitment that "No one will be left behind." With a deliberate HHDL (Health, Hygiene, Distance and Learning) Strategy and a commitment from all to keep one another safe we laid the foundation for a very successful year, despite the challenges, pivots and re-imaginings.

The implementation of a new learning management system, which supported our Connect@Tension Strategy, ensured that the learning, faith and wellbeing imperatives of our students proceeded seamlessly. The implementation of our Resilient IMPACT 'What, What, How?' approach also gave us a filter with which we were able to deeply look at situations from the interpersonal to organisational and strategic dimension, with a richer appreciation of context, what was important and an activating approach to fulfil the respective needs.

We were also able to initiate a variety of modified wonderful extra and co-curricular experiences with dodges, weaves and pivots during Terms 3 and 4. Amongst the many successes were 9SHINE, revised Year 10 PLP, Year 7 Winwuni Camp (replacing Canberra Camp), state sporting involvement and successes and the many expressions of evolving student leadership experiences and processes. And wasn't the Music Faculty's 12 Days of Christmas on social media as ingenious as it was inspiring and heartwarming?

Creating a Future for All

We at Tension Woods College appreciate that the quality of our relationships offers insight into the quality of our learning and ultimately the quality of our life. I thank our staff, parents and students for the way they have fostered community relationships to evolve our story further and work toward excellent Catholic Education that orients itself to have impact on the world. I particularly thank members of our community for their commitment in addressing initiatives expressed in our Strategic Plan and offering their talents to evolve it further for 2020-2024 in the areas of:

- Catholic Identity and Mission
- Wellbeing and Resilience
- 21st Century Learning and Collaboration
- Ecology and Sustainability
- Student Voice, Agency and Leadership
- Future College Structure and Master Plan
- ICT Strategy to Enhance Teaching and Learning Opportunities

Building that future ...

The building program of the College continued at an exciting pace and in 2020 we saw the completion of the Middle School Gilap Wanga Learning Community, including a wonderful Poplars Inclusive Learning Centre. Thanks to Edge Architects, Dycer Constructions and our committed local contractors, the Gilap Wanga Learning Community expresses creatively and sensitively our College community's homage to the traditional owners, while also expressing our aspirations for deep listening to place, country and self. Furthermore, we have conceptualized an exciting and futures oriented Middle Schooling curriculum for our students, accentuating community and connection, individual choice and challenge, ready for implementation in 2021.

In the second part of the year, we witnessed the expansion of the Early Learning and Community Centre and the new Reception MacKillop Learning Community Centre to cater for increased demand. Both buildings accentuate a Reggio Emilia and Montessori inspired pedagogy that celebrates contemporary teaching, as well as child agency and competency. We again thank Edge Architects, Mossop Construction and Interiors, and associated contractors for achieving an outstanding building outcome with very tight timelines, ready for the start of 2021.

In amongst the building, we have also developed a design for the imminent two-story Years 1-6 Primary School building. We will finalise the design and approval processes early in 2021, ready for a late 2021 and 2022 build, and occupation at the commencement of 2023.

We are building, but it is much more than bricks and mortar...

We have ambitious plans for our College community, as captured in our bold Master Plan, which is laying the blueprint and trajectory for the development of our College community for the next twenty years, and will ensure that our young will have the best possible, deliberately planned and most contemporary educational experiences well into the future.

The Master Plan is of course informed by our College Strategic Plan that has deliberate goals for our College community in the areas of: Catholic Identity and Mission; Wellbeing and Resilience; 21st Century Learning and Collaboration; Ecology and Sustainability; Student Voice, Agency and Leadership; Future College Structure and Master Plan; and ICT Strategy to Enhance Teaching and Learning Opportunities.

But ultimately we are building the capacity of our community; our students, staff and parents; to develop life-giving relationships. At Tenison Woods College we appreciate that the quality of our relationships offers insight into the quality of our learning and ultimately the quality of our life. I thank our staff, parents and students for the way they have fostered community relationships to evolve our story further and work toward excellent Catholic Education that orients itself to have impact on the world.

In some ways the challenges and uncertainties of 2020 have facilitated increased humility and trust to walk side by side together; increased respect for one another, through increased knowing one another, and increased collaboration. I thank the College Leadership Team and staff across the school community for the way they have modelled this to our students.

Inclusive Education – Every Learner Will Shine

Tenison Woods College seeks to enable each student to achieve their full potential, considering their needs and abilities. Parents of children with particular needs work closely with our Pathways Coordinators, Poplars Inclusive Education team and the Heads of School to enable students to access learning programs that meet their child's individual abilities and learning styles. This often includes:

- differentiated curriculum;
- Educational Support Officers providing support in classes;
- improved access to specialist resources and learning support;
- speech and language programs;
- coordination programs;
- literacy and numeracy support;
- social skills, reading, writing and spelling intervention programs;
- post school career support; and
- outside agency support.

Co-Curricular Activities

In 2020, despite the COVID-19 challenges, Tenison Woods College participated in a number of co-curricular activities involving community events such as:

- Charity Day;
- the National Reconciliation Week;
- Harmony Day;
- Italian Day;
- PE Week;
- ANZAC Day celebrations;
- Caritas Australia's Project Compassion Campaign;
- Mini-makers Club;
- Mother's and Father's Day celebrations;
- Food Allergy Awareness Week;
- World Environment Day, World Refugee Day, World Youth Day;
- Clean Up Australia Day;
- R U OK Day;
- International Day of Peace;
- Social Justice Sunday;
- The Giving Tree Christmas initiative; and
- Seniors Week.

Additional highlights included many sporting events as outlined below.

Sporting Events

- Inter School Competitions;
- Knockout Netball, Cricket, Football, Soccer;
- Interschool Athletics and Swimming carnivals;
- Local Lightning Carnivals (Football, Netball and Soccer);
- Various Basketball Competitions;
- Jump Rope for Heart;
- Premiers Be Active Challenge; and
- SAPSASA sporting competitions.

Personal Development Opportunities

- Retreat experiences for Years 8-12;
- Junior School Science Squad;
- Lunchtime Activities;
- Duke of Edinburgh;
- ICAS Writing and Spelling Competitions;
- Outdoor Education experiences; and
- SAPOL Youth Driver Education Program.

Project Recology – Integrated Ecology and Sustainability Action

At Tenison Woods College we are committed to supporting our community evolve new understandings and relationships with our ecology, so that we develop sustainable and life enhancing practices as a community. This is driven by the foundational understanding that our efforts at Tenison Woods College are, above all else, to invite our young to integrity; an integrated life where our philosophical world view is lived out in our daily actions, so that these actions benefit us all now and for the generations to follow.

At Tenison Woods College our commitment to care for our planet is inspired by the hope that our young will learn to do the right thing for themselves, their families, our global community, now and for the future. It is important to realise that our commitment to ecological conversion and sustainability also expresses our Catholic identity to stand with the poorest in our society, walking tenderly and living justly for the benefit of our human family.

As a school, we have worked on a whole range of areas that are captured in the progress of the following initiatives:

- College Waste Management Facility to handle all forms of waste, recycling and reconstituting;
- Plastics innovation project;
- Measuring and reducing power usage;
- Lighting replacement and efficiency monitoring;
- Solar power commitment and generation and being off-grid by 2030;
- Paper usage reduction; and the
- TREES Innovation Academy.

Our commitment is to become a learning community and organisational system that preferences the care for our planet in a very deliberate and nuanced way.

Sport and High Performance

The commitment of the College community to healthy lifestyle and sporting endeavour is wonderful to see. There have been many individual achievements and College team successes which continue the outstanding tradition of sporting endeavour, teamwork and pride in College representation.

Our College commitment to Secondary School Sport has resulted in Tenison Woods College receiving the Howard Mutton Perpetual Trophy for Country Schools for the eight consecutive time in 2020. This award acknowledges the strong support offered by staff, students and parents to Secondary School Sport SA, particularly with the knowledge that country schools find travel involved onerous and costly. I congratulate the HPE staff team for their leadership in this area, as well as acknowledging the vast number of staff, parents and students who have contributed to this achievement through their coaching, management skills, support, committed participation and also benevolence at the absence of students from formal lessons.

Such success and community interest has been complemented by our High Performance Sports Program in 2020. The High Performance Sports Program has been carefully designed to foster high achievement, student individualised endeavour and all round wellbeing in a case-managed approach which focuses on supporting closely the student in their chosen pathway.

Performing Arts

The Performing Arts department at Tenison Woods College offers diverse music programs, performances and events. Students from the Early Learning Centre to Year 12 engage in classroom drama, dance and music, choirs, ensembles, camps, incursions, excursions, competitions, private lessons, immersion programs and as audiences to visiting specialists.

One of the great supports to the music faculty is the 'Friends of Music Committee'. Comprised of parents, staff, student music representatives and community members, this committee provides outstanding encouragement and support at events, fundraising, concerts and celebrations.

The Year 5 Music Immersion Program continues to offer all students in Year 5 the opportunity to learn trumpet, trombone, clarinet or flute, free of charge for 1 semester. Due to outstanding community support we are able to offer several scholarships to enable some students to continue learning into semester 2 again at no charge. The positive energy, enthusiasm and rapid growth in skills and music awareness is exciting to witness in these young musicians.

The R-7 choir program has continued to excel with strong levels of involvement in the Junior Choir and Primary Choir. These choirs provide an opportunity for students to be part of an ensemble to learn basic singing technique, teamwork and to enjoy singing together. This provides an excellent basis for learning music in the classroom and possibly learning an instrument as the children grow older.

A legacy of Commitment, Compassion and Love

At this time, I acknowledge the service of staff members who departed the College community at the end of 2020. I take the opportunity to thank the following staff: Jennie Sanderson, Assistant Principal (24 years); Jill Rogers, Head of Junior School (25 years); Marisha Garrod, Front Office Administration Support (24 years); Megan McKenzie, Instrumental Music Tutor (35 years); Mary-Anne Sheppard, Science and Mathematics Teacher (24 years); Lyn Wilson (Canteen Education Support Officer (14 years); Mairead Mackle, Student Counsellor (10 years). We thank Jennie, Jill, Marisha, Megan, Mary-Anne, Lyn and Mairead for their enthusiastic, faithful and loyal service that leaves an indelible legacy on the weave of relationships and achievements of our College community.

I furthermore thank students who have lead the way, from our School Captains, Jess Snell and Ethan Herpich, to our Music Leaders, Sports Leaders, Faith, Wellbeing, Sustainability and House Leaders, Middle School SRC Leaders and STARS. From Early Years to Year 12, our student leaders have left a positive imprint on our school, local and global community.

Similarly, I thank the School Board, with its six sub-committees for their work in the stewardship of our school community. This extremely committed group under the leadership of Kevin Johnson, continue to inspire and animate our community with committed endeavour that offers long-term vision and nurtures enthusiastic relationships in our school family.

I am also very grateful for the very strong support of Father Dean Marin and the priests of the South East Deanery; Father Peter Fountain, Father Sam Arockiasamy, Father Dominick Okwadha, Father Michael Romeo, and Father Christopher Matala; for their unwavering commitment to the College. This support is expressed in a variety of public and less obvious ways, and nourishes our Catholic culture and charism, and represents the strong support that we enjoy from the towns in our region.

SHINE Bravely

As we bid the 2020 year farewell, I hope this publication helps serve as a reminder of a year when students and staff defined themselves powerfully and creatively. As such, I trust our students, staff and families feel that they possess the incisive awareness, abundant skills and life-giving growth mindsets to help them greet the future with confidence. And I trust this confidence will also be characterised by a commitment to SHINE, to SHINE brightly, to SHINE boldly and to SHINE Bravely.

God Bless,

A handwritten signature in black ink that reads "David Meziniec". The signature is written in a cursive style with a large, looping initial 'D'.

David Meziniec – Principal



Workplace Health & Safety Report

Tenison Woods College follow the policy and procedure guidelines outlined in the Catholic Church Safety Manual which is in line with the WHS Act. The school is committed to meeting the standards required and to meet these objectives the active co-operation of all persons involved are required by the school in establishing and maintaining the highest possible safety standards. The aim is to ensure that workers, volunteers, visitors and other persons working/visiting the site are safe from injury and risks to their health while involved in school activities.

The WHS Committee meet twice a term and is comprised of WHS Coordinator, Principal and a cross section of staff. The committee work to an Agenda and items covered include review of the minor injury log for patterns and trends, review of Incidents/accidents, safety issues, training analysis, hazard reports, maintenance issues, meeting compliance standards and much more.

All staff are given many opportunities to have an input into WHS. These include, WHS on staff meeting agenda's, emails, requests for Agenda items for WHS Meetings, Safety Bulletins, Workplace Inspections and feedback on Emergency Drills.

Catholic Safety Health & Welfare consultant Liza Nowak only made one visit during 2020 due to COVID Restrictions.

Due to the COVID-19 pandemic, the College implemented a HHDL (Hygiene, Health, Distance, Learning) Plan for all staff and students. The College community was regularly updated by the Principal and the Catholic Education Office.

The WHS management system 'Rapid Alert' is continuing to work well. This system enables documents to be uploaded as evidence that tasks have been completed if necessary, thereby eliminating Internal Audit requirements.

The following WHS strategies were achieved during 2020:

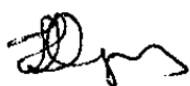
- All new staff members completed the WHS induction.
- 2020 saw the continuation of Learning Manager with the training course Information security awareness completed by all staff.
- All staff were asked for contributions to WHS Agenda.
- All staff were offered the influenza vaccination.
- Hearing tests were conducted for staff working in specific areas.
- Officer Training was conducted for leadership team members.
- Grievance officer training was undertaken by 1 staff member.
- Two Workplace Inspections were completed with all issues logged on the Maintenance Helpdesk to complete the maintenance required.
- All evacuation maps were updated to reflect the changes in the school.
- Continuing to assist staff with risk assessment procedures for excursions.
- Letters sent to all regular contractors asking for updates on insurance, working at heights, qualifications etc.
- All firefighting equipment was tested and stamped as compliant.
- Testing and tagging was completed in July with records retained.
- General evacuation drills and lockdowns were conducted each term. Two evacuations and two lockdowns were completed. All drills were reviewed by staff and WHS committee.

There were 25 staff Incident/Injury/Near Miss Reports logged on to CSH&W SA site. All incidents were investigated and non-related.

4 Hazard Reports were logged for the year and all were resolved no further investigation required.

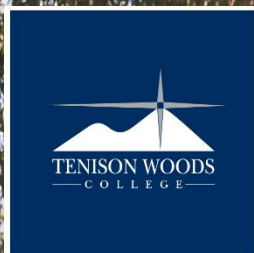
Reportable WorkCover claims submitted total 2. No Reportable incidents to Safework SA

Thank you to the staff, students and parents for their ongoing support of WHS and keeping Tenison Woods College a safe and happy place.



Trudi Dempsey – WHS Coordinator

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LET
YOUR
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SHINE

