



20
22

SCHOOL PERFORMANCE REPORT



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SCHOOL CONTEXT STATEMENT

Thomas More College (TMC) is an extraordinary co-educational, 7-12 school, pursuing personal and educational excellence since 1979. We have developed a proud tradition and strong reputation, educating our students to become confident, intelligent and compassionate young people, capable of making a valuable contribution to their world.

The TMC community celebrates learning, recognises achievement and affirms those who continually strive to do their best. TMC prides itself on shaping thriving individuals through our Wellbeing values, school-wide pedagogy and curriculum framework. Our Inclusive Education Team supports the academic and social development of students with a disability, ensuring that all students at TMC are given opportunities to achieve their full potential.

Our Catholic faith and values are central to everything we do. We strive to provide a quality education that draws faith, culture and life into harmony. We give students access to exceptional learning opportunities within a caring, compassionate and highly supportive Christian environment, helping them develop their knowledge and skills, along with a strong sense of compassion and justice, encouraging them to make a positive difference to the world.

A distinctive feature of the College is the sense of 'belonging' that is strengthened by high expectations and the never-ending support that exists within Thomas More. As an entity with such a variety of people and talents, TMC is truly an inclusive and welcoming community that has a "place for everybody".

The students are at the heart of everything we do at Thomas More College. We are here to help the young people, entrusted to us by their families, to find genuine fulfillment, happiness and security in their lives. To be part of the TMC family is truly a gift for life.

LOCATION

Salisbury Downs
South Australia

SCHOOL TYPE

Catholic Secondary

PARENT / COMMUNITY INFORMATION SES RATING

87.0

SCHOOL CARD

332

YEAR LEVEL ENROLMENT

212 Year 7

170 Year 8

165 Year 9

164 Year 10

174 Year 11

111 Year 12

TOTAL STUDENTS

996

ENROLMENT FTE

996

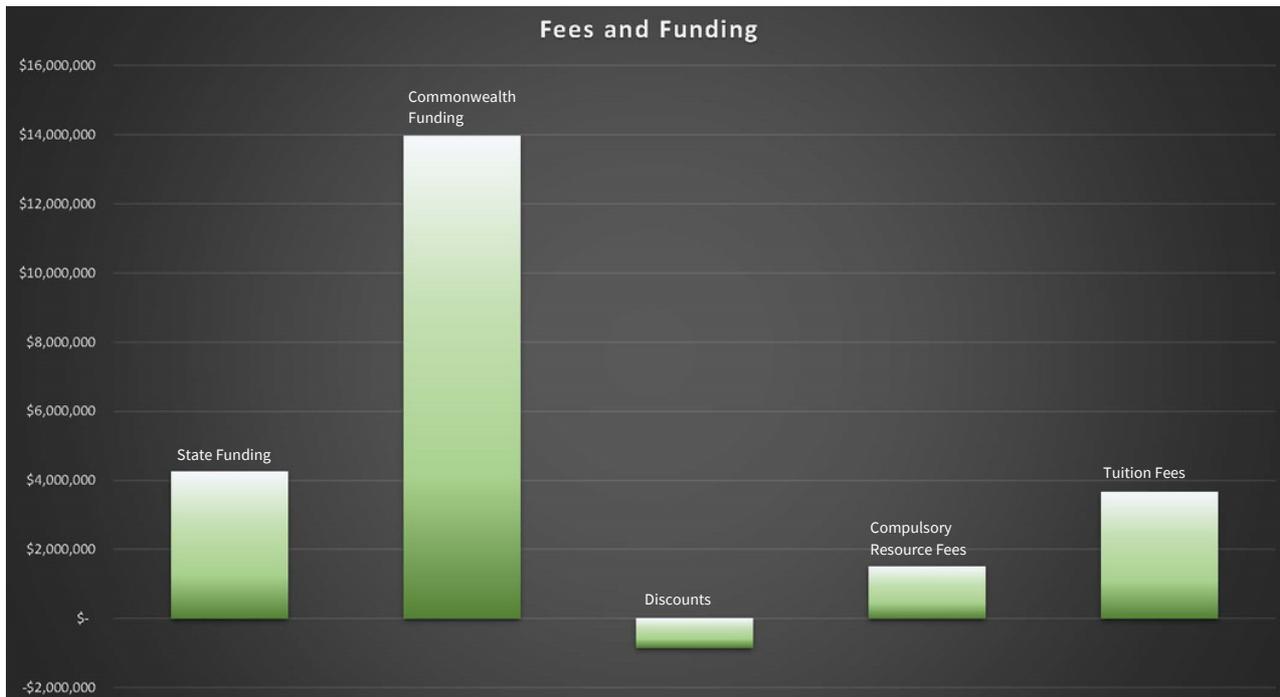
INDIGENOUS STUDENTS

1.10%

STUDENTS WITH DISABILITIES

17.77%

FINANCIAL DATA



State Funding

\$4,245,818

Commonwealth Funding

\$13,975,106

Discounts

- \$840,943

Compulsory Resource Fees

\$1,508,375

Tuition Fees

\$3,668,426

STAFFING

WORKFORCE COMPOSITION

Thomas More College Teaching employed **87** Teaching Staff, which comprised of

68 Full Time
19 Part Time

Non-Teaching staff employed totaled **40**, which comprised of

7 Full Time
33 Part Time

There are **0** staff members who identify as Indigenous Australians

QUALIFICATIONS

Within Thomas More College, we are fortunate to have a number of staff with two or more qualifications

Accreditation Certificate **13**
Associate Degree **7**
Associate Diploma **1**
Bachelor Degree **99**
Certificate Other **8**
Diploma **9**
Doctoral Degree **1**
Graduate Certificate **23**
Graduate Diploma **12**
Masters Degree **21**



ATTENDANCE

The average attendance rate for the College in 2022 was

85.87%

Attendance at each year level is as follows

Year 7

87.64%

Year 8

84%

Year 9

84.62%

Year 10

87.1%

Year 11

86.35%

Year 12

84.52%

STUDENTS

At Thomas More College, students make connections between our College Student Wellbeing values: Connection, Respect, Integrity, Persistence, Striving for Excellence and Service.

One of the indicators of connection, persistence and striving for excellence is good attendance. The importance of attendance at school is continually reinforced with students regarding its relationship to academic success and success in life and building upon one of the key tenets of our Pedagogical Framework - the Courage to Thrive, as success is an indicator of a thriving individual.

If a student begins to miss some days at school, the student's Wellbeing Mentor will discuss in a restorative way, the reason(s) why the student is away. If absence continues, it is the Wellbeing Mentor who contacts home to set up a meeting with relevant parties for further support and works with the family to get the student back to full time attendance. If absence becomes prolonged it is the Year Level Leader, and/or the Director of Middle/Senior School who takes the lead in getting the student back to school.

On a day-to-day basis, administratively, absence from school is followed up by working through school policy which essentially means:

- *Attendance is recorded on SEQTA for every lesson*
- *Office personnel send an SMS to the parents/guardians of all students who are absent for whom no previous notice has been provided as of 10:00am*
- *When parents/caregivers reply to the SMS, the reasons for their child's absence is added to SEQTA*
- *If a student is absent for more than two days without any notification a phone call is made to the parents/caregivers by their Wellbeing Mentor.*

Absences are recorded on the T-Shaped Graduate Learner Profile as an overall percentage and days late are recorded as an actual number. The Profile is accessible to parents via SEQTA Engage, where they can view their child's progress at any time during the year.

NAPLAN

Students completed NAPLAN in 2022 via the online platform once again. This provided the opportunity for students to demonstrate their learning and skills across the battery of tests.

A promising statistic is the participation rate of our students and their willingness to complete the NAPLAN tests. We had 92% of Year 7 and 90% of Year 9 students complete the tests.

The following results were achieved by our Thomas More College students, showing where they were at or above the National Minimum Standards:

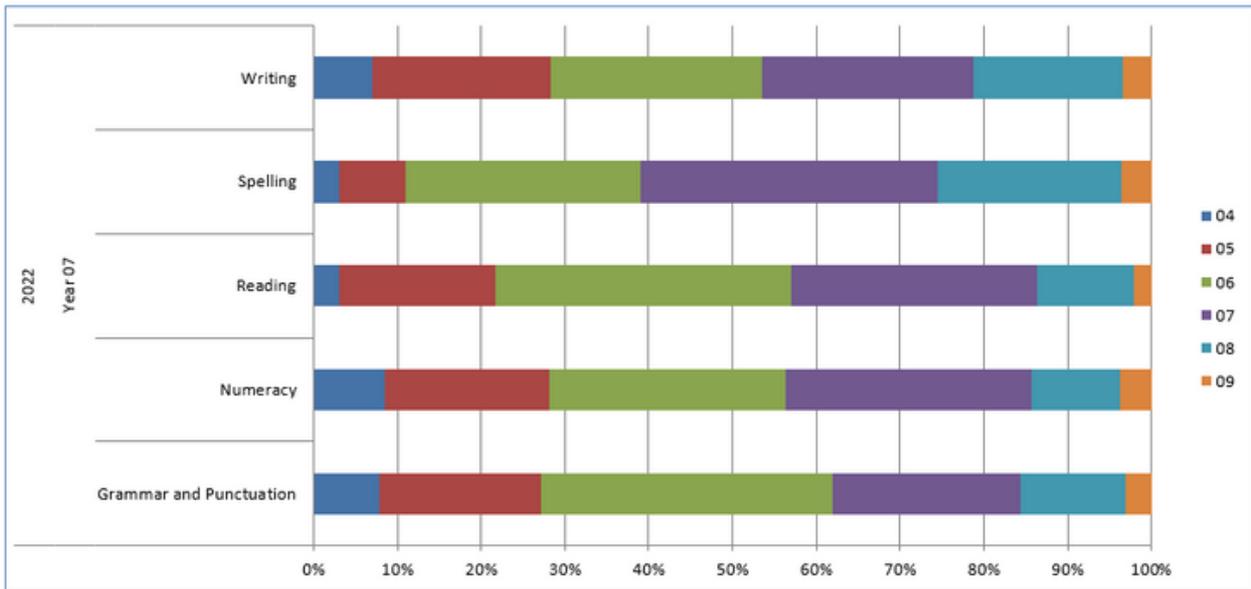
TEST	YEAR 7	YEAR 9
Reading	97%	90%
Writing	94%	85%
Spelling	97%	85%
Grammar/Punct.	91%	76%
Numeracy	93%	93%

While our Year 7 students are new to the College, we have confidence in the using the NAPLAN data, along with PAT-Maths and PAT-Reading results that will inform our staff how to best design curriculum and support for all students to see growth in their learning.

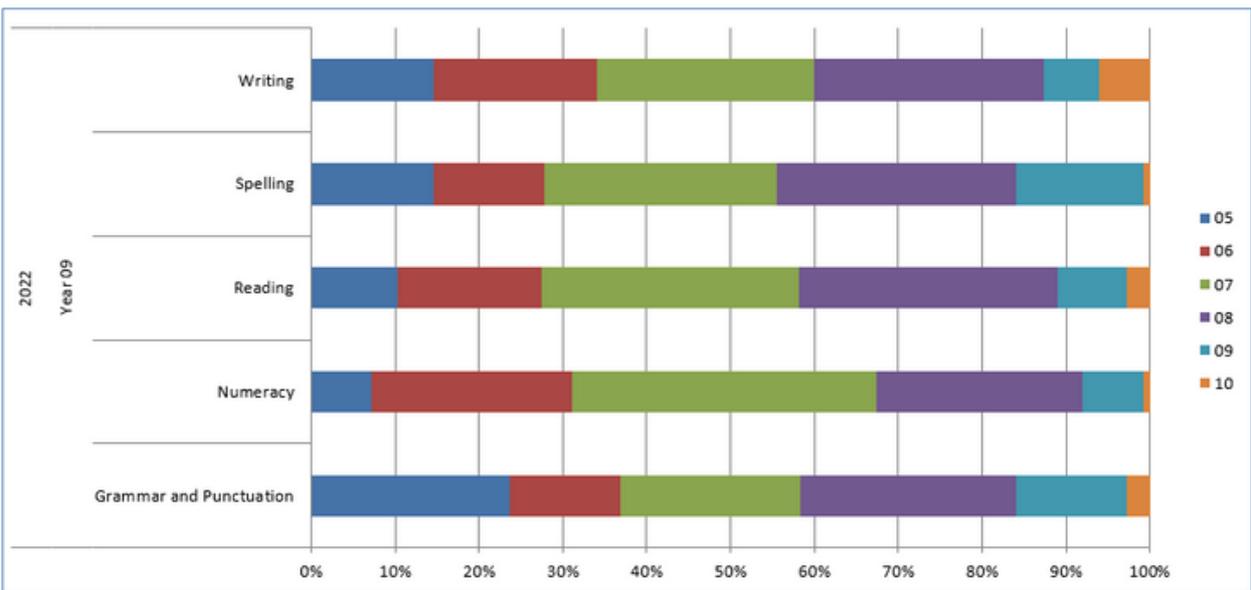
It is pleasing that our Year 7 students are above the national mean score for their spelling results, and we have confidence in the strategies used by Thomas More College to support the growth and learning of our students in the other tests and skills.

The table over the page represents the success of our 2022 Year 7 Students with their NAPLAN results:





The table below represents the performance of our 2022 Year 9 students with their NAPLAN results:



Again, it is pleasing to see the large percentage of Thomas More College students achieving the National Minimum Standard.

In looking at the longitudinal data, we are seeing a closing of the gap for our student performance shifting closer to this standard. This is evidence of the continued reflection and adjustment to the teaching and learning programs supporting student growth. While we still aim to reach this standard for all of our students, there is confidence we are moving in the right direction.

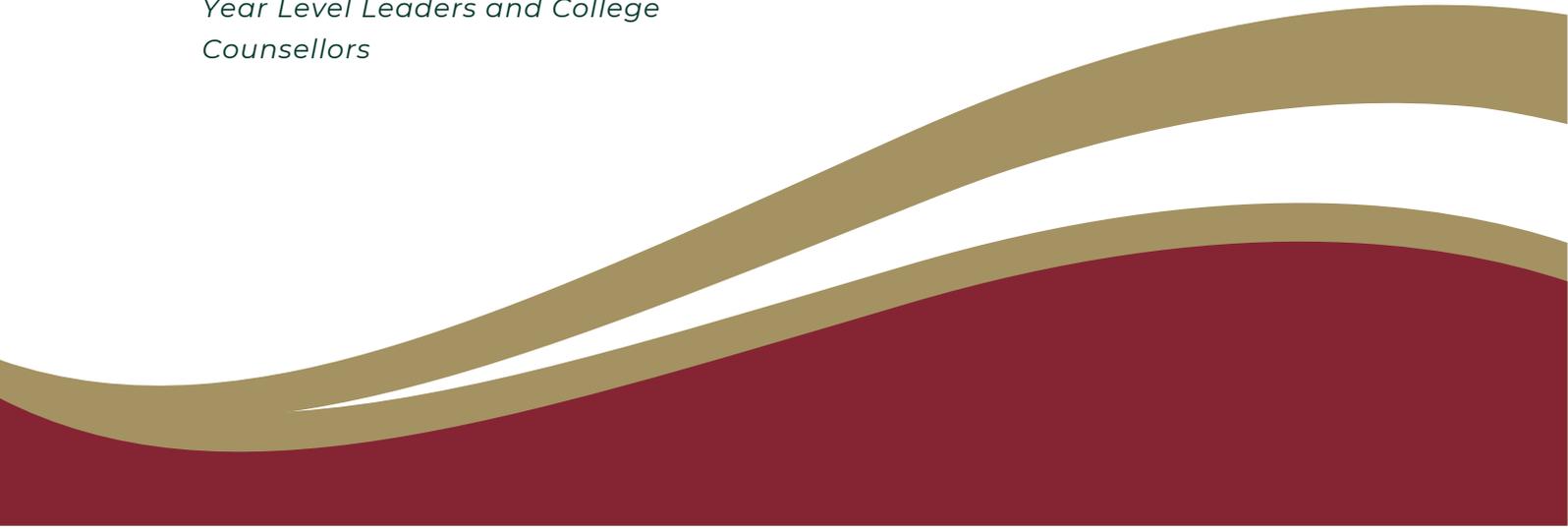
As a College, there is a greater focus on accessing and using data to inform and improve practice. The College Quality Performance Team (QPT) meet regularly to know, work with, use and appropriately refer data to key staff and teams within the College for reflective practice and review of curriculum. The QPT data analysis allows our staff to, 'put faces to the data', identifying students that require support or extension with their learning.

Students have continued to access support in the classroom via differentiation, Educational Support Officers and smaller classes for those that need extra explanation and guidance. The College has a license of the Quicksmart program which is utilised for Numeracy support and there has been the introduction of a Language and Culture class in each year level of middle school to address and support literacy concerns.



PROFESSIONAL DEVELOPMENT

During 2022, we focused our Professional Development on our 2020/2021 Strategic Plan, the items of which were based on the following foci:

- *The continued training and implementing of restorative practices to align with the Schoolwide Pedagogical Framework. As a staff we had numerous meetings to reflect on current practice and review procedures to ensure their alignment with the principles of restorative practices*
 - *This also included targeting areas for improvement and impact through these four lenses, through remaining connected to our students, via our Coaching processes and Appraisal & Professional Learning Plans (APL's) for each staff member*
 - *Reviewing our Learner Profile to moderate the interpretation and reporting of the Wellbeing Values, Learner Behaviours (Capabilities) and Academic Performance*
 - *We continued to expand our capacity to utilise the College LMS, SEQTA, across the whole school through curriculum with our Leaders of Learning and Wellbeing through the Year Level Leaders and College Counsellors*
 - *Continuing to improve knowledge and skills in relation to Personalised Plans for Learning (PPLs) for students requiring extra assistance, differentiation and scaffolding of assignments. Staff were supported to moderate, collate evidence and document in SEQTA for the NCCD process*
 - *Staff were also supported with Wellbeing days and development, Aspiring Leadership courses, Cognitive Coaching, PBL training workshops, STEM training, Youth Mental Health First Aid, and other learning areas specific professional development to support the continual review and reflection of teaching and learning at Thomas More College*
 - *Mandatory WHS and First Aid training were also scheduled to ensure staff can provide the level of care and support for the students and each other.*
- 

SATISFACTION

Each year Thomas More College checks-in with the community to ask how we are going with various College services, procedures and communications. In 2022, three key mechanisms were used to continuously communicate with our families regarding different areas of satisfaction:

- *Parent engagement evenings linked to the student LearnerProfile, and the JET and SET processes*
- *Catholic Education SouthAustralia – Classroom Pulse Student Survey*
- *Catholic Education SouthAustralia – Living, Learning Leading Survey.*

More specifically:

Learner Profile Engagement Evening, JET & SET Processes

Parents/Caregivers were invited and led by the students in a structured reflection on their own progress through our Learner Behaviours. This included how they felt about learning, what they had discovered about themselves as learners and how they felt they had grown as learners. Students used the data presented in the Learner Profile to set goals for their learning and progress.

At the conclusion of the process, parents, students and teachers were asked about what they thought in terms of the change. Students and teachers were overwhelmingly in favour of the change in this format.

Catholic Education South Australia – Classroom Pulse Student Survey

The Classroom Pulse Survey is an ongoing wellbeing initiative led through Catholic Education South Australia. The survey is designed to give students the opportunity to provide information about how they are currently feeling about school.

The information provided is valuable feedback for schools to use in identifying concerns or patterns in their student cohort. Students were asked to respond to questions based on the categories of Identity, Learning, Relationships and Belonging.

In completing this survey, students were asked the same eight questions which can be summarised as follows:

- *I matter to my teacher*
- *I am thriving at this school*
- *I have positive relationships*
- *My teacher supports me*
- *My learning needs are being met*
- *I am involved in my learning*
- *I feel safe*
- *I feel I belong.*

It is affirming that majority of students at Thomas More College responded to these questions with; 'Most of the time', or 'Sometimes'. Our College Quality Performance Team (QPT) uses this data throughout the year to identify and respond to students who replied 'not very often' to ensure we are providing the safe, responsive and relational environment we aspire to be.

Catholic Education South Australia – Living, Learning Leading (LLL) Survey

The LLL surveys are a product of a collaboration between Catholic Education SA (CESA) and Curtin University to focus on 'the development, validation and use of a system-wide survey to examine the understanding of the vision and extent to which CESA's Living Learning Leading Framework is taking place in schools: staff, student and family perceptions.'

As a key snapshot from each survey, please see some key statistics below:

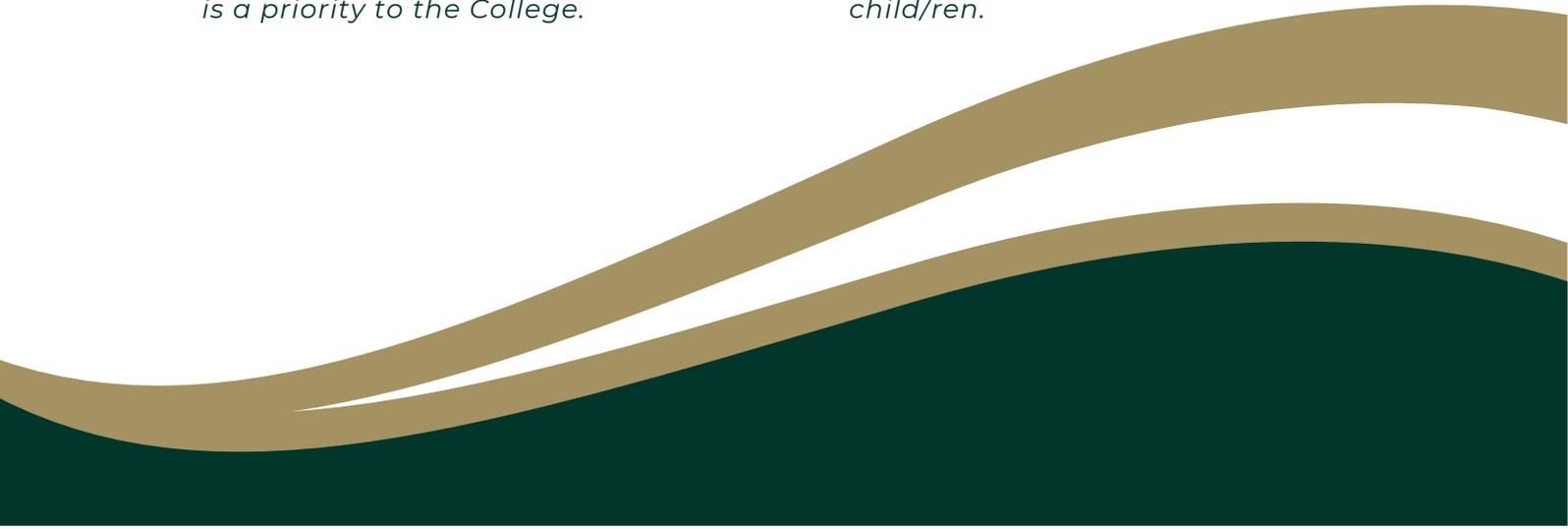
Staff Survey

- *92% of staff understand the whole-school approach to curriculum delivery, and the principles of assessment*
- *93% of staff are confident in the pedagogical knowledge and skills*
- *80% of staff use data to effectively improve or transform their teaching practice*
- *93% of staff understand that improving facilities and infrastructure is a priority to the College.*

Student Survey

- *82% of students communicated teachers provide extra help when it is asked for*
- *94% of students communicated confidence in teachers knowing their subject content well*
- *94% of students state their teachers believe they are able to succeed*
- *77% of students communicated they have a say in what they are learning*
- *91% of students communicated they feel accepted, a part of the TMC community, a sense of belonging and that they are proud to be TMC students.*

Parent Survey

- *90% of parents have confidence that the teachers believe the child will succeed*
 - *87% of parents believe TMC is providing their children the skills to prepare for the future*
 - *76% of parents believe Thomas More College is a safe and supportive environment*
 - *83% of parents feel there is a strong partnership between families and the school*
 - *89% of parents have confidence in the College policies and practices to support positive student behaviours*
 - *86% of parents believe the facilities of the school meet the needs of their child/ren.*
- 

VOCATIONAL EDUCATION & TRAINING

2022 saw an increase in overall numbers with additional students choosing VET and engaging with 27 VET courses, incorporating both full Certificates, partial Certificates, and standalone Units (Short Courses). Our numbers increased from 207 in 2021 to 226. This did not necessarily equate to increased percentages in Years 11 and 12, as the numbers were bolstered by an increase in Year 10s (and others) completing Short Courses. 79% of all Year 10s engaged in some form of training in 2022.

The introduction of the VETRO processes in 2021, has seen a rise in 2022 in the number of Year 10 students undertaking Try a Trades in the later part of the year. This is expected to continue to be a pattern moving forward.

Key 2022 moments include:

- *We welcomed a new Head of Learning Diversity*
- *Partnership with CEG/AIOH - with Cert 1 Hospitality being conducted on site*
- *A staff member became accredited during the CEG/AIOH process and will be able to deliver the program in-house in future*
- *Futures Week was revamped to focus on industry immersion*
- *Introduction of Friday Pathway Forums*

- *Exciting TMC VET Management App to manage VET information was launched*
- *Several apprenticeships and SBATs were also achieved.*

All training was accessed via the following organisations: TAFESA (various sites), Foundation Education, Queensford College, PEER and MADEC.

- *Number of VET student enrolments in 2022:226 (98 Female, 128 Male)*
- *Percentage of Year 12 students undertaking VET: 33%*
- *Percentage of Year 11 students undertaking VET: 35%*
- *Total number of partial completed qualifications: 179*
- *Total number of fully completed qualifications: 39*

SENIOR SECONDARY OUTCOMES

Our SACE Year 12 results continue to be well-placed in comparison to overall state averages.

Using the data supplied by the South Australian Certificate of Education Board (SACE), the College is proud to supply the following information. Our SACE completion rate continues to be a focus of the College. Our statistics include:

- *SACE completion rate was 100% for our Year 12 cohort of 111 students in 2022. This was equal to our 2021 result and slightly higher than our 2020 result of 99.15%. In comparison, our 2022 result was 1.25% higher than the State average of 98.75%*
- *202 A Grades (25.51%) were recorded for students completing Stage 2 subjects, which represents an increase of 5.51% on 2021. 97.85% of our Stage 2 students received a grade of 'C-' or better in their final SACE results and this includes some personal best achievements for several of our students*
- *48 students used VET (Vocational Education and Training) qualifications to achieve their SACE (42.34% of students)*
- *Our highest ATAR (Australian Tertiary Admission Rank) was 99.35. We had a total of 14 students who recorded an ATAR score over 90 and another 22 students (19.81%) who achieved an ATAR between 80 and 89. For students seeking an ATAR, the median was 73.7, an increase of 9.65 from 2021*
- *Three students received an A+ with merit, placing them in the top 1% of the state for their subject – with one of these students receiving two.*
- *Eight students achieved an A+ in one subject and two students achieved an A+ in 2 subjects*
- *One student completed the SACE by accessing Modified Programs*
- *89.5% of our Stage 1 students completed their Stage 1 subject pattern with a C or better compared to 90.72% of students in South Australia. Contained within this are our compulsory subject completion results:*

- *98.1% of our Year 10s achieved a C grade or higher in completing their Personal Learning Plan (PLP), compared to a state average of 94.1%*
- *99.41% of our Year 11s successfully completed their Literacy and Numeracy in 2022.*

POST SCHOOL DESTINATIONS

Our records show that from our 2022 Year 12 cohort:

- *78 applied for tertiary study, with 69 students gaining first round offers for university*
- *A variety of other forms of study and other pathways including school-based apprenticeships and traineeships are also being pursued..*



STRATEGIC SUMMARY

2022 was the first year of our Strategic Plan. It is an ambitious, three-year strategy which connects deeply to CESA's Living, Learning and Leading Standard, SACCS Strategic and Corporate Plan, and Lyn Sharratt's 14 Parameters of School and System Improvement.

The Seven Key Levers were collectively devised through consultation with staff, students and our families, and 'road-tested' by two external bodies: Amy Milhinch from Svelte Studios, and Steve Olech from SO Strategic. Both applied organisational and marketing lenses to take an outside view of our strategy and assess it for future performance and use.

Responsibility for leadership and monitoring of the Strategic Plan rests with our seven-member Executive Team. Starting from the Key Levers and the End 2024 goals, they construct yearly goals which contribute to our Annual Improvement Plan. They take these goals to their respective teams who produce their own Annual Professional Learning Plan.

The Executive Team members (in leading their own teams) then retain control of the Strategic Items and meet with the Principal once a term to 'traffic light' progression of these goals and set term by term milestones.

The Key Levers, and their connection to CESA, SACCS and Sharratt Documents, are seen below:



STRATEGIC PLAN 2022-2024			
KEY LEVERS	LIVING LEARNING STANDARDS	ALIGNMENT TO SACCS CORPORATE PLAN	LEN SHARRATT'S 14 PARAMETERS OF SCHOOL & SYSTEM IMPROVEMENT
Celebration of All Successes	3. Student agency, Learning & Leadership	<ul style="list-style-type: none"> Inclusion & Diversity Students 	<ol style="list-style-type: none"> Shared beliefs and understandings Case management approach Professional learning at school staff meetings Centralised resources Shared responsibility and accountability
Flexible Industry Pathways	2. Curriculum, Co-constructed learning & assessment design	<ul style="list-style-type: none"> Learning & Teaching Inclusion & Diversity 	<ol style="list-style-type: none"> Early and ongoing intervention Case management approach Professional learning at school staff meetings In school grade/subject meetings: Collaborative Marking of student work Centralised resources Shared responsibility and accountability
Knowing Data	2. Curriculum, Co-constructed learning & assessment design 3. Student agency, Learning & Leadership	<ul style="list-style-type: none"> People, Leadership & Culture 	<ol style="list-style-type: none"> Embedded literacy/instructional Coaching Sustained focus on literacy Principal instructional leadership Early and ongoing intervention Professional learning at school staff meetings Shared responsibility and accountability
'Graduate Qualities' / Future Learning	3. Student agency, Learning & Leadership 4. Community Engagement	<ul style="list-style-type: none"> Learning & Teaching 	<ol style="list-style-type: none"> Shared beliefs and understandings Shared responsibility and accountability
Future Places & Spaces	1. Catholic identity 4. Community Engagement	<ul style="list-style-type: none"> Financial Stewardship and Improvements People, Leadership & Culture 	<ol style="list-style-type: none"> Centralised resources Commitment for literacy learning and resources Action research, collaborative inquiry Parental and community involvements Cross-curricular literacy connections in each subject area Shared responsibility and accountability
Service	1. Catholic identity 4. Community Engagement	<ul style="list-style-type: none"> Catholic identity Students 	<ol style="list-style-type: none"> Professional learning at school staff meetings Action research, collaborative inquiry Shared responsibility and accountability
Community	1. Student agency, Learning & Leadership 4. Community Engagement	<ul style="list-style-type: none"> Catholic identity People, Leadership & Culture 	<ol style="list-style-type: none"> Shared beliefs and understandings Action research, collaborative inquiry Parental and community involvements Shared responsibility and accountability

Learning & Wellbeing

Our focus on responsiveness to student needs in curriculum design and the appointment of key leaders in this area has supported the drive for improvement and the College continues to go from strength to strength.

All SACE Teachers used SACE data to critically reflect on achievements and learnings from 2022's results in order to improve their practice and student outcomes in 2023. Teachers across Years 7-10 interrogated NAPLAN, PAT (and more) data in a similar way.

Structures and processes are also in place to support our most vulnerable students, for example, our Margaret More Programs, and are an integral component of the College Vision.

In addition, continuing professional development and re-structuring of our Inclusive Education Team is ensuring contemporary Special Education Teachers are providing engaging programs which will see ongoing improvements. Literacy and Numeracy Intervention through our Language and Literacy Extension (LLE) classes and Quick Smart Program have helped to target work with specific students based on data.

The application of our School Wide Pedagogy (SWP) continues to increase. Colloquially known as 'the 4 Rs', this engagement is evident through teaching and learning plans, wellbeing practices, and our appraisal and feedback processes. The image to the left is now displayed in each learning area and students are beginning to work with staff to better understand how this SWP is lived in our school.



Staff plan goals in line with the four key SWP areas of relationships, responsiveness, relevance, and reflection.

Leadership staff run coaching sessions to work through these goals, with staff using a collection of evidence throughout the year to report on progress in, and learning from these goals as part of the appraisal process. This year, this was further refined by using the lenses of our '4 Rs' to plan goals and reflect on our Theme of working in a Thriving Community.

We continue the development and use of our Learner Profile, where student progress is reported on a dash-board-type style reflective of Wellbeing Values and Learning Inventions, as well as Academic Grades.

Data Leadership

This year we have adapted the CESA-label of a Quality Performance Team (QPT), but at TMC this team has specific focus on data, with a primary role of knowing, mapping, working with, using and appropriately referring key data sets for analysis and action. Our focus is on three broad groups of school, external and CESA data which we then appropriately refer to other leadership teams. The Principal Chairs this Team and it has developed the focus and structure of this data-wisdom and knowing how to develop Teams in order to maximise the effective use of data for improvement.





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