



# SCHOOL PERFORMANCE REPORT

20  
23



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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

86.0

## SCHOOL CARD

355

## YEAR LEVEL ENROLMENT

214	Year 7
206	Year 8
168	Year 9
162	Year 10
155	Year 11
163	Year 12

## TOTAL STUDENTS

1068

## ENROLMENT FTE

1068

## INDIGENOUS STUDENTS

1.0%

## STUDENTS WITH DISABILITIES

23.6%

# FINANCIAL DATA



## State Funding

\$4,944,111

## Commonwealth Funding

\$16,571,098

## Discounts

- \$930,499

## Compulsory Resource Fees

\$1,645,334

## Tuition Fees

\$3,928,050

# STAFFING

## WORKFORCE COMPOSITION

Thomas More College Teaching employed **96** Teaching Staff, which comprised of

**69** Full Time  
**27** Part Time

Non-Teaching staff employed totaled **44**, which comprised of

**9** Full Time  
**35** 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 **12**  
Associate Degree **6**  
Associate Diploma **1**  
Bachelor Degree **99**  
Certificate Other **5**  
Diploma **7**  
Doctoral Degree **1**  
Graduate Certificate **22**  
Graduate Diploma **10**  
Masters Degree **17**



# ATTENDANCE

The average attendance rate for the College in 2023 was

**88.20%**

Attendance at each year level is as follows

**Year 7**

90.19%

**Year 8**

87.09%

**Year 9**

85.46%

**Year 10**

88.79%

**Year 11**

89.06%

**Year 12**

88.48%

# 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 relationally and restoratively discuss 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 2023 via the online platform once again. This provided the opportunity for students to demonstrate their learning and skills across the range of tests.

A promising statistic is the participation rate of our students and their willingness to complete the NAPLAN tests. We had 94% of Year 7 and 95% of Year 9 students complete the tests.

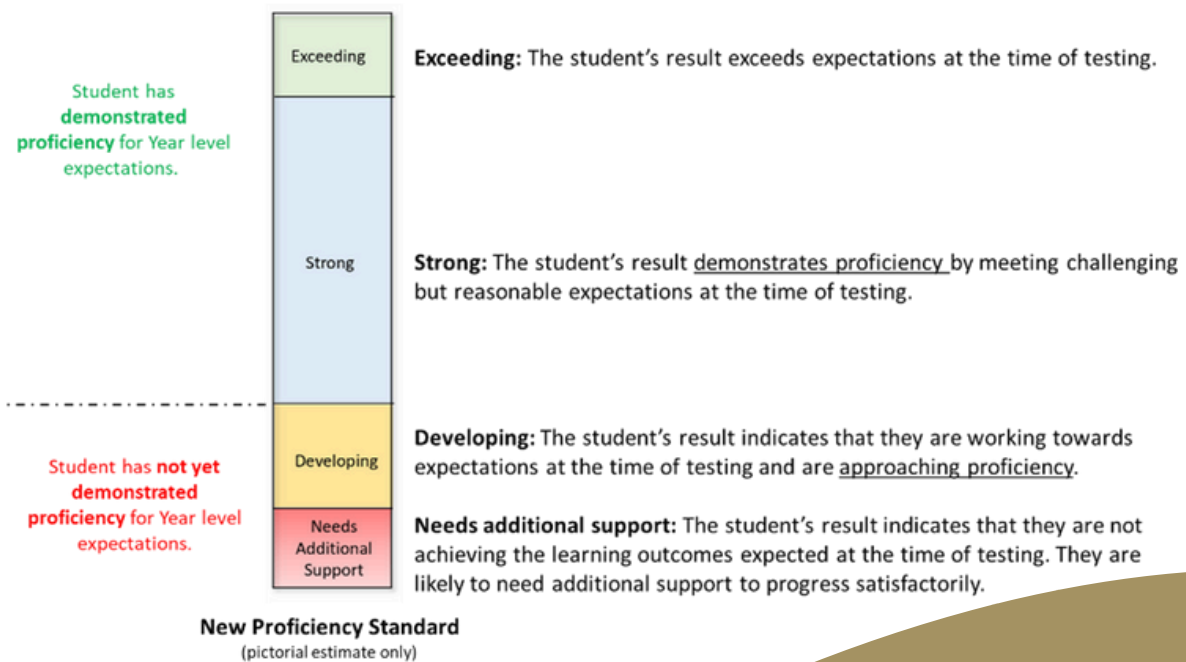
In 2023, ACARA have created a new Time Series and Proficiency Standard for reporting student's results. The previous Time Series ran from 2008 to 2022. This allowed for comparisons over time, called longitudinal analysis.

2023 will mark the start of a new Time Series due to:

- Testing moving from May to March
- The full transition of all schools nationally to the online assessment which allows for more precise information
- Results from 2023 cannot be directly compared with results from 2008 to 2022.

The new Proficiency Standards with four levels of achievement for each year level, replaced the previous 10-band structure that covered all four levels tested, and the old national minimum standard. A brief explanation of the standards is provided below:

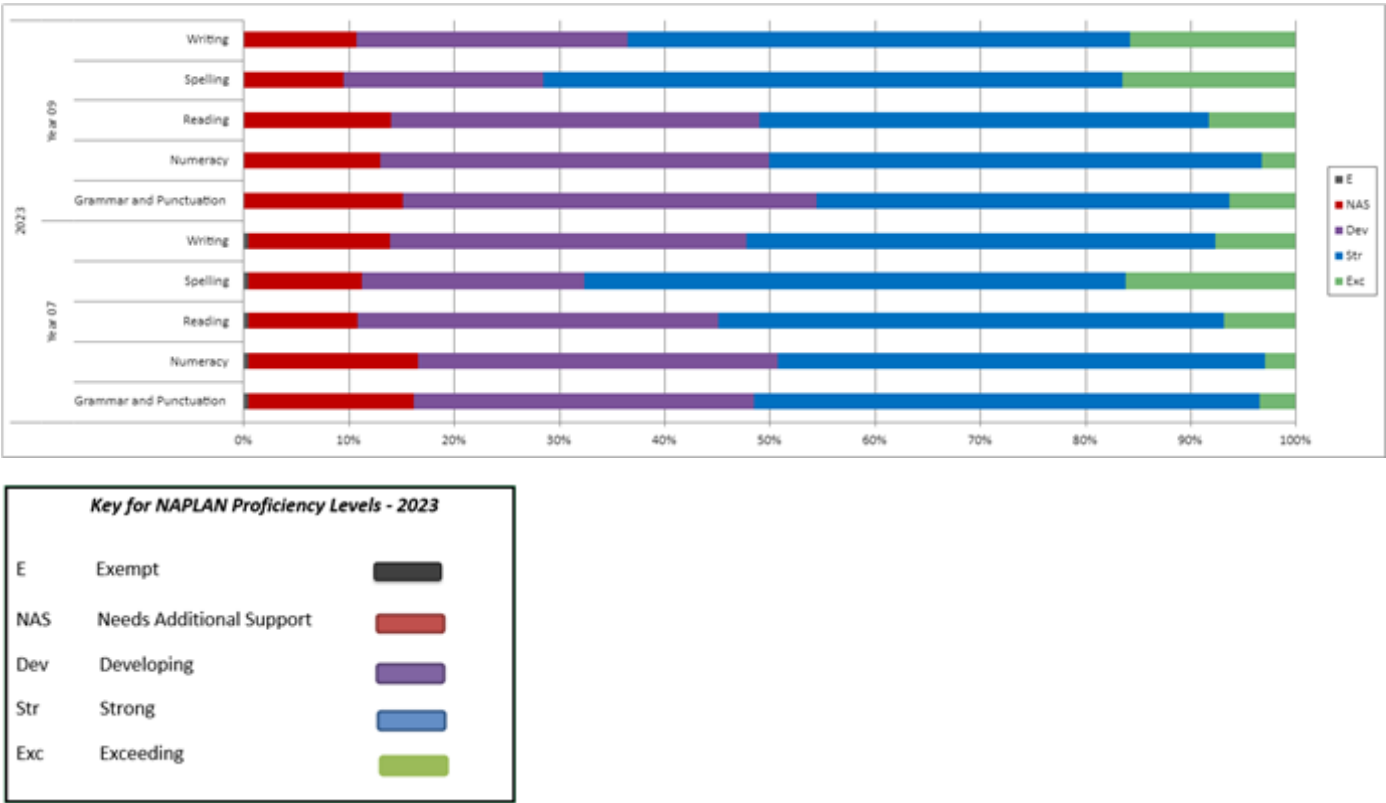
## Student Performance





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

The table below represents the success of our 2023 Year 7 and 9 students with their NAPLAN results:



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.

In 2024, TMC has introduced new intervention programs for students to support the growth and learning of our students in the other tests and skills.



# PROFESSIONAL DEVELOPMENT

During 2023, we focused our Professional Development on our 2022-2024 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. Staff were also involved in a professional development opportunity to understand 'Design Thinking' with a focus on future capabilities for students*
  - *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 and EALD processes*
  - *Staff were also supported with wellbeing days and development, HALT Certification guidance, 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 was also scheduled to ensure staff can provide the level of care and support for the students and each other.*
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# SATISFACTION

Each year Thomas More College engages with the community to ask how we are going with various College services, procedures and communications. In 2023, three key mechanisms were used to continuously communicate with our families regarding different areas of satisfaction:

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

More specifically:

## **Learner Profile Engagement Evening, JET & SET Processes**

Throughout 2023, Parents/Caregivers were invited and led by the students in a structured reflection on their own progress through our Learner Behaviours and student grades.

Students prepared and presented on 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.

The opportunities to formally gather through the year and discuss student progress and growth is an important aspect in the ongoing partnership TMC fosters with families to work together for the best student outcomes.

## **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 the 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 have. In reviewing our longitude data, there is a positive shift where students are communicating a greater connection to school, their peers, their teachers and their learning.

### 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.'

For each of the five surveys conducted in 2023, there was positive engagement by all involved where there was sufficient data collected to acknowledge and affirm the work occurring at TMC.

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

#### Staff Survey

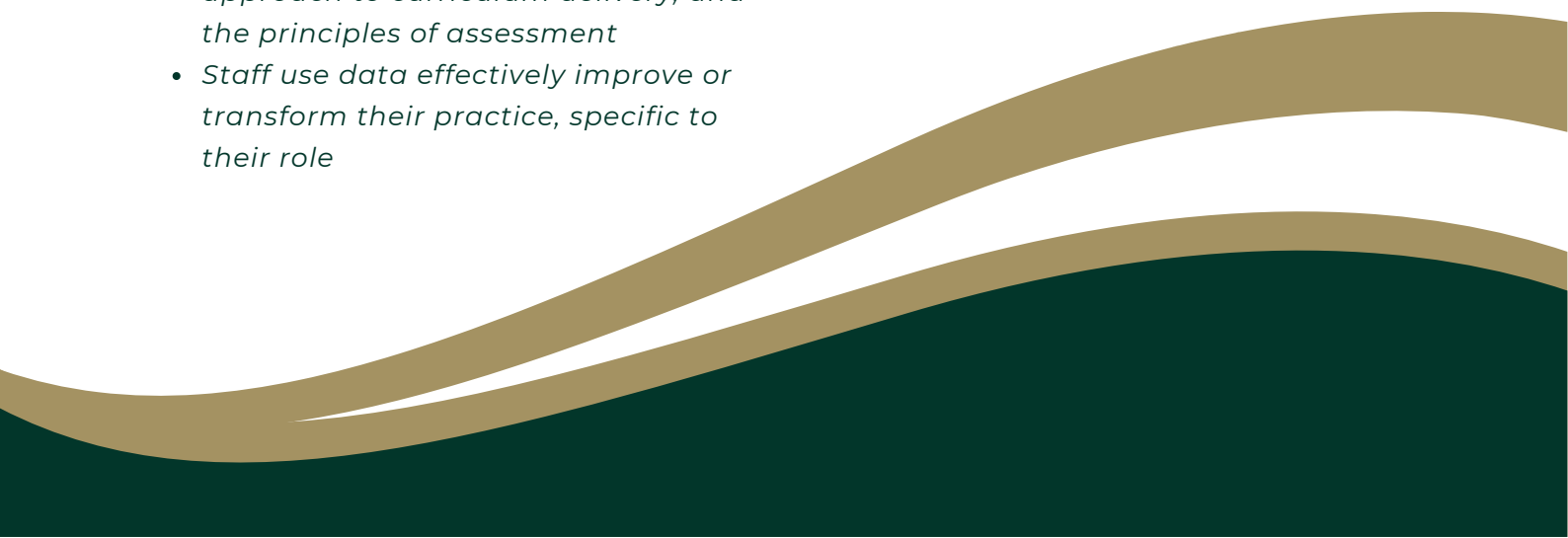
- *Staff understand the whole-school approach to curriculum delivery, and the principles of assessment*
- *Staff use data effectively improve or transform their practice, specific to their role*

- *Staff understand that improving facilities and infrastructure is a priority to the College*
- *Staff understand the importance of policies and procedures to ensure a safe and respectful school environment*
- *Staff believe strongly in the shared responsibility and partnerships with the wider community, parents and caregivers, to ensure the best student outcomes.*

#### Student Survey

Students are provided time during school to complete the survey, where the data demonstrated:

- *Confidence that their teachers provide extra help when required*
- *Confidence in teachers knowing their subject content well*
- *A strong **satisfaction** with College resources and facilities*
- *That their teachers believe they can **succeed** and provide them agency 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

*With a greater number of parents completing the survey in 2023, they responded that they believe:*

- *There is a strong partnership between families and the school, that they are invited to be involved in their child/rens journey*
- *The teachers believe their child will succeed and TMC is providing their children the skills to prepare for the future*
- *Thomas More College is a safe and supportive environment*
- *The College policies and practices support positive student behaviours*
- *Their children are interested in school and look forward to school days*
- *The facilities of the College meet the needs of their child/ren.*





# VOCATIONAL EDUCATION & TRAINING

2023 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 226 in 2022 to 234. Interestingly, the number of females undertaking VET increased.

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. 84% of all Year 10s engaged in some form of training in 2023.

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

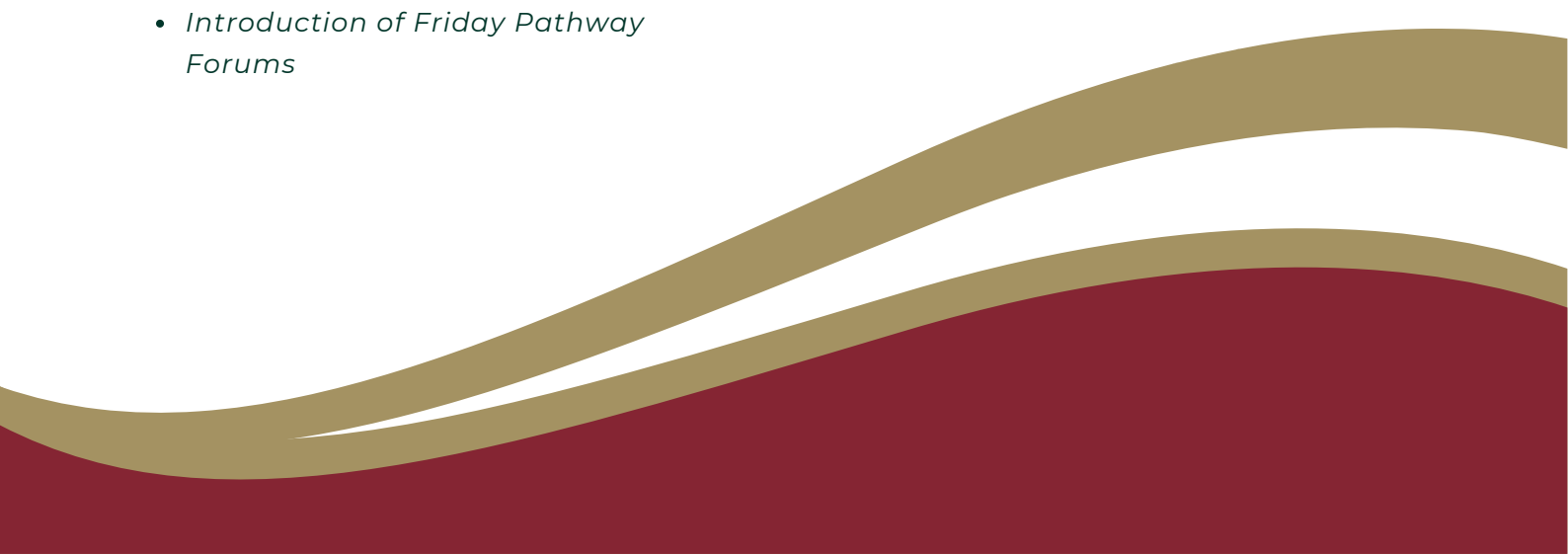
## Key 2023 moments include:

- *The partnership with CEG/AIOH continued - with Cert 1 Hospitality being conducted on site and Cert II being conducted at Compass*
- *Futures Week was revamped to focus on industry immersion*
- *Introduction of Friday Pathway Forums*

- *Several apprenticeships and SBATs were achieved*
- *A new partnership to deliver Certificate III in Fitness was established with Fit College.*

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

- *Number of VET student enrolments in 2023: 234 (114 Female, 120 Male)*
- *Percentage of Year 12 students undertaking VET: 30%*
- *Percentage of Year 11 students undertaking VET: 42%*
- *Total number of partial completed qualifications: 187*
- *Total number of fully completed qualifications: 102*

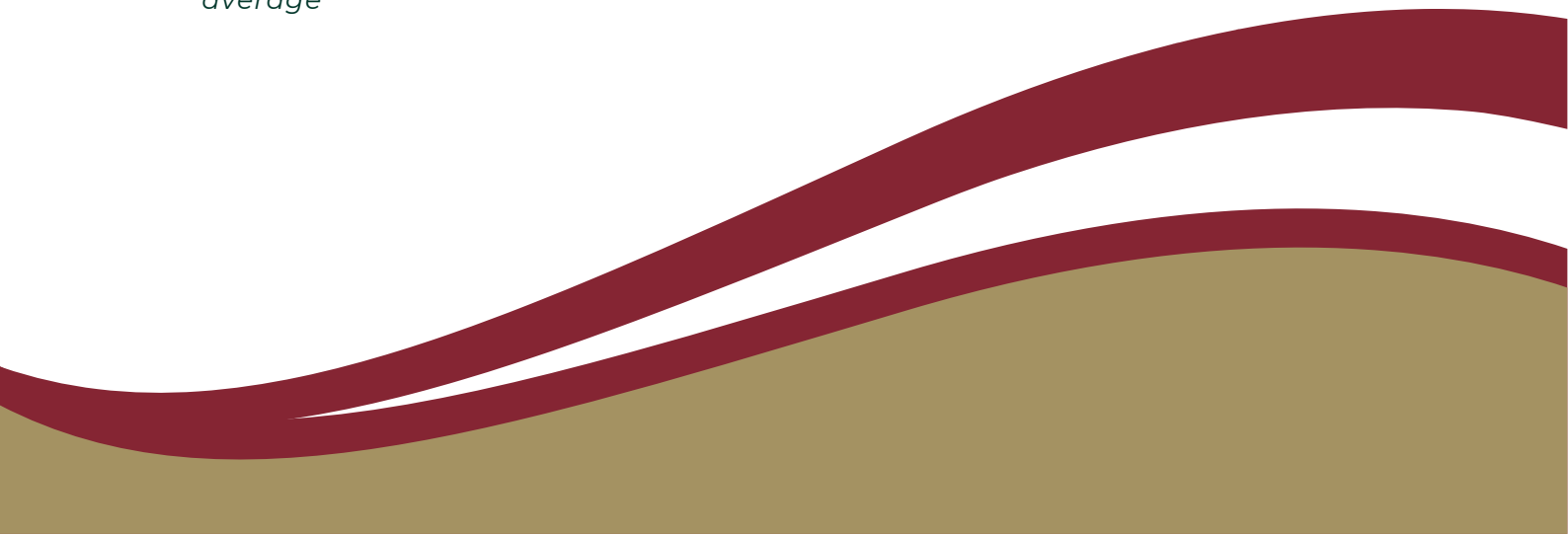


# SENIOR SECONDARY OUTCOMES

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 163 students in 2023. This was our third year in a row of 100% completion and .88% higher than the state average of 99.12%
- 203 A Grades (22.41%) were recorded for students completing Stage 2 subjects, which represents a decrease of 3.11% on our 2022 results. 98.2% of our Stage 2 students received a grade of 'C-' or better in their final SACE results, an increase of .35%, and this includes some personal best achievements for several of our students
- 98 students studied VET (Vocational Education and Training) whilst completing their SACE (60.12%), compared to the 39.42% state average
- Our highest ATAR (Australian Tertiary Admission Rank) was 98.05. We had a total of 10 students who recorded an ATAR score over 90 and another 29 students (17%) who achieved an ATAR between 80 and 89. For students seeking an ATAR, the median was 70.15, a decrease of 3.55 from 2022
- Three students received an A+ with merit, placing them in the top 1% of the state for their subject
- Ten students achieved an A+ in one subject and one student achieved an A+ in 2 subjects
- Two students completed the SACE by accessing Modified Programs
- 97.2% of our Stage 1 students completed their Stage 1 Literacy requirement with a C or better compared to 95.5% of students in South Australia



- *88.6% of our Stage 1 students completed their Stage 1 Numeracy requirement with a C or better compared to 90.8% of students in South Australia*
- *97.2% of our Year 10s achieved a C grade or higher in completing their Personal Learning Plan (PLP), compared to the state average of 94.4%.*

## POST SCHOOL DESTINATIONS

Our records show that from our 2023 Year 12 cohort:

- *109 applied for tertiary study, with 103 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.*



# PRINCIPAL REPORT

What a year 2023 was for Thomas More College! It was a fantastic year full of successes, learnings and growth where we continued to both challenge and support students to help them achieve their best.

## 2023 Theme and Lens on Achievements

In 2023, we planned, assessed and moderated our efforts to have our community achieving their best through the lens of our theme of Exploring Your Purpose. This allowed us to be intentional and purposeful in critically exploring what drives us as TeamTMC.

We used this theme as a guide with Executive Leadership, staff and students. I enjoyed connecting with them in looking at how we explored our purpose throughout the year.

In 2023, we sought to lead rather than be led; and in this sense, exploring our purpose in the rapidly changing landscape of education, was very timely. Working with this broad theme helped us to ask critical questions that framed our year, such as, to name a few:

- Examining the purpose of what teaching and learning opportunities may be inherent in impending changes to the Australian Curriculum
- Exploring where changes in artificial intelligence position both our role as educators and the functions of assessment
- Discussing the continued importance of our Theology where we are called to do good things for ourselves and each other. This connects perfectly to our College Vision of developing in students the Wisdom to Seek, Courage to Thrive and Power to Change.



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## 'Co-Constructing a School'

In further reflecting on 2023, language around 'construction' and 'co-construction' is apt. In a physical sense, this has seen some key transformations to our school buildings, including:

- Two new science labs
- Completion of our Mackillop classroom spaces, including additional classrooms, breakout areas, think-tanks and places to which our Year 7s and 8s can belong as a Year Level
- Façade improvements to areas outside The Hub and all around the school.

These improvements are vital for us to continue to be the school for choice in the north, in that they help provide our students with the best learning opportunities for them to fulfil their purpose.

In a broader sense, we continued to work with our students in co-constructing their own learning. This is most evident through their active participation in constructing their learning journey through our **Learner Profile**.

The document itself is an impressive summary of our students learning journey on a page: Learner Behaviours, Wellbeing Values, tracking of grade progress, attendance and academic grades. What is just as important though, is how we use this Profile to develop student agency; students use it as a basis for orientating their families to the academic year in Term 1 through the *Learner Profile Engagement Evening*. They set goals, work towards them, gain evidence, and then review them at JET (Junior Education Transition), SET (Senior Education Transition) and GO (Graduate Opportunities) meetings respectively.

The key to this progress is that students know themselves well as learners through understanding their strengths as well as assessing their challenges.



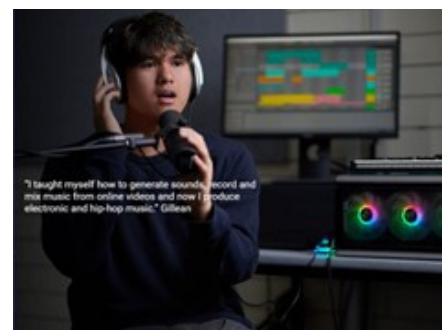
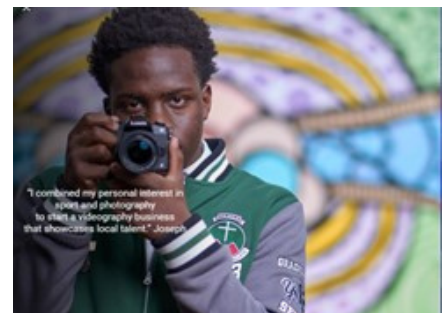
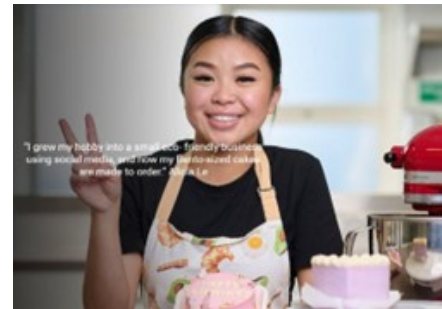


It is no coincidence then that in 2023, Thomas More College continued to lead capabilities-based learning to the extent that our students were front and centre of the SACE Board's *We Are More* campaign.



The three students featured and six profiled were from Thomas More College because we have engendered excellence in who they are and what they can do, and how it is connected to their learning journey. Our students are **more** than a number and they learn and experience growth, success, challenge and excellence in different ways.

National Policy and practice are shifting in this space and we are at the forefront with future-focussed educational leadership.










# STRATEGIC SUMMARY

2023 was the second 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.

STRATEGIC PLAN 2022-2024			
KEY LEVERS	LIVING LEARNING STANDARD	ALIGNMENT TO SACCS CORPORATE PLAN	LYN SHARRATT'S 14 PARAMETERS OF SCHOOL & SYSTEM IMPROVEMENT
 Celebration of All Successes	3. Student agency, Learning & Leadership	• Inclusion & Diversity • Students	1. Shared beliefs and understandings 6. Case management approach 7. Professional learning at school staff meetings 9. Centralised resources 14. Shared responsibility and accountability
 Flexible Industry Pathways	2. Curriculum, Co-constructed learning & assessment design	• Learning & Teaching • Inclusion & Diversity	5. Early and ongoing intervention 6. Case management approach 7. Professional learning at school staff meetings 8. In school grade/subject meetings: Collaborative Marking of student work 9. Centralised resources 14. Shared responsibility and accountability
 Knowing Data	2. Curriculum, Co-constructed learning & assessment design 3. Student agency, Learning & Leadership	• People, Leadership & Culture	2. Embedded literacy/Instructional Coaching 3. Sustained focus on literacy 4. Principal instructional leadership 5. Early and ongoing intervention 7. Professional learning at school staff meetings 14. Shared responsibility and accountability
 'Graduate Qualities' / Future Learning	3. Student agency, Learning & Leadership 4. Community Engagement	• Learning & Teaching	1. Shared beliefs and understandings 14. Shared responsibility and accountability
 Future Places & Spaces	1. Catholic identity 4. Community Engagement	• Financial Stewardship and improvements • People, Leadership & Culture	9. Centralised resources 10. Commitment for literacy learning and resources 11. Action research/collaborative inquiry 12. Parental and community involvements 13. Cross-curricular literacy connections in each subject area 14. Shared responsibility and accountability
 Service	1. Catholic identity 4. Community Engagement	• Catholic identity • Students	7. Professional learning at school staff meetings 11. Action research/collaborative inquiry 14. Shared responsibility and accountability
 Community	1. Student agency, Learning & Leadership 4. Community Engagement	• Catholic identity • People, Leadership & Culture	1. Shared beliefs and understandings 11. Action research/collaborative inquiry 12. Parental and community involvements 14. Shared responsibility and accountability

## Learning and 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 our 2022 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.

The application of our SchoolWide 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 right, 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.

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.

2023 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 continued the development and use of our Learner Profile, where student progress is reported on a dashboard-type style reflective of Wellbeing Values and LearningInventions, as well as Academic Grades.





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