



# 2024

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# 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

86.0

## SCHOOL CARD

389

## YEAR LEVEL ENROLMENT

216	Year 7
211	Year 8
211	Year 9
171	Year 10
153	Year 11
145	Year 12

## TOTAL STUDENTS

1107

## ENROLMENT FTE

1107

## INDIGENOUS STUDENTS

1.26%

## STUDENTS WITH DISABILITIES

31.34%

# FINANCIAL DATA



## State Funding

\$5,348,640

## Commonwealth Funding

\$18,079,915

## Discounts

- \$1,133,230

## Compulsory Resource Fees

\$1,683,249

## Tuition Fees

\$3,989,238

# STAFFING

## WORKFORCE COMPOSITION

Thomas More College employed 102 Teaching Staff, which comprised of

83 Full Time  
19 Part Time

Non-Teaching staff employed totaled 53, which comprised of

10 Full Time  
43 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 8  
Associate Degree 8  
Bachelor Degree 133  
Certificate Other 13  
Diploma 12  
Doctoral Degree 1  
Graduate Certificate 23  
Graduate Diploma 12  
Masters Degree 40

# ATTENDANCE

The average attendance rate for the College in 2024 was

**88.97%**

Attendance at each year level is as follows

**Year 7**

91.75%

**Year 8**

87.87%

**Year 9**

87.67%

**Year 10**

87.38%

**Year 11**

90.50%

**Year 12**

88.68%

# 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.



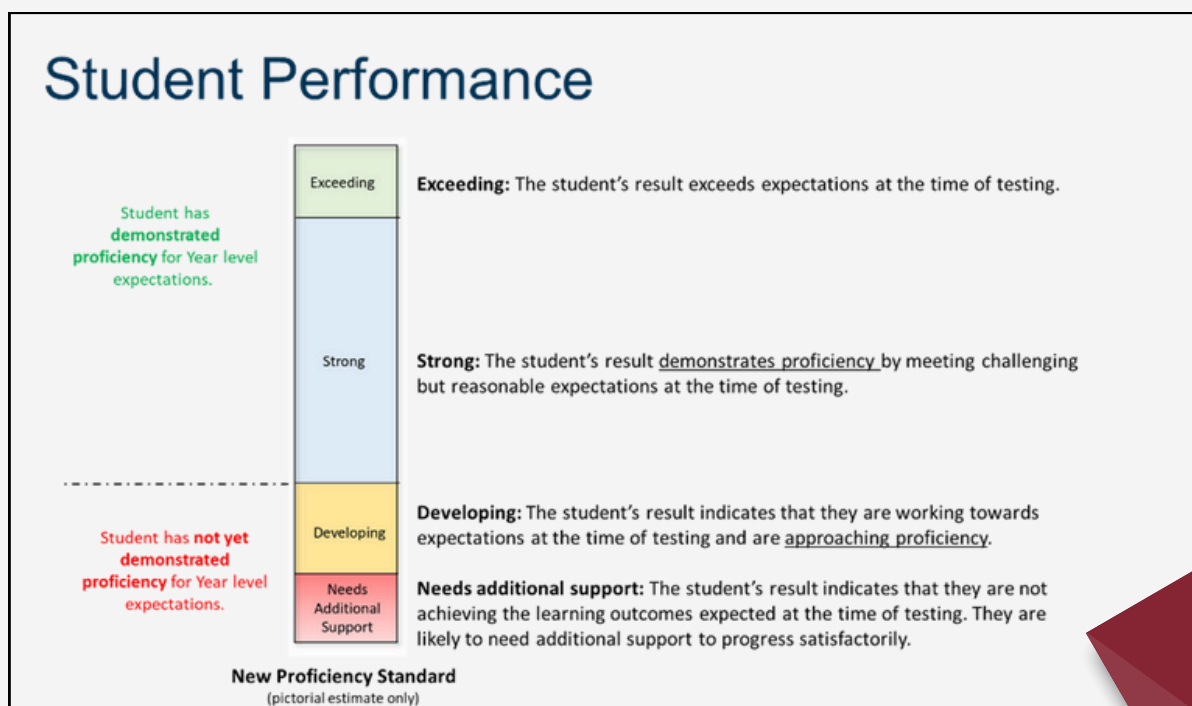
# NAPLAN

Students completed NAPLAN in 2024 via the online platform where students were provided the opportunity 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 98% of Year 7 and 95% of Year 9 students complete the tests.

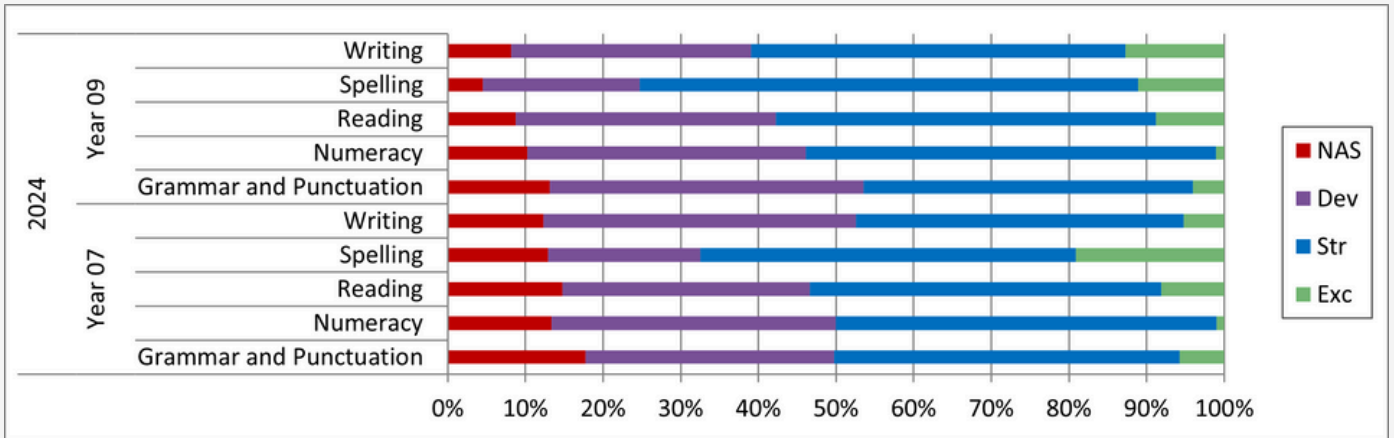
In 2024, ACARA have created a new Time Series and Proficiency Standard for reporting student's results. The previous Time Series ran from 2008 to 2022. This allowed for comparisons over time, called longitudinal analysis.

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:



Although 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, as well as other standardised assessment tools, will guide our staff in designing curriculum and support for all students to see growth in learning.

The table below represents the success of our 2024 Year 7 and 9 students with their NAPLAN results:



As a College, we place greater focus on accessing and utilising data to inform and enhance our practices. The College Quality Performance Team (QPT) meet regularly to understand, work with, and appropriately refer data to key staff and teams within the College for reflective practice and curriculum review. The QPT's data analysis enables our staff to, 'put faces to the data', identifying students who need support or extension in their learning.

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

# PROFESSIONAL DEVELOPMENT

During 2024, 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 of Relationships, Reflection, Responsiveness and Relevance, 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 professional development opportunities to build their capacity and understanding linked to:*
  - *Artificial Intelligence and the impact it has on assessment and our teaching and learning practices*
  - *Cyber Security*
  - *Explicit Direct Instruction*
  - *Authentic Assessment Practices*
  - *Improving Literacy and Numeracy as a whole school approach*
  - *Middle School Specific Pedagogy Practices.*
- *With an array of professional development throughout 2024, a showcase of staff learning was facilitated at the conclusion of the year, to celebrate the continued growth of our staff as learners*
- *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.*

# SATISFACTION

Each year Thomas More College engages with the community to ask how we are going with various College services, procedures and communications. In 2024, 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, Parent/Teacher/ Student Subject Interviews**

Throughout 2024, 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 encouraging 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 answered 'not very often' to ensure we are providing the safe, responsive and relational environment we strive for. Reviewing our longitudinal data, we see a positive trend where students are expressing a stronger 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 2024, 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 understand the importance of our Catholic Identity and that we facilitate the development of staff and students to enhance our Catholic Identity*
- *Staff use data effectively improve or transform their practice, specific to their role*

- *Staff understand that the ongoing improvement and development of 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:

- *That students of all cultures and religions are welcomed and respected*
- *Confidence in their teachers to provide extra help when required and that their teachers believe that they can succeed*
- *Confidence in teachers knowing their subject content well*
- *A strong satisfaction with College resources and facilities*
- *That they know there is someone at school to support them if they are facing challenges*
- *93% 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 2024, 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*
- *Their children are encouraged to assist those in need*
- *The teachers believe their child will succeed and TMC is providing their children the skills to prepare for the future*
- *That teachers will communicate with the students respectfully*
- *Their children will develop effective ways to learn*
- *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

2024 saw a consistent number of students choosing VET and engaging with 14 full certificate VET courses, as well as a number of other partial Certificates, and standalone Units (Short Courses).

Our numbers did not increase as such and reflect the previous years' student engagement with and completion of VET. The number of female students undertaking VET have been more on par with the number of male students.

## Key 2024 moments include:

- *The introduction of a VET Registrar role to the team*
- *A new partnership was entered into with PIVOT Training to deliver Certificate I in Workplace Skills Development, targeting Year 9 students as a Literacy and Numeracy intervention strategy*
- *The partnership with CEG/AIOH continued - with Cert 1 Hospitality being conducted on site and Cert II being conducted at St Patricks Technical College*
- *Futures Week*
- *Continuation of Pathway Forums*
- *Several apprenticeships and SBATs were achieved.*

All training was accessed via the following organisations: AIE, AIOH, TAFESA (various sites), Foundation Education, Queensford College, PEER, and The French Academy.

- *Number of VET student enrolments in 2024: 160 (78 Female, 82 Male)*
- *Percentage of Year 12 students undertaking VET: 19%*
- *Percentage of Year 11 students undertaking VET: 37%*
- *Total number of partial completed qualifications: 70*
- *Total number of fully completed qualifications: 73*

# 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 140 students in 2024. This was our fourth year in a row of 100% completion and 0.81% higher than the state average of 99.08%*
- *208 A Grades (25.93%) were recorded for students completing Stage 2 subjects, which represents an increase of 0.66% and includes some personal best achievements for several students*
- *100 students studied VET (Vocational Education and Training) whilst completing their SACE (71.43%), compared to the 39.61% state average*
- *29 students used a Certificate III VET Qualification to achieve their SACE*
- *Our highest ATAR (Australian Tertiary Admission Rank) was 96.25. We had a total of 15 students who recorded an ATAR score over 90 and another 22 students (16%) who achieved an ATAR between 80 and 89*
- *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*
- *Four students completed the SACE by accessing Modified Programs*
- *100% of our Stage 1 students completed their Stage 1 Literacy requirement with a C or better.*

- *100% of our Stage 1 students completed their Stage 1 Numeracy requirement with a C or better*
- *98.58% of our Year 10s achieved a C grade or higher in completing their Personal Learning Plan (PLP).*

## POST SCHOOL DESTINATIONS

Our records show that from our 2024 Year 12 cohort:

- *90 applied for tertiary study, with 85 students gaining first round offers for university*
- *8 students secured a full time apprenticeship with SACE completion*
- *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 2024 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.

## 2024 Theme and Achievements



In 2024 we focused on planning, assessing, and moderating our efforts to ensure our community achieves their best, through the theme of *Ambitious Heart*. This theme has guided us to be intentional and purposeful in examining the precursor to having ambition for our students, in that it is authentic, life giving and aspires for our students to do their best. It has been a central focus for our Executive Leadership, staff and students throughout the year. I have enjoyed engaging with the College community as we explored our *Ambitious Hearts* together.

This year we have also completed our three-year Strategic Plan journey. The Executive Team is responsible for setting, monitoring, and reviewing the Annual Goals derived from our Strategic Plan. This year, we have conducted careful check-ins and regular analyses to assess the impact of these goals on our College Community through the Teams we lead and the work we do.

As part of this ongoing review, I meet with each Executive Team member fortnightly to discuss these goals, among other topics. We also hold formal meetings each Term to review progress and use a red-amber-green traffic-light system at the end of the year to appraise our goals. This process helps our Executive Team recognise their impact, evaluate the goals set at the beginning of the year, make adjustments if necessary, and continue with appropriate actions.

We have had a very successful year which directly connects the 2024 Annual Improvement Plan and the setting of our targets, which have also come from our year-long work on redeveloping our next Strategic Plan.

## Strategic Summary

2024 was the final year of our current 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.

STRATEGIC PLAN 2022-2024			
KEY LEVERS	LIVING LEARNING LEARNING STANDARD	ALIGNMENT TO SACCS CORPORATE PLAN	LYN SHERRATT'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	2. 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

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 assessed the two-year performance of these goals and adjusted (if necessary) 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 learning 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. This was our starting point as we looked to develop our new Strategic Plan.

### 2025+ Strategic Planning

With our current Strategic Plan coming to an end (2022-2024), the Executive Team worked throughout the year to reflect, consult, plan, test, refine and draft our next Strategic Plan for 2025-2027.

This is significant as it represents the years in which much of growth will be consolidated towards our final destination of eight streams 7-12 by the end of 2027, and where the College Masterplan will be complete and marked through various stages.

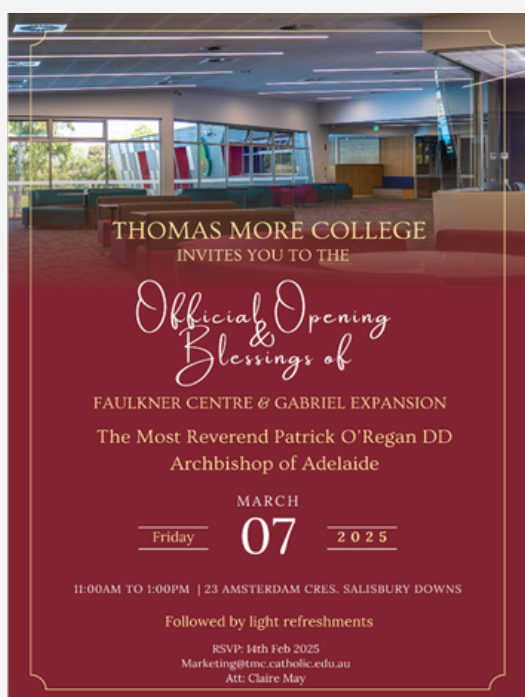
Over the year, this process of Strategic Planning has involved:

- Our strengths-based commencement from our strategic College Infographic
- Refining our 'seven key levers' to five 'high level outcomes'
- Defining these outcomes through five verbs, all student-centred (ie. 'our students will...'), and then linked each to a smart goal
- Brainstorming a series of movable, end three-year goals as a repository of ideas (for what we aspire to achieve in three years)
- Tested assumptions in the infographic which directs our strategic thinking
- Unwrapped our thinking with staff and students
- Reconnected with and incorporated staff and student feedback into our repository of specific goals, introduction and key language, or specific features of the Strategic Plan
- Finalised language and structure of our Outcomes and Goals
- Continue to construct a repository of specific goals.

### Buildings and Growth

As our College continues to experience positive growth, so does our physical footprint! As the year progressed we were so fortunate to enjoy the benefits of:

- Five new courts
- A second floor added to our Year 10 Gabriel Building
- A renovation of the Gabriel building (ground floor) to capitalise on the four large classrooms with new staff-offices, as well as collaboration and breakout spaces for students
- An extension of two classrooms, staff offices, student breakout and collaboration spaces, for our Year 12 Faulkner Centre
- Connections between the Faulkner, Gabriel and Assisi buildings to formalise both our Senior School precinct and links to the rest of the school.



## 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, achieving it's highest percentage of Year 12 Grades in the A Band. Our reflection and planning in this area was provoked by our work with CESA Director Dr Neil McGoran, who challenged us to continue to set high expectations through both challenge and support, with a critical focus on improvements that could be made at a SACE Stage 2 Level.

All SACE Teachers used SACE data to critically reflect on achievements and learnings from 2023's results in order to improve their practice and student outcomes in 2024. 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 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 4R's are 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.

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 dashboard style, reflective of Wellbeing Values and Learning Inventions, as well as Academic Grades.



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