



# Thomas More College School Performance Report

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## SCHOOL CONTEXT

Thomas More College is an extraordinary school, made so by the pursuit of educational excellence that began in 1979. In the time since, 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 Thomas More College community celebrates learning, recognises achievement and affirms those who continually strive to do their best. TMC prides itself on providing students with a comprehensive curriculum where students of a wide range of abilities are given opportunities to achieve their full potential.

Our appeal as a school rests in our strong sense of community, the values we celebrate, our commitment to realising the potential of young men and women, and in providing a balanced education that addresses the academic, social, emotional, physical and spiritual aspects of our students' lives.

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 fulfilment, happiness and security in their lives. To be part of the TMC family is truly a gift for life.

## School Location

Salisbury Downs SA

## School Type

Catholic Secondary

## SES and Parent/Community Information SES Rating

87.0

## School Card Numbers

349

## Year Level Enrolments

Year Level	2019
Year 7	128
Year 8	188
Year 9	124
Year 10	169
Year 11	124
Year 12	153
<b>Total</b>	<b>886</b>

## Percentage of Indigenous students

1.81%

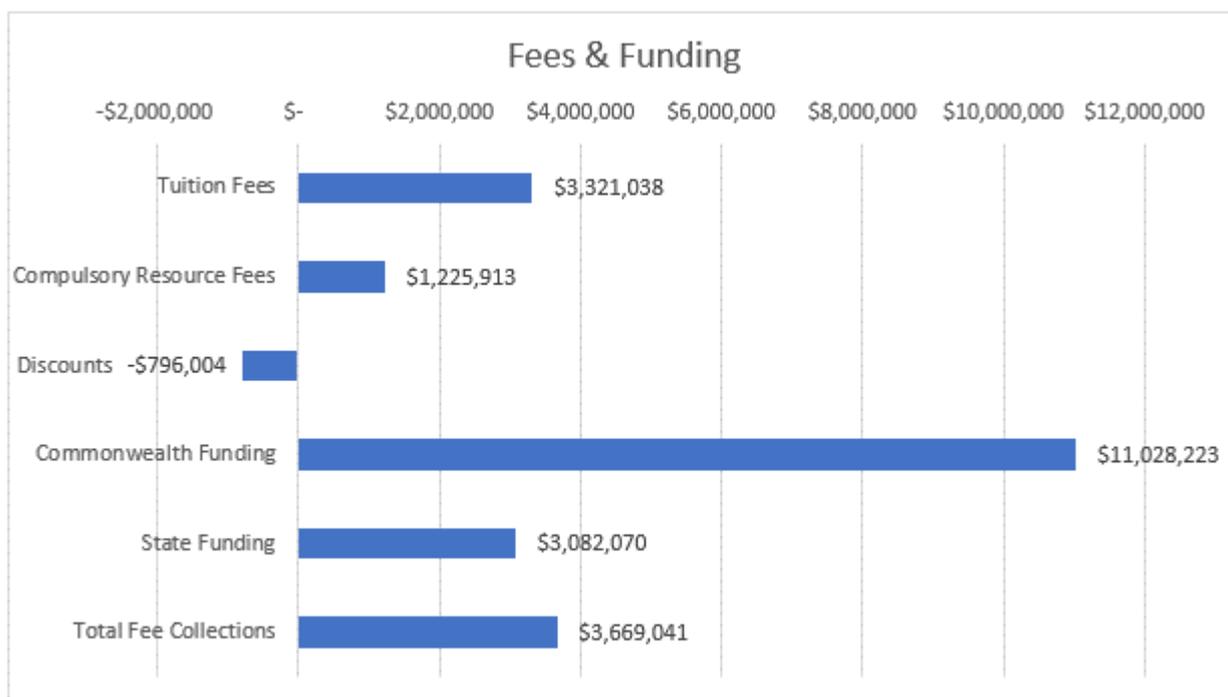
## Percentage of Students with Disabilities

9.8%

## FTE Enrolments

886

## FINANCIAL DATA



## STAFF INFORMATION

### Workforce Composition

The number of teaching staff at Thomas More College in 2019 was 75 of which

- 56 were F/T and
- 20 were P/T

The number of non-teaching staff totaled 28 of which

- 3 were F/T and
- 25 were P/T

### Teaching Standards and Qualifications

Within our College we are fortunate to have a number of teachers with two or more qualifications. The percentage of staff and their qualifications re outlined below:

Doctoral Degrees	2	Diplomas	15
Masters Degrees	16	Associate Diplomas	2
Honours Degrees	2	PostGraduateDiploma	0
Bachelor Degrees	100	GraduateCertificates	20
PostGraduateBachelor	7	Other	27
Graduate Diplomas	13		

## STUDENT INFORMATION

### Student Attendance

The average student attendance rate for the College in 2019 was 92.1%. Attendance at each Year Level is as follows:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance	94.1%	92.4%	91.2%	92.1%	91.2%	91.4%

At Thomas More, 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 Well-being 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 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 electronically 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 9:00am
- When parents/caregivers reply to the SMS, the reasons for their child's absence is added to the Absence Database
- If a student is absent for more than two days without any notification a phone call is made to the parents/caregivers.

Absence is recorded on the School Reports completed at the end of each term. If students provide notes for all absences, up to a maximum of 5 days, or attend each day they are eligible for a Triple A Award for Attendance, Achievement and Application.

### NAPLAN

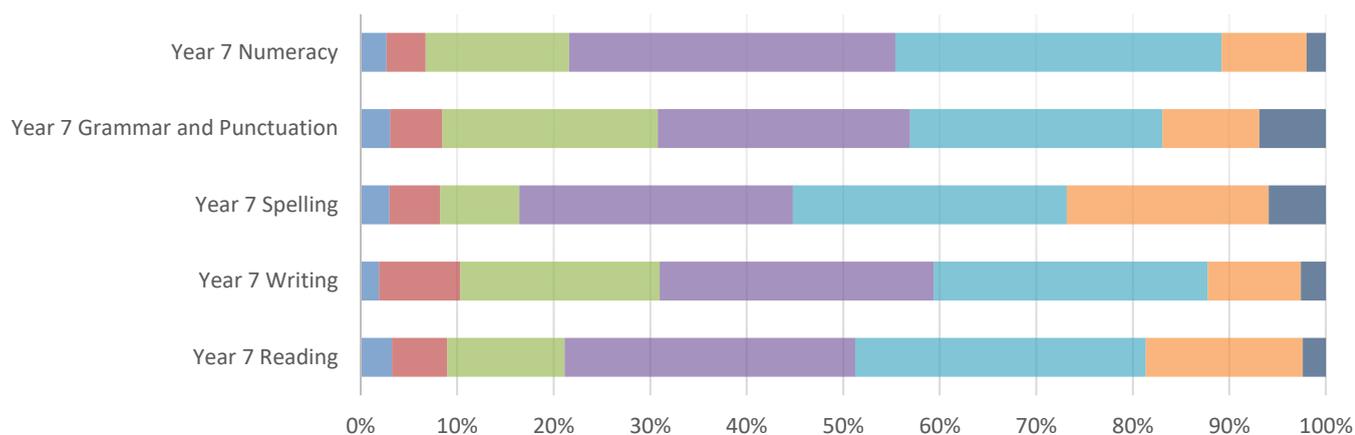
#### National Minimum Standard

2019 was the first year of Year 7 at Thomas More College. This means that as of 2021 it will be possible for us to directly collect and analyse growth over a two-year period as the students move to Year 9. The following results were achieved in 2019, whereby students were at or above the national minimum standards: Reading 91%, Writing 88%, Spelling 91% Grammar & Punctuation 91% Numeracy 92%. The majority of students are reading well, and they have a reasonable grasp on grammar & punctuation and spelling, but there is a lot of consolidation work to do in structured Writing.

Please see the graphs below:

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## 2019 YEAR 7 NAPLAN



	Year 7 Reading	Year 7 Writing	Year 7 Spelling	Year 7 Grammar and Punctuation	Year 7 Numeracy
■ E Band	3.1%	2.3%	3.1%	3.1%	3.1%
■ 4 Band	5.5%	10.1%	5.5%	5.5%	4.7%
■ 5 Band	11.7%	24.8%	8.6%	22.7%	17.2%
■ 6 Band	28.9%	34.1%	29.7%	26.6%	39.1%
■ 7 Band	28.9%	34.1%	29.7%	26.6%	39.1%
■ 8 Band	15.6%	11.6%	21.9%	10.2%	10.2%
■ 9 Band	2.3%	3.1%	6.2%	7.0%	2.3%

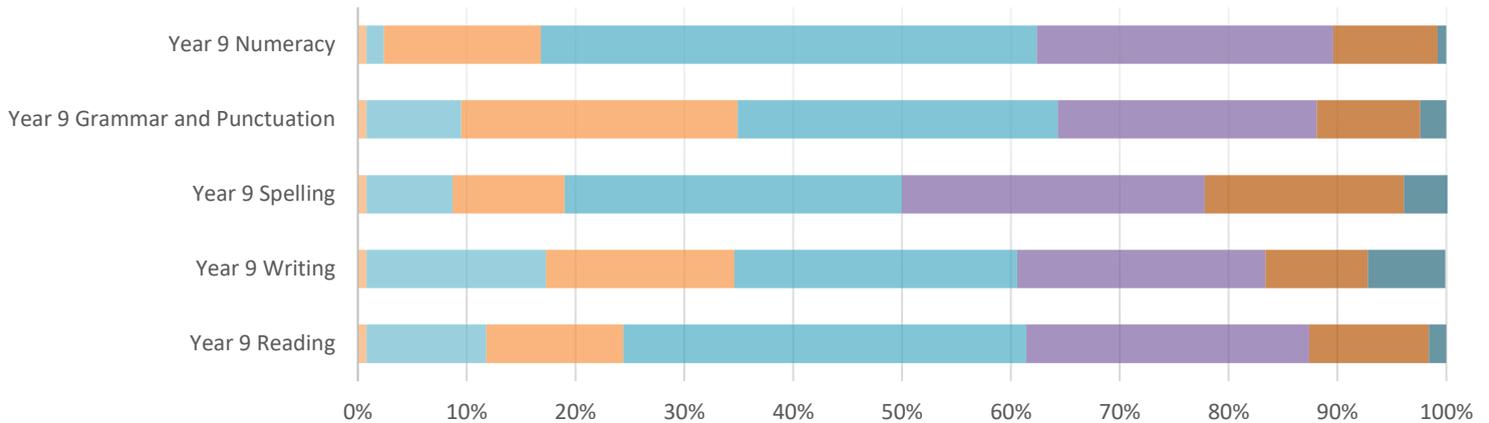
The following results were achieved by our Year 9s, showing where they were at or above the national minimum standards:

- Reading 88%
- Writing 83%
- Spelling 91%
- Grammar & Punctuation 90%
- Numeracy 98%.

The results for Reading are lower than in 2018, with a noted percentage of students moving from Band 6 to Band 5. However, a higher percentage of students also moved from Bands 8 to 9. Results were better in Grammar & Punctuation with a higher percentage moving from Bands 5 to 7 and 8 to 10. Spelling showed significant change from 2018 with movement of 5% from Band 5 to 7 and 6.5% from Band 8 to 9.

There is a significant increase in the Writing category, with a big shift from Band 5 to 6, Bands 7 and 8 holding steady and movement from Band 9 to 10, but there is still work to be done to make the connection between understanding the rules of good writing and applying them, evidenced by the better results in the Spelling and Punctuation & Grammar sections, yet only an 83% result for Writing. It is noteworthy that there is a 4% increase in the number of students in the Upper Bands for Numeracy.

## 2019 YEAR 9 NAPLAN



	Year 9 Reading	Year 9 Writing	Year 9 Spelling	Year 9 Grammar and Punctuation	Year 9 Numeracy
E Band	0.8%	0.8%	0.8%	0.8%	0.8%
5 Band	11.0%	16.5%	7.9%	8.7%	1.6%
6 Band	12.6%	17.3%	10.3%	25.4%	14.4%
7 Band	37.0%	26.0%	31.0%	29.4%	45.6%
8 Band	26.0%	22.8%	27.8%	23.8%	27.2%
9 Band	11.0%	9.4%	18.3%	9.5%	9.6%
10 Band	1.6%	7.1%	4.0%	2.4%	0.8%

There are also less students in Band 4 and more in Band 7. This can be attributed to the way students have continued to access support in the classroom for Numeracy via differentiation, Educational Support Officers, and smaller classes for those that need extra explanation and guidance. Students are also accessing individual and small group tutoring outside of class time via the Quicksmart Program using a targeted strategy to accelerate improvement.

Overall, in terms of the proficiency bands, we can say **that** we are seeing improvements in all areas, except Reading, despite the different annual cohorts, however, we would like to see more movement towards the 9 and 10 Bands in all aspects.

Our teachers have continued their own data collection in conjunction with the NAPLAN results and other testing e.g. PAT Reading, SAST Spelling, TORCH and PAT Maths to identify students needing further assistance or extension in their learning and tailor learning programs from Years 7 to 12 to help them progress.

In addition, during 2019 we continued our Professional Development based upon our Strategic Intent Continuous Improvement Plan based on the following foci:

- Targeting areas for improvement via the use of Coaching and Appraisal & Professional Learning Programs connecting teaching to the four pillars of our School-wide Pedagogy: Relationships, Relevance, Responsiveness and Reflection, to assist teacher pedagogical reflection on and action in, providing task design centred on contemporary pedagogy within a Middle Schooling context in support of our Year 7s to 9s, and a focus on Curriculum Design based on 21st Century skills and capabilities across the College
- Continuing to improve knowledge and skills in relation to Individual Education Plans (IEPs) for students requiring extra assistance, differentiation and scaffolding of assignments.

We believe that these two foci have aided in personalising teaching and learning programs as in combination, they enable teachers to:

- Select age-appropriate content that is meaningful and respects students' individual needs, strengths and interests
- Use their knowledge of students' learning to support needs and make adjustments in relation to curriculum, instruction and/or their environment to increase access to learning.

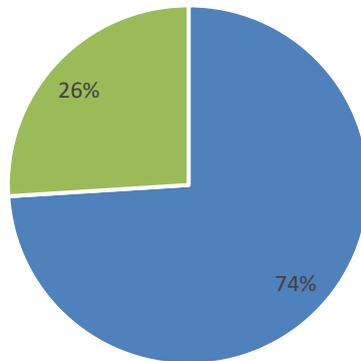
## SATISFACTION

Each year Thomas More College surveys the community asking how we are going with various College services, procedures and communications. A major focus at the College over 2019 and 2020 is Student Agency in their learning. To begin this journey in 2019, the process that took place was called Junior Education Transition and students from Years 7 to 9 were asked to reflect on their style when learning, how they had grown as a learner and the success they have had; the idea being to look at how they were faring at school, what help may be needed, how they may need to adapt as a learner and to make good choices when choosing elective subjects in the following year. Ever looking for ways in which to further engage our parents/caregivers in their children's learning, as part of this reflection, the College instigated a change in how we conducted Parent/Teacher Interviews.

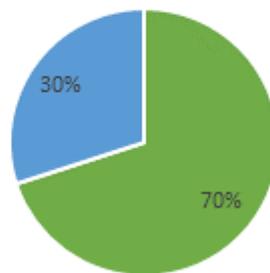
Parents/Caregivers were asked to come in to hear what their child had to say re their learning, how they felt about learning, what they had learnt about themselves as learners and how they felt they had grown as learners. At the conclusion of the process, parents, students and teachers were asked about what they thought in terms of the change. Students and teachers were overwhelmingly in favour of the change. One teacher commented, "In my opinion the JET interviews gave our students an invaluable opportunity to talk about their growth as a learner. The opportunities and guidance provided to students in the lead up to the interviews was excellent, especially the focus on the development of the Australian Curriculum capabilities .... I think this is where most of our students were very articulate and where parents really understood the purpose of the interviews." The students also felt that the process was a good one because it made them think about how to get the most out of their classes.

The parents/caregivers felt that it was a valuable experience for their child. Despite there not being a definitive answer re whether they preferred this format to a regular Parent/Teacher Night format, two-thirds felt that they got more from the interview having their child explain how they were going and 70% felt that they understood more about how their child felt about their learning which is a good result. For data supporting these statements please see the graphs below:

Did you feel that this was a valuable experience for your child?

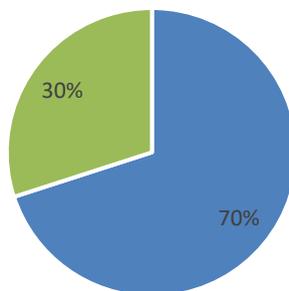


Compared to a regular Parent/Teacher interview did you gain a better understanding of how the students feel about their learning?

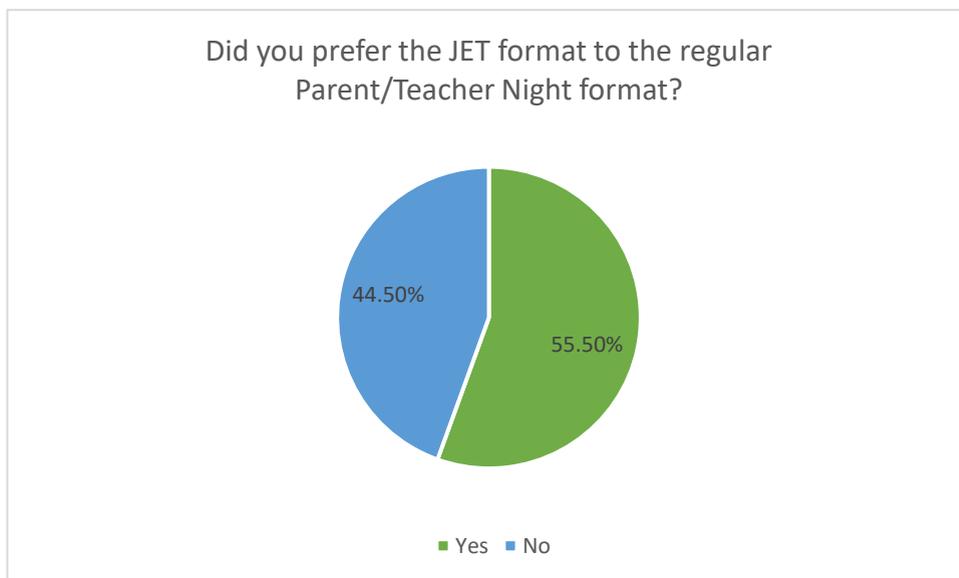


■ Yes ■ No

Compared to a regular Parent/Teacher interview did you gain a better understanding of how the students feel about their learning?



■ Yes ■ No



The College is excited by the great response, the learning, and the growth of all involved.

## VOCATIONAL EDUCATION AND TRAINING

In 2019, Vocational Education and Training (VET) at Thomas More College (TMC) has included participants having accessed Certificate II and Certificate III courses across 13 parent training packages. Over 40,000 hours of training was arranged for both Year 11 (22%) and 12 (28%) students. 96 students were enrolled in VET in 2019, up by 5 on the previous year.

There was a slight increase in VET engagement in 2019 because of a new VET management structure. Certificate III courses in Business, Sport and Recreation, and Fitness were accessed online by students via Foundation Education and mentored by TMC staff with expertise in the curriculum area. Some difficulties were experienced in relation to the Certificate III in Fitness, more specifically in the rigour of the work and hours required in relation to work placement. As a result, the College did not enrol any new students in this course in 2019, focusing instead on the Certificate III in Sport and Recreation.

Student numbers accessing Certificate II courses, particularly in Construction were down, potentially because of students wanting maximum credits relevant to Stage 2 rather than studying Certificate II courses. Five students accessed more than one qualification.

Not included in these statistics were the 41 students undertaking Short Courses such as 11 undertaking White Card training and 30 accessing First Aid Training.

New opportunities and RTOs were sourced for 2019 and a successful partnership with the MTA was consolidated. The major changes this year have been the way VET has been managed and advertised. Significant planning including Training Guarantee for SACE Students (TGSS) applications occurred.

2020 is again looking promising in relation to engagement with VET; 100 senior students have made subject selections which include vocational training choices. Vocational training opportunities were advertised in our Subject Selection guides. As a result, the students will start the new year with one and two-year training choices ranging from Certificate III in Early Childhood Care and Education, Business, Sport and Recreation, Electrotechnology, Beauty Services, Construction and Information, and Digital Media and Technology.

Further opportunities will be explored throughout the year to expand vocational education and learning.

## 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, 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%, continuing on from our 100% SACE completion in 2017 and 2018. This is 1.8% higher than the 2019 State average of 98.2%
- 188 A Grades were recorded for students completing Stage 2 subjects, which represents an increase of 1.51% on 2018. 98.68% 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 some of our students. 36 students used VET qualifications to achieve their SACE (23.37% of students)
- Our highest ATAR was 98.5. We had a total of 16 students who recorded an ATAR score over 90 and another 25 students or 22% who achieved an ATAR between 80 and 89. For students seeking an ATAR, the median was 73.75, an increase of 3.4 from 2018
- Five students received a merit, placing them in the top 1% of the state. The subjects in which these occurred were: Psychology, Digital Technologies, Research Project B and Scientific Studies. A further 7 achieved an A+ in one subject
- One student completed the SACE by accessing Modified Programs
- 94.91% of our Stage 1 students completed their Stage 1 subject pattern with a C or better compared to 91.44% of students in South Australia. Contained within this are our compulsory subject completion results; 100% of our Year 10s achieved a C grade or higher in completing their Personal Learning Plan (PLP), compared to a state average of 92.44%. 99.17% of our Year 11s successfully completed their Literacy requirement compared to 93.02% across the state, and 98.03% achieved their Numeracy requirement compared to 89.77% state-wide.

## Post School Destinations

Our records show that from our 2019 Year 12 cohort:

- 113 applied for tertiary study; 89 students gained first round offers for University
  - A variety of other forms of study and other pathways including apprenticeships and traineeships are also being pursued.
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Research Project has been an ongoing success story. 100% of Year 12s passed the subject, with 1 out of 2 students achieving a final grade in the A Band. This is an excellent achievement.

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 2018's results in order to improve their practice and student outcomes in 2019. Teachers across 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 Vanier Centre 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. This is evident through teaching and learning plans, wellbeing practices, and our feedback and appraisal processes. 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.

A contemporary approach to building developing a middle school ethos materialised in 2019. In welcoming Year 7 students for the first time, staff were able to put into practice pedagogy specific to middle schooling, including focusing on fewer teachers for more subjects and planning for integration across key learning areas. Excellent Building and Finance developments have seen some quality work produced in our new infrastructure to facilitate this; the refurbishment of the McKillop Building for Year 7 and 8 students allowed for a contemporary and open learning environment where learning is always on display. In addition, the new Faulkner Centre (senior secondary building) was completed throughout the year ready for occupancy and use in 2020. These contemporary learning spaces allow us to apply the same principles for learning across different learning areas.

As can be seen above, clear priorities have been developed in line with our strategic intent for 2019. These include, enhancing our Catholic Identity, introduction of our new School Wide Pedagogy, renewed focus on wellbeing (both student and staff), and teacher professional development and performance with the goal of supporting certification for Highly Accomplished and Lead Teacher status. One of our Leaders, Louise Eldridge, was the only CESA teacher to achieve Highly Accomplished status across 2019.

The School Performance Report can be accessed via the front office staff, in the College newsletter and can also be viewed on the College's Web Page.

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