



# 2020

## *Thomas More College School Performance Report*

LEARN MORE | LIVE MORE | BE MORE





## 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

86.0

## School Card Numbers

338

## Year Level Enrolments

Year Level	2020
Year 7	156
Year 8	164
Year 9	188
Year 10	129
Year 11	160
Year 12	119
<b>Total</b>	<b>916</b>

## Percentage of Indigenous students

1.42%

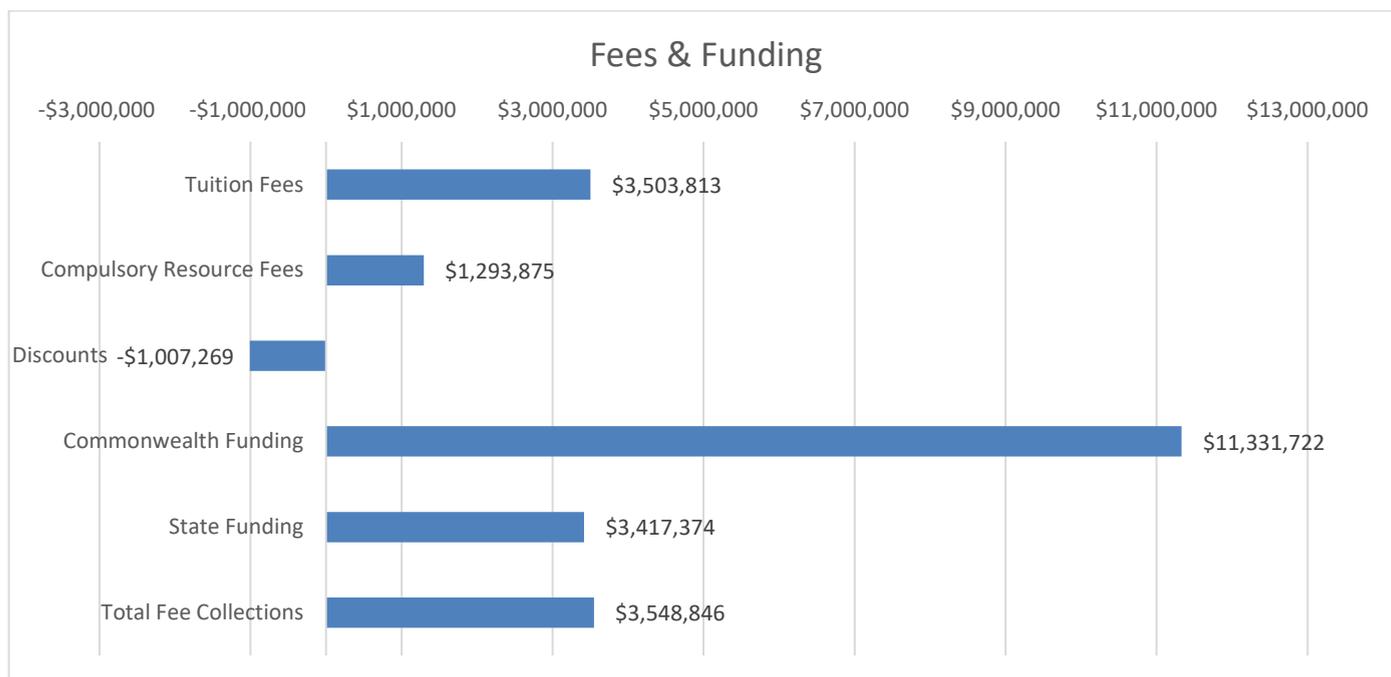
## Percentage of Students with Disabilities

15%

## FTE Enrolments

916

## FINANCIAL DATA



## STAFF INFORMATION

### Workforce Composition

The number of teaching staff at Thomas More College in 2020 was 83 of which

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

The number of non-teaching staff totaled 31 of which

- 4 were F/T and
- 27 were P/T

### Teaching Standards and Qualifications

Within our College, we are fortunate to have a number of teachers with two or more qualifications. Their qualifications are outlined below:

Doctoral Degrees	1	Diplomas	14
Masters Degrees	16	Associate Diplomas	2
Honours Degrees	4	Associate Degrees	3
Bachelor Degrees	92	Graduate Certificates	26
Post Graduate Bachelor	18	Other	21
Graduate Diplomas	15		

## STUDENT INFORMATION

### Student Attendance

The average student attendance rate for the College in 2020 was **89.53%** Attendance at each Year Level is as follows:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance	92.22%	90.07%	90.99%	88.47%	88.36%	87.07%

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 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

NAPLAN was cancelled in 2020 due to the COVID-19 Pandemic.

## PROFESSIONAL DEVELOPMENT

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

- What became our 2020 theme of **Connected Learning**, and connecting this theme to the four pillars of our School-wide Pedagogy: Relationships, Relevance, Responsiveness and

Reflection, to assist teacher pedagogical reflection on and action in, teaching and learning; this led to new opportunities emerging from working online with students while staying *connected* with them

- 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 for each staff member
- Developing a Learner Profile which more authentically connects teaching, assessing, and learning through holistic reporting of Wellbeing Values, Learner Behaviours (Capabilities) and Academic Performance
- We planned for and introduced SEQTA across the whole school through a specific focus from our Leaders of Learning
- We introduced a new Teaching and Learning Leadership structure through our Leadership and Learning Coaches, who each Coach three Leaders of Learning and Key Teachers to streamline discussions on contemporary teaching and learning
- 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 and in combination, they enabled 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

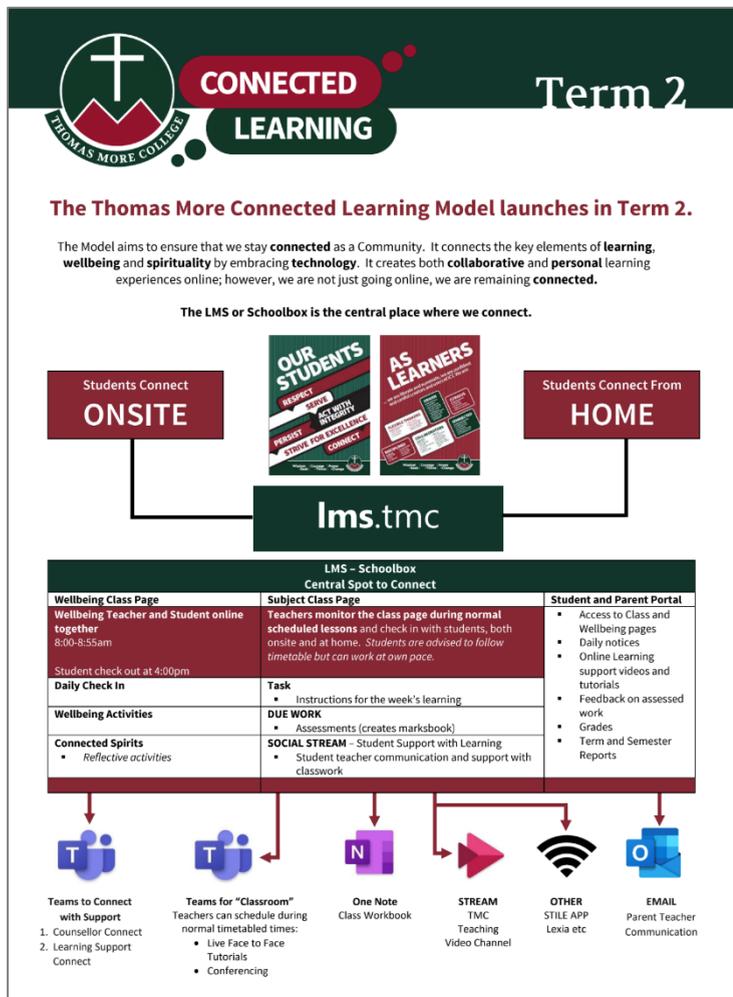
Each year Thomas More College checks-in with the community to ask how we are going with various College services, procedures and communications. In 2020 three key mechanisms were used to continuously communicated with our families re. different areas of satisfaction:

1. Feedback on our JET and SET processes, and move to a Learner Profile on reporting student progress
2. Constant communication during our Connected Learning Model during the height of COVID restrictions and then throughout the year
3. A formal feedback process involving Public Relations company Michels Warren about school communication.

More specifically:

1. **JET & SET Processes:** Parents/Caregivers came into school and were led, by the students, a structured reflection on their own progress through our Learner Behaviours. This included 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 in this format of 'Educational Transition' meetings (rather than traditional parent-teacher meetings), via parent and student surveys
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2. **Connected Learning Communication** was constant and detailed during the initial end of Term 1/Start of Term 2 school closure and subsequent return to school. A summary of the model is below, and we used all of our communication mediums to gain both anecdotal and formal feedback on student progress using this Connect Learning Model. For us, it was never about ‘remote’ or ‘online learning’; we stayed *connected* with our students.



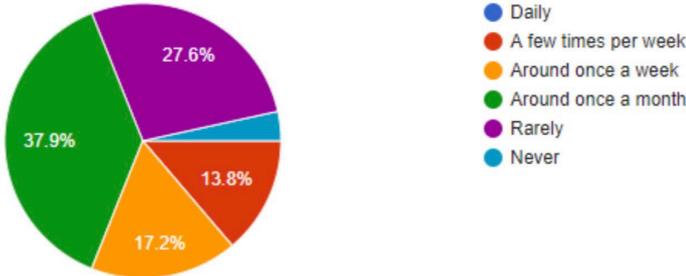
3. During our second lockdown in late Term 4 due to a confirmed case of COVID, the Principal took responsibility for multiple instances of **communication** with, and feedback from individual families on a daily basis. Formal commendations from our College Board and feedback received via email, as well as informal communication with families, strongly affirmed the satisfaction of this communication and our Connected Learning Model.

Our Communication Review was enacted in Semester Two and involved an online survey regarding satisfaction with communication and a focus groups of parents. The Review will lead to further discussion and action via our newly formed Administrative Leadership Team in 2021; below are some of the examples of feedback gained from parents and families:

Furthermore, our research also demonstrates the absence of a consistent pattern of parent behaviour in terms of how frequently parents' access three of the school's key external platforms.

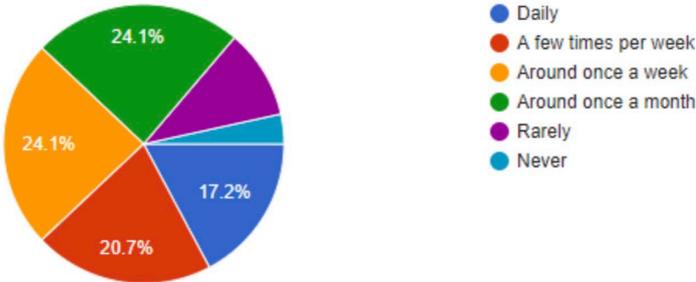
How often do you visit the school website?

29 responses



How often do you access the parent portal?

29 responses



10

We view these challenges as typical of a school that has experienced significant growth – Thomas More is still coming to grips with being a school of 900+ students and internal processes and resourcing has not kept pace.

It should be noted that this is not intended as a criticism and our research has demonstrated the school is doing an excellent job on many fronts.

***“Top school. Has found direction for my daughter. Everything is fantastic including communication to her and to me.”***

***“The School community does an amazing job, always - but especially throughout COVID. A difficult time for everyone and things were changing daily, however I felt that I was always kept up to date and my children were extremely supported!”***

## VOCATIONAL EDUCATION AND TRAINING

In 2020, students at Thomas More College were provided with the opportunity to engage in 24 separate VET courses and as such there was a significant increase in the number of students taking up VET.

Interestingly there was an even gender balance amongst the students, which was also an improvement on previous years, with the number of girls undertaking VET nearly doubling. Most likely this can be attributed to the number and range of courses offered in 2020 being more appealing to the girls. All training was purchased via the following organisations; TAFESA (various sites), Foundation Education, Queensford College, MADEC and SCS Training. SCS was new to TMC in 2020, as was the Certificate purchased, in that a Certificate 2 in Security Operations was added for the first time.

COVID19 had a significant impact on VET in terms of how courses were delivered, and placements were achieved - or not. Some students coped better than others with the increased delivery of training via online learning. Typically, online learning is not what most VET students sign up for. Multiple catchups for practical learning needed to be organised - often during holidays and post school - especially when the TMC community had to quarantine for 2 weeks. This impacted on at least 3 students' ability to achieve their SACE in December. Four students used VET to achieve their SACE and graduate from the College early. One student was offered a full apprenticeship and two others offered work trials in Dec with a view to either a full apprenticeship or an SBAT being offered. Another student beginning VET for the first time in 2020 as a Year 10, undertook a Short Course and was so enthused, actively sought and has been successful in achieving an SBAT for Year 11 and 12 in Commercial Cookery. This will be new to manage for us in 2021.

- Number of VET student enrolments in 2020: **135** (67 Female, 68 Male)
- Percentage of Year 12 students undertaking VET: **22%**
- Percentage of Year 11 students undertaking VET: **42%**
- Total number of partial completed qualifications: **74**
- Total number of fully completed qualifications: **64**

## 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 99.15%, slightly lower than our 100% SACE completion in 2017, 2018 and 2019. This is .74% higher than the 2020 State average of 98.41%
  - 127 A Grades (19.26%) were recorded for students completing Stage 2 subjects, which represents a decrease of 3.19% on 2019. 98.94% 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 a number of our students. 44 students used VET qualifications to achieve their SACE (37.93% of students)
  - Our highest ATAR was 98.8. We had a total of 9 students who recorded an ATAR score over 90 and another 16 students or 13.6% who achieved an ATAR between 80 and 89. For students seeking an ATAR, the median was 66.9, a decrease of 6.85 from 2019
  - One student received a merit for Religious Education, placing them in the top 1% of the state. A further 4 students achieved an A+ in one subject. One student achieved an A+ in 3 subjects.
  - Two students completed the SACE by accessing Modified Programs
  - 94.09% of our Stage 1 students completed their Stage 1 subject pattern with a C or better
-

compared to 91.52% of students in South Australia. Contained within this are our compulsory subject completion results; 99.23% of our Year 10s achieved a C grade or higher in completing their Personal Learning Plan (PLP), compared to a state average of 96.69%. 100% of our Year 11s successfully completed their Literacy requirement compared to 95.09% across the state, and 100% achieved their Numeracy requirement compared to 90.98% state-wide.

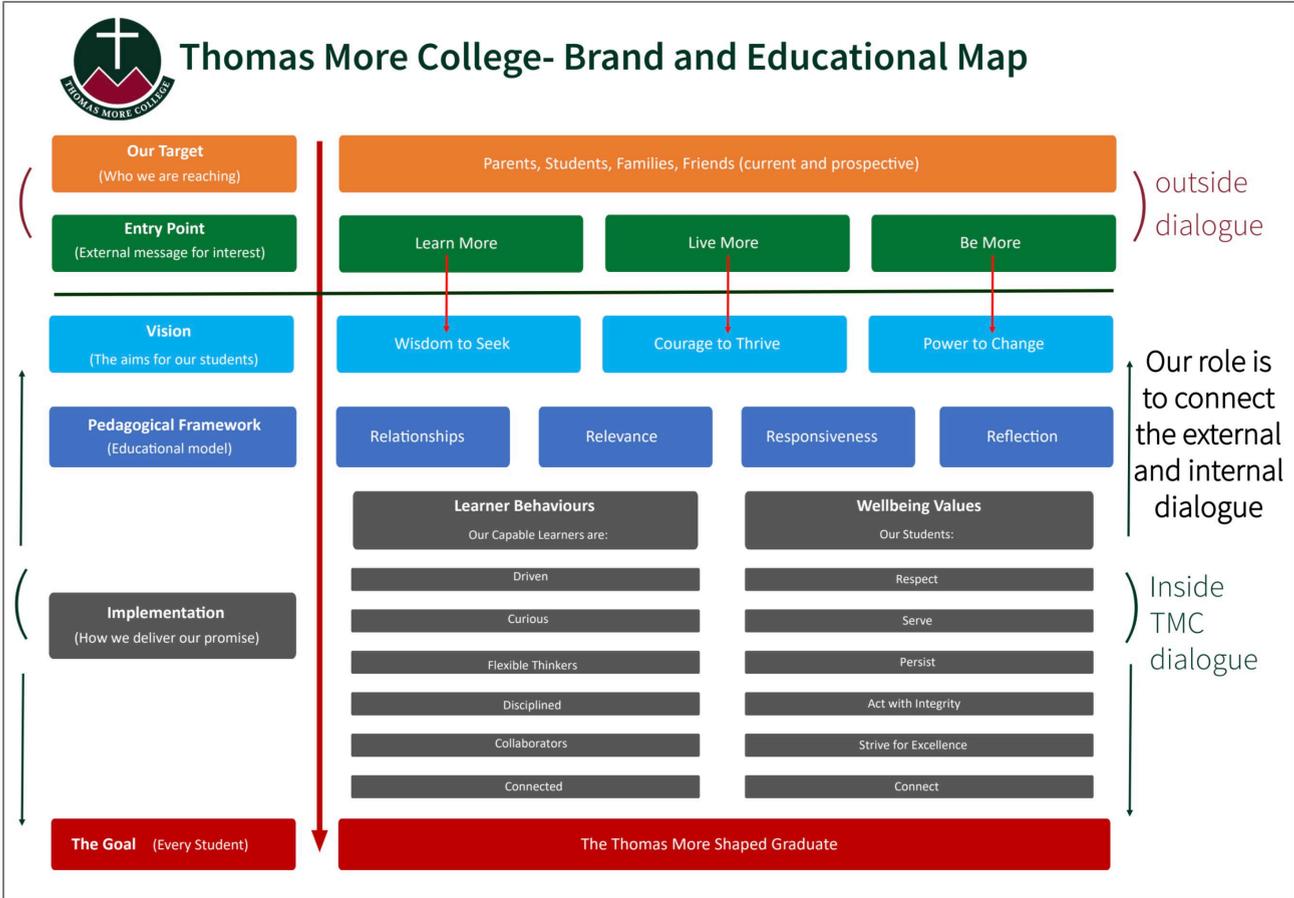
**Post School Destinations**

Our records show that from our 2020 Year 12 cohort:

- 95 applied for tertiary study; 77 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.

**2020 STRATEGIC SUMMARY**

2020 presented our first year of a new two-year Strategic Plan, with Strategic Items that are built from the success (or otherwise) of our 2019 Strategic Intent. The College Executive enjoyed planning days toward the end of 2019 to arrive at a new Strategic Document for 2020 and 2021. The Following visuals **comprise** the majority of our Plan, which includes our newly summarised Brand and Educational Map, as well as our Strategic Items:





## Strategic Items 2020/2021



### 1. Faith Formation & Catholic Identity

- Doing Theology**
  - All '5 year staff' to have begun or completed Graduate Certificate in RE
  - Essential theology shared with staff through school events
  - Executive to draw on Catholic Theology when discerning
- Catholic Social Teaching**
  - Developing a clear understanding of the links Catholic Social Teaching and the Ministry of Jesus through Faith and Action Develop 'More Justice' Student and Staff SJ Team
  - Embrace & Celebrate our cultural diversity and gifts and talents through whole community events
- Prayer and Liturgy**
  - APRIM to collaborate with staff and students to lead contemporary and contemplative forms of prayer
  - Liturgy Team to invite and encourage students and wider staff to assist with planning of mass and liturgies with the intention of making celebrations more relevant to a teenage audience.
- Faith Formation**
  - Extend Faith Formation and Professional Development experiences to all staff
  - To work alongside Parish to promote and support members of the community in preparation for the sacraments of initiation.
- Catholic Identity**
  - Commitment to Ecological Development through Justice group and habits
  - More Connections Café - To bring all people into an experience of community centered on building relationships with wider school community

### 2. Teaching and Learning

- Capable Learners**
  - Frameworks for student agency through JET, SET and Learning Behaviours
- Structures for Excellence**
  - Connection TMC's assessment framework, quality assurance features and work completion policies to Restorative Practices
  - Leading the continued development of relevance and responsiveness in curriculum design through innovation and renewal
- School Wide Pedagogy**
  - Leading staff to further embed the SWP in everyday practice, working through the coaches and leaders of learning to embed structures within our teaching teams
  - Defining and applying language fit for ESOs
- Developing Teams**
  - Implementing new POR model and exploring new structures for working relationships in teaching and leading learning

### 3. Student Wellbeing

- Leading a Connected School**
  - Monitoring student performance and connection to produce well-rounded and-centered students
  - Consistent deliverables from YLLs and staff
- Wellbeing IEPs**
  - Contemporary and visible planning and best practice for individual students at risk
- Impact of the Wellbeing Values on Student Culture**
  - Staff language
  - Student understanding
- Restorative Justice**
  - Working with an approach in all levels of conflict
- Clear and Easy to Articulate Vision**
  - Specific student outcomes through data engagement aligned with Wellbeing Values and Learner Behaviours

### 4. Diversity, Pathways, Careers

- Learning Entitlements**
  - Develop a better appreciation and practices and evidence of differentiation; and adjustments, NCCD levels, etc.
  - Refine the fluidity/hybrid nature of services in the Vanier and Ignatius Centers
- Clearer Pathway, Process, Communication**
  - All staff to understand connections to post-school pathways through ATAR, SACE & VET
  - Awareness of VET as a viable pathway for students and families to gain further education and employment.
- 100% SACE Completion**
  - Inquiry as to what this means as an aspiration for all students to get their SACE (school vs. student value)

### 5. Resources, Finance, Infrastructure

- ICT Infrastructure**
  - Civica and Seqta implementation and relationship
  - ICT strategy: devices and computer labs; purposeful alignment of device purchases from 7-10 and use of computer labs
  - Streamlined and agreed family communication
- Enrolment Projections and Pathway Control**
  - Statements to support the narrative
  - TMC enrolment policy
- Master Planning**
  - Tennis courts moved and appropriate infrastructure utilised
  - Track: consultation for gym, Loyola + construction plans
- New Funding Model**
  - Constant interactions with, and best use of resources under, the new funding model for TMC
- Community**
  - Better connection to old scholars through new building, stories project & new event: TMC NEXT 40
  - Connection to Restorative Practices
  - Defining and applying SWP language fit for ESOs
- Teams & Human Resources**
  - Assess effectiveness of PST Teams connected to SWP
  - Autonomy of and accountability in teams

We use the Items in the Strategic Plan to select items to then appear on our **Annual Improvement Plan**, which are then taken by our Leaders to 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. An example of this is provided below:

<p>2. Structures for Excellence</p> <ol style="list-style-type: none"> <li>Connection TMC's assessment framework, quality assurance features and work completion policies to Restorative Practices</li> <li>Leading the continued development of relevance and responsiveness in curriculum design through innovation and renewal</li> </ol>	<ol style="list-style-type: none"> <li>Start conversation and assessment decisions with T&amp;L exec – assessment and reporting (connected to SEQTA, LB and LPP work)</li> <li>APL reflection on CL+</li> </ol>		<p>*plan for 2021 RJ</p> <p>ii. * <b>Connected to SEQTA work – Sem 1 2021 courses reviewed and developed using lens of SWP CL+</b></p>
<p>3. School Wide Pedagogy</p> <ol style="list-style-type: none"> <li>Leading staff to further embed the SWP in everyday practice, working through the coaches and leaders of learning to embed structures within our teaching teams</li> <li>Defining and applying language fit for ESOs</li> </ol>	<ol style="list-style-type: none"> <li>Staff goals setting through APL – SWP and CL+</li> <li>A completed and revised APL document for ESOs with Business Manager - <b>done</b></li> </ol>	<ol style="list-style-type: none"> <li>Staff Days? preparing T&amp;L for framed in SWP CL+</li> <li>Develop Student friendly language &amp; Visual (<b>our promise to you</b>)</li> </ol>	<p>i. <b>Staff reflection through APL – SWP with Connected Learning Plus</b></p> <p>ii. <b>Possible: Review SWP? for 2021. Possible re alignment to capture CL+?</b></p>
<p>4. Developing Teams</p> <ol style="list-style-type: none"> <li>Implementing new POR model and exploring new structures for working relationships in teaching and leading learning</li> </ol>	<p>T&amp;L Exec back up and operating Initial feedback on T&amp;L model</p> <p>Coaches – continued defining role through APL</p>	<p>By end of T3 – coaches have engaged with and are applying theory on 'coaching' as replacement for postponed Cognitive Coaching Course (now 2021)</p>	<p><b>Review T&amp;L leadership model. If necessary, refine or remodel.</b></p> <p><b>T&amp;L exec reflection and goal setting/planning day for 2021</b></p> <p><b>Coaches are more autonomous in leading their team – focussed on strategic goals</b></p>

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. This year, this was further refined by using the lenses of our '4 Rs' to plan goals and reflect on our Theme of Connected Learning.

A major achievement was the development of our **Learner Profile**, where student progress is reported on a dashboard-type style reflective of Wellbeing Values and Learning Intentions, as well as Academic Grades. A sample of this is provided below:

