



# 2021

## *School Performance Report*

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# SCHOOL PERFORMANCE REPORT 2021

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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 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 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

342

## YEAR LEVEL ENROLMENT

Year 7 148

Year 8 166

Year 9 163

Year 10 190

Year 11 127

Year 12 147

## TOTAL STUDENTS

941

## INDIGENOUS STUDENTS

1.38%

## STUDENTS WITH DISABILITIES

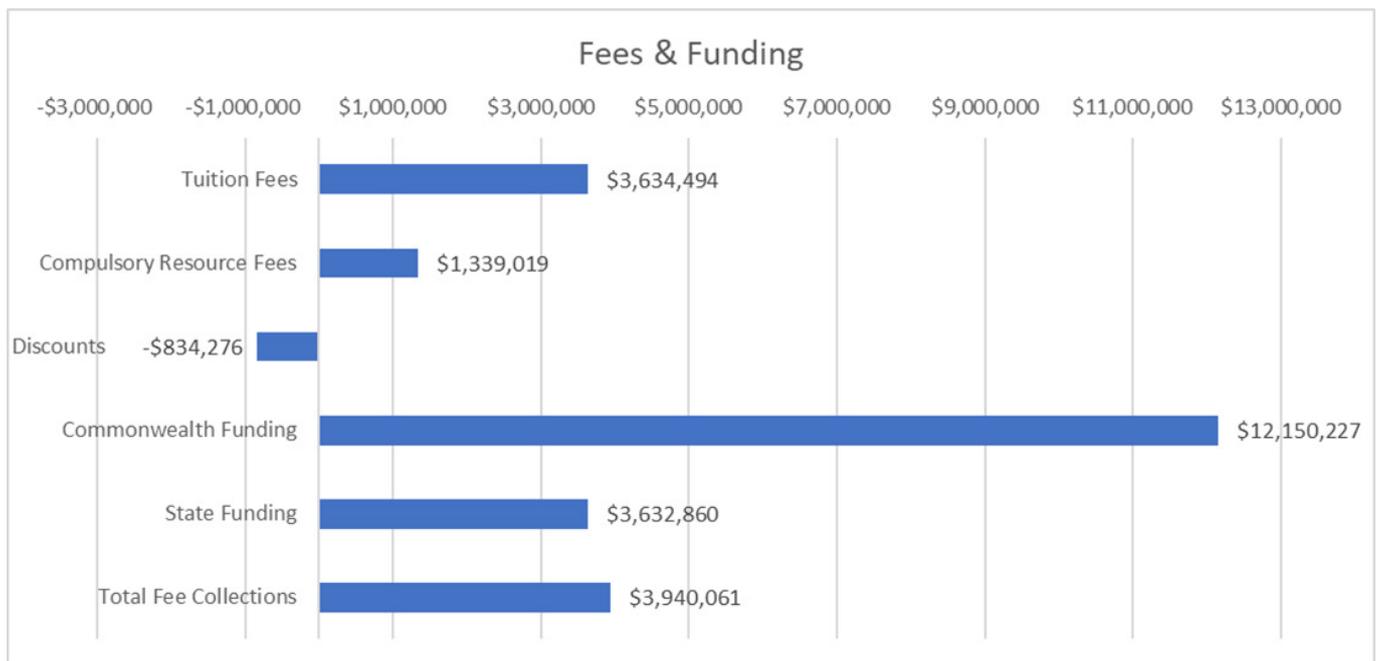
14.98%

## ENROLMENT FTE

941



The table below outlines the College's financial position for 2021:





## WORKFORCE COMPOSITION

The number of Teaching staff at Thomas More College in 2021 was **87**, of which

**62** were full time

**25** were part time

The number of non-teaching staff totaled **35**, of which

**4** were full time

**31** were part time

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

## TEACHING STANDARDS & QUALIFICATIONS

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

Doctoral Degree	<b>2</b>
Masters Degree	<b>17</b>
Bachelor Degree	<b>92</b>
Graduate Diploma	<b>11</b>
Diploma	<b>11</b>
Associate Diploma	<b>1</b>
Associate Degree	<b>5</b>
Graduate Certificate	<b>23</b>
Other	<b>18</b>



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.

## STUDENT ATTENDANCE

*The average student attendance rate for the College in 2021 was*

**89.47%**

*Attendance at each year level is as follows:*

Year 7	91.09%
Year 8	90.17%
Year 9	90.38%
Year 10	88.4%
Year 11	89.0%
Year 12	87.78%



With a return to student's completing NAPLAN in 2021, the online platform provided the opportunity for students to demonstrate their learning and skills across the battery of tests.

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

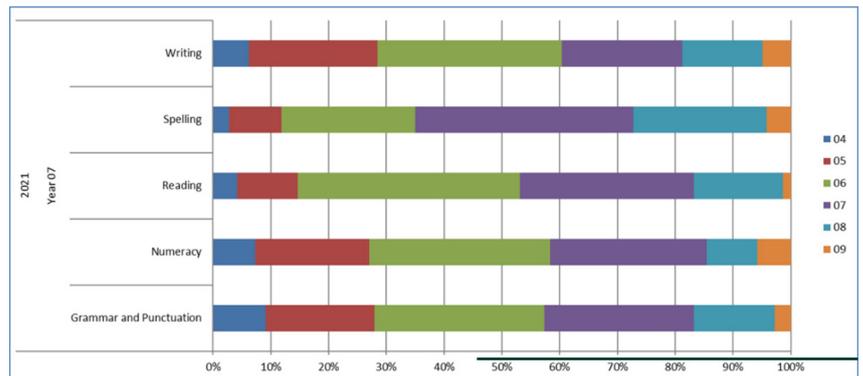
The following results were achieved by our Thomas More College students, showing where they were at or above the national minimum standards:

TEST	YEAR 7	YEAR 9
Reading	96%	85%
Writing	94%	80%
Spelling	97%	87%
Grammar/Punct.	91%	88%
Numeracy	93%	94%

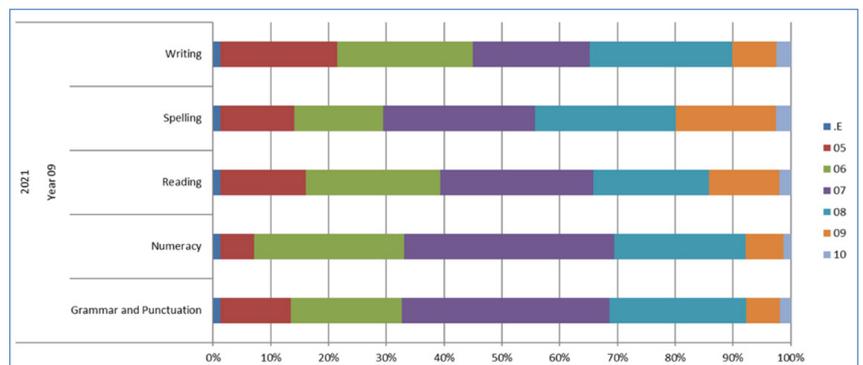
While our Year 7 students are new to the College, we have confidence in the using the NAPLAN data, along with PAT-Maths and PAT-Reading results that will inform our staff how to best design curriculum and support for all students to see growth in their learning.

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

The table below represent the success of our 2021 Year 7 Students with their NAPLAN results:



The table below represents the performance of our 2021 Year 9 students with their NAPLAN results:



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

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

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

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





# Professional Development

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

*Training and implementing of restorative practices to align with the Schoolwide Pedagogical Framework. Staff had a two-day professional Development delivered by Bill Hasberry. As a staff we had numerous meetings to reflect on current practice and review procedures to ensure their alignment with the principles of restorative practices.*

*This also included targeting areas for improvement and impact through these four lenses, through remaining connected to our students, via our Coaching processes and Appraisal & Professional Learning Plans (APL's) for each staff member.*

*Reviewing our Learner Profile to moderate the interpretation and reporting of the Wellbeing Values, Learner Behaviours (Capabilities) and Academic Performance.*

*We continued to expand our capacity to utilise the College LMS, SEQTA, across the whole school through curriculum with our Leaders of Learning and Wellbeing through the Year Level Leaders and College counsellors.*

*Continuing to improve knowledge and skills in relation to Individual Education Plans (IEPs) for students requiring extra assistance, differentiation and scaffolding of assignments. Staff were supported to moderate, collate evidence and document in SEQTA for the NCCD process.*

*Staff were also supported with Aspiring Leadership courses, Cognitive Coaching, PBL training workshops, STEM training and other learning areas specific professional development to support the continual review and reflection of teaching and learning at Thomas More College.*

*Mandatory WHS and First Aid training were also scheduled to ensure staff can provide the level of care and support for the students and each other.*



Each year Thomas More College checks-in with the community to ask how we are going with various College services, procedures and communications. In 2021, 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**

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

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

of ‘Educational Transition’ meetings (rather than traditional parent/teacher meetings), via parent and student surveys.

## **Catholic Education South Australia – Classroom Pulse Student Survey**

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

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

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

*I matter to my teacher*

*I am thriving at this school*

*I have positive relationships*

*My teacher supports me*

*My learning needs are being met*

*I am involved in my learning*

*I feel safe*

*I feel I belong.*



It is affirming that majority of students at Thomas More College responded to these questions with; ‘Most of the time’, or ‘Sometimes’. Our College Quality Performance Team (QPT) will use this data in 2022 to identify and respond to students who replied ‘Not very often’ to ensure we are providing the safe, responsive and relational environment we aspire to be.

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

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

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

### **Staff Survey**

*78% of staff understand the whole-school approach to curriculum delivery, and the principles of assessment*

*91% of staff are confident in the pedagogical knowledge and skills*

*73% of staff use data to effectively improve or transform their teaching practice*

*75% of staff provide opportunities to reflect on their learning*

*95% of staff understand that improving facilities and infrastructure is a priority to the College.*

### **Student Survey**

*84% of students communicated teachers provide extra help when it is asked for*

*93% of students communicated confidence in teachers knowing their subject content well*

*95% of students state their teachers believe they are able to succeed*

*80% of students communicated they have a say in what they are learning*

*92% 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**

*80% of parents have confidence that the teachers believe the child will succeed*

*79% of parents believe TMC is providing their children the skills to prepare for the future*

*86% of parents believe their family’s culture and background are respected*

*77% of parents feel there is a strong partnership between families and the school*

*82% of parents have confidence in the College policies and practices to support positive student behaviours*

*86% of parents believe the facilities of the school meet the needs of their child/ren.*



In 2021, students at Thomas More College were provided with the opportunity to engage in 24 separate VET courses.

This year has seen the introduction of the new VETRO requirements and a significant increase in student numbers accessing VET; 207 as compared to 135 in 2020.

TMC entered into a partnership arrangement with CEG to deliver Certificate 1 in Hospitality to our Year 10s in 2022. By the end of 2021, three classes of 52 students have selected to undertake the Certificate 1. The Certificate will be delivered by our existing Food and Hospitality staff in conjunction with Trainers from CEG - our staff will also be up-skilled in the process. It is envisaged in 2023 that the College will deliver the Certificate 2 in Hospitality as a follow on.

We have also had a significant increase in signing up School Based Apprenticeships/Training (SBAT). Previously this has not been a considered option for either the school or the students. This year we have signed up 10 SBAT'S with four of them being outside of the typical fast-food industry SBAT sign-up. 2022 is looking just as positive for SBAT sign-ups, with four already currently registered.

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

COVID-19 had a significant impact on VET in terms of how courses were delivered and placements were achieved. Some students coped better than others with the increased delivery of training via online learning. Multiple catchups for practical learning were organised - often taking place during holidays and post school.

*Number of VET student enrolments in 2021: **207***

*Percentage of Year 12 students undertaking VET: **55%***

*Percentage of Year 11 students undertaking VET: **50%***

*Total number of partial completed qualifications: **88***

*Total number of fully completed qualifications: **49***



# 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% in 2021. This was slightly higher than our 2020 result of 99.15% and equal to our 100% SACE completion in 2017, 2018 and 2019. In comparison, our 2021 result was 1.48% higher than the State average of 98.52%*

*162 A Grades (30.37%) were recorded for students completing Stage 2 subjects, which represents an increase of .37% on 2020. 98.26% of our Stage 2 students received a grade of 'C-' or better in their final SACE results and this includes some personal best achievements for several of our students. 72 students used VET (Vocational Education and Training) qualifications to achieve their SACE (48.32% of students)*

*Our highest ATAR (Australian Tertiary Admission Rank) was 96.75. We had a total of 11 students who recorded an ATAR score over 90 and another 17 students or 11.40% who achieved an ATAR between 80 and 89. For students seeking an ATAR, the median was 64.05, a decrease of 2.85 from 2020*

*Five students received an A+ with merit, placing them in the top 1% of the state for their subject. Five students achieved an A+ in one subject. Two students achieved an A+ in 2 subjects and one student achieved an A+ in three subjects.*

*Five students completed the SACE by accessing Modified Programs*

*91.31% of our Stage 1 students completed their Stage 1 subject pattern with a C or better compared to 91.04% of students in South Australia. Contained within this are our compulsory subject completion results; 99.47% of our Year 10s achieved a C grade or higher in completing their Personal Learning Plan (PLP), compared to a state average of 94.74%. 99.19% of our Year 11s successfully completed their Literacy and Numeracy in 2021.*

## Post School Destinations

Our records show that from our 2021 Year 12 cohort:

*99 applied for tertiary study, with 91 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.*

# 2021 Strategic Summary



2021 was the final year of our Strategic Plan. Much of it was spent assessing the effectiveness of achievements against the plan, whilst simultaneously working through the process for our new Strategic Plan. These concurrent processes served us well, as in reviewing the 2020/2021 Items, we were able to reset TMC's Key Levers and then check the importance of continuing or discontinuing strategic items into our new Plan.

We then selected items from the Plan to 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:

**1. Faith Formation & Catholic Identity**

- Doing Theology**
  - All 3-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 Parishes 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

**3. Student Wellbeing**

- Leading a Connected School**
  - Monitoring student performance and connection to produce well-rounded and-centered students
  - Consistent deliverables from VLLs 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



**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

**5. Resources, Finance, Infrastructure**

- ICT Infrastructure**
  - Device and Seata 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 events: 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

<p><b>2. Structures for Excellence</b></p> <ul style="list-style-type: none"> <li>i. Connection TMC's assessment framework, quality assurance features and work completion policies to Restorative Practices</li> <li>ii. Leading the continued development of relevance and responsiveness in curriculum design through innovation and renewal</li> </ul>	<ul style="list-style-type: none"> <li>i. Start conversation and assessment decisions with T&amp;L exec - assessment and reporting (connected to SEQTA, LB and LPP work)</li> <li>ii. APL reflection on CL+</li> </ul>		<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><b>3. School Wide Pedagogy</b></p> <ul style="list-style-type: none"> <li>i. 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>ii. Defining and applying language fit for ESOs</li> </ul>	<ul style="list-style-type: none"> <li>i. Staff goals setting through APL - SWP and CL+</li> <li>i. Student feedback</li> <li>ii. A completed and revised APL document for ESOs with Business Manager - <b>done</b></li> </ul>	<ul style="list-style-type: none"> <li>i. Staff days? Preparing T&amp;L for framed in SWP CL+</li> <li>i. Develop student friendly language &amp; visual (our promise to you)</li> </ul>	<ul style="list-style-type: none"> <li>i. <b>Staff reflection through APL - SWP with Connected Learning Plus</b></li> <li>ii. <b>Possible Review SWP? (or 2021) Possible realignment to capture CL+?</b></li> </ul>
<p>4. Developing Teams</p> <ul style="list-style-type: none"> <li>i. Implementing new POR model and exploring new structures for working relationships in teaching and leading learning</li> </ul>	<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 - focused on strategic goals</b></p>



# 2021 Strategic Summary

The visioning process for our next Plan then started as an iterative process from the above items, but ended up in a pleasingly different and appropriate direction.

Whereby the 2020/2021 items were split into specific areas of the school which were, by and large, managed by separate leaders, this process enabled us to think about big picture visions and aspirations for our school which will allow leaders to connect where they see their roles naturally do so.

A key part of this process was enabling someone from outside the school (and indeed education) to 'check and direct' our thinking.

Amy Milhinch from Svelte Studios engaged with our Executive Team and provided the following graphic summary of our school's past, present and, most importantly in this context, future.



We anticipate an early 2022 completion of our next Strategic Plan.

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 2020's results in order to

improve their practice and student outcomes in 2021. Teachers across Years 7-10 interrogated NAPLAN, PAT (and more) data in a similar way.

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

In addition, continuing professional development and re-structuring of our Inclusive Education Team is



ensuring contemporary Special Education Teachers are providing engaging programs which will see ongoing improvements. Literacy and Numeracy Intervention through our Language and Literacy Extension (LLE) classes and Quick Smart Program have helped to target work with specific students based on data.

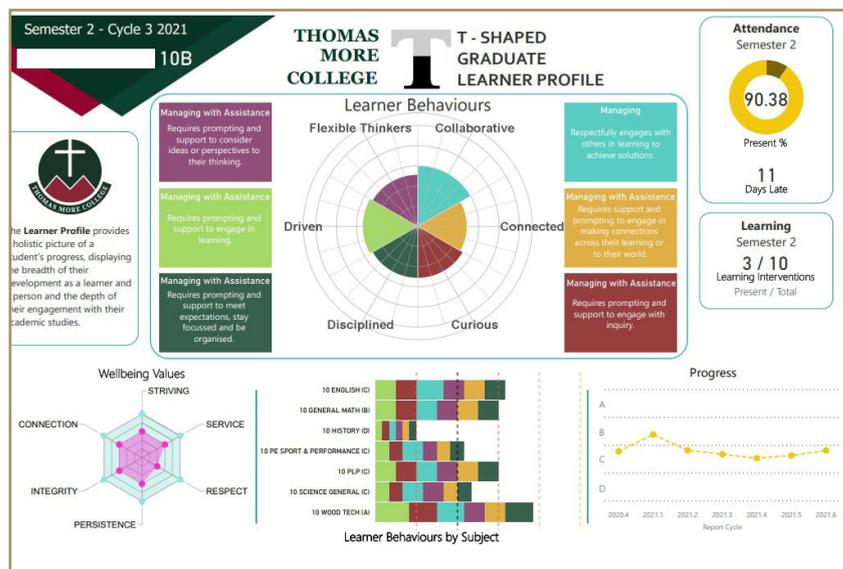
The application of our School Wide Pedagogy (SWP) continues to increase. This is evident through teaching and learning plans, wellbeing practices, and our feedback and appraisal processes.

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 working in a Thriving Community. These conversations were vital in terms of emerging from a (hopeful) post-COVID era.

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

A sample of this is provided below:



Our work here continues to be recognised publicly in 2021, where we were presented alongside a cross-sectoral gathering of leaders in CESA, DFE and AISSA on the application of the TMC Learner Profile.



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