

# SCHOOL PERFORMANCE REPORT 2016

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## SCHOOLS ASSISTANCE (LEARNING TOGETHER – ACHIEVEMENT THROUGH CHOICE AND OPPORTUNITY) ACT 2008

### 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 and diverse 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 the Thomas More College community. As a community 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 269

### Year Level Enrolments

Year Level	2016 Enrolment Numbers
Year 8	136
Year 9	176
Year 10	173
Year 11	171
Year 12	142
Total	799

Percentage of Indigenous Students

1.5%

Percentage of Students with Disabilities

5.8%

FTE Enrolments

798

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### FINANCIAL DATA

#### Fees and Funding

Tuition Fees – Total invoiced \$2,811,386.33

Tuition Fees and Compulsory Resource Charges – Total Collected \$3,354,403.00

Compulsory Resource Charges – Total invoiced \$1,043,794

Total Discounts given - \$687,996

Government Funding – Commonwealth \$8,261,102

Government Funding – State \$2,537,164

### STAFF INFORMATION

#### Workforce Composition

The number of teaching staff at Thomas More College in 2016 was 74 of which 51 were F/T and 23 were P/T. The number of non-teaching staff totalled 34 of which 6 were F/T and 28 were P/T.

#### Teaching Standards and Qualifications

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

Doctoral Degrees	2
Masters Degrees	11
Honours Degrees	3
Bachelor Degrees	90
Post Graduate Bachelor	3
Graduate Diplomas	14
Diplomas	20
Associate Diplomas	2
Post Graduate Diploma	5
Graduate Certificates	18
Other	10

### STUDENT INFORMATION

#### Student Attendance

The average student attendance rate for the College in 2016 was 90.3%.

Attendance at each Year Level is as follows:

Year Level	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance	94.3%	92%	93%	91.8%	92.6%



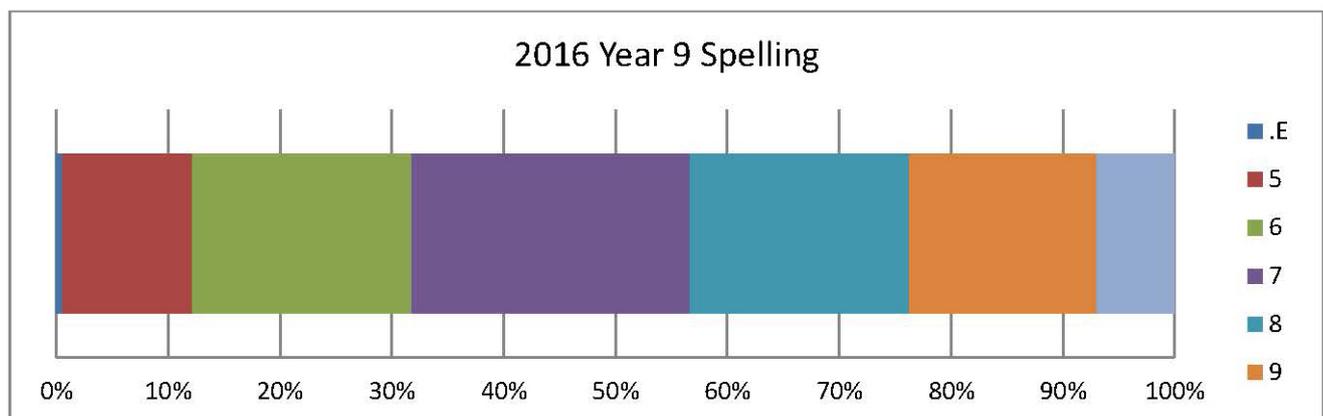
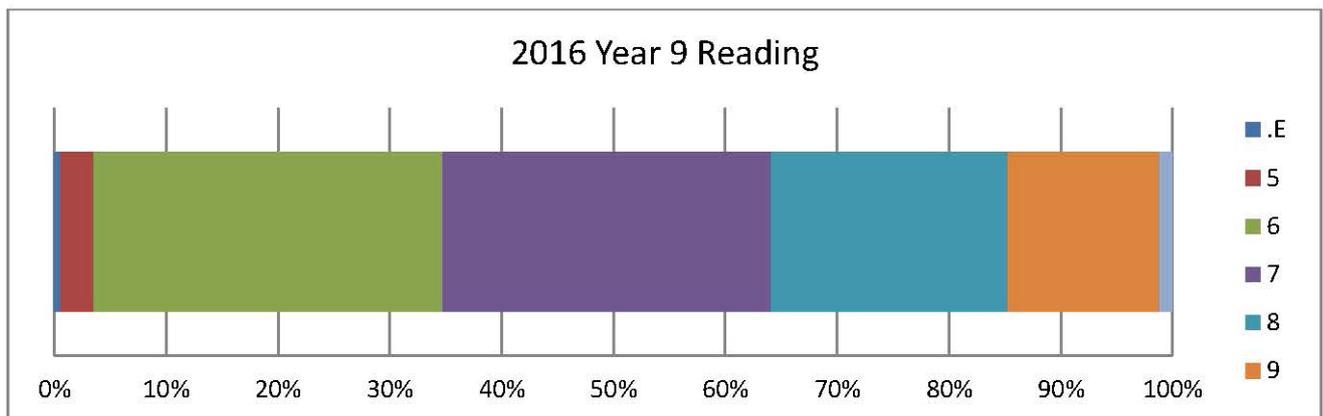
Absence from school is dealt with through school policy which essentially means: attendance is recorded electronically at the start of every day. Office personnel are responsible for sending an SMS to the parents/guardians of all students who are absent for whom no previous notice has been provided. 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. If absence continues without any notification, it is the College Counsellor who contacts relevant authorities for further action and works with the family to get the students back to full time attendance.

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.

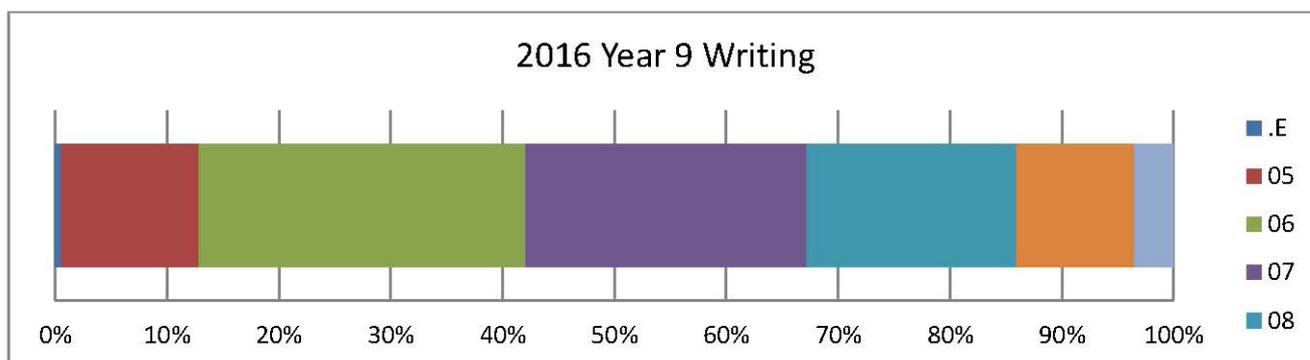
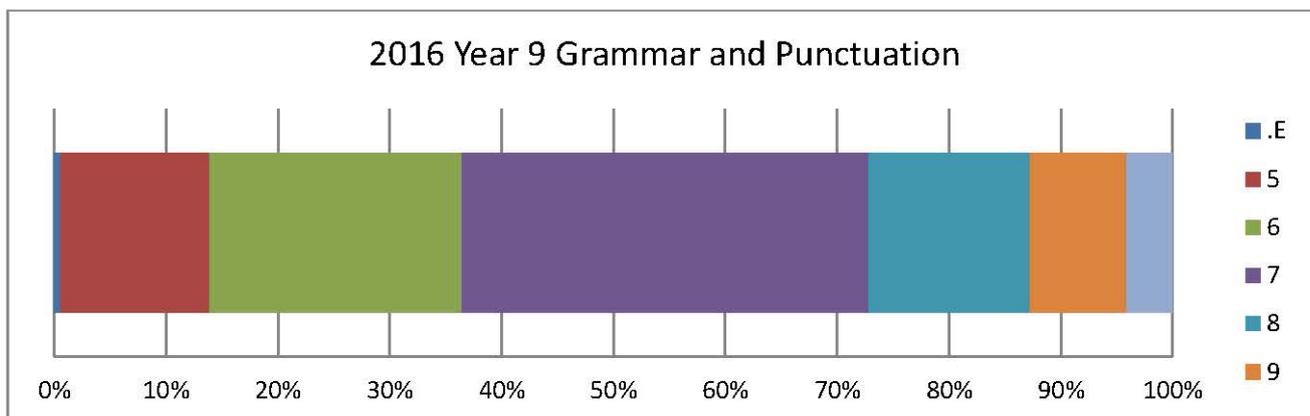
### National Minimum Standard

Our Year 9 students and teachers are to be congratulated on the outcome of the majority of the 2016 NAPLAN tests. The following results were achieved, whereby students were at or above the national minimum standards: Reading 96.5%, Writing 87%, Spelling 87.7% Grammar & Punctuation 86% Numeracy 98%.

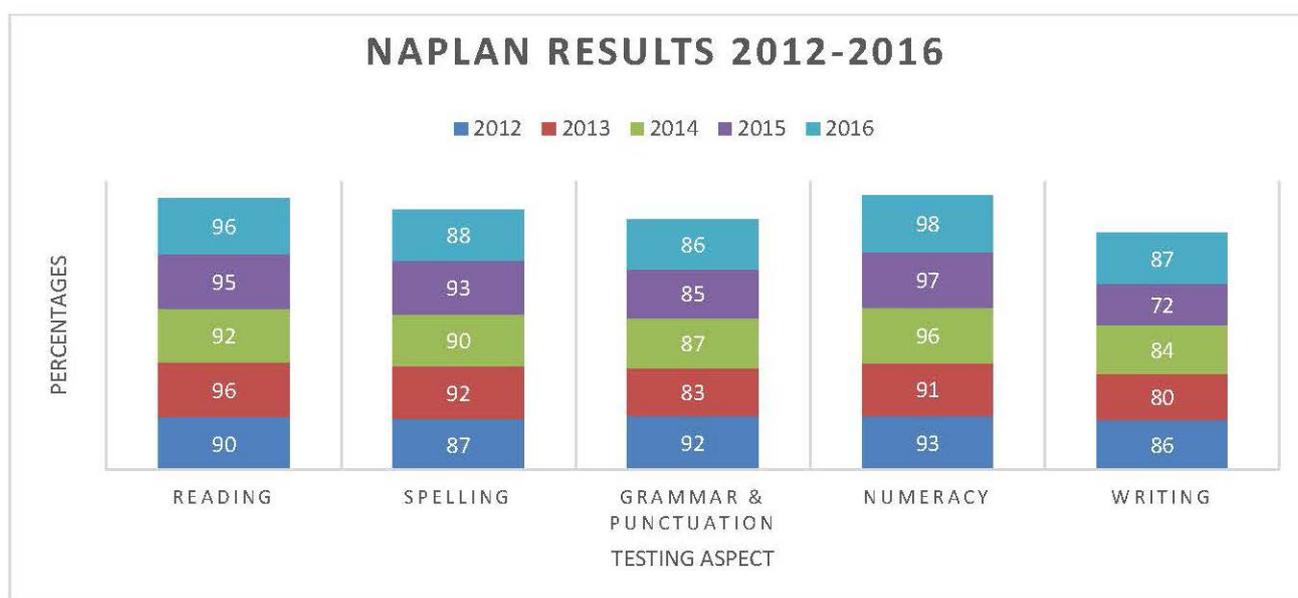
Please see the graphs below:



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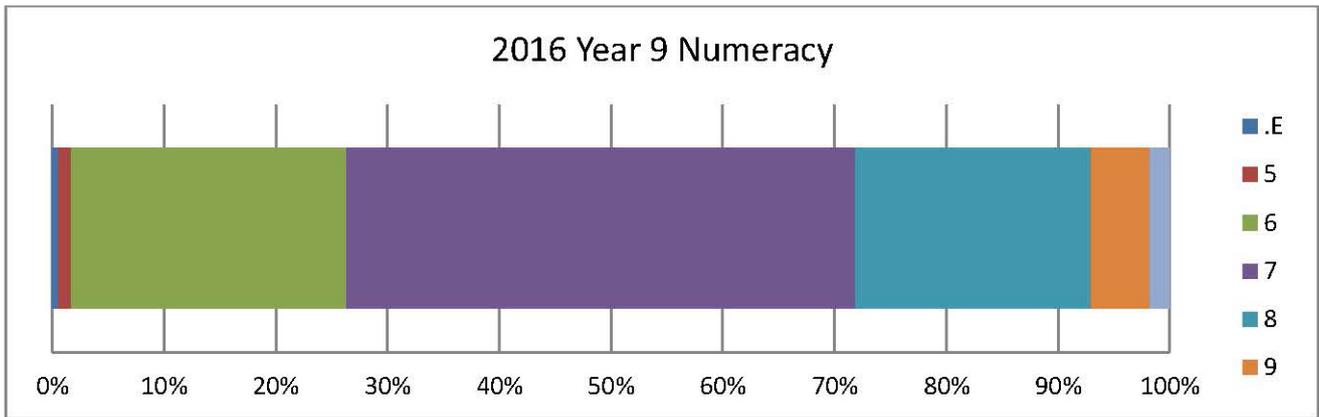
The significant drop in in the ability to write extended answers well in 2015 shown in the graph below:



has prompted the College to undertake a focus on writing. This initiative requires the explicit teaching and assessment of literacy skills across the curriculum, beginning in Year 8 this year and progressively extending into each year level in the years beyond. The first group undertaking this program will be completing the NAPLAN in 2017.



Our numeracy result has continued to improve as seen below:



Students have been using the Mangahigh Program to increase the methods of differentiation employed for students needing extension or further support. This has continued to contribute to the slight but continued improvement in our Numeracy results. An intervention program, Doctor Maths will also be employed in 2017 to help move students in the lower bands toward higher achievement through building a range of skills.

Overall in terms of the proficiency bands we can say that we are seeing improvements with students moving from the 6 towards the 7 and 8 Bands despite the different annual cohorts, but still need to make more movement towards the 9 and 10 Bands in all areas.

Our teachers continue their own data in conjunction with the NAPLAN results and other testing eg. PAT Reading, SAST Spelling and PAT Maths to identify students needing further assistance or extension in their learning and tailor learning programs from Years 8 to 12 to help them progress.

In addition, during 2016 we introduced our Academic Plan Professional Development Improvement Plan based on the following three-part focus:

- Task design encompassing validity, reliability, accessibility, cognitive demand, readability and zone of proximal development.
- The Writing Project – incorporating all of the above while focusing particularly on accessibility, and
- Classroom Environment Data Discussions based on data which asks what the students think about their learning experiences, and targeting areas for teacher pedagogical improvement eg. task design, differentiation and scaffolding of written assignments.

We believe that these three foci will aid in personalising teaching and learning programs as in combination, they enable teachers to:

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

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### Vocational Education and Training

Once again the deliberate focus for Vocational Education and Training has been in securing appropriate training for at risk Stage 2 students who require alternate pathways to assist them to complete their SACE. The Certificate III in Business (BSB30115) offered through Training Prospect was used in this endeavour. Due to the collapse of a Stage 2 Accounting class a suitable qualification was accessed to be used within the 30 credit Flexible option in the calculation of the ATAR. In this case a Certificate III in Business Administration (BSB30415) with six financial units was purchased. Nine students and four teachers undertook this qualification. Six of the nine students completed their studies by the 1st December 2016, and their results were subsequently submitted to SACE for ATAR purposes. In all, 23 students completed Certificate III level qualifications. TGSS students were predominately male students with a Construction Industry focus. Several students are deserving of a special mention for their diligence and determination to complete their VET studies. One Stage 1 female student completed her Stage 2 requirements this year by completing a Certificate III in Business, a Certificate II in Construction, and a partial Certificate III in Hospitality. Three other students completed two Certificate award courses. 2017 will see two staff members facilitating Certificate III in Business Administration and Certificate III in Business in conjunction with an outside provider with a view to a full auspicing arrangement in 2018. Total VET training hours were in excess of 27000 hours.

### 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 is a focus of the College and there is an increase in our median ATAR score. Our statistics include:

- SACE completion rate was 95.7% which is 2.45% lower than 2015. This is .57% lower than the State average of 96.27%.
- 107 A Grades were recorded for students completing Stage 2 subjects. 96.2% of our Stage 2

students received a grade of 'C-' or better in their final SACE results and includes some personal best achievements for some of our students. 46 students used VET qualifications to achieve their SACE. 6 students did not complete their SACE.

- Our highest ATAR was 99.40. We had a total of 12 students who recorded an ATAR score over 90 and another 15 students who achieved an ATAR over 80. For students seeking an ATAR, the median ATAR was 70.35, an increase of 3.38 from 2015 - a tribute to the persistence of both our students and our staff. Our DUX received a merit for Biology. Two other merits were awarded, one for English as a Second Language Studies and another for Research Project B.
- 94.3% of our Stage 1 students completed their Stage 1 subject pattern with a C- or better. 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 97.02%. 99.42% of our Year 11s successfully completed their Literacy requirement compared to 92.87% across the state, and 91% achieved their Numeracy requirement compared to 89.56% state-wide.
- As outlined above, our VET data indicates that in 2016, over 25,340 hours of training were completed. A total of 75 students were involved in non-apprenticeship / traineeship training in one or more courses. 35 students achieved full Certificate qualifications and 49 partial qualifications. In all, 34.33% (46 students) of our Year 12 cohort, participated in some form of VET, mainly through our Flexible Learning programs.

### Post-School Destinations

Our records show that from our 2016 Year 12 cohort:

- 101 applied for tertiary study; 89 students gained first round offers for University or TAFE
- A variety of other forms of study and other pathways including apprenticeships and traineeships are also being pursued.



## SATISFACTION

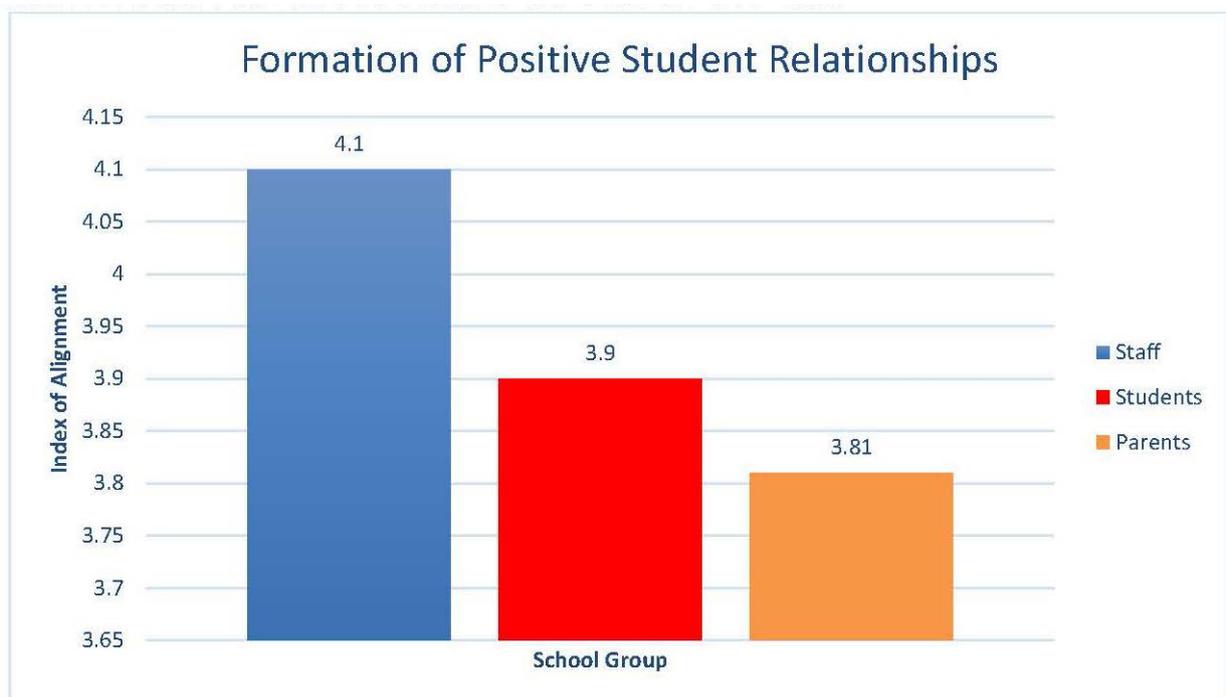
Staff, Student and Parent Satisfaction regarding the College Curriculum Offerings:

Each year Thomas More College surveys the community asking how we are going with various areas of school services, procedures and communications. During 2016 staff, students and parents were asked to contribute to the Diagnostic Inventory of School Alignment (DISA) Survey. The purpose of this survey is to promote dialogue about the school as an organisation. The creators of this tool state that the development of a clear organisational image of the College that resonates with staff, students, and parents is best achieved by utilising the ‘expert’ knowledge that resides within the school community. Hence, the intention of the resulting report will be to use it as a resource for the College Executive and Board to plan further data analysis and interpretation of the perceptions collected from the wider school community (DISA Report 2016).

Research shows that schools characterized by high levels of alignment will be better placed to achieve the outcomes that reflect their aspirational goals. That means the creation of meaningful alignment between school vision, community input, classroom practices, physical infrastructure, and professional learning. Its aim is to contribute to enhanced professionalism and enhanced student well-being (DISA Report 2016). The following section of the report focuses on the areas of greatest and least alignment. A rating of over 3.27 is satisfactory and over 3.77 is very high. All of the results below show a standard deviation of less than one which shows great alignment.

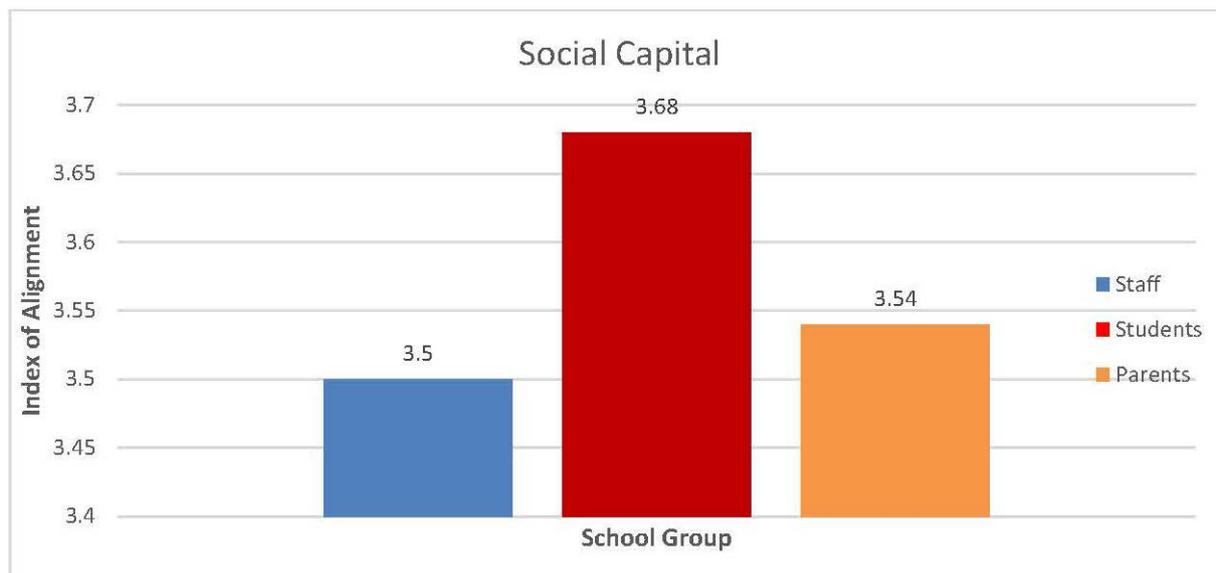
### Areas of Greatest Success and Achievement Relationships

The data in the graph below indicates that staff, students and parents all perceive that students at Thomas More College have learnt to form positive relationships with each other. One of our mantras over the years has been ‘quality relationships...quality learning’, and we have continued to engender good will through our pastoral care foci such as the “Treat Everyone Decently” Program, showing the importance we place on community development and students’ wellbeing at the College as this is central to how we function as a Catholic school. In 2017 we will embark upon an even more targeted approach to our Wellbeing Program.



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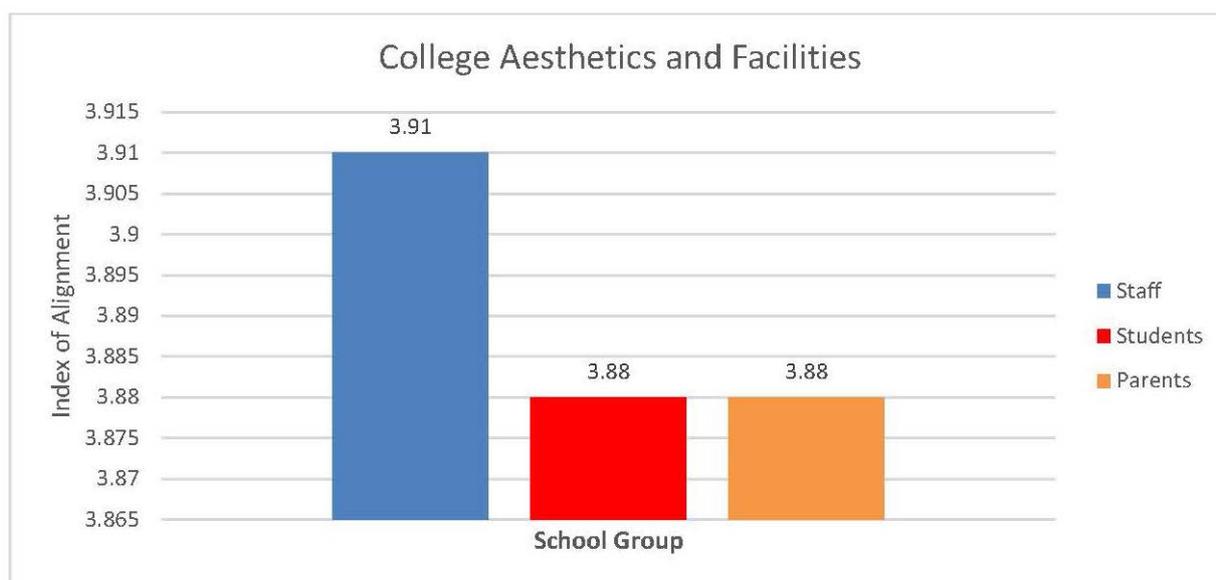
This is also shown in the Social Capital rating of the College:



Social capital describes professional relationships of trust and respect, dynamics within parallel leadership and in student well-being. The underpinning concept is that of relationships. The Students of Thomas More College appear to like their school and schooling experience, and parents are mostly aligned to that perspective (DISA Report 2016, p.16).

## College Aesthetics and Facilities

Another area of collective success is that of the appreciation of the College's grounds and facilities:



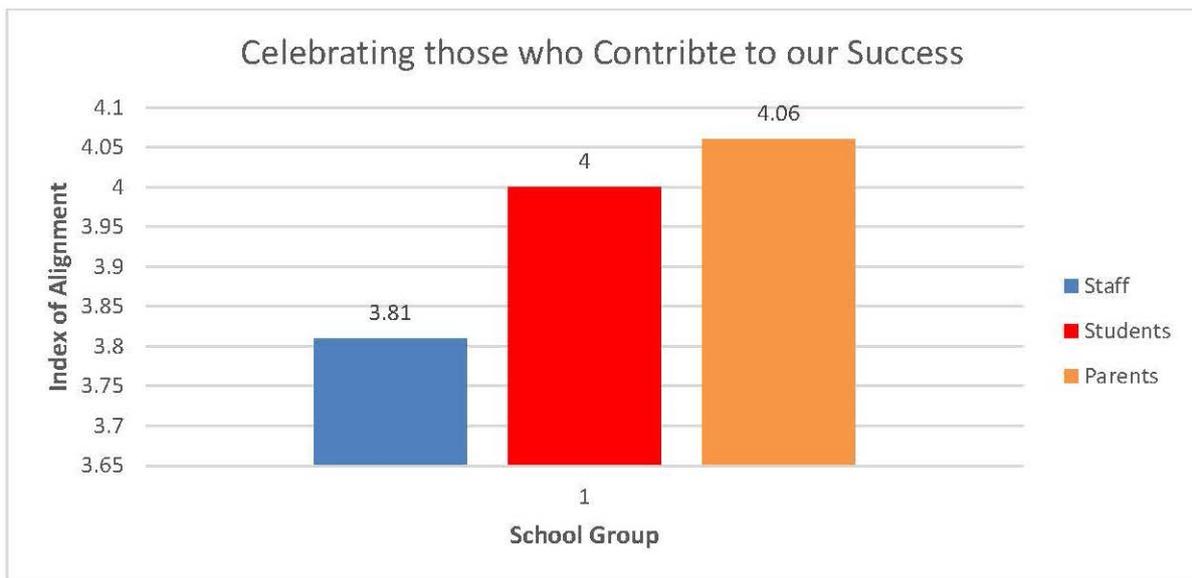
A great deal of time and effort goes into maintain our grounds and equipment to be enjoyed by the College community.



### Celebration of those who Contribute to our Success

All school groups acknowledge the effort that the College goes to in order to congratulate those who have achieved success and appreciate the effort of those who have put themselves out in the service of the College. This is done through award ceremonies, in the College newsletter, on our website and on social media.

We have offered acceleration of gifted students via university courses at the University of South Australia and offer Children’s University Curriculum Extension Activities for our Year 8 students. We have also been part of many Catholic Education Office, university and government initiatives such as the Yellakka Yellarkarri Indigenous Student Leader Week, Student Wellbeing studies and academic reviews such as the Programme for International Student Assessment (PISA) Student Perspective Study. In addition, our students access many opportunities via work experience programs provided by large companies such as the Commonwealth Bank and local government through the Helping Young People Achieve (HYPA) initiative, they go out into the community to access important programs such as Street Smart road awareness, and are part of many in-school experiences from a wide variety of providers in multiple subject areas each year including further education providers at the annual Subject Expo and cyber safety organisations (such as the Sonya Ryan Foundation). Most importantly, we have strong relationships with Registered Training Organisations (RTOs) who provide over 30% of our students at Years 11 and 12 with Vocational Education Training (VET) enabling them to complete their SACE and completing TAFE accredited courses at the same time. Therefore, it is not that we do not connect with the wider community but that we need to promote that connection more strongly.

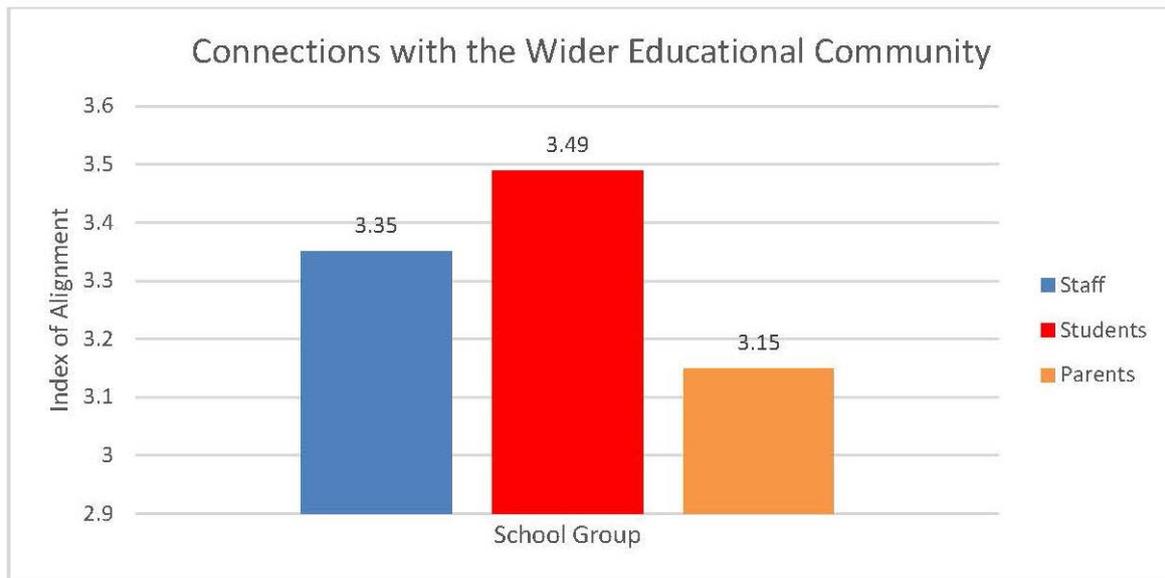


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## Areas of Alignment for Improvement

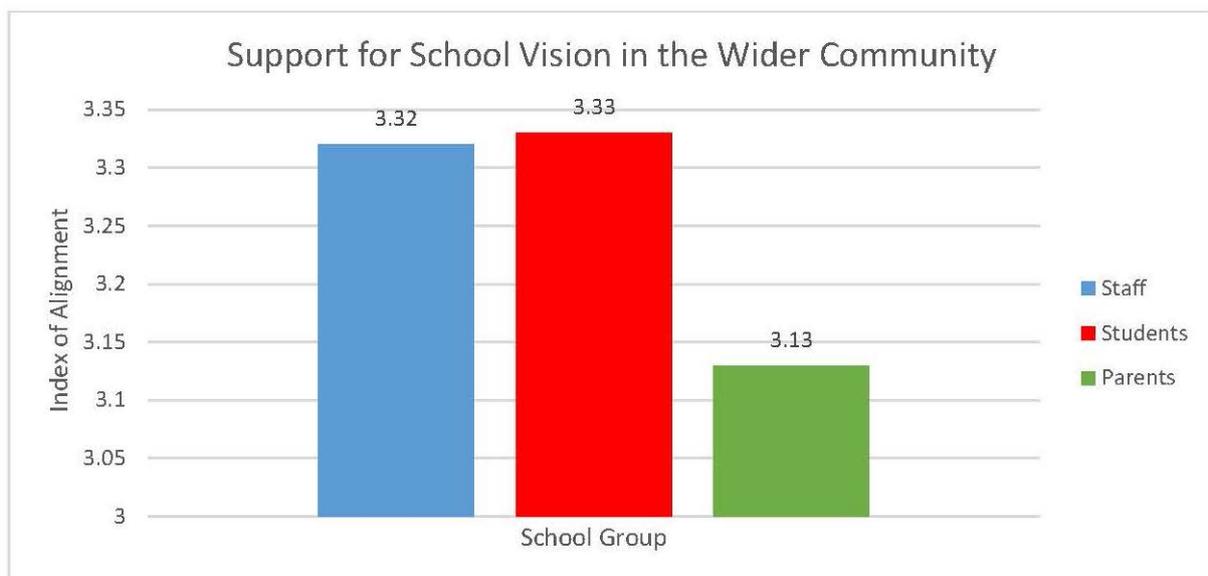
### Promotion of our Links with the Wider Community

The graph below shows a perception that we do not make use of the wider network educational bodies available:



### Support for our Vision in the Wider Community

The graph below indicates that there is work to do around promotion about our aspirations and who we are in the wider community. Although staff and students have a satisfactory perception of what others outside of the College think we provide our parents do not. This means that we have some work to do on strengthening our vision and its promotion in the local and state communities.



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.



## 2016 COLLEGE STRATEGIC & PERFORMANCE REPORT

### School Improvement Process

Building on the school improvement process from 2015, the College is now engaged in a process of continuous improvement. It engages in a self-assessment process that leads to the development of an Annual School Improvement Plan based on the domains specified in the Continuous Improvement Framework for Catholic Schools (CESA).

### Principles underpinning strategic improvement

- Our College is a community
- Our students deserve the best
- A competent and collaborative school community will generate great results
- TMC is committed to continuous learning and expect all staff to engage

### Themes for 2016

- 1) Student centred culture that demands high expectations, innovation, inquiry & improvement**
  - a) Effective Use of Data for Whole School Improvement Collaborative Learning Project
    - i) Careful collaborative planning, monitoring and reviewing the effectiveness of learning through the Classroom Climate Questionnaire tool (Curtin University, WA).
  - b) Partnerships developed with Curtin University, WA to support quality teaching and the classroom climate
  - c) Professional Teacher Coaches appointed for 2016 (Teaching/Learning & ICT in the classroom)
- 2) Build Leadership Capacity Leaders are everywhere and everyone and all staff are expected to take responsibility**
  - a) Leadership formation program
  - b) Staff Professional Performance & Development Framework
- 3) Student centred culture which encourages personal responsibility through positive behaviours and quality relationships**
  - a) Year 7-12 Wellbeing Curriculum re-written in line with the Policy for the Care, Wellbeing and Protection of Children and Young People 2011; Cybersafety: Keeping Children Safe in a Connected World, and; Keeping Safe: Child Protection Curriculum
  - b) The school community were engaged in the development of a statement for Thomas More Students/community that communicates our beliefs and values for student wellbeing. The focus was to support cultural change and student wellbeing, setting high standards of behaviour, attendance, encouraging active engagement and a strong student voice.
  - c) Procedure in relation to attendance was reviewed with recommendations made for implementation in 2017.

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- 4) **High quality teaching and learning through the design, implementation and delivery of contemporary and engaging curriculum and educational practices**
- a) Curriculum (Yr. 7-12): Curriculum planning and design for the introduction of the Australian Curriculum in Years 11 and 12.
  - b) Quality Teaching: New teacher performance and development opportunities such as the use of teacher coaches, student assessment data, student feedback (CCQ) supported quality teaching, and the design, planning and evaluation of teaching programs based on research, curriculum and appropriate pedagogy.
  - c) Assessment: All teachers were engaged in the Institute of Educational Assessors (IEA) training to support and develop a clear understanding of standards for assessment and can provide consistent and comparable judgements of student learning.
- 5) **Effective organizational and administrative structures are in place to ensure sound management of the school.**
- a) Resources were prioritized and aligned to the school improvement goals to maximise the impact on teaching and learning.
  - b) To support, connect and coordinate the strategic improvement of the College, the University of Southern Queensland 'DISA' tool was used. This was used to align the College's data and outline areas for development in 2017.
  - c) Master Planning process initiated to assess the current state of school facilities and resources to determine current & future need. This included:
    - 1) Year 7-12
    - 2) Building/facility audit
    - 3) Services mapping
    - 4) Grounds design



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