



# 2019 Annual Report

Under the Australian Government funding requirements and in line with the Schools' Assistance Act 2008 for the period 2009 – 2013, Lumen Christi College is required to publish specific information about the previous year via the school website. The following information pertains to the 2019 calendar year.

# 2019 Annual School Report

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## 1. Contextual Information

Established in 1984, Lumen Christi College is a Catholic co-educational secondary school with a current enrolment of nearly 1000 students from Years 7 to 12. The College is located in the suburb of Martin, in the Perth foothills. The College name, Lumen Christi – the Light of Christ, reflects our Catholic status and calls us, individually and as a community, to be ‘a light for others’. Our mission is “To form resilient young men and women with a passion to learn and to be a light for others”.

The spacious and well-appointed campus has a range of excellent facilities including a Performing Arts Centre, Senior Transition Centre, large Sports Centre, Technologies Centre, Learning Hub, Junior Transition Centre and a range of recently refurbished classrooms. The College is an inclusive, creative, learning community centred in Christ, committed to the education and development of each student in a changing world. A range of pathways are offered to cater for the diverse needs of our students, including pathways for university entrance (ATAR Courses) and a comprehensive set of highly developed Vocational Education and Training (VET) opportunities. These VET opportunities offer nationally accredited qualifications and valuable work experience, enabling access to post-school destinations such as TAFE, university, traineeships and apprenticeships. Teaching and Learning programs are contemporary, utilise the latest technology and respond to the ever-changing demands of the modern world.

Lumen Christi College is committed to the pursuit of excellence in every sphere of life. Students participate in a range of faith formation activities, Christian Service Learning, Academic Excellence programs, Learning and Education Support programs. They are also encouraged to engage in a broad range of co-curricular activities which include specialist opportunities in Sport, the Arts, Student Leadership and various community-based initiatives. The College enjoys a reputation for excellent pastoral care of students. Staff value the dignity and worth of each student creating a positive learning environment, in which the personal needs of all students are catered for. Students are encouraged to strive for personal excellence and are challenged to discover and develop their talents both for themselves, and in the service of others.

## 2. Teacher Standards and Qualifications

In 2019, Lumen Christi College employed 81 teaching staff. Staff members qualifications are as follows:

Qualification	Number Held by Teaching Staff
Certificate	14
Diploma	17
Bachelor Degree	95
Graduate Diploma	36
Masters Degree	8
PhD	1

## 3. Workforce Composition

According to the 2019 Census (August) College personnel has the following composition:

- 81 Teaching staff (26 males and 55 females)
- 46 Non-teaching staff (10 males and 36 females)
- Indigenous Staff (2 Male, non-teaching)

## 4. Student Attendance at School

Lumen Christi College had a student attendance record of 92% for 2019, as shown below:

Year Group	Female Percentage (%) of Attendance	Male Percentage (%) of Attendance
Year 7	95	93
Year 8	91	91
Year 9	92	91
Year 10	94	92
Year 11	93	90
Year 12	90	94

Parents are requested to inform the College of any student absences by contacting the College's direct Absentee Line. This may be done by email, phone message or speaking directly with Student Services staff.

Homeroom teachers monitor and follow up on student absence within their Homeroom Group. Student attendance is closely monitored through an electronic period-based attendance system for each class throughout the day. General patterns of attendance are monitored by the Heads of Year.

Parents are contacted by Student Services staff via SMS on the morning of absence where students have been marked as absent and no notification has been received confirming this.



## 5. National Assessment Program Literacy and Numeracy (NAPLAN) Information

NAPLAN results are reported using a scale that has an average score of 500 across all students. The spread of scores has been set so that just over two thirds of students' scores lie between 400 and 600.

The table below shows national and school averages, and the percentage of Year 9 and Year 7 students at Lumen Christi College who achieved the National Reading, Writing, Language Conventions (Spelling; Punctuation & Grammar) and Numeracy Benchmarks.

Year 9 2019	All Australian Schools' Average	Lumen Christi College Average	Percentage (%) of Students who achieved at or above the National Standard	
			Lumen Christi College	Australia
Numeracy	592	595	99	98
Reading	580	591	97	93
Writing	549	564	93	84
Spelling	582	594	98	94
Punctuation/Grammar	573	580	96	92

Year 7 2019	All Australian Schools' Average	Lumen Christi College Average	Percentage (%) of Students who achieved at or above the National Standard	
			Lumen Christi College	Australia
Numeracy	554	551	96	96
Reading	546	546	97	96
Writing	513	526	93	91
Spelling	545	551	95	95
Punctuation/Grammar	541	541	94	94



## 6. Parent, Student and Teacher Satisfaction

Lumen Christi College is committed to seeking the views of key stakeholders and regularly gains feedback on areas such as Catholic identity, academic performance, student wellbeing, co-curricular programs, teaching and learning processes, and community engagement. This feedback assists the College with its operational and strategic planning in its pursuit to continually improve the educational experience offered to students.

In 2019, the College community (students, parents and staff) completed 2 significant feedback surveys: a School Climate Survey, which measures perceptions regarding school culture, and the Diagnostic Inventory of School Alignment (DISA), which gained feedback regarding Teaching and Learning at the College.

The School Climate Survey is administered by the National School Improvement Partnership and provides detailed feedback from stakeholders. Some key strengths of the College were identified as:

### Students:

- Peer Connectedness. Students perceive a high degree of contact and friendships between students at the College.
- Expectations for Success. Students feel that their teachers expect them to succeed and challenge them to learn.
- Students also perceive that there are high levels of moral identity, indicating that they commit to actions that promote and protect the welfare of others. Students generally feel comfortable to be themselves at school. Their overall perception is that the College is a place where they feel welcome.

### Parents:

- Catholic Identity in Practise. Parents strongly feel that the teachings of the Catholic faith are important and practised at the College.
- Parents report high levels of satisfaction with their child's progress and feel that the staff at the College are supportive of the students.
- Parents feel strongly that they are welcome at the College. They also feel that diverse family backgrounds and social issues are acknowledged and valued. Parents feel strongly that they can communicate with College staff.

### Staff:

- Catholic Identity in Practise. Staff also feel strongly that the teachings of the Catholic faith are important and practised at the College.
- Staff report that they strongly understand, agree with and are committed to the mission and vision of the College.
- Staff feel that there is a good relationship between themselves and parents.
- Staff generally feel that they enjoy teaching at the College, and that they find the work satisfying.

The Diagnostic Inventory of School Alignment (DISA) is administered by the Australian Council for Educational Leaders (ACEL) and was completed by parents, students and staff of the College in Semester 1, 2019. The Diagnostic Inventory of School Alignment (DISA) data for Lumen Christi College is generally positive, while also identifying some areas for development.

Parent responses were overwhelmingly positive. Parents feel the College conveys a positive image and a good reputation within the community, which is enhanced by an aesthetically pleasing environment. Most parents believe the College

communicates a clear vision that is reflected in the positive relationships observed between staff and students. Parents perceive that the College is successful in achieving literacy and numeracy outcomes. The positive outlook amongst parents resulted in no challenges or negative concerns, with high levels of satisfaction.

Students and staff concur with the parent perception of the College as having a pleasing aesthetic environment and strong community reputation. The students generally perceive that the staff conduct themselves in a professional manner and believe the College is well resourced. In particular, staff believe that their relationships with students is a strength of the College, ensuring a child-centred approach and a concern for student wellbeing.

The College community feels that there is a clear vision underpinned by identifiable values. It is a community where care for one another is encouraged and lived, and the success of the individual and group is celebrated.

Most parents believe that College successes are promoted in the community and that the College is guided by an exciting and memorable vision. The parent body know the College values. Students are encouraged to care for others in their community.

Most students agree that parents and teachers hold high expectations for student achievement. Many students also agree with parents that the College encourages them to care for others in their community.

Most staff feel that the College has defined the values that underpin its vision. Staff feel that the College encourages community-mindedness and community service amongst its students. They agree that the contributions of individuals and groups to the College are celebrated.

Parents are supportive of the teaching and learning environment offered at the College. They identify the relevance of the curriculum offered. Some students identify an opportunity for increased involvement regarding the structuring of their learning environment - a view echoed by staff.

Staff appreciate the benefits of developing a clear vision for teaching and learning. Staff see a need for a school-wide pedagogy, which is analysed, then used to direct teaching and learning.

Parents believe that the College uses technology to enhance engagement and student learning. Staff and students understand the need for flexibility in the use of time to develop pedagogical innovation in meeting individual student needs. Staff highlight the benefits of increased collaboration with external agencies and the wider community to enhance pedagogy and the delivery of programs. Staff recognise that there is a need for ownership in developing a school-wide pedagogy that will assist in their professional development.

The development of a Vision for Learning will provide significant opportunity for the College community to collaborate in clearly articulating a school-wide pedagogy that aligns with a shared vision for teaching and learning

## 7. School Income

School Income – Please refer to the My School webpage for Lumen Christi College on the ACARA website at the following address: <http://www.myschool.edu.au/>



## 8. Senior Secondary Outcomes

Results for the 2019 Year 12 cohort were as follows:

- 90.6 percent of students achieved the Western Australian Certificate of Education (WACE)
- 42.7 percent of students generated an Australian Tertiary Admissions Rank (ATAR)
- 6 students achieved an ATAR of 90+ (top 10 percent of students in the state). A further 14 students achieved an ATAR of 80- 90
- 55.6 percent of students completed Certificate Courses in Vocational Education Training (VET)

## 9. Post School Destinations

50 students from the 2019 cohort applied through TISC to study at the following universities:

- 22 students at Curtin University
- 4 students at Edith Cowan University
- 13 students at Murdoch University
- 11 students at The University of Western Australia

14 students applied to The University of Notre Dame (Private University).

Other students have secured places at TAFE, with private training organisations, or have joined the workforce (including apprenticeships).

Course	Completion
Cert. II in Animal Studies	2
Cert. II in Dance	8
Cert. II in Electrotechnology (Career Start)	3
Cert. II in Engineering Pathways	7
Cert. II in Outdoor Recreation	12
Cert. II in Retail Cosmetics	2
Cert. II in Sport & Recreation	22
Cert. II in Warehousing Operations	3
Cert. III in Basic Health Care	8
Cert. III in Beauty Services	1
Cert. III in Business	10
Cert. III in Engineering - Technical	10
Cert. III in Events	2
Cert. III in Individual Support	1
Cert. III in Information, Digital Media & Technology	1
Cert. III in Retail	1
Cert. III in Screen and Media	10
Cert. III in Visual Arts	7
Cert. IV in Business	2
Cert. IV in Community Services	2
Cert. IV in Education Support	5
Total	119



## 10. School Improvement Plan 2019: Review

<b>SCHOOL IMPROVEMENT PLAN (SIP) 2019</b>						
SYSTEM STRATEGIC OUTCOMES (LEAD)	STRATEGIC PLAN LINK (SCHOOL)	SMART GOALS (SPECIFIC, MEASURABLE, ACHIEVABLE, RESULTS, TIMED)	QCS COMPONENT LINK	GOALS LINKED TO THE COLLEGE STRATEGIC PLAN	SUCCESS INDICATORS	ACHIEVED/COMMENTS
<b>LEARNING</b>	<p>Expand use of problem-solving strategies and critical thinking techniques in the Year 7 to 9 learning program.</p> <p>Increase the opportunities for collaboration and creative thought in the Year 7 to 9 learning program.</p>	<p>Work with the College community to develop a Vision for Learning</p> <p>Develop the use of technology to enhance Teaching and Learning (Data from CEWA survey shows areas for development in the use of technology- specifically around thinking and learning)</p>	<p>301 An Explicit Improvement Agenda</p> <p>302 Analysis and Discussion of Data</p> <p>303 A Culture that Promotes Learning</p> <p>308 Effective Pedagogical Practices</p>	<p>A culture of academic rigour and challenge</p> <p>Higher levels of student Achievement</p> <p>Increased student engagement in their own learning</p>	<p>Data will be collected from stakeholders (staff, parents and students) to identify current strengths and areas for development with regard to Teaching and Learning at the College</p> <p>Working with stakeholders and informed by data a Vision for Learning will be developed</p> <p>This Vision will inform the pedagogical practices to be developed at the College</p> <p>Develop a clear vision for technology integration in the classroom, which ensures technology is used to enhance Teaching and Learning and is not used as a tool for substitution</p> <p>Support staff use of technology to enhance Teaching and Learning by providing appropriate PL opportunities</p>	<p>DiSA survey completed and data used to identify areas for development</p> <p>NAPLAN data is interrogated, and results are improving</p> <p>Vision for Learning is a work in progress</p> <p>IDEAs team has been formed. This has been a positive development this year</p> <p>No clear vision developed for technology integration</p> <p>More PL needed eg SEQTA</p> <p>Creation of ICT champions has occurred</p>

	<p>Establish intervention programs to meet individual student need – support programs for students experiencing difficulty and extension programs for high achieving students.</p>	<p>Develop a Gifted and Talented program to enhance the achievement of academically able students</p>			<p>The Learning Excellence Coordinator will:</p> <ul style="list-style-type: none"> <li>• use data to identify the most academically able students</li> <li>• develop programs/opportunities that challenge and develops these students</li> <li>• track students' academic achievement</li> <li>• engage and collaborate with HOLAs</li> </ul>	<p>Role has not been developed fully due to staffing changed at the beginning of the year</p> <p>Tracking will continue in 2020 by HOYs, HOLAs and Director of Learning</p>

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<b>ENGAGEMENT</b>	<p>Provide time and structured opportunities for teaching staff to evaluate the effectiveness of their teaching, receive constructive feedback and use this feedback to make adjustments to practice</p> <p>Enable and support increased opportunities for the professional growth of staff</p>	Develop a culture of staff Performance and Development	<p>301 An Explicit Improvement Agenda</p> <p>305 An Expert Teaching Team</p> <p>308 Effective Pedagogical Practices</p>	Increased teaching quality and consistency	<p>Each teacher has one/two professional goals (as indicated on their Professional Growth Plan) per semester, developed through conversations with their HOLA and shared with their HOLA</p> <p>Professional Growth Plans become the first stage in a broader context of Staff Performance and Development</p> <p>HOLAs participate in targeted training regarding goal setting and coaching conversations</p> <p>HOLAs visit classrooms and provide feedback to teachers regarding their specific goals</p> <p>Professional Growth Plans enable ELT to target broad and specific areas of focus for</p>	<p>Professional Growth Plans (PGPs) launched at the beginning of the year</p> <p>Partial achievement. Needs to be developed further and needs consistency across all Learning Areas</p> <p>No accountability</p> <p>HOLA follow-up is varied and patchy</p> <p>Suitability of some goals questionable Not all HOLAs have been visiting classrooms and providing feedback to teachers</p> <p>Good practice is not being shared in many</p>

					<p>Professional Learning across the College</p> <p>The sharing of good practice is explicitly in place. That is, on the Agenda at Staff Meetings and teams led by members of ELT</p>	<p>Learning areas. Could also be shared at staff meetings</p> <p>HOLAs and ELT need to work more closely on this goal</p>
<p><b>ENGAGEMENT</b></p>	<p>Establish intervention programs to meet individual student needs support programs for students experiencing difficulty and extension programs for high achieving students</p>	<p>Increase the retention of Aboriginal Students to the end of Year 12 with achievement of WACE</p>	<p>303 A culture that promotes learning</p>		<p>Numbers of Aboriginal students continue to grow</p> <p>Mentoring and counselling of students as necessary</p> <p>Increased engagement of indigenous students in the learning process including more effective identification of pathways Participation in the AIME Program</p> <p>The creation of Personal Learning Plans</p> <p>ALO and Mentor available to staff for classroom involvement to assist with teaching and learning.</p>	<p>Achieved</p> <p>Ongoing-Information needs to be shared more effectively and more/clearer information is needed on SEQTA</p> <p>Commenced but not consistent</p> <p>Achieved and ongoing</p> <p>Not achieved</p> <p>Achieved and ongoing. Role of ALO will be reviewed and clarified.</p>



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<b>ACCOUNTABILITY (STEWARDSHIP)</b>	Develop a plan to increase Community knowledge of the strengths and achievements of the College.	Review enrolment processes to ensure prospective students are enrolled in a timely fashion	201 Engagement with the School Community	Strong enrolment of new students and retention of existing students	Investigate and implement strategies to increase enrolments at Year 7 entry level	Ongoing. Media and marketing of the College has improved significantly
			304 Targeted Use of School Resources	Good governance and resource allocation to advance our mission	Streamline the enrolment process	Ongoing. Process for sibling enrolments has been streamlined. Transition interviews replaced by more robust initial enrolment interview
		Develop a digital Staff Handbook so that policies and procedures are easily accessible			Investigate and evaluate digital enrolment packages	Achieved
					A digital staff handbook that can be accessed by all	Achieved
					All relevant policies are included, and staff know where to access them	Achieved
				Process for reviewing, updating and sharing policies	Achieved	

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<b>DISCIPLESHIP</b>	<p>Review and enact the College Evangelisation Plan</p> <p>(This was completed in 2018. However, due to new Principal will be reviewed again in 2019)</p>	Develop a new College Evangelisation Plan for introduction in 2020	<p>101 Systematic Evangelisation Planning</p> <p>102 Integrating Catholic Faith, Life and Culture</p> <p>201 Engagement with the School Community</p> <p>202 Wider Community Partnerships</p>	<p>Ongoing support for personal faith development</p> <p>Understanding of the College Mission and Guiding Lights</p> <p>Passion and commitment to serve those less fortunate</p>	<p>Evangelisation Plan which includes Mission &amp; Guiding Lights</p> <p>New Plan ready for presentation in 2019 and implementation in 2020</p> <p>Approval of new Evangelisation Plan by College Board and Catholic Education Western Australia</p> <p>The review and launch of a new Evangelisation Plan</p>	<p>Achieved</p> <p>Achieved. Needs further PL with staff to raise awareness</p> <p>Achieved</p> <p>Ongoing</p>

<b>DISCIPLESHIP</b>	Continue to develop opportunities for students, staff and parents to meet the needs of those in the Community through Christian Service	Develop authentic relationships with wider community groups to build community and develop a genuine definition of Christian Service Learning	401 Staff Wellbeing	Ongoing support for personal faith development	The appointment of a Christian Service-Learning Coordinator	Achieved
			402 Pastoral Care of Students	Understanding of the College Mission and Guiding Lights	A reviewed and reflective restructure of the Christian Service-Learning Coordinator Job role.	Ongoing
				Passion and commitment to serve those less fortunate	A program of sequential, meaningful and genuine Christian Service Learning for all Year groups	Ongoing. Checking hours was not robust in 2019
				An initial plan for Staff Service and Retreat	Not achieved	



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