

# Lumen Christi College

# 2021 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 2021 calendar year.

# 2021 Annual 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 direct entrance to university (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. They are also encouraged to engage in a broad range of co-curricular activities which include opportunities in sport, the Arts and student leadership. 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 needs of individual students are catered for. Students are encouraged to strive for personal excellence and to ‘Discover Together’ to develop their talents and abilities.



## 2. Teacher Standards and Qualifications

In 2021, Lumen Christi College employed 78 teaching staff.

Qualification	Number Held by Teaching Staff
Certificate	13
Diploma	24
Bachelor Degree	88
Graduate Diploma	23
Masters Degree	12
PhD	

## 3. Workforce Composition

According to the 2021 Census (August), College personnel have the following composition:

- 78 Teaching staff (32 males and 46 females)
- 42 Non-teaching staff (10 males and 32 females)
- 2 Indigenous Staff (2 females, non-teaching)

## 4. Student Attendance at School

Lumen Christi College had a student attendance record of 89.5% for 2021, as shown below:

Year Group	Female Percentage (%) of Attendance	Male Percentage (%) of Attendance
Year 7	92.0%	93.8%
Year 8	91.4%	89.8%
Year 9	90.7%	88.6%
Year 10	86.9%	89.2%
Year 11	88.1%	91.0%
Year 12	89.1%	93.3%

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

Homeroom teachers monitor and follow up on student absence within their Homeroom group by speaking with the student and making contact home as necessary. When regular patterns of non-attendance in Homeroom occur, House Coordinators make contact home to restore student attendance.

General patterns of attendance are monitored by the relevant Heads of Year and Assistant Deputy Principals, with attendance concerns followed up in accordance with CEWA's student attendance guidelines.

## 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 7 2021	All Australian Schools' Average	Lumen Christi College Average	Percentage (%) of Students who achieved at or above the National Standard	
			Lumen Christi College	Australia
Numeracy	551	548	93.25	93.2
Reading	542	548	95.13	93.8
Writing	522	539	93.79	89.7
Spelling	549	559	95.03	93.8
Punctuation/Grammar	533	543	91.31	89.9

Year 9 2021	All Australian Schools' Average	Lumen Christi College Average	Percentage (%) of Students who achieved at or above the National Standard	
			Lumen Christi College	Australia
Numeracy	588	592	98.12	94.7
Reading	578	598	97.48	89.7
Writing	551	580	91.77	82.2
Spelling	580	590	95.06	91.1
Punctuation/Grammar	571	578	90.74	87.7

The Year 7 and 9 cohort scored above National and State average mean scores for Reading, Writing, Spelling and Grammar and Punctuation. The Year 9 cohort scored above National average mean score for Numeracy.

The Year 7 cohort scored above the CEWA mean average score for Spelling. The Year 9 cohort scored above the CEWA mean average for Writing.

## 6. Parent, Student and Teacher Satisfaction

The 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 2021, the College community provided a range of feedback relating to various areas of college life.

### **Vision for Learning**

Over the past two years, the College has been working to develop a Vision for Learning and a school-wide pedagogy. Central to this focus is the gaining of regular feedback from staff and students. This feedback has been instrumental in the creation of our Vision for Learning, 'Discover Together' and a school-wide pedagogy focusing on Connect, Explore, Empower. As these pedagogies are supported and developed in learning spaces, student feedback continues to be crucial to this process.

### **Principal's Review**

Principals working in Catholic Education Western Australia (CEWA) are reviewed at regular intervals. In Term 4, the Principal's review took place, reflecting on performance over the past 3 years, and considering areas for development moving forward. This process is led by an external panel, and feedback is invited from staff and students. This feedback provides valuable information about strengths and achievements, along with some areas for development for the Principal. This is an affirming process and supports continual improvement.

### **Uniform Review**

A review of the College Uniform was conducted in Term 3, 2021. The aim of the review was to assess the current level of community satisfaction with the current College uniform in relation to comfort, affordability, stewardship and sustainability. Students, parents and staff participated in the online survey which provided valuable feedback to further inform review and improvements across 2022.

### **Year 12 Exit Surveys**

Year 12 students and their parents were invited to complete an exit survey in Term 3, 2021 to assess their level of satisfaction across a broad range of areas at the college. The survey was completed by 47.1% of parents with an overall satisfaction score of 73% and completed by 56.3% of students with an overall satisfaction score 62%. The feedback provides valuable insight into current areas of strength such as the learning environment, facilities, school communication, co-curricular opportunities and pastoral care. In addition, the feedback outlines areas for future development such as student engagement, teaching standards, and leadership & direction.

## **7. School Income**

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

## **8. Senior Secondary Outcomes**

Results for the 2021 Year 12 cohort were as follows:

- 89.1 percent of students achieved the Western Australian Certificate of Education (WACE)
- 29.3 percent of students generated an Australian Tertiary Admissions Rank (ATAR)

- Median ATAR of students was 76.15
- 8 students achieved an ATAR of 90+ (top 10 percent of students in the state). A further 16 students achieved an ATAR of 80-90
- 1 student received a General Exhibition (ATSI), 1 student achieved a Certificate of Distinction, and a further 6 students achieved a Certificate of Merit.
- 67.5 percent of students completed Certificate Courses in Vocational Education Training (VET)

## 9. Post School Destinations

44 students from the 2021 cohort applied through TISC to study at the following universities:

- 25 students at Curtin University
- 8 students at Edith Cowan University
- 17 students at Murdoch University
- 4 students at Notre Dame University
- 12 students at The University of Western Australia

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

Course	Completion
Cert. II in Applied Fashion Design & Technology	1
Cert. II in Building & Construction (Pathway – Trades)	4
Cert. II in Engineering Pathways	8
Cert. II in Fire Protection Inspection and Testing	1
Cert. II in Furniture Making	1
Cert. III in Basic Health Care	18
Cert. III in Business	3
Cert. III in Dance	15
Cert. III in Early Childhood Education & Care	1
Cert. III in Engineering - Technical	9
Cert. III in Music Industry	3
Cert. III in Retail	2
Cert. III in Visual Art	9
Cert. IV in Business	14
Cert. IV in Community Services	1
Cert. IV in Education Support	9
<b>Total</b>	<b>99</b>

## 2021 SCHOOL IMPROVEMENT PLAN (SIP)

### 10. School Improvement Plan

CEWA STRATEGIC DIRECTION	COLLEGE OUTCOME	COLLEGE DIRECTION	STRATEGIES	SUCCESS INDICATORS	EVIDENCE
<i><b>LIGHT OF FAITH</b></i>					
Shared leadership and governance practices that embrace Catholic Social Teaching principles emphasising common good, participation, subsidiarity and co-responsibility.	Practices that embrace Catholic social teachings	Develop shared leadership and governance practices that emphasise the common good, participation, subsidiarity and co-responsibility (Catholic Social Teachings)	<p>Provide opportunities for staff to develop their literacy around, and understanding of, Catholic Social Teachings so that they can effectively model these teachings</p> <p>Incorporate the principles of Catholic Social Teachings into the language and practices of the College</p> <p>Provide opportunities to illustrate Catholic Social Teachings in both the curriculum, and extra-curricular programs offered</p>	<p>A range of professional learning opportunities are provided to support staff to develop their knowledge and understanding of Catholic Social Teachings</p> <p>The Reconciliation Action Plan (RAP) includes the language of Catholic Social Teaching</p> <p>Explicit opportunities that focus on the principles of Catholic Social Teachings are included in curricular and extra-curricular programs, such as retreats</p>	<p>Staff PL day 19/4, with a strong focus on Catholic Social Teachings</p> <p>Staff Spiritual Wellbeing PL Day 27/8</p> <p>RAP approved and published in September</p> <p>Included in Yr 10 and 11 RE classes</p> <p>Emmaus retreats</p> <p>Opportunities for service</p> <p>Young Vinnies</p> <p>Matrix Mission</p>

## 2021 SCHOOL IMPROVEMENT PLAN (SIP)

CEWA STRATEGIC DIRECTION	COLLEGE OUTCOME	COLLEGE DIRECTION	STRATEGIES	SUCCESS INDICATORS	EVIDENCE
<b>LIGHT OF EXCELLENCE</b>					
Catholic schools witnessing effective, contemporary pedagogy and mission-inspired practice and outreach.	High quality teaching that gauges individual progress for further development	Develop pedagogical best practices that are responsive to diverse needs	Embedding of the College Vision for Learning and SchoolWide pedagogy (SWP) to develop learning and improve student outcomes	The SchoolWide pedagogical principles (Connect, Explore, Empower) are embedded in learning strategies across all areas of the College	SPIDER activity completed by all Learning Areas during staff PL meeting. This activity highlighted opportunities for embedding the pedagogical principles
			Ongoing observation of teaching and learning to support the sharing of good pedagogical practices within and between Learning Areas	HOLAs/HOYs observe lessons and provide constructive feedback to teachers	Some HOLAs complete observations/learning walks, but this practice needs to be far more consistent across LAs
			Accurate identification of individual student academic goals and monitoring of progress	Opportunities are created (eg at staff meetings, PL days) for teachers to regularly share good practice so that effective teaching and learning strategies can be developed across the College	Some examples of this, but needs to be developed further
			Ongoing constructive feedback to	Improve performance in standardised tests	Progress has been made in NAPLAN, particularly in literacy. Further improvement and focus needed in OLNA
				Increase the % of Year 12 students achieving the WACE	Clear identification of students at risk of not graduating. Data wall in staffroom. Interventions put in place
				Improve the median ATAR.	
				Increase the frequency and	Use has increased but practice is



## 2021 SCHOOL IMPROVEMENT PLAN (SIP)

			<p>students, to improve learning outcomes</p> <p>Identification of specific Learning Area goals from the SIP with regular monitoring of progress toward these goals</p>	<p>quality of targeted feedback to students using a range of methods including digital platforms, so that students know what they need to do to improve</p> <p>Develop the use of the Student Information Panel (SIP) in SEQTA to inform students and parents of student performance and progress</p> <p>Improve counselling of students and parents regarding appropriate post school pathways</p> <p>Achievement of Learning Area goals</p>	<p>patchy. SEQTA feedback is used by some LAs. Feedback is also provided in OneNote, but practice is varied across and within LAs</p> <p>Use of the SIP (SEQTA) has been refined to support improved feedback.</p> <p>Counselling processes have been refined. Data is used more accurately to support counselling</p> <p>Progress is patchy and at times unclear. This focussed will be re-considered and modified for 2022</p>
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## 2021 SCHOOL IMPROVEMENT PLAN (SIP)

CEWA STRATEGIC DIRECTION	COLLEGE OUTCOME	COLLEGE DIRECTION	STRATEGIES	SUCCESS INDICATORS	EVIDENCE
<b><i>LIGHT OF WELCOME</i></b>					
Inclusive communities welcoming and supporting students with diverse learning and social needs	An inclusive community where all are welcomed, known, safe and supported	Develop effective enrolment and transition processes that enhance engagement	Implement a comprehensive, digital enrolment process	Simplified and improved experience for parents that leads to a more effective enrolment process	Online enrolment software has streamlined and simplified the process. Discussion occurring about how to improve enrolment interview process
			Develop standard procedures in the digital enrolment process to ensure that relevant and accurate data are collected and analysed	Early identification of learning needs and abilities and wellbeing considerations to enhance student learning	Students identified at, or before enrolment, and enhanced transition and orientation plans are developed with them
			Review and document transition processes for all new students (recognising the needs of both individual students and transitioning cohorts) to enhance the student experience and further improve retention rates	Creation of a New Student Transition Plan that includes a detailed timeline from enrolment to commencement, including a post commencement review. Includes student and parent surveys as part of the process	HOLA Diversity Education is further developing the orientation and transition process for students with additional needs.
	Develop standard procedures and accurate data collection processes regarding student withdrawal	Improved analysis of reasons for student withdrawal to improve retention rates	Reasons for withdrawal and being recorded, analysed and followed up where necessary		
An appreciation and recognition of Aboriginal and Torres Strait Islander peoples and cultures	Develop a multi-faceted strategy to strengthen relationships between the College	Develop an Aboriginal Education Plan, using a range of sources including data collected at the Aboriginal and Torres Strait Islander symposium (staff PL day)	Promotion of cultural awareness across the College community	Staff PL is ongoing. ALO and ATA have been instrumental in delivering PL this year	

**2021 SCHOOL IMPROVEMENT PLAN (SIP)**

		<p>community and Aboriginal and Torres Strait Islander people</p>	<p>Develop a Noongar language pilot program in Year 7 as a language option, for Aboriginal and Torres Strait Islander students</p>	<p>Successful implementation of the pilot program, which is sustained for 2022 and offered to Year 8 students</p>	<p>Program began in Term 1. Was suspended at the end of Term 1 due to resignation of teacher and inability to find a replacement. This program cannot be re-introduced until there are sufficient trained staff to deliver it</p>
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## 2021 SCHOOL IMPROVEMENT PLAN (SIP)

CEWA STRATEGIC DIRECTION	COLLEGE OUTCOME	COLLEGE DIRECTION	STRATEGIES	SUCCESS INDICATORS	EVIDENCE
<b>LIGHT OF EXAMPLE</b>					
Open processes for conversation and engagement with all members of CEWA communities and their local church.	A culture that recognises the dignity and potential of all	Develop decision making that is shared, inclusive and based on integrity	Consider how participation in decision making may be highlighted and enhanced	Provision of staff PL and opportunities for staff feedback to consider the range of decision-making processes and how they may be developed	PL delivered to staff by GCI  There are several avenues for participation in decision making such as: <ul style="list-style-type: none"> <li>• Wellbeing Committee</li> <li>• ICT champions</li> <li>• College Council</li> <li>• Timetable committee</li> </ul> DiSC completed by all Middle Leaders to enhance understanding of their own preferred style. This information has been used to support the development of PGP's  Ben Calleja has worked with CC to develop feedback and coaching skills  Completed in Semester 2  Completed in Semester 2. Very well supported (more than 40 participants)
			Ensure that Catholic Social Teachings principles are imbedded into decision-making	Increased opportunities for shared decision making, eg targeted staff feedback, participation in working parties	
			Ensure all decisions are evidence based and place the child at the centre	Provide a PL program to enhance the coaching skills of Middle Leaders	
			Develop the leadership capacity of middle leaders so that they may continue to develop highly effective communication skills, supporting them to lead their teams and effectively feedback to and from those teams		
			Provide development opportunities for teachers as leaders	Develop Professional Growth Plans (PGPs) for Middle and Senior leaders  Creation of a teacher leader PL stream	

## 2021 SCHOOL IMPROVEMENT PLAN (SIP)

CEWA STRATEGIC DIRECTION	COLLEGE OUTCOME	COLLEGE DIRECTION	STRATEGIES	SUCCESS INDICATORS	EVIDENCE
<b><i>LIGHT OF CREATIVITY</i></b>					
Shared understanding and commitment to a <i>Catholic Vision for Learning</i> across all schools.	Fostering a love of learning	Develop a culture of creativity and discovery	Consider with staff how the SchoolWide pedagogical principals of Connect, Explore, Empower can be embedded in student learning	Observe embedding of the SWP in lessons  The SWP is reflected in the reporting process	This has not been achieved and will continue to be a focus for 2022
		Develop staff professional learning that supports innovation	Explicitly and regularly share the VFL and SWP with staff and students so it becomes embedded in learning	Some progress has been made towards embedding the SWP in learning	Staff have been involved in developing the VFL and SWP and are aware of what they are. They are not yet broadly embedded in learning, and this will continue to be a focus for 2022
			Provide PL opportunities for staff to reflect on their practice	A culture of reflection and innovative pedagogical practices is evident	Some work has been done in this area, particularly during PL days throughout the year.
		Create professional learning communities (PLC) centred around the VFL	PLCs are established and thriving	Not achieved	



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