Lumen Christi College

2022 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 approximately 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 Identity and calls us 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. The College is an inclusive learning community centred in Christ, committed to the education and development of each student. A range of pathways are offered to cater for the diverse needs of our students, including direct entry to university (ATAR Courses) and a comprehensive range 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 demands of the contemporary world. The College Vision for Learning, Discover Together, challenges us to inspire excellence within a welcoming community. We work collaboratively to explore possibilities, spark curiosity, nurture creativity and foster innovation. Together, we create a connected and supportive learning environment, inspired by the Light of Christ.

The 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.

1. Teacher Standards and Qualifications

In 2022, Lumen Christi College employed 78 teaching staff.

Qualification	Number Held by Teaching Staff
Certificate	8
Diploma	9
Bachelor Degree	87
Graduate Diploma	25
Masters Degree	10
PhD	0

2. Workforce Composition

According to the 2022 Census (August), College personnel have the following composition:

- 78 Teaching staff (32 males and 46 females)
- 47 Non-teaching staff (11 males and 36 females)
- 2 Indigenous Staff (2 females, non-teaching)

3. Student Attendance at School

Lumen Christi College had a student attendance record of 85.82% for 2022, as shown below:

Year Group	Female Percentage (%) of Attendance	Male Percentage (%) of Attendance
Year 7	89.74	89.01
Year 8	83.94	87.94
Year 9	88.08	85.59
Year 10	84.7	83.81
Year 11	83.45	85.45
Year 12	81.65	84.92

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 7 and Year 9 students at Lumen Christi College who achieved the National Reading, Writing, Language Conventions (Spelling; Punctuation & Grammar) and Numeracy Benchmarks.

Year 7 2022	All Australian Schools' Average	Lumen Christi College Average	Percentage (%) of Students who achieved at or above the National Standard	
			Lumen Christi College	Australia
Numeracy	547	533	90.75	92
Reading	543	528	94.25	94.2
Writing	531	527	92.49	90.6
Spelling	548	545	93.68	92.9
Punctuation/Grammar	534	528	91.38	92

Year 9 2022	All Australian Schools' Average	Lumen Christi College Average	Percentage (%) of Students who achieved at or above the National Standard	
			Lumen Christi College	Australia
Numeracy	585	582	87.82	95
Reading	578	591	97.48	89.6
Writing	561	576	94.9	84.1
Spelling	577	583	92.36	91.8
Punctuation/Grammar	574	576	91.72	86.5

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

The Year 9 cohort scored above the State mean average score 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, teaching and learning , 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 2022, the College completed a School Climate survey. This survey is administered by the National School Improvement Partnership (Curtin University). The purpose of the partnership is to provide valuable feedback from parents, students and staff to support school improvement.

National School Improvement (NSI) Partnership's School Climate Survey

Parents, staff and students were invited to respond to the NSI Partnership's School Climate suite in 2022. 87 responses were collected from parents and caregivers, 69 from teachers, 32 from support staff and 549 from students.

Parents

When asked if they would recommend the school to others, the majority of parents (45.98%) agreed, with an additional 21.84% strongly agreeing (a total of 67.82% either agreed or strongly agreed). 21.84% reported neutral, and the remaining nine parents disagreed (4.6%) or strongly disagreed (5.75%).

When asked if they were satisfied with what the school does for their child/children, the majority of parents (49.43%) agreed, with an additional 18.39% strongly agreeing. This indicates that a total of 67.82% of parents either agree or strongly agree that they are satisfied with what the school does for their child. 20.69% reported as neutral, and the remaining ten parents disagreed (5.75%) or strongly disagreed (5.75%).

Staff

Overall, Job Satisfaction has been identified as an area of relative strength by teaching staff and support staff:

- 92.6% of teachers and 75% support staff report that they often or almost always enjoy working at Lumen Christi College

- 89.7% of teachers report that they often or almost always find working at the school personally satisfying

- 95.6% of teachers and 84.4% support staff report that they often or almost always feel proud of their work

- 89.7% of teachers and 75.1% of staff often or almost always want to continue working at the school (the remaining 10.3% responded sometimes)

- 82.4% of teachers often or almost always find working at the school to be full of meaning and purpose

- 89.7% of teachers and 78.2% of support staff members are often or almost always pleased they chose to work at the school

Teacher Efficacy refers to the extent to which teachers rate their ability to teach well, particularly in difficult or trying situations. Teacher Efficacy has been identified as an area of relative strength:

- 94.1% of teachers report that they often or almost always maintain a positive relationship with students, even when tensions arise

- 94.1% report that they often or almost always stay calm and continue to teach well, even if they get disrupted

- 86.8% report that they often or almost always develop creative ways to cope with system constraints (such as budget cuts) and continue to teach well.

- 82.4% report that, when they try hard, they often or almost always get through to difficult students.

- 79.4% report that they often or almost always motivate students to participate in innovative projects

- 76.5% report that they can often or almost always successfully teach the most difficult students

Equity and Diversity assess the extent to which staff feel that the school promotes an equitable and diverse workplace with inclusive practices:

- 98.5% of teachers and 93.8% of support staff agreed or strongly agreed that Lumen Christi College is inclusive of all people (e.g., different abilities, gender, sexual orientation, culture and background)

- 95.6% of teachers and 90.7% of support staff agreed or strongly agreed that sexual harassment is not tolerated at Lumen Christi College

- 82.3% of teachers and 78.1% of support staff agreed or strongly agreed that there is appropriate diversity in staffing

- 75% of teachers agreed or strongly agreed that there is appropriate diversity in leadership

Students

70.49% of students indicate that they have always felt welcome at the College. In particular, Peer Connectedness (the extent to which students feel that they have formed positive relationships with students) is a strength with 83.2% of students indicating that they belong to a group of friends almost always or often. 11.7% sometimes belong to a group of friends with 5.1% rarely or almost never belonging to a group of friends.

85.1% of students indicate that they make friends with students from different backgrounds almost always or often. 11.8% sometimes making friends with students from different backgrounds and 3.1% rarely or almost never making friends with students from different backgrounds.

77.4% of students indicate that they have friends who care about them almost always or often. 15.7% have friends who care about them sometimes, with 6.9% having have friends who care about them rarely or almost never.

Vision for Learning

Over the past three years, the College has been developing a contemporary Vision for Learning and school-wide pedagogy to enhance the quality of student learning. 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 the 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.

7. School Income

School Income - Please refer to the My School web page on the ACARA website at the following address:
http://www.myschool.edu.au/

8. Senior Secondary Outcomes

Results for the 2022 Year 12 cohort were as follows:

- 92.7 percent of students achieved the Western Australian Certificate of Education (WACE)

- 26.3 percent of students generated an Australian Tertiary Admissions Rank (ATAR)

- 8 students achieved an ATAR of 90+ (top 10 percent of students in the state). A further 8 students achieved an ATAR of 80-90

- 3 students achieved a Certificate of Distinction, and a further 10 students achieved a Certificate of Merit.

- 62.7 percent of students completed Certificate Courses in Vocational Education Training (VET)

- 109 Certificates achieved in Vocational Education Training (VET) at a Certificate III or IV level

Course	Completion
Cert. II in Automotive Servicing Technology	1
Cert. II in Engineering Pathways	5
Cert. II in Furniture Making	1
Cert. II in Retail Services	2
Cert. II in Workplace Skills	1
Cert. III in Business	10
Cert. III in Dance	11
Cert. III in Education Support	2
Cert. III in Engineering - Technical	10
Cert. III in Music	5
Cert. III in Retail	2
Cert. III in Screen & Media	1
Cert. III in Visual Art	6
Cert. IV in Business	5
Cert. IV in Community Services	8
Cert. IV in Education Support	16
Cert. IV in Fitness	1
Cert. IV in Preparation for Health & Nursing Studies	3
Total	90

9. Post School Destinations

51 students from the 2022 cohort applied to study at university in 2023, of which 92% were offered a place at the following

universities:

- 20 students at Curtin University
- 3 students at Edith Cowan University
- 14 students at Murdoch University
- 4 students at University of Notre Dame
- 7 students at The University of Western Australia

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

CATHOLIC EDUCATION
WESTERN AUSTRALIA

In considering the school's Strategic Intents over the next three years in Catholic Identity, Education, Community and Stewardship, together with the iterative Improvement Goals (collectively the Catholic School Improvement Plan), priority also needs to be placed on identifying faith formation and mission objectives. These are the foundation to any school improvement goal setting and can permeate across all four pillars.

It is recommended schools focus on three goals across a three-year period. The template below has been provided to schools at Evangelisation Planning workshops over the past 4-5 years and may be modified to suit the school's context. It is primarily based on staff formation because staff cannot effectively evangelise students unless they themselves are suitably formed. The following link to the Accreditation for CEWA SharePoint may provide a valuable resource for schools. This plan should be reviewed annually and schools are encouraged to utilise support from CEWA's Faith Formation Team. These goals are to be incorporated and infused through the Catholic School Improvement Plan.

Staff Formation Planning 2022 - 2024

Focus Area	Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring and Progress
WITNESS • Examples of expressing the divine within • Raising awareness of the presence of Jesus	Displaying Catholic icons and symbols around the College	Review the various areas/blocks of the College and ensure Catholic icons and symbols are visible in each one	Semester 1 2022	Complete an audit of icons/symbols and identify areas in need of improvement	Greater visibility of icons and symbols around the College Not achieved	Caroline Watson (DP Mission). Stations of the Cross to be developed and placed in the Chapel in 2023
		Update the images that support the five guiding lights and make them more widely visible throughout the College	Semester 1 2022	Lana Agar (Marketing)	Guiding light visuals updated Achieved	Completed
		Ensure all classrooms have a meaningful prayer table	Commencement of school year 2022	Caroline Watson (DP Mission), HOCO's & Homeroom Teachers	Staff & students have a better understanding of the purpose & importance of the prayer table Not achieved	Caroline Watson (DP Mission), HOCO's & Homeroom Teachers. PI around the importance of prayer and praying
	Staff model gospel values as outlined in the staff code of conduct	Review an update the examples in the staff code of conduct	Term 1 2022	Staff code of conduct, Vice Principal	Respectful relationships and interactions Achieved	Feedback received from staff. COC to be updated by end of 2022
CALL TO FAITH • Themes • Beliefs	Nurture the spiritual growth of the community through faith formation experiences (i.e.Staff Retreat, PL Days, Service)	Staff Retreat (1 day)	Semester 2 2022	Caroline Watson (DP Mission)	Uptake of opportunity to go on staff retreat Not achieved	Caroline Watson (DP Mission). Not achieved
		Targeted Professional Learning related to Catholic Social Teaching	End of Term 1 2022		Feedback from staff regarding Catholic PL Day Achieved	Many opportunities offered and taken up by staff
	Increase completion rates of staff accreditation	Closely monitor staff progress towards completion of accreditation and renewal.	Ongoing throughout the year	HR Officer	By the end of 2023 all staff who should have completed accreditation will have done so. Partially achieved	Achieved
CALL TO GROW IN DISCIPLESHIP • Apostle's Creed • Sacraments • Life in Christ • Christian Prayer	Encourage and create opportunity for a staff Christian Service Learning Program with a faith filled Servant Leadership focus.	Appoint Christian Service Learning Coordinator for 2022	By the start of Term 1 2022	Caroline Watson (DP Mission) Tracey La Vanda (Christian Service Learning Coordinator)	More staff are participating in service related activities Partially achieved	Tracey La Vanda (Christian Service Learning Coordinator)
		Provide opportunities for staff to participate in CSL programs	Ongoing throughout the year			
		Link staff CSL with student CSL opportunities				

Improvement Goals

Lumen Christi College

School:

Year: <u>2022</u>

The Improvement Goals are not intended to capture all the strategic activities of a school but rather prioritise the key areas of focus that will have the highest impact on realising sustained and relevant improvement. Schools
are encouraged to limit the number of goals established to maximise depth and impact of strategy. Similarly, this is an iterative document that aligns with the ongoing nature of change that occurs in a school in order to embed
processes and practices that lead to a quality Catholic education. Regular monitoring, review and updating of these goals is encouraged and schools may find the addition of notes and/or appendices to capture significant milestones and achievements useful in celebrating success and establishing the next iteration of improvement goals.

There is an expectation that at least one goal for Aboriginal education and Early Years education (if relevant) be included.

INFORMED BY EVIDENCE FROM

- Staff Formation Planning
- Quality Catholic Education guiding principles, frameworks and processes
- CECWA Strategic Directions (2019-2023)
- School Strategic Plan
- National Quality Standard (NQS) Audit
- Aboriginal Education / AEIM: Aboriginal Education Improvement Map
- Curriculum requirements
- Student data analysis, e.g. Power BI & other achievement data, attendance, wellbeing etc.
- School Cyclic Review
- School Climate Survey
- Technology Integration Matrix (TIMS) / Technology Uses and Perceptions Survey (TUPS)
- School improvement processes

ONGOING EVALUATION

SCANNING
What's going on for our learners?

DEVELOPING A HUNCH
What is leading to this situation?

LEARNING
How and where can we learn more about what to do?

CHECKING
Have we made enough of a difference?

Spiral of Inquiry (Halbert & Kaser 2014)

TAKING ACTION
What will we do differently?

CATHOLIC IDENTITY

Improvement Goals *Performance & development goal to be achieved (stated simply).*	Relevant Actions *What actions will we take to achieve the goal?*	Timeframe *What are the timeframe milestones?* *Timeframe within which the goal will be achieved.*	Resources *Support/resources that will be required to achieve the goal.* *Key school-based personnel who will be engaged.*	Success Indicators *How will we know we have been successful (quantitative and measurable)?*	Monitoring Process and Progress *Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?*
Embed shared leadership and governance practices that emphasise the common good, participation, subsidiarity, and co-responsibility (Catholic Social Teachings)	Incorporate the principles of Catholic Social Teachings into the language and practices of the College Provide opportunities to illustrate Catholic Social Teachings in both the curriculum, and extra-curricular programs offered Explicitly linking Catholic Social Teachings to professional learning and decision-making processes Continue to provide opportunities for participation in decision making that is shared, inclusive and based on integrity	Ongoing throughout the year PL Day focus in semester one Ongoing throughout the year Ongoing throughout the year	Michelle Jones Carol Mitchell Caritas Australia Executive Leadership Team	Language and actions of Catholic Social Teachings will be evident in the day-to-day life of the College. Achieved Opportunities for Catholic Social Teachings will be embedded in curricular and extra-curricular programs at the College. Partially achieved Staff demonstrate an understanding of their influence in decision making processes (e.g., feedback in surveys) Achieved	Staff understanding of CST has increased significantly over the past 2 years

EDUCATION

Improvement Goals *Performance & development goal to be achieved (stated simply).*	Relevant Actions *What actions will we take to achieve the goal?*	Timeframe *What are the timeframe milestones? Timeframe within which the goal will be achieved.*	Resources *Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.*	Success Indicators *How will we know we have been successful (quantitative and measurable)?*	Monitoring Process and Progress *Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?*
Develop pedagogical best practices that are responsive to diverse learning needs	1. Embedding of the College Vision for Learning and SchoolWide pedagogy (SWP) to improve student outcomes 2. Deliberate and planned observation of teaching and learning to continually improve practice. 3. Ongoing constructive feedback to students, to improve learning outcomes 4. Establish an assessment working party 5. Use data to monitor student progress and respond with appropriate interventions as required to promote high expectations and comparative success. Particularly in relation to increasing the % of Year 12 students achieving the WACE	Ongoing throughout the year Commence in term one. Ongoing throughout the year Ongoing throughout the year Term one Sourced when available. Used ongoing throughout the year	Guidelines for observation of learning Daisy Coma (Director of Pedagogy) Sheldon McIntyre (DP Senior School) Margarita Tranquille (DP Middle School) HOLA's	1. The School Wide pedagogical principles (Connect, Explore, Empower) are embedded in learning Partially achieved 2. Middle and Senior leaders observe lessons and provide constructive feedback to teachers Partially achieved 3. Regular opportunities occur for teachers to discuss and develop good teaching and learning practice Achieved 4. Teachers provide constructive feedback to improve student learning Partially achieved 5. Use key data sets to accurately report on student progress (IE. NAPLAN, OLNA, WACE/ATAR, School assessment) Partially achieved	Daisy Coma has observed many lessons and given summative feedback to HOLAs. Are all HOLAs observing lessons? HOYs observing seminar Teacher feedback to students? Focus on feedback for 2023 Lots of progress re using data to track progress. Diverse student needs are supported through improved use of data
Foster Christ-like, healthy, and successful relationships between students and staff members enabling all to learn and grow in the image of God	The CEWA well-being framework Increase awareness and empower staff to positively impact student wellbeing	Ongoing throughout the year Ongoing throughout the year	CEWA Wellbeing Framework Sheldon McIntyre (DP Senior School) Margarita Tranquille (DP Middle School) HOY's	A school-wide wellbeing strategy exists and is used to inform practice Achieved Data indicates improved levels of student wellbeing (pastoral notes, attendance rates, counsellor referrals). Partially Achieved	Wellbeing framework has been developed Improved tracking of attendance and follow up Increased provision of psychologists has led to better support. More students actively seeking psychologist support. Hoys a lot more proactive Continue to focus re wellbeing surveys and actions.

COMMUNITY

Improvement Goals *Performance & development goal to be achieved (stated simply).*	Relevant Actions *What actions will we take to achieve the goal?*	Timeframe *What are the timeframe milestones?* *Timeframe within which the goal will be achieved.*	Resources *Support/resources that will be required to achieve the goal.* *Key school-based personnel who will be engaged.*	Success Indicators *How will we know we have been successful (quantitative and measurable)?*	Monitoring Process and Progress *Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?*
Develop effective enrolment and transition processes that enhance engagement	DP MS & BM will gain an understanding of Funnel Develop standard procedures to ensure relevant and accurate collection, analysis and use of student data Review transition processes for all new students to ensure a positive transition into the community Exit feedback data to be effectively captured and analysed	Term 1 2022 Ongoing throughout the year Semester 1 2022	Funnel & data collection form for enrolling and exiting students Enrolment Officer Margarita Tranquille (DP Middle School) Alistair Dawson (BM)	Teachers are able to cater for student needs as they enter the College Partially achieved At the conclusion of each term feedback is sought from new families regarding the effectiveness of transition Not achieved as data is collected in alternative ways Phone calls to exiting families by DP MS/SS or HOY and MS Form completed Achieved	Data collection is effective in supporting the College to cater for student needs No. Not needed in this format Yes. HOYs analyse of MS Form data to identify key issues and patterns and consider intervention
Increased opportunities for embracing the diversity of the community	Review the requirements of the Aboriginal bursary to increase eligibility Enhancing the understanding of the factors that affect the retention rates for Aboriginal and Torres Strait Islander students. Develop culturally responsive pedagogy	By end of 2022 Ongoing throughout the year Ongoing throughout the year	Sonya Stephen (ALO) Kylie Agale & Team	Increased enrolments of Aboriginal and TSI students Achieved Improved retention rates of Aboriginal and TSI students Achieved Improved graduation rates of Aboriginal and TSI students Steady Improved attendance rates of Aboriginal and TSI students. Partially achieved	Bursary now available for all ATSI students DP SS to report to ELT and SAC on ATSI graduation rates annually. Not addressed. Keep on for 2023

STEWARDSHIP

Improvement Goals *Performance & development goal to be achieved (stated simply).*	Relevant Actions *What actions will we take to achieve the goal?*	Timeframe *What are the timeframe milestones?* *Timeframe within which the goal will be achieved.*	Resources *Support/resources that will be required to achieve the goal.* *Key school-based personnel who will be engaged.*	Success Indicators *How will we know we have been successful (quantitative and measurable)?*	Monitoring Process and Progress *Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?*
Develop the professional capacity of all staff to promote a culture of continual growth and improvement	Continue to provide opportunities for participation in decision making that is shared, inclusive and based on integrity Introduce a cycle of performance and development for all members of staff to support professional growth Every member of staff to develop a Professional Growth Plan Processes developed for students to provide feedback both at a variety of levels (including whole school and class)	Ongoing throughout the year Term 1 2022 Term 1 2022 Ongoing throughout the year	School Climate Survey Karen Prendergast (Pricnipal) Peter Sackett (Vice Principal) Daisy Coma (Director of Pedagogy)	Increased engagement in opportunities to provide input (eg. working parties) Achieved Staff are engaged with a meaningful personal professional growth plan Not achieved Student feedback is gathered regularly and analyzed to inform school improvement Partially achieved	Shared decision making has increased LA focus on P and D PGP focus for 2023 Opportunities for whole school feedback increased. Need to focus on student to class teacher feedback from 2023
Increase the financial sustainability of the College operations	Continued focus on achieving student enrolments and retention rates Increase monitoring and oversight of the budget results and budget position with Department Budget owners. Review ancillary services which are not cost neutral. Create alignment between the Capital Maintenance Plan, Capital Development Plan, Financial Plan and ICT Plan of the school. Increase the level of engagement with staff around the financial implications of their proposals and actions.	Ongoing throughout the year Ongoing throughout the year By the end of 2022 Ongoing throughout the year	Principal, Business Manager, Assistant Business Manager and ELT will be engaged in the process.	Improved enrolment numbers. Achieved Ability to cover January salaries without an overdraft and generate positive operating cash flows each year. Achieved Adequate cash reserves available for future commitments and Capital Works. Achieved Financial health index indicates risk rating less than High using CEWA metrics. Not achieved	Achieved. Monthly monitoring by Alistair Dawson (BM) through financial reporting to ELT and each term to the SAC. Done Likely Medium-High risk. Focus on enrolment

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Our mission is to form resilient young men and women with a passion to learn and to be a light for others