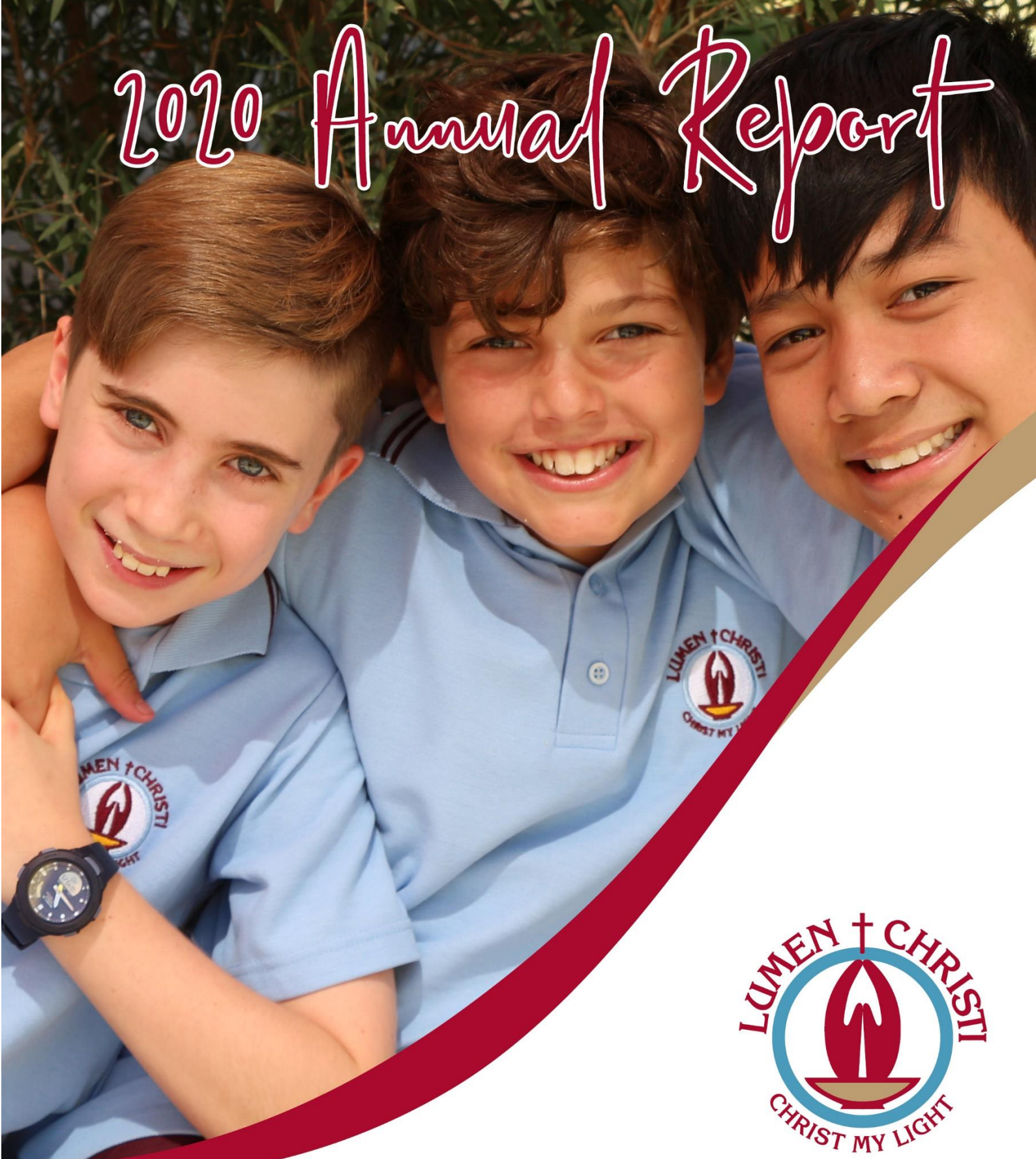


Lumen Christi College

2020 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 2020 calendar year.

2020 Annual Report

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, 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 2020, Lumen Christi College employed 81 teaching staff. Staff members qualifications are as follows:

Qualification	Number Held by Teaching Staff
Certificate	8
Diploma	18
Bachelor Degree	77
Graduate Diploma	34
Masters Degree	9
PhD	1

3. Workforce Composition

According to the 2020 Census (August) College personnel has the following composition:

- 75 Teaching staff (25 males and 50 females)
- 44 Non-teaching staff (9 males and 35 females)
- 3 Indigenous Staff (1 Male and 2 females, non-teaching)

4. Student Attendance at School

Lumen Christi College had a student attendance record of 85.6% for 2020, as shown below:

Year Group	Female Percentage (%) of Attendance	Male Percentage (%) of Attendance
Year 7	88.5	91.8
Year 8	88.6	90.3
Year 9	85.7	88.7
Year 10	84.3	89.3
Year 11	86.8	93.2
Year 12	83.9	87.3

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.

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 was not completed in 2020 due to the Covid 19 global pandemic. Therefore, there are no results to report.

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 2020, the College community (students, parents and staff) completed feedback surveys relating to educational provision during the period of remote learning experienced in the first semester. This feedback highlighted the following:

‘MOVING FORWARD’ STAFF & COMMUNITY: surveys completed on return from the period of remote learning

Staff: 141 responses

Response summary in Appendix; See Appendix A

Students & Parents: 529 responses

Response summary in Appendix; See Appendix B

YEAR 7 AND 8 TRANSITION SURVEY: completed by all Lumen Year 7 and 8 students under the guidance of the HOLA maths as part of the numeracy transition project

245 responses

Response summary in Appendix; See Appendix C

LIBRARY REVIEW: Completed by staff and students. Summary of responses included in this powerpoint shared with staff

Staff: 28 responses

Students: 197 responses

See Appendix D

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 2020 Year 12 cohort were as follows:

- 87.3 percent of students achieved the Western Australian Certificate of Education (WACE)
- 29.3 percent of students generated an Australian Tertiary Admissions Rank (ATAR)
- 4 students achieved an ATAR of 90+ (top 10 percent of students in the state). A further 5 students achieved an ATAR of 80- 90
- 67.5 percent of students completed Certificate Courses in Vocational Education Training (VET)

9. Post School Destinations

31 students from the 2020 cohort applied through TISC to study at the following universities:

- 38 students at Curtin University
- 6 students at Edith Cowan University
- 6 students at Murdoch University
- 2 students at The University of Western Australia

To date we have been unable to confirm with The University of Notre Dame (Private University) how many of our students applied to study courses.

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 Applied Fashion Design & Technology	1
Cert. II in Automotive Vocational Preparation	1
Cert. II in Building & Construction (Pathway - Trades)	1
Cert. II in Business	2
Cert. II in Electronics	1
Cert. II in Electrotechnology (Career Start)	1
Cert. II in Engineering Pathways	10
Cert. II in Logistics	2
Cert. II in Medical Service First Response	5
Cert. II in Plumbing	1
Cert. II in Retail Cosmetics	1
Cert. II in Salon Assistant	2
Cert. II in Sampling & Measurement	1
Cert. III in Basic Health Care	15
Cert. III in Business	8
Cert. III in Dance	19
Cert. III in Engineering - Technical	7
Cert. III in Fitness	3
Cert. III in Music Industry	7
Cert. III in Screen and Media	1
Cert. III in Visual Arts	9

Cert. IV in Business	9
Cert. IV in Community Services	2
Cert. IV in Education Support	14
Total	125



10.School Improvement Plan

SCHOOL IMPROVEMENT PLAN (SIP) 2020						
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	PROGRESS MADE
LEARNING	Expand use of problem-solving strategies and critical thinking techniques in the Year 7 to 9 learning program.	Work with the College community to develop a Vision for Learning	301 An Explicit Improvement Agenda	A culture of academic rigour and challenge	Working with stakeholders and informed by data a Vision for Learning will be developed	A Vision for Learning and SchoolWide Pedagogy have been developed. Embedding of these pedagogies will now become the focus
	Increase the opportunities for collaboration and creative thought in the Year 7 to 9 learning program.	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)	302 Analysis and Discussion of Data 303 A Culture that Promotes Learning 308 Effective Pedagogical Practices	Higher levels of student Achievement Increased student engagement in their own learning	This Vision will inform the pedagogical practices to be developed at the College Working with the school community, the Berry Street Model of Education (BSEM) will be explored to enhance student engagement and develop teachers' toolkit for behaviour management 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. Support staff use of technology to enhance Teaching and Learning by providing appropriate PL opportunities Clear and focused PL, supported by the ICT Champions, throughout the year to support the development of digital competency	Aspects of the BSEM have been introduced and some staff have trialled elements of the toolkit to enhance student engagement. This vision has developed significantly this year. There is much greater clarity and consistency regarding the software platforms being employed at a college-wide level. Significant staff PL has taken place to upskill staff. The PL has been developed and delivered by a small team of staff who have emerged from the ICT Champions initiative

	<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>Analyse student data eg Naplan and ATAR in an appropriate and time effective manner</p>			<p>The Director of Learning, supported by HOYs and HOLAs, will:</p> <ul style="list-style-type: none"> • use data to identify the most academically able students • develop programs/opportunities that challenge and develops these students • track students’ academic achievement • engage and collaborate with HOLAs <p>The Director of Learning, supported by HOYs and HOLAs, will:</p> <ul style="list-style-type: none"> • Use available data to track individual student progress and identify trends across cohorts and Learning Areas • Share relevant data with subject teachers 	<p>Data tracking meetings were scheduled with DoL and HOY’s. Students were invited to Learning excellence classes in Year 8-10. Extension activities such as Ethics Olympiad, Philosothon were offered.</p> <p>All standardised testing results have been uploaded to SEQTA Standardised testing tool. English and Maths department use of NAPLAN, OLNA and P Tests for stream allocation for 2021.</p>
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SCHOOL IMPROVEMENT PLAN (SIP) 2020

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	PROGRESS MADE
<p>ENGAGEMENT</p>	<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>	<p>Develop a culture of staff Performance and Development</p>	<p>301 An Explicit Improvement Agenda</p> <p>305 An Expert Teaching Team</p> <p>308 Effective Pedagogical Practices</p>	<p>Increased teaching quality and consistency</p>	<p>Teachers identify a minimum of 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 enable the ELT to target broad and specific areas of focus for Professional Learning across the College</p> <p>HOLAs participate in targeted training regarding goal setting and coaching conversations</p>	<p>At the commencement of 2020 all HOLAs began working with their LA staff on their professional growth plans. Due to the urgent need to develop remote learning opportunities due to the Covid 19 pandemic, most staff altered their goals to focus on developing the skills needed for remote T and L. Upon recommencement of face-to-face teaching the focus on ICT related goals continued supported by many PL opportunities in this area.</p> <p>Professional Learning Groups/Teams will be a focus in 2021</p> <p>This process has started but needs further development in 2021</p>

					<p>A Performance and Development cycle becomes embedded in the College culture</p> <p>HOLAs systematically visit classrooms and provide feedback to teachers regarding their specific goals, to support ongoing improvement</p> <p>The sharing of good practice is explicitly in place. For example, at Learning Area meetings and other forums</p> <p>Further develop the leadership capacity of Middle Leaders through appropriate PL</p>	<p>Needs further development in 2021</p> <p>Needs further development in 2021</p> <p>A very successful leadership stream for all emerging, middle and senior leaders was completed. The 7 sessions were exceptionally well attended, and feedback was positive. The content was put into practice on many occasions during the year.</p>
ENGAGEMENT	<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>Mentoring and counselling of students as necessary</p> <p>Increased engagement of indigenous students in the learning process including more effective identification of pathways</p> <p>The creation of Personal Learning Plans ALO and Mentor available to staff for classroom involvement to assist with teaching and learning</p>	<p>AILO and AITA engaged in</p> <ul style="list-style-type: none"> • data tracking of students with meetings with Director of Learning and AILO and AITA and follow up. • Year 11 Course counselling process <p>PLP's created for aboriginal students.</p>

					<p>Develop a shared understanding of the decision-making process More strategic involvement of relevant stakeholders in decision-making</p>	<p>completed and introduced from commencement of 2021.</p> <p>Increased opportunities were offered for the contribution of stakeholders to decision making processes. Examples include:</p> <ul style="list-style-type: none"> • Community engagement with the development of the 2021-2023 College Strategic Plan • Staff and student involvement with, and contribution to, the development of a College Vision for Learning and SchoolWide Pedagogy • Feedback from staff, students and parents re the delivery of remote learning during the Covid 19 pandemic
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SCHOOL IMPROVEMENT PLAN (SIP) 2020

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	PROGRESS MADE
DISCIPLESHIP	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	102 Integrating Catholic Faith, Life and Culture 201 Engagement with the School Community 202 Wider Community Partnerships 401 Staff Wellbeing 402 Pastoral Care of Students	Ongoing support for personal faith development Understanding of the College Mission and Guiding Lights Passion and commitment to serve those less fortunate	A program of sequential, meaningful and genuine Christian Service Learning for all Year groups An initial plan for Staff Service and Retreat opportunities	The program was significantly impacted by restrictions applied due to the Covid 19 pandemic. We will continue to review the program in 2021 Staff service commenced with two groups of staff attending Ronald McDonald House to provide services to families as required There was a small uptake by staff for the retreat offered. As a result, it was decided to postpone this retreat until 2021

11. Appendices

[Appendix A - 'Moving Forward' Staff & Community - Response Summary](#)

[Appendix B - 'Moving Forward' Staff & Community - Students & Parents Response Summary](#)

[Appendix C – Year 7 & 8 Transition Survey](#)

[Appendix D – Library Review](#)





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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