



2016 Annual Compliance 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 2016 calendar year.



2016 Annual School Report



1. Contextual Information

Established in 1984, Lumen Christi College is a Catholic co-educational secondary school with a current enrolment of 1000 students from Years 7 to 12. Located in the suburb of Martin, in the foothills of Perth, the College continues to respond to the growing demand of families from within our local parishes and from the rapidly expanding surrounding areas. Our College name, Lumen Christi – the Light of Christ, identifies our Church status and calls us, individually and as a community, to be beacons of the Gospel. That is, people who help make God known and present in our world today – people who are a ‘light for others’, serving as school and community leaders and acting as agents of change in creating a more just society.

The spacious and well-appointed campus has a range of excellent facilities including a state of the art Performing Arts Centre, Senior Transition Centre, Sports Centre, Manual Arts Centre and Junior Transition Centre (currently undergoing a full renovation & refurbishment). The College aspires to be an inclusive, creative learning community centred in Christ, committed to the education and development of each individual in a changing world. To this end, a range of pathways are offered to cater for the diverse needs of the students. The College provides established pathways for University entrance and a comprehensive set of highly developed Vocational Education and Training opportunities. These offer nationally accredited qualifications, valuable work experience and enable access to post-school destinations such as TAFE, traineeships and apprenticeships. The curriculum programs are current, utilise the latest technology and respond to emerging trends in education and the ever changing demands of our 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; Community Service; Talented and Gifted programs; and Learning Support programs. They are also encouraged to engage in co-curricular options which include specialist opportunities in Sport, the Arts, Student Leadership and various community based initiatives. We enjoy a strong reputation for the excellent pastoral care of our students. The College Staff are wonderful role models who value the dignity and worth of each and every student and strive to create a positive learning environment in which the personal needs of all students are catered for. Students are encouraged to seek personal excellence and challenged to discover and develop their talents not only for themselves, but in the service of others.

2. Teacher Standards and Qualifications

In 2016, Lumen Christi College employed 82 teaching staff. Staff members qualifications are as follows:

Qualification	Number Held by Teaching Staff
Certificate	7
Diploma	31
Bachelor Degree	93
Graduate Diploma	27
Masters Degree	10
PhD	1

3. Workforce Composition

According to our 2016 Census (August) Lumen Christi College personnel included the following:

- 82 Teaching staff (31 males and 51 females)
- 50 Non-teaching staff (11 males and 39 females)
- Indigenous Staff (1 Male, non-teaching)

4. Student Attendance at School

Lumen Christi College had a student attendance record of 92.5% for 2016, as shown below:

Year Group	Female Percentage (%) of Attendance	Male Percentage (%) of Attendance
Year 7	95	96
Year 8	92	94
Year 9	91	92
Year 10	92	93

Parents are requested to inform the College of any student absences by contacting the College's direct Absentee Line, either by leaving a message or speaking with Student Services staff.

Homeroom teachers monitor and follow up all student absence within their Homeroom Group. Student attendance is closely monitored through a computerised period-based attendance system for each class throughout the day. General patterns of attendance are monitored by the Student Services Team.

Parents are contacted by Student Services via SMS on the day 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 the 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 2016	All Australian Schools' Average	Lumen Christi College Average	Percentage (%) of Students who achieved at or above the National Standard	
			Lumen Christi College	Australia
Numeracy	589	576	98	96
Reading	581	580	98	92
Writing	549	550	88	80
Spelling	580	582	91	90
Punctuation/Grammar	569	565	94	89

Year 7 2016	All Australian Schools' Average	Lumen Christi College Average	Percentage (%) of Students who achieved at or above the National Standard	
			Lumen Christi College	Australia
Numeracy	550	528	97	96
Reading	541	528	98	95
Writing	515	509	92	87
Spelling	543	541	93	93
Punctuation/Grammar	540	520	93	92



6. Parent, Student and Teacher Satisfaction

Lumen Christi College is committed to seeking the views and expectations from key stakeholders and regularly seeks feedback on such areas as Catholic ethos, academic performance, pastoral care, co-curricular programs, the teaching and learning process, communication, community engagement and the College facilities. The College conducts a formal survey to parents and is very pleased with the high response rate. This feedback greatly assists the College with its operational and strategic planning and its pursuit to continually improve the educational experience offered to our students.

Whilst the results are very good, we are committed to providing our students with the highest possible standard of education and we have in place a process to use these findings to assist us with this objective. Some results from the most recent survey of our College Community highlighted:

96.3 percent of parents who responded to the survey recorded a high level of satisfaction with the overall quality of Catholic education provided by the College.

Other areas of particular strength as highlighted by the survey are included below:

Aspect	Percentage (%) of Strongly Agree & Agree Responses
College policies and procedures are readily available (e.g. College Website, Student Organiser, Newsletter).	96.5
Communication from the College is written in an understandable way.	96.0
The campus is clean and pleasant.	94.4
Communication from the College is meaningful and respectful.	94.4
Parents are encouraged to be involved in the College in all kinds of ways.	93.8
Parents are kept informed about school programs, events and activities.	93.8
Parents feel welcomed when they join the College community.	93.6
Parents have the opportunity to participate in the life of the College.	89.7
The Christian message is central to the mission of the school.	89.4
Students are encouraged to make decisions about their work and to take responsibility for their learning.	86.0
Catholic symbols and icons are visible throughout the campus.	85.7
The fundamental beliefs of the Catholic faith are expressed in meaningful and practical ways e.g. Eucharistic celebrations, Liturgy of the Word, class prayer.	85.2
Students are encouraged to be accountable for their actions.	83.7



The College also receives feedback, both formally and informally in the following ways:

- Parent Information Evenings
- Parent-Teacher-Student Interview Evenings
- School Audit Process
- Student Leadership Team
- Staff Interviews
- College Board
- Parents and Friends (PnF) Committee
- College Open Day and Tours
- Social Functions
- Performance Evenings (Music, Drama and Dance)
- College Art Exhibition
- Portfolio Afternoons and Learning Area Awards Afternoons
- College Community Mass
- Enrolment Interviews
- Parish visits and Parish Primary School visits
- Staff Meetings and Staff Briefings
- Staff Social Club
- Survey Instruments
- Sporting Teams, Music Groups, Dance Groups, other
- Awards Nights
- Other College events
- College Tours (2016 – Ski Trip, Japan, Matrix)
- Extra-Curricular Clubs and Societies

Whilst there is a high degree of satisfaction with the College and its ongoing operations, there exists a real and determined commitment for further improvement in the future.



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 2016 Year 12 cohort were as follows:

- 94 percent of students achieved the Western Australian Certificate of Education (WACE)
- 45 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 17 students achieved an ATAR of 80-90
- 39 percent of students completed Certificate Courses in Vocational Education Training (VET)
- 87 percent of students studying Vocational Education Training (VET) competencies achieved at least one full qualification with a minimum Certificate II or higher.

9. Post School Destinations

- 80 students of the cohort are currently studying at University
 - 10 students at The University of Notre Dame
 - 30 students at Curtin University
 - 3 students at Edith Cowan University
 - 7 students at Murdoch University
 - 8 students at The University of Western Australia
- 20 students of the cohort are currently studying or have deferred a course at TAFE
- The balance of students have joined the workforce (including apprenticeships) or sought private training organisations.

10. Annual School Improvement

See tables 1 - 5.



Annual School Report - 2016

System Strategic Outcomes (LEAD)	Strategic Plan Link (School)	SMART Goals (Specific, Measurable, Achievable, Result Orientated, Timed)	QCS Component link	Success indicators (How we will know we have been successful)
<p>Learning</p> <p>Enhance Student achievement and wellbeing</p>	<ul style="list-style-type: none"> Curriculum Development. 	<ul style="list-style-type: none"> Establish a whole school Literacy Support Program. <p>Yes – Fully achieved</p>	<p>Education: 301 – An Explicit Improvement Agenda.</p> <p>Education: 302 – Analysis and Discussion of Data.</p> <p>Education: 307 – Differentiated Teaching and Learning</p>	<ul style="list-style-type: none"> LST appointed for the start of 2016. LSPR is established for the commencement of 2016 and reviewed throughout. Other Teacher support established to assist LST. Specific target groups established and evolve throughout the year. Analysis of the LSPR, through consideration of Student data, so as to properly consider any future changes and, where deemed necessary, implement such changes.
	<ul style="list-style-type: none"> Teaching and Learning. 	<ul style="list-style-type: none"> Implement a consistent whole school approach for Provisions for Students with Additional Needs. <p>Yes – Fully achieved</p>	<p>Education: 302 – Analysis and Discussion of Data.</p> <p>Education: 307 – Differentiated Teaching and Learning.</p>	<ul style="list-style-type: none"> An ongoing list for the Provisions for Students with Additional Needs is established for the start of 2016. SEQTA is utilised to communicate such information All assessments include such provisions.
	<ul style="list-style-type: none"> Data Analysis. 	<ul style="list-style-type: none"> Examine Learning Area analysis of Student PI data. <p>No - Not achieved</p> <p>We need to liaise with SEQTA to establish efficient extraction of data. Given the changes in CEWA ICT provisions, this was not attempted in 2016. Still pending as this process will be valuable.</p>	<p>Education: 302 – Analysis and Discussion of Data.</p> <p>Community: 201 – Engagement with the School Community.</p>	<ul style="list-style-type: none"> Creation of the Reports. Discussion of the Horizontal Data by Learning Areas and the development of consistent judgements in relation to Student performance.
<p>Increase Student and Staff engagement in their own learning and their own learning and faith formation</p>				

<ul style="list-style-type: none"> Teaching and Learning. 	<ul style="list-style-type: none"> Implement Professional Partnerships with a view to reflecting on Teaching and Learning. Yes – Partly achieved The ongoing measure of improved Student outcomes will be a longer term measure. 	<ul style="list-style-type: none"> Positive Psychology. 	<ul style="list-style-type: none"> Education: 301 – An Explicit Improvement Agenda. 303 – A Culture that Promotes Learning. 305 – An Expert Teaching Team. 308 – Effective Pedagogical Practices. 	<ul style="list-style-type: none"> The production of explicit professional partnership plans by Teachers as presented to Heads of Learning Area. Implicitly, improved teaching and learning in classrooms as indicated by improved Student outcomes in key assessments including NAPLAN, OLNA and WACE.
<ul style="list-style-type: none"> Positive Psychology. 	<ul style="list-style-type: none"> Consolidate Positive Psychology initiatives within Year 7 – 9 Student Seminar Program. Yes – Fully achieved 	<ul style="list-style-type: none"> Community: 201 – Engagement with the School Community. Stewardship: 401 – Staff Wellbeing. 	<ul style="list-style-type: none"> Analyse Year 7/8 Student Survey data to measure their awareness of Positive Psychology strategies and consider longitudinal analysis of such data. Continued examination of teaching pedagogies and the implementation of specific teaching and learning strategies that promote affirmation and relationships. 	<ul style="list-style-type: none"> Analyse Year 7/8 Student Survey data to measure their awareness of Positive Psychology strategies and consider longitudinal analysis of such data. Continued examination of teaching pedagogies and the implementation of specific teaching and learning strategies that promote affirmation and relationships.
<ul style="list-style-type: none"> Curriculum Development. 	<ul style="list-style-type: none"> Establishing Learning Programs and Assessment Schedules on SEQTA. Yes – Fully achieved 	<ul style="list-style-type: none"> Education: 306 – Systematic Curriculum Delivery. Community: 201 – Engagement with the School Community. 	<ul style="list-style-type: none"> Development of both upper and lower school programming and resources in Edit Program from each respective Learning Area. Analysis of data take up by Parents and Students as measured through server use. Implementation of <i>LEARN</i> and <i>ENGAGE in 2016</i>. Survey of the use and effectiveness of <i>LEARN</i> and <i>ENGAGE</i> from both Students and Parents. 	<ul style="list-style-type: none"> Development of both upper and lower school programming and resources in Edit Program from each respective Learning Area. Analysis of data take up by Parents and Students as measured through server use. Implementation of <i>LEARN</i> and <i>ENGAGE in 2016</i>. Survey of the use and effectiveness of <i>LEARN</i> and <i>ENGAGE</i> from both Students and Parents.
<ul style="list-style-type: none"> Teaching and Learning. 	<ul style="list-style-type: none"> Continue involvement in Collaborative Learning Project. Yes – Partly achieved The ongoing measure of improved Student outcomes will be a longer term measure. 	<ul style="list-style-type: none"> Education: 302 – Analysis and Discussion of Data. 303 – A Culture that Promotes Learning. 305 – An Expert Teaching Team. 307 – Differentiated Teaching and Learning. 308 – Effective Pedagogical Practices. 	<ul style="list-style-type: none"> Post Paragraphing results as analysed against Pre Paragraphing results. Analysis of NAPLAN, OLNA and WACE Student performance in Literacy. 	<ul style="list-style-type: none"> Post Paragraphing results as analysed against Pre Paragraphing results. Analysis of NAPLAN, OLNA and WACE Student performance in Literacy.
<ul style="list-style-type: none"> Teaching and Learning. 	<ul style="list-style-type: none"> Yes – Fully achieved 	<ul style="list-style-type: none"> Education: 301 – An Explicit Improvement Agenda. 302 – Analysis and Discussion of Data. 303 – A Culture that Promotes Learning. 307 – Differentiated Teaching and Learning. 	<ul style="list-style-type: none"> Degree of informed Staff analysis on Student progress and the resultant targeted critical discussions. 	<ul style="list-style-type: none"> Degree of informed Staff analysis on Student progress and the resultant targeted critical discussions.

<p>Engagement</p> <p>Enhance parental engagement in their child's learning and faith formation</p>	<ul style="list-style-type: none"> Building Community. 	<ul style="list-style-type: none"> House Competition promoted as part of College culture. Yes – Fully achieved 	<p>Community: 201 – Engagement with the School Community.</p> <p>Education: 303 – A Culture that Promotes Learning.</p>	<ul style="list-style-type: none"> House Competition implemented in 2015 and finalized in 2016. House Competition with new name, becomes established as part of Lumen Christi College.
	<ul style="list-style-type: none"> Communication. 	<ul style="list-style-type: none"> Plan for the implementation of SEQTA Engage (ConnexP) and SEQTA Learn (ConnexTS). Yes – Fully achieved 	<p>Community: 201 – Engagement with the School Community.</p>	<ul style="list-style-type: none"> Implementation of <i>LEARN</i> and <i>ENGAGE</i> in 2016. Survey of the use and effectiveness of <i>LEARN</i> and <i>ENGAGE</i> from both Students and Parents. Feedback sought on the implementation process.
	<ul style="list-style-type: none"> Student Excellence. 	<ul style="list-style-type: none"> Trial Elevate Study Skills for Year 7. Yes – Fully achieved We are looking to examine Aussie Optimism as Year 7 in 2017. 	<p>Education: 303 – A Culture that Promotes Learning.</p> <p>Education: 306 – Systematic Curriculum Delivery.</p>	<ul style="list-style-type: none"> Elevate Study Skills Program is effectively delivered as part of the Year 7 curriculum in 2016. Elevate Study Skills Program is properly reviewed throughout 2016. The possible expansion of the Elevate Program into other Year Groups is determined by the analysis of Year 7 Trial in Term 4 2016.
<p>Develop our people to be leaders in Catholic Education's mission</p>	<ul style="list-style-type: none"> Building Community. 	<ul style="list-style-type: none"> Develop a broad range of Co-curricular activities that are available to Students and ensure Staff have committed to a nominal amount of 40 hours per year. Yes – Fully achieved Co-Curricular - The priorities and school requirement will change in the new Strategic Plan. 	<p>Stewardship: 401 – Staff Wellbeing.</p> <p>402 – Pastoral Care of Students.</p>	<ul style="list-style-type: none"> A broad range of co-curricular programs are provided for Students. Co-curricular programs are prioritised according to Student and school requirements. Staff are fully aware and committed to their co-curricular responsibilities.

Accountability				
<p>Increase understanding of our individual and collective responsibility for Catholic Education's mission</p> <p>Ensure inclusivity, good governance and the resource allocation required to meet our mission</p>	<ul style="list-style-type: none"> Stewardship. 	<ul style="list-style-type: none"> Begin consultation and planning for College Strategic Directions (2017 - 2020). Yes – Fully achieved 	<p>Community: 201 – Engagement with the School Community.</p> <p>Education: 301 – An Explicit Improvement Agenda.</p>	<ul style="list-style-type: none"> Formation and endorsement of Strategic Directions 2017 – 2020. Establish a calendared cyclic process of plan and review for annual components of the Strategic Directions document. Complete aspects of the Strategic Directions; <ul style="list-style-type: none"> Annual Improvement Plan. Annual School Review. Annual School Report.
	<ul style="list-style-type: none"> Stewardship. 	<ul style="list-style-type: none"> Consider College Management Structure from 2017. Yes – Fully achieved 	<p>Community: 201 – Engagement with the School Community.</p> <p>Education: 304 – Targeted Use of School Resources.</p>	<ul style="list-style-type: none"> Future College Management Structure is presented for beyond 2017 (status quo is an option).
	<ul style="list-style-type: none"> Governance. 	<ul style="list-style-type: none"> Audit of Disability Funding and allocation of resources. No – Not Achieved Despite our very best efforts, the changing nature of the funding Model (politically) has meant that certainty is not achievable. 	<p>Education: 304 – Targeted use of School Resources.</p> <p>Stewardship: 402 – Pastoral Care of Students.</p>	<ul style="list-style-type: none"> Funding is adequate to support the resourcing and Pastoral Care of Students identified as having a Disability. The College has certainty regarding annual funding as part of Budget planning.
	<ul style="list-style-type: none"> Stewardship. 	<ul style="list-style-type: none"> Finalise and submit CDP Plan (2016 – 2020). Yes – Fully achieved 	<p>Education: 301 – An Explicit Improvement Agenda.</p> <p>304 – Targeted use of School Resources.</p>	<ul style="list-style-type: none"> College Capital Development Plan (2016 – 2020).
	<ul style="list-style-type: none"> Stewardship. 	<ul style="list-style-type: none"> Establish a 3 Year Financial Plan for 2017. No – Ongoing into next year 	<p>Education: 301 – An Explicit Improvement Agenda.</p> <p>304 – Targeted use of School Resources.</p>	<ul style="list-style-type: none"> College 3 Year Financial Plan (2017 – 2020)

<h1>Discipleship</h1>	<p>Enhance opportunities for personal faith development</p>	<ul style="list-style-type: none"> Evangelisation Evangelisation 	<ul style="list-style-type: none"> Review College Evangelisation Plan (2014 – 2016). Yes – Fully achieved Begin consultation and planning for College Evangelisation Plan for 2018. No – Not Achieved Research project was conducted within the College to gain consultation on future direction. To be considered as part of next CEP. 	<p>Catholic Identity: 101 – Systematic Evangelisation Planning.</p> <p>Catholic Identity: 101 – Systematic Evangelisation Planning.</p>	<ul style="list-style-type: none"> Determine the effectiveness and reach of the existing College Evangelisation Plan (CEP), including those strategies implemented mid year as a result of ongoing review. - Forward any suggestions to be considered for the next College Evangelisation Plan (2017). Students and Staff consulted on the future directions of faith formation and evangelisation. - College Evangelisation Plan (2017) is endorsed by CEWA in 2016 in readiness for implementation in 2017.
		<ul style="list-style-type: none"> Faith Development. Outreach. 	<ul style="list-style-type: none"> Review and examine Retreat programs – (Students and Staff). Yes – Partly achieved Further planning and implementation of Retreat Programs to follow. Establish a Lumen Outreach Fund and give clarity to various charitable projects. Yes – Fully achieved 	<p>Catholic Identity: 102 – Integrating Catholic Faith, Life and Culture.</p> <p>Catholic Identity: 102 – Integrating Catholic Faith, Life and Culture. Community: 203 – Wider Community Partnerships.</p>	<ul style="list-style-type: none"> Staff and Students feedback should indicate positive growth for our Students. - Implementation of a Staff Retreat for 2017/2018. Lumen Outreach Fund is established which provides clarity to College fundraising events and the support of prioritised charitable projects.

In Conclusion

Since its inception, Lumen Christi College has established a fine tradition of providing a quality Catholic education for its students. I am excited by the journey ahead and confident in the ability of our College to meet the challenges of its mission to be an inclusive, creative learning Community, centred in Christ, committed to the education and development of each individual in a changing world.

A handwritten signature in blue ink that reads "Darren O'Neill". The signature is written in a cursive, flowing style.

Darren O'Neill

Principal



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