

A photograph of three students in school uniforms standing in front of a colorful wall. The wall is decorated with various colorful panels, possibly artwork or educational displays. The students are wearing maroon blazers with a school crest on the pocket, light blue shirts, and red ties. The two girls on the left are wearing plaid skirts, and the boy on the right is wearing grey trousers. The text '2017 Annual Report' is overlaid in large white font.

2017 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 2017 calendar year.



2017 Annual School Report



PART ONE

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. 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 ‘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 state of the art Performing Arts Centre, Senior Transition Centre, large Sports Centre, Manual Arts Centre, Junior Transition Centre and recently refurbished classroom centres. 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 (ATAR Courses) 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 2017, Lumen Christi College employed 78 teaching staff. Staff members qualifications are as follows:

Qualification	Number Held by Teaching Staff
Certificate	8
Diploma	21
Bachelor Degree	94
Graduate Diploma	32
Masters Degree	10
PhD	1

3. Workforce Composition

According to our 2017 Census (August) Lumen Christi College personnel included the following:

- 78 Teaching staff (28 males and 50 females)
- 51 Non-teaching staff (11 males and 40 females)
- Indigenous Staff (1 Male, non-teaching)

4. Student Attendance at School

Lumen Christi College had a student attendance record of 92.5% for 2017, as shown below:

Year Group	Female Percentage (%) of Attendance	Male Percentage (%) of Attendance
Year 7	97	90
Year 8	85	90
Year 9	88	95
Year 10	95	85

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 2017	All Australian Schools' Average	Lumen Christi College Average	Percentage (%) of Students who achieved at or above the National Standard	
			Lumen Christi College	Australia
Numeracy	592	586	99	96
Reading	581	574	96	92
Writing	552	564	90	82
Spelling	581	581	95	91
Punctuation/Grammar	574	564	94	89

Year 7 2017	All Australian Schools' Average	Lumen Christi College Average	Percentage (%) of Students who achieved at or above the National Standard	
			Lumen Christi College	Australia
Numeracy	554	550	98	95
Reading	545	533	99	94
Writing	513	506	92	88
Spelling	550	551	97	93
Punctuation/Grammar	542	530	92	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:

96.1 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).	97.4
Communication from the College is written in an understandable way.	96.3
The campus is clean and pleasant.	95.3
Communication from the College is meaningful and respectful.	96.1
Parents are encouraged to be involved in the College in all kinds of ways.	93.9
Parents are kept informed about school programs, events and activities.	95.3
Parents feel welcomed when they join the College community.	94.4
Parents have the opportunity to participate in the life of the College.	90.2
The Christian message is central to the mission of the school.	92.6
Students are encouraged to make decisions about their work and to take responsibility for their learning.	86.3
Catholic symbols and icons are visible throughout the campus.	87.3
The fundamental beliefs of the Catholic faith are expressed in meaningful and practical ways e.g. Eucharistic celebrations, Liturgy of the Word, class prayer.	88.5
Students are encouraged to be accountable for their actions.	85.7



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 (Parents and Students)
- Sporting Teams, Music Groups, Dance Groups, other
- Awards Nights
- Other College events
- College Tours (2017 – 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 2017 Year 12 cohort were as follows:

- 92 percent of students achieved the Western Australian Certificate of Education (WACE)
- 45 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 15 students achieved an ATAR of 80-90
- 55 percent of students completed Certificate Courses in Vocational Education Training (VET)
- 100 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

- 69 students of the cohort are currently studying at University
 - 7 students at The University of Notre Dame
 - 27 students at Curtin University
 - 6 students at Edith Cowan University
 - 23 students at Murdoch University
 - 6 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 - 6.

ASIP Review – Annual School Report 2017

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
Learning	1. Use student data to identify learning issues as early as possible	<p>Establish a consistent whole school approach to effectively analyse existing student performance data and seek new ways to analyse such data</p> <p>ACHIEVED</p>	<p>301 An Explicit Improvement Agenda</p> <p>302 Analysis and Discussion of Data</p>	<p>A culture of academic rigour and challenge</p> <p>Higher levels of student achievement</p>	<p>Progress made in using student data to identify learning issues, as below:</p> <ul style="list-style-type: none"> • Carried to 2018 as part of ongoing process and longitudinal tracking of PPR • Extracting PPI data each semester and linking to Student Reports (Need to focus now on Learning Srea analysis) • Targeted work of HOLAS Maths & English (NAPLAN & OLNA) • Targeted work of HOLARE (for BRLA) • Literacy Support Advisor analyses data with view for intervention • A process for analysing and presenting Academic Data is established with a view to identifying trends. <p>Future Development:</p> <ul style="list-style-type: none"> • A student directed 'My Report' is considered for 2018 • An annual process for analysing and presenting Student Performance Data (PPI) is established with a view to identifying individual and cohort trends and identifying significant changes (improvement or decline) • An annual process for analysing and presenting both Academic and Student Performance Data is established in all Learning Areas with a view to identifying trends and adjusting curriculum and/or pedagogy within Learning Areas • Automating PPI data • Allowing LA analysis data of PPI • Looking for Leading Lights analytics to assist
Learning	2. Establish intervention programs to meet individual student need – support programs for Students experiencing difficulty and extension programs for high achieving Students	<p>Establish specific student learning programs for those students identified as needing additional literacy support</p> <p>ACHIEVED</p>	<p>301 An Explicit Improvement Agenda</p> <p>302 Analysis and Discussion of Data</p> <p>303 A Culture that Promotes Learning</p> <p>307 Differentiated Teaching and Learning</p>	<p>A culture of academic rigour and challenge</p> <p>Higher levels of student achievement</p>	<ul style="list-style-type: none"> • Literacy Support Intervention Program (Year 7-9) is established for the commencement of 2017 (Plans to include numeracy intervention for 2018) • Restructure of core learning classes, Yr7-10 • Foundation Studies levels for appropriate Year 11 and 12 Courses are established • Additional teacher support is allocated to assist Literacy Support and LST in 2018 • Ongoing analysis of the LS Program, through consideration of student data, so as to properly consider any future changes and, where deemed necessary, implement such changes • OLNA Support Groups established • Commencement of Learning Plans for each Aboriginal Student for 2018 (established in 2017) • Commencement of a weekly AIME Tutoring Sessions at the College for Aboriginal Students – 2017 & beyond • College Membership with Dyslexia Speld Foundation, enabling continued access to quality PL and high-quality resources • Active promotion of quality, evidence-based PL focused on students with Learning Difficulties

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Learning		<p>Establish specific student learning programs for those students identified as requiring academic extension</p> <p>ACHIEVED</p>	<p>301 An Explicit Improvement Agenda</p> <p>302 Analysis and Discussion of Data</p> <p>303 A Culture that Promotes Learning</p> <p>307 Differentiated Teaching and Learning</p>	<p>A culture of academic rigour and challenge</p> <p>Higher levels of student achievement</p>	<ul style="list-style-type: none"> Senior School Tutorials commenced in the G Centre and are formalised for 2017 Existing GATS, Learning Clubs etc. are properly analysed with a view to expansion in 2018-19 Education Perfect, ACER Maths, etc are well established <p>Future Development:</p> <ul style="list-style-type: none"> Look to analyse various extension programs with a view to appointing an Academic Excellence Coordinator in future (2018/2019)
	6. Establish a consistent school-wide approach to increasing the resiliency of Students and their level of confidence in their ability to learn	<p>Consolidate Positive Psychology initiatives, focusing on student resiliency strategies and opportunities for student affirmation</p> <p>ACHIEVED</p>	<p>303 A Culture that Promotes Learning</p> <p>402 Pastoral Care of Students</p>	<p>A culture of academic rigour and challenge</p> <p>Increased student engagement in their own learning</p>	<ul style="list-style-type: none"> Scope and Sequence of Seminar Programs (7-12) have definite reference to Positive Psychology strategies Child Safety Curriculum is embedded across all years throughout the school. Audit in 2017 for implementation in 2018 College Psychologist to intentionally build personal capacity in Positive Education through targeted PL and the building of greater professional networks Establishment of Seminar Committee in Term 2 which has proposed a comprehensive sequential scope for Seminar Periods for Years 7-10 and a program for 2018 onwards including: <ul style="list-style-type: none"> Pos ED – ongoing Christian Service Study Skills Drug/alcohol/Cyber Safety Sport - house Activities House/Year Group Assemblies This has been completed and is ready for implementation in 2018
Learning					

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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
Engagement	2. 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	Establish a program of Professional Partnerships and Reflective Practice that provides a consistent structure for each individual teacher to positively examine the/their teaching and learning process NOT ACHIEVED	303 A Culture that Promotes Learning 305 An Expert Teaching Team 308 Effective Pedagogical Practices	Increased teaching quality and consistency	Future Development: <ul style="list-style-type: none"> College has implemented a comprehensive, objective, longitudinal Middle Leaders' Appraisal tool, which is aligned to AITSL Standards. This provides appraisals with fine-grained feedback, Professional Coaching and the opportunity to set clear goals, and measure growth longitudinally through successive Appraisals Commence a cycle of staff good practice presentations at respective LA meetings with a view to showcasing 'best practice' presentations at whole Staff Meetings. Instigate a 'Concurrent Sessions' day of PL in 2018
Engagement		Professional Partnerships NOT ACHIEVED	303 A Culture that Promotes Learning 308 Effective Pedagogical Practices	Increased teaching quality and consistency	Future Development: <ul style="list-style-type: none"> Professional Partnerships and cycle of observations and reflections were informally encouraged in 2017 Looking to establish a formal whole school approach in 2018

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<p>Engagement</p>	<p>3. Provide time and structured opportunities to recognise effective practice and share these more broadly with colleagues</p>	<p>Examine the type, allocation and structure of Professional Development opportunities so as to target shared best practice relative to the professional growth needs of individual teachers</p> <p>PARTLY ACHIEVED</p>	<p>303 A Culture that Promotes Learning 308 Effective Pedagogical Practices</p>	<p>Increased teaching quality and consistency Growth of leaders through learning</p>	<ul style="list-style-type: none"> With the Collaborative Project, opportunities have been provided for the sharing of practice between Learning Areas with the 5 High Impact Strategies Enhanced knowledge and application of AITSL Standards to various aspects of learning and teaching A focus on best practice and peer observation becomes a regular feature of Staff Meetings, PL days and similar. To be implemented in 2018 Achieved with a focus on Teaching & Non – teaching Staff Accreditation, and the implementation of CEWA's Leading Lights in 2017 and beyond HOLA Learning Support undertook 'Train the Trainer' PL in Protective Behaviours so all Learning Support Teaching Staff and TAs will be trained for 2018 ATA attended National Conference on Aboriginal Education ATA undertaking Cert III to become 'Qualified' in 2018 College Psychologist undertook targeted Positive Education PL Family Counsellor undertook targeted PL related to the role throughout 2018 College Psychologist undertook <i>Turning into Teens</i> course to conduct Ensured all members of SST have currency in Gatekeeper PL Engagement of CEWA Consultants to provide targeted PL on: <ul style="list-style-type: none"> Code of Conduct Mandatory Reporting Keeping Safe: Child Protection Curriculum Implementation of Leading Lights and future migration of College IT. Active promotion of PL opportunities for Non-teaching Staff to build capacity in roles, and as Middle – Leaders within the College A 'Technology for Learning' Coordinator has been appointed to improve the use of technology in the classroom <p>Future Development:</p> <ul style="list-style-type: none"> Sharing of teaching practice as coordinated through respective LA and Staff meetings. To be coordinated by Deputy Principal (Teaching & Learning), Deputy Principal (Staffing & Operations) and Technology for Learning Coordinator

ASIP Review – Annual School Report 2017

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
<p>Accountability (Stewardship)</p>	<p>1. Hold exit interviews to obtain feedback on where the College is not achieving the desired outcomes articulated in this plan</p>	<p>Conduct exit interviews with all students (including graduating cohort) and Staff exiting the College so as to ascertain their experiences, thoughts and opinions on our performance and potential for improvement relative to our Strategic Plan</p> <ul style="list-style-type: none"> Exit Interviews with Staff have not been undertaken in 2017 <p>NOT ACHIEVED</p>	<p>201 Engagement with the School Community 302 Analysis and Discussion of Data</p>	<p>Strong enrolment of new Students and retention of existing Students Community that continues to be inclusive and welcoming</p>	<p>Future Development:</p> <ul style="list-style-type: none"> Student questionnaire and follow up interview questions have been established (different types) and Student Exit Interviews need to be formalised. Such interviews will form part of the overall clearance and exit process Must establish a formal exit survey for Yr12s in 2018. (Using five Guiding Lights) SST and DO to look at in 2018
<p>Accountability (Stewardship)</p>	<p>4. Plan for continued upgrades to classrooms, grounds and Staff facilities ensuring spaces are contemporary, attractive and conducive to learning</p>	<p>Implement the respective stages within the College Capital Development Plan (2016 -2020) and establish other improvement and maintenance plans as required</p> <p>ACHIEVED</p>	<p>304 Targeted Use of School Resources</p>	<p>Good governance and resource allocation to advance our mission</p>	<p>Ongoing Maintenance and ICT Plan is established and financial planning allows for upgrade and maintenance of buildings and facilities beyond 2017. ICT infrastructure supports current teaching pedagogy trends. Short term financial planning (3 to 5 years) is indicative of student enrolment numbers. Outsourcing of Facilities Hire has a positive impact financially and the PAC and Sports Centre is fully maintained. In 2017, the CDP projects continued with the finalisation of the Administration block and renovations, the upgrade of Block B and Block C classrooms. The front landscaping and entrance work also commenced in 2017 with:</p> <ul style="list-style-type: none"> The finalisation and commencement of the front landscape The installation of the Station Street Entrance, gate and wall The installation of a new road surface to the front carpark Improvement to all front of College drainage Maintenance and renovation to the Administration building facade <p>The 2017 minor CDP items include:</p> <ul style="list-style-type: none"> The Canteen has been offered funding to upgrade its facilities Renovation to the College Library Renovation to the Manual Arts Offices Renovation works to commence in G Centre Due to storm damage, the College PA System has been replaced <p>The ELT and the Grounds & Maintenance Manager have sought advice and pricing on outsourcing grounds work for 2018. A decision TBC</p> <ul style="list-style-type: none"> A Five-year ICT and Grounds Maintenance Plan has been initiated A new contract has been finalised in regards to our 1:1 ICT Leasing Program. The College has decided to go with HP on a staggered lease program Upgrade to College Server due to classroom upgrades have occurred in 2017 ICT has prepared and commenced rollout of Leading Lights – CEWA initiative The College has outsourced the Facilities Hire New Departmental budget application process implemented in 2017 Weekly meetings initiated with Property & Maintenance Manager and ICT Manager to discuss Capital and Finance (Financial projections will determine the next phase of the CDP)

ASIP Review – Annual School Report 2017

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
Discipleship	1. Promote a strong understanding of the new College mission and Guiding Lights	Understand, include and celebrate the new College Mission and Guiding Lights in all aspects of College life and culture ACHIEVED	102 Integrating Catholic Faith, Life and Culture 401 Staff Wellbeing 402 Pastoral Care of Students	Ongoing support for personal development Understanding of the College Mission and Guiding Lights	<ul style="list-style-type: none"> College Community is aware and shows understanding of the Guiding Lights. References to Mission and Guiding Lights are consistently made by Staff and Students. Areas of College Marketing include Guiding Lights. Mission and Guiding Lights are visible around the College. <ul style="list-style-type: none"> Launched Lumen Love Posters of Guiding Lights throughout the College Renewed Retreat programs for 2018 Mission Identity in ALL Newsletters and College Assemblies Expanded exposure in College Annual Renovation of Chapel Fortnightly Thursday Masses Significant Liturgical Celebrations Students referring to Guiding Lights in Public addresses Promotion of Staff prayer Development and improvements in Christian Service Learning (more community base) Celebration of the Eucharist at major College events eg: Graduation Guiding Lights indicated consistently on: <ul style="list-style-type: none"> eBoards College signs Student organiser College Stationery Different – Guiding Lights focus at each assembly Focus on one Guiding Light at each Whole School Assembly SST end of Year Awards are based on Guiding Lights Positive SEQTA entries recorded under one of the Lights New Positive Awards system – LUCE Award New Care Management Plan for 2018 refers to Guiding Lights
	4. Review existing evangelisation Plan with the view of producing a new Plan	In light of the new College Strategic Plan, develop a new College Evangelisation Plan for introduction in 2018 PARTLY ACHIEVED	101 Systematic Evangelisation Planning 102 Integrating Catholic Faith, Life and Culture	Ongoing support for personal development Passion and commitment to service of those less fortunate Understanding of the College Mission and Guiding Lights	<p>Future Development:</p> <ul style="list-style-type: none"> Actions and strategies are current – see below New Evangelisation Plan to be launched at start of 2018. Evangelisation Plan which includes Mission & Guiding Lights Although the Evangelisation Plan was not addressed due to its expiry being 2019 many areas of the Evangelisation Plan were initiated. The Evangelisation Plan is part of the 2018 ASIP. However, several aspects have been established in 2017. Evangelisation Plan items covered in 2017: <ul style="list-style-type: none"> Homeroom Masses Retreat Programs have been reviewed and changed Prayer focus in each classroom Take Christian Service Learning (7-11) into the Community Improve ratio of Accreditation of all staff Guiding Lights have been a real and genuine focus

PART TWO

1. Board Chairperson's Report

As the curtains fall on 2017, it is important to celebrate the fantastic year which has passed. The foundation laid in 2016 with the Strategic Plan, the Capital Development Plan and the empowerment of the Heads of Learning Area has already catalysed significant change in the College and we have much to be proud of as a community.

The commencement of the Capital Development Program has seen the fitting out of B and C blocks to create two modern and spacious centres for scholarship. Concurrently staff have enjoyed improvements to the administration centre and we can all be rightfully proud of our refreshed entrance which welcomes students, staff and visitors to our beautiful and expansive campus.

The strong focus on the Light of Excellence over the last few years is now paying dividends. Several years ago the College implemented the "positive performance indicators" which quantify the application of students to their studies with the finding that approximately 10% of the student population were achieving award-level performance. This year, we celebrate that figure growing to approximately 30% showing that the students themselves are pushing the standard higher. In the same period, the median ATAR result at the College has risen 13%. Congratulations to the students for this growth in personal excellence and also to our Pastoral Care team for their dedication to the welfare of our sons and daughters.

Also demonstrating the Light of Excellence we celebrate a step change in literacy outcomes this year. The English Department have implemented new strategies to improve literacy proficiency with the outcome that across several key performance indicators an improvement of 58-68% has been achieved in a single academic year. This step change is nothing short of stunning and has been recognised internationally with Lumen Christi College being used as an international case study by Professor Lyn Sharratt, a leading international author on educational change. Congratulations to the all Learning Areas for this outstanding performance and to the College Staff as a whole for adopting cutting edge teaching philosophies and achieving international recognition.

We celebrate the Light of Creativity in our community this year with two outstanding events. Firstly, the College hosted its major performance event Miss Antigone. This outstanding performance was received with enthusiasm by patrons and showcased the ongoing strength of the Arts at Lumen Christi College. Congratulations to the cast and supporting staff for their superb efforts. Complementing that performance, we congratulate the Year 10 Young ICT Explorers team who achieved the first perfect score ever awarded to a team in this competition, winning their category and competing in the national event. Congratulations to these students for delivering their vision to a national standard and to those teachers who fostered this outcome.

Our community can also celebrate a collective Light of Example, raising \$26,000 towards charitable outcomes including Matrix Mission, Project Compassion, Young Vinnies and Life Link. All of these projects make a difference in the world and propagate our Catholic values creating hope and optimism. However, it also grows our individual humanity which is a necessary component of developing well rounded citizens whose task is to shape our future world.

As a note to fellow parents, I would like to draw attention to the difficult funding climate for all schools. On this basis, I would ask parents to ensure timely and full payment of fees as this is a key pillar of support that is necessary to maintain excellence in teaching and facilities in our College. The strength of the College community across such a broad range of pursuits is testament to the dedication of staff and students and it is no surprise that Lumen Christi College continues to sustain strong student numbers. It is certain that the strategic platform supporting these achievements is catalysing significant positive change and that makes the year ahead so much more exciting.

God bless, and may the Light of Christ shine on all that we do.

Lincoln Morton

Chairman of the Board

2. Provisional Budget Statement

2018 Budget Highlights

Given the prevailing economic conditions, the 2018 College Budget has been drafted on the following parameters:

Indicator	Comment
Student Numbers	Stable
Operating Income Growth	2.5%
Operating Expense Growth	1.9%

The aims of the College Board in framing the 2018 Budget were:

- Minimal fee increases
- Affordability
- Cost savings & efficiencies
- Improved student & College resources.

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 form resilient young men and women with a passion to learn and to be a light for others.



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