



Lumen Christi College Board Meeting

Annual General Meeting

Wednesday, 23 November 2016

PRINCIPAL'S REPORT - 2016

INTRODUCTION:

This now concludes my fourth year as the Principal of Lumen Christi College. The time has allowed me to continue to gain a true appreciation of all aspects of College life and to plan more strategically for the future with a view to establishing sustained school improvement and growth. Having engaged all parts of our College Community in a year long process of consultation and feedback, it is with a mixture of optimism and determination that we launch our College Strategic Plan (2017 - 2020). This plan outlines our hopes and aspirations for the foreseeable few years and acts as 'light', guiding the manner in which we plan for positive change and then implement and direct such change – all with the formation of our Students as central in our mission. The Strategic Planning process has allowed all members of our College Community – Students, Families, and Staff – to come together with a sense of purpose and optimism for the future ahead. I was certainly impressed by the genuine nature in which people generously contributed in this regard and I was humbled by the support and encouragement from so many.

The Students of our College are wonderful young men and women. I am always amazed at their abilities and they deserve much praise for their generosity of spirit and time. There exists a seemingly endless potential that can be found in youth and we are forever grateful of being part of their journey of development and growth. While we are thankful for the wonderful facilities and great variety of academic programs at Lumen Christi, I am very aware that our true blessing lies in the quality of the Students we have in our College.

As I have mentioned in several forums, Student achievement and welfare is greatly enhanced when the school and the home enjoy a positive and meaningful partnership centred on the care and progress of each and every Student. I continue to be most grateful for the support of Parents and Families in fostering positive Family/College relationships. In our seemingly ever darkening world, the ability of the Family and the College to present a consistent message about respect for others and right choice, all within the framework of sound Christian values, greatly assists Students to develop and grow with a degree of certainty and to be a 'light for others'.

The Staff at our College are dedicated to the Students and continue to work very hard to serve them both inside the classroom and in a variety of capacities beyond the classroom. I warmly acknowledge all of our College Staff - teaching, non-teaching and management - for the manner in which they are implementing the ever increasing flow of educational changes and the growing measures of accountability placed on schools. Likewise, I appreciate their willingness in managing and supporting the many initiatives that have been introduced at a school level. The welfare of each and every Student and the desire to deliver the best possible educational outcomes for all Students, remains at the core for all College Staff.

I continue to take great pride in being part of this wonderful Community and consider it a privilege to serve the Students, Staff and Parents as Principal of this College.

2016 – YEAR IN REVIEW:

In accordance with directives from Catholic Education Western Australia (CEWA), and as part of the Quality Catholic Schools initiatives for sustained school improvement, the Annual School Report is required to follow a set format and be reflective of the Annual School Improvement Plan (ASIP). Complying with such guidelines, the following Annual School Report will examine each of the Goals set out in the 2016 ASIP and provide commentary on the respective *'success indicators'*.

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) |
|---|--|--|--|--|
| Learning Enhance Student achievement and wellbeing Increase Student and Staff engagement in their own learning and faith formation | | | | |
| | <ul style="list-style-type: none"> Curriculum Development. | <ul style="list-style-type: none"> Establish a whole school Literacy Support Program. <p style="color: blue;">Yes – Fully achieved</p> | Education: 301 – An Explicit Improvement Agenda. Education: 302 – Analysis and Discussion of Data. Education: 307 – Differentiated Teaching and Learning | <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 style="color: blue;">Yes – Fully achieved</p> | Education: 302 – Analysis and Discussion of Data. Education: 307 – Differentiated Teaching and Learning. | <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 style="color: red;">No - Not achieved</p> <p style="color: red;">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> | Education: 302 – Analysis and Discussion of Data. Community: 201 – Engagement with the School Community. | <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. | |

| | | | | |
|--|---|---|---|--|
| | <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. <p>Yes – Partly achieved</p> <p>The ongoing measure of improved Student outcomes will be a longer term measure.</p> | <p>Education:</p> <p>301 – An Explicit Improvement Agenda. 303 – A Culture that Promotes Learning.</p> <p>305 – An Expert Teaching Team. 308 – Effective Pedagogical Practices.</p> | <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. <p>Yes – Fully achieved</p> | <p>Community:</p> <p>201 – Engagement with the School Community.</p> <p>Stewardship:</p> <p>401 – Staff Wellbeing.</p> | <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. <p>Yes – Fully achieved</p> | <p>Education:</p> <p>306 – Systematic Curriculum Delivery.</p> <p>Community:</p> <p>201 – Engagement with the School Community.</p> | <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. <p>Yes – Partly achieved</p> <p>The ongoing measure of improved Student outcomes will be a longer term measure.</p> <p>Yes – Fully achieved</p> | <p>Education:</p> <p>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.</p> <p>Education:</p> <p>301 – An Explicit Improvement Agenda. 302 – Analysis and Discussion of Data. 303 – A Culture that Promotes Learning. 307 – Differentiated Teaching and Learning.</p> | <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. Degree of informed Staff analysis on Student progress and the resultant targeted critical discussions. |

| Engagement | | | | |
|---|---|--|---|---|
| Enhance parental engagement in their child's learning and faith formation | <ul style="list-style-type: none"> Building Community. | <ul style="list-style-type: none"> House Competition promoted as part of College culture. <p>Yes – Fully achieved</p> | <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 (ConneqtP) and SEQTA Learn (ConneqtS). <p>Yes – Fully achieved</p> | <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. <p>Yes – Fully achieved</p> <p>We are looking to examine Aussie Optimism as Year 7 in 2017.</p> | <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. |
| Develop our people to be leaders in Catholic Education's mission | <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. <p>Yes – Fully achieved</p> <p>Co-Curricular - The priorities and school requirement will change in the new Strategic Plan.</p> | <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 | | | | |
|---|---|--|--|---|
| Increase understanding of our individual and collective responsibility for Catholic Education's mission | <ul style="list-style-type: none"> Stewardship. | <ul style="list-style-type: none"> Begin consultation and planning for College Strategic Directions (2017 - 2020). <p>Yes – Fully achieved</p> | <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. |
| Ensure inclusivity, good governance and the resource allocation required to meet our mission | <ul style="list-style-type: none"> Stewardship. Governance. | <ul style="list-style-type: none"> Consider College Management Structure from 2017. Audit of Disability Funding and allocation of resources. <p>Yes – Fully achieved</p> <p>No – Not Achieved</p> <p>Despite our very best efforts, the changing nature of the funding Model (politically) has meant that certainty is not achievable.</p> | <p>Community: 201 – Engagement with the School Community.</p> <p>Education: 304 – Targeted Use of School Resources.</p> <p>Education: 304 – Targeted use of School Resources.</p> <p>Stewardship: 402 – Pastoral Care of Students.</p> | <ul style="list-style-type: none"> Future College Management Structure is presented for beyond 2017 (status quo is an option). 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). <p>Yes – Fully achieved</p> | <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. <p>No – Ongoing into next year</p> | <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) |

| Discipleship | | | | |
|--|--|---|---|---|
| Enhance opportunities for personal faith development | <ul style="list-style-type: none"> Evangelisation . Evangelisation . | <ul style="list-style-type: none"> Review College Evangelisation Plan (2014 – 2016). <p>Yes – Fully achieved</p> <ul style="list-style-type: none"> Begin consultation and planning for College Evangelisation Plan for 2018. <p>No – Not Achieved</p> <p>Research project was conducted within the College to gain consultation on future direction. To be considered as part of next CEP.</p> | <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. |
| Increase enrolment of the vulnerable, poor and marginalised as a visible sign of our faith in action | <ul style="list-style-type: none"> Faith Development. Outreach. | <ul style="list-style-type: none"> Review and examine Retreat programs – (Students and Staff). <p>Yes – Partly achieved</p> <p>Further planning and implementation of Retreat Programs to follow.</p> <ul style="list-style-type: none"> Establish a Lumen Outreach Fund and give clarity to various charitable projects. <p>Yes – Fully achieved</p> | <p>Catholic Identity: 102 – Integrating Catholic Faith, Life and Culture.</p> <p>Catholic Identity: 102 – Integrating Catholic Faith, Life and Culture.</p> <p>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. |

OTHER POINTS OF NOTE:

Western Australian Certificate of Education (WACE)

Lumen Christi College:

- 172 Full time and eligible Year 12 Students
- 170 (98.8%) Students achieved their WACE Graduation
- 172 Full time and eligible Year 12 Students
- 69 Students (38%) completed VET
- % of Students achieving Certificate II or higher was:
87.14% (60 Students)
- (ranks 106 of 167 schools)

a) Academic Achievement:

• 2015 Year 12 Academic Results – Lumen Christi College

Lumen Christi College had 172 Full time and eligible Year 12 Students in 2015

Western Australian Certificate of Education (WACE)

- 170 (98.8%) Students achieved their WACE Graduation

* Changes to the WACE from 2016 will see this achievement of WACE Graduation decrease.

• Australian Tertiary Admissions Rank (ATAR)

- 99 Students (52%) generated an ATAR
- % of Stage 3 Courses with a WACE Score of 75 or more was; 0.76%
- Median ATAR was: 69.85 % – (ranks 101 of 140 schools)

Our Individual Student's (ATAR)

- 7 Students achieved an ATAR score above 90:
- 17 Students achieved an ATAR score between 80 - 90:
- 10 Students achieved an ATAR score between 75 - 80:

• Vocational Education and Training (VET)

- 73 Students (42%) completed VET
- % of Students achieving Certificate II or higher was:
87.1% (63 Students) – (ranks 106 of 171 schools)

• In analysing these results, some positives should be highlighted;

- Some individual Student ATAR results were very good and reflected their effort.
- The Median ATAR score improved from the previous year as did our ranking amongst other schools. However, there is no escaping the fact that our overall ATAR performance is lower than would be hoped.
- The VET program continues to produce outstanding results. As a College that offers a comprehensive suite of Certificate Courses (from Cert. 2 – Cert. 4 ... and Vet@Lumen and Vet@TAFE), the success of our Students completing appropriate VET Courses and progressing onto chosen pathways should be acknowledged and celebrated.

- In contrast, the overall ATAR results remain somewhat disappointing. Furthermore, such results follow a trend over the past seven years of College data in respect to ATAR performance.

Historic - Year 12 ATAR Results

| Year | No. of Students | % achieving WACE | Median ATAR | LCC Ranking / schools |
|------|-----------------|------------------|-------------|-----------------------|
| 2010 | 146 | 97.2 | 64.8 | 108/124 |
| 2011 | 152 | 96.4 | 66.5 | 106/126 |
| 2012 | 136 | 98.6 | 70.2 | 84/134 |
| 2013 | 148 | 99.3 | 68.8 | 110/136 |
| 2014 | 76 | 100 | 65.5 | 111/127 |
| 2015 | 172 | 98.8 | 69.85 | 101/140 |

- As stated previously, internal analysis has identified that many Students have been choosing the wrong courses and limiting their opportunities for achievement.
- Immediate changes were implemented in 2014 and 2015 with respect to the process for Course selection. This has had some effect on 2016 pathway choices and this is likely to affect expected 2016 results.
- Our current Year 11 Students (Year 12, 2017) have certainly received a more thorough and comprehensive counselling process. This involved every Student and their Parents participating in Course Counselling interview/s in which Student data and course data were explored with a view to making more informed Course choices.
- The result has been a significant shift in the ratio of Students choosing the ATAR Pathway compared to the General Pathways (as shown below). This ratio is more reflective of other testing data completed by our Students in lower school (NAPLAN, MYAT, OLNA, etc.).
- We await the 2016 and 2017 ATAR results (* WACE changes will affect the analysis).

Change in ratio of Students in ATAR Pathway versus General Pathway

| Year | No. of Year 12 Students | ATAR Pathway % | General Pathway % |
|----------------|-------------------------|----------------|-------------------|
| 2012 | 136 | 65 | 35 |
| 2013 | 148 | 66 | 34 |
| 2014 | 77 | 62 | 38 |
| 2015 | 172 | 58 | 42 |
| 2016 | 129 | 46 | 54 |
| 2017 | 168 | 49 | 51 |
| 2018 (@ Yr 11) | 138 | 51* | 49* |

b) Staffing

- A comprehensive review of our class structures combined with the new timetable changes has also resulted in a significant change in the ratio of Teaching Staff to Students. This is illustrated in the table below.
- A continued focus on the Literacy Support and our Learning Support (Students with Additional Needs) will slightly inflate our FTE for 2017.

| Year | Teachers (FTE) | Student Numbers | Ratio |
|------|----------------|-----------------|-------|
| 2010 | | | 11.55 |
| 2011 | | | 11.72 |
| 2012 | 75.9 | 904 | 11.91 |
| 2013 | 72.8 | 891 | 12.2 |
| 2014 | 72.7 | 873 | 12.1 |
| 2015 | 76.44 | 997 | 13.0 |
| 2016 | 81.86 | 990 | 12.09 |
| 2017 | 81.75 | 1000 | 12.23 |

- As is part of the normal processes in any school, College Staffing has had several changes throughout 2016. This has been due to factors such as Long Service Leave, Parental Leave, Temporary Contracts and Resignations. Some particular aspects of Staffing in 2016 and into 2017 include;
 - The retirement of Cathy Marie Tommasi (Deputy Principal), Steve Holborow (Head of English), Anne Kennedy (Ministry Coordinator) and resignation of Leon Carrol (Head of House).
 - The appointment of;
 - Sabrina Hughes – Deputy Principal Staffing and Operations
 - Silvana Vicoli – Deputy Principal Mission and Identity
 - Marie Noble – HOLA Mathematics
 - Marc De Lima – HOLA English

c) College Events:

- School Commenced 2 February (996 Students @ Census)
- College Community Mass 21 February (approx.1100 in attendance)
- Easter Liturgies 24 March
- Harmony Day 5 April
- Mother's Day Liturgy & Breakfast 6 May
- College Production- Hairspray 12 – 14 May
- Mid - Year Exams May/June
- Lumen Day 28 June
- Ski Tour – Melbourne 1 – 8 July
- Catholic Performing Arts Festival August (992 Students @ Census)
- Father's Day Liturgy & Breakfast 2 September
- Student Leader's Dinner 19 September
- Lumen Live and Big Gig 22 & 23 September
- Year 12 Mock Exams October (988 Students @ Census)
- Year 12 Graduation 21 – 23 October
- WACE Exams November
- Year 7, 2017 Orientation 11 November
- Presentation Evenings 28 & 29 November

- Final day for Students (7-10)

9 December

d) Student Numbers:

We began the academic year with 996 Students. Throughout the year we have had a total of 45 Students leave our College (43 in 2015, 70 in 2014, 91 in 2013). Many of our Student departures appear to be factors such as family break-ups, employment re-locations and the economic downturn. Throughout the year, we have had a total of 56 Students commence at the College. We conclude the year with a current Census figure of 982 Students @ November 2016.

We are not quite fully subscribed with our expected numbers of Year 7 Student enrolments commencing at the start of next year. However, a continued trend of Students commencing in Year 10 and Year 11 (for greater pathways opportunities) has meant that we are confident that we will commence next year with over 1000 Students.

PROJECTED ENROLMENTS FOR 2017 AS @ 18/11/2016

| | 2016 Existing Students | Expected Students | 2017 Waiting To Be Interviewed | 2017 Offered | 2017 Accepted Enrolment | Registered Enquiries | Total Students | Projected Census 2017 | Expected Census 2017 |
|--------------|------------------------|-------------------|--------------------------------|--------------|-------------------------|----------------------|----------------|-----------------------|----------------------|
| Y7 | | | 1 | | 177 | 1 | 178 | 178 | 178 |
| Y8 | 183 | 0 | 2 | | 3 | | 188 | 180 | 182 |
| Y9 | 193 | 0 | 1 | | 3 | 2 | 197 | 189 | 191 |
| Y10 | 152 | 0 | | | 5 | 2 | 157 | 149 | 151 |
| Y11 | 147 | 0 | | | 2 | 1 | 149 | 136 | 139 |
| Y12 | 175 | 0 | | 1 | 1 | | 177 | 168 | 169 |
| TOTAL | 850 | 0 | 4 | 1 | 191 | 6 | 1046 | 1000 | 1010 |

e) Campus:

A new five year maintenance contract with Programmed Maintenance has commenced this year. Other specific campus upgrades have included;

- The scheduled work for the staged upgrade of the presentation space in the Western side of the Sports Centre was completed. This included: A new AV and Screen, Wall cladding, Fans, Extractors, etc.
- Upgrades to the presentation space of the 'Common' within the Senior Transition Centre (G Centre) was completed.
- Minor upgrades including new carpet, painting and some re-configuration of office spaces has occurred throughout the College.
- New security and safety lighting and other landscaping and paving was completed.
- New entrance signage, lighting and banner displays were completed.

In October, the College was verbally informed that the College CDP (2016 – 2020) was approved. We can now proceed with;

- Stage 3
- (a) Re-design the internal spaces within the current Administration Block.
 - (b) Re-surface Entrance 1 (Station Street) and improve the College entrance.
 - (c) Refurbish B & C Block (to create an extra classroom in each).

- Stage 4
- (a) Refurbish J Block (to create an extra classroom).
 - (b) Build a new Cafeteria space.

For 2017 (commencing in 2016);

Stage 3:

Given the distinctive context of each part of Stage 3, we are now looking to divide the scope of these works into separate projects. In the short term, we will look to;

(a) Re-design the internal spaces within the current Administration Block.

- After considerable consultation with the current Administration Team and the Architects, a plan to re-configure the administrative space has been determined. This will present a more spacious welcoming, functional and modern reception and work space area. This will also accommodate functional office space for the additional Deputy Principal and a more practical office space for our second College Psychologist.
- This scope of works is considered a boutique build/refurbishment. It does not need Council approval. Given the relatively small size of these works and the very tight timeline over the Christmas holiday period and the need to have the College Administration operational for the start-up to the 2017 school year, smaller Builders will be approached to quote/tender on this project. The Architects have indicated that there is an initial Expression of Interest from three (3) small Builders to this point.

b) Re-surface Entrance 1 (Station Street) and improve the College entrance.

- In consultation with the Architects, and in light of preliminary surveys and estimates from Civil Contractors, this project will be undertaken in three separate stages to facilitate normal functions of the school year.
- Civil Engineering and initial re-surfacing of the first part of the driveway from Entrance 1 (Station Street) will commence in January/February 2017.
- Additional carparks and then the final landscaping to link through to the Administration Entrance and Reception will occur throughout the latter part of the year and into the commencement of 2018.
- This scope of works will need to go out to Tender in the very near future. The Architects have indicated that there is an initial Expression of Interest from at least two (2) Builders to this point.

c) Refurbish B & C Block (to create an extra classroom in each).

- This is the major building project of Stage 3. Timelines have been established such that the C Block will be completed and ready for handover by the Mid-year (July 2017) holidays. This will then allow a straight transition to commencing the B Block in order to complete it by the end of 2017. This scope of works will need to go out to Tender in November. Architects have indicated that there is an initial Expression of Interest from at least ten (10) Builders to this point.
- As outlined previously, this timeline allows for minimal disruption to classes and only requires one Demountable Classroom (already sourced and ready for installation) to be brought onto site in order to compensate for projected classroom shortfalls – both short and medium term.
- The B & C block refurbishment will have a similar feel to the recently completed Junior Transition Centre (M Block) and will establish one additional classroom in each block. This will assist in future proofing for projected future growth in Student numbers.

2017 – A VIEW TO NEXT YEAR:

The new **College Strategic Plan 2017 – 2020** will guide the planning and school improvement initiatives for the next few years. This plan has emerged from a year long process of consultation and discussion with all stakeholders within our College Community.

- It clearly states our Mission as a College;
... drawing inspiration from our College name; Lumen Christi – the Light of Christ, our mission is to:
Form resilient young men and women with a passion to learn and to be a light for others.
- It speaks of our Guiding Lights;
... Our Guiding Lights underpin our mission and are a daily reminder of the way that we will approach our daily teaching and learning. We are called to be a:
 - Light of Faith
To have an optimistic faith and to appreciate and be good stewards of the blessings of life.
 - Light of Excellence
We are challenged to shine, to develop our gifts, to achieve our personal best and to share our talents for the benefit of others.
 - Light of Welcome
We are challenged to welcome, to develop an inclusive Community and to be a safe place where all are known and belong.
 - Light of Example
We are challenged to lead, to demonstrate respect, understanding and compassion for others and to make a difference.
 - Light of Creativity
We are challenged to value ideas, to explore possibilities, to have an optimistic faith and to appreciate diversity.
- Using the four key elements established by CECWA; Learning, Engagement, Accountability (Stewardship) and Discipleship (LEAD) – the Strategic Plan outlines the College’s strategic priorities for the next four years and the outcomes against which future performance will be measured. Twenty Five (25) ‘Strategies to Achieve’ have been established as part of the Plan.

Once again, as part of the CEWA Quality Catholic Schools initiatives for sustained school improvement, a view to next year will be reflective of the initial strategies set out as part of the Annual School Improvement Plan (ASIP) for 2017. The various Middle Management (LTT, SST and CMT) and Senior Management Groups (ELT) within the College have embarked on prioritizing the initial Strategies for 2017 – as part of the College Strategic Plan.

While respective strategies, processes, timelines and resources are still being planned for, the College Strategic Plan sets out a clear agenda for school improvement over the next few years. Next year certainly looms as being a busy, but very exciting year, with a continued focus on the learning and the teaching process.

ACKNOWLEDGEMENTS:

In conclusion, on behalf of the Lumen Christi College Community, I would like to take this opportunity to acknowledge and thank several groups who have contributed to the life and ongoing development of our College throughout this year.

I begin by thanking the Students of this College who so generously and consistently give of their time, energy and talent. I would encourage them to continue to strive for personal excellence and, in so doing, make the most of their many gifts.

I wish to thank the Parents and Families of Lumen Christi. As a College, we acknowledge your role as the primary educators of your children and look to assist you in their formation and development. There is no more important job than parenting; thank you for entrusting us with your children and for your willingness to support the College in all that we do.

I wish to thank all members of the College Staff for their work this year and for their willingness to do 'the extra' in pursuit of continual school improvement. The varied work of the College Staff and their ability to make meaningful connections with the Students is another reminder that the 'Light of Christ' is very much present within our College.

I also wish to acknowledge the College Board, and its various sub-committees, and the Parents and Friends Committee. I am very appreciative of the time, support and timely advice given by the various members and would like to thank them all for their discernment in decision-making, energy in support and vision for the future.

To all within our College Community, I extend my prayerful best wishes for a very happy and holy Christmas Season.

May the Light of Christ shine upon you.

Darren O'Neill
Principal