



Lumen Christi College Annual General Meeting

Wednesday, 6 December 2017

PRINCIPAL'S ANNUAL REPORT - 2017

INTRODUCTION:

In nearing completion of my fifth year as the Principal of Lumen Christi College, I continue to grow in my appreciation of all aspects of our very busy College life. While continuing to attend to matters of an immediate nature, the launch of our College Strategic Plan (2017-2020), has certainly required me to keep a definite focus on some longer term strategic planning with a view to bringing about sustained school improvement and growth. Our Strategic Plan outlines our hopes and aspirations for the foreseeable few years and it has acted as 'light', guiding the manner in which we have planned, implemented and directed positive change – all with the formation of our Students as central in our mission. I have been impressed by the generous manner in which people have contributed in this regard and for the genuine enthusiasm our Lumen Christi Community has for the future ahead. This is a wonderful school, permeated by warmth and friendliness and I continue to be humbled by the kindness, understanding, patience and genuine encouragement of so many people.

Our College Strategic Plan clearly states our Mission. Drawing inspiration from our College name; our Mission is to: *Form resilient young men and women with a passion to learn and to be a light for others.*

Our five Guiding Lights underpin our Mission. Throughout this year, our Guiding Lights and have provided a real focus for all within our College. They act as a daily reminder, guiding the way that we should approach our daily teaching and learning. We are called to be a:

- *Light of Faith:* We are challenged 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.

Our Guiding Lights have been embraced by our College community and will continue to be a reference point for much of our school improvement initiatives in the coming years. In my address at the recent Presentation Evening, I highlighted the ways in which the respective Guiding Lights were shining within our College. This reflects the combined efforts of all within our community and should remain a source of great pride and satisfaction for all that has been achieved.

The students of our College are wonderful young men and women who deserve much praise for the way they engage in College life and give so generously of their time and talents. There exists a wonderful generosity of spirit amongst the students and I often find myself amazed at their abilities and seemingly endless potential. While we are grateful for our 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.

I wish to thank the parents and families of Lumen Christi and acknowledge your role as the primary educators of your children. As a College, we look to assist and complement you in the formation and development of your children. 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 and in fostering positive Family/College relationships. 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 that is centered on the care and progress of each and every student. In our increasingly secular society, the ability of the Family and the College to present a consistent message about respect for others and making right choices, 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 College Staff are dedicated to our students and work very hard to serve them both, inside the classroom and in a variety of capacities beyond the classroom setting. I sincerely acknowledge our College Staff - teaching, non-teaching and senior management - for the manner in which they are managing and implementing the constant raft of educational changes and the ever-increasing accountability measures placed on schools. Likewise, I appreciate their patience, understanding and genuine effort in implementing and supporting the many changes that continue to be introduced at a school level as part of our own strategic improvement process.. I would also caution them by suggesting that there are more changes ahead, always mindful of student achievement and with a view to school improvement. I admire that the overarching concern of the College Staff, at all times, remains the individual student and the desire to deliver the best possible educational outcomes for all students.

I am delighted to be a part of this wonderful community and consider it a privilege to serve the students, staff and parents as Principal of Lumen Christi College.

2017 – 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 2017 ASIP and provide evidence on the respective '*success indicators*'.



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 style="text-align: center; color: red; font-weight: bold;">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 HOLA RE (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 style="text-align: center; color: red; font-weight: bold;">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		Establish specific student learning programs for those students identified as requiring academic extension <p style="text-align: center; color: red; font-weight: bold;">ACHIEVED</p>	301 An Explicit Improvement Agenda 302 Analysis and Discussion of Data 303 A Culture that Promotes Learning 307 Differentiated Teaching and Learning	A culture of academic rigour and challenge Higher levels of student achievement	<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 Future Development: <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)
Learning	6. Establish a consistent school-wide approach to increasing the resiliency of Students and their level of confidence in their ability to learn	Consolidate Positive Psychology initiatives, focusing on student resiliency strategies and opportunities for student affirmation <p style="text-align: center; color: red; font-weight: bold;">ACHIEVED</p>	303 A Culture that Promotes Learning 402 Pastoral Care of Students	A culture of academic rigour and challenge Increased student engagement in their own learning	<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

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
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	<p>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</p> <p style="text-align: center; font-weight: bold;">NOT ACHIEVED</p>	<p>303 A Culture that Promotes Learning</p> <p>305 An Expert Teaching Team</p> <p>308 Effective Pedagogical Practices</p>	Increased teaching quality and consistency	<p>Future Development:</p> <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		<p>Professional Partnerships</p> <p style="text-align: center; font-weight: bold;">NOT ACHIEVED</p>	<p>303 A Culture that Promotes Learning</p> <p>308 Effective Pedagogical Practices</p>	Increased teaching quality and consistency	<p>Future Development:</p> <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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Engagement	3. Provide time and structured opportunities to recognise effective practice and share these more broadly with colleagues	<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 style="text-align: center; color: red; font-weight: bold; font-size: 1.2em;">ACHIEVED</p>	<p>303 A Culture that Promotes Learning</p> <p>308 Effective Pedagogical Practices</p>	Increased teaching quality and consistency Growth of leaders through learning	<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 College Psychologist undertook <i>Tuning into Teens</i> course to conduct throughout 2018 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

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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
Accountability (Stewardship)	1. Hold exit interviews to obtain feedback on where the College is not achieving the desired outcomes articulated in this plan	<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 style="text-align: center; color: red; font-weight: bold;">NOT ACHIEVED</p>	<p>201 Engagement with the School Community</p> <p>302 Analysis and Discussion of Data</p>	<p>Strong enrolment of new Students and retention of existing Students</p> <p>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
Accountability (Stewardship)	4. Plan for continued upgrades to classrooms, grounds and Staff facilities ensuring spaces are contemporary, attractive and conducive to learning	<p>Implement the respective stages within the College Capital Development Plan (2016 -2020) and establish other improvement and maintenance plans as required</p> <p style="text-align: center; color: red; font-weight: bold;">ACHIEVED</p>	304 Targeted Use of School Resources	Good governance and resource allocation to advance our mission	<ul style="list-style-type: none"> 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; <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 carparks Improvement to all front of College drainage Maintenance and renovation to the Administration building façade The 2017 minor CDP items include; <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 The ELT and the Grounds & Maintenance Manager have sought advice and pricing on outsourcing grounds work for 2018. A decision TBC 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 roll-out 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)

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Discipleship	1. Promote a strong understanding of the new College mission and Guiding Lights	<p>Understand, include and celebrate the new College Mission and Guiding Lights in all aspects of College life and culture</p> <p style="text-align: center; color: red; font-weight: bold;">ACHIEVED</p>	<p>102 Integrating Catholic Faith, Life and Culture</p> <p>401 Staff Wellbeing</p> <p>402 Pastoral Care of Students</p>	<p>Ongoing support for personal faith development</p> <p>Understanding of the College Mission and Guiding Lights</p>	<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. • Launched Lumen Love <ul style="list-style-type: none"> • 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
Discipleship	4. Review existing evangelisation Plan with the view of producing a new Plan	<p>In light of the new College Strategic Plan, develop a new College Evangelisation Plan for introduction in 2018</p> <p style="text-align: center; font-weight: bold;">PARTLY ACHIEVED</p>	<p>101 Systematic Evangelisation Planning</p> <p>101 Integrating Catholic Faith, Life and Culture</p>	<p>Ongoing support for personal faith development</p> <p>Passion and commitment to service of those less fortunate</p> <p>Understanding of the College Mission and Guiding Lights</p>	<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

OTHER POINTS OF NOTE:

1. ANALYSIS OF YEAR 12 RESULTS – 2016

- Western Australian Certificate of Education (WACE)

Lumen Christi College:

- 129 Full time and eligible Year 12 Students
- 93.8% Students achieved their WACE Graduation
 - Changes to the WACE requirements in 2016 related to achievement of OLNA

- Australian Tertiary Admissions Rank (ATAR)

- 143 Schools were registered as having students completing ATAR courses.

Lumen Christi College:

- 58 Students (45%) generated an ATAR
- Median ATAR was 74% (*ranks 91 of 143 schools*)

Our Individual Students ATAR:

- 4 Students achieved an ATAR score above 90
 - One student qualified for College Academic Honours*
- 15 Students achieved an ATAR score between 80 - 90
- 9 Students achieved an ATAR score between 75 - 80

- Vocational Education and Training (VET)

- 164 Schools were registered as having students completing VET courses.

Lumen Christi College:

- 69 Students (54%) achieved a Certificate II or higher was:
 - One student qualified for College Academic Honours*

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

- The Median ATAR score improved from the previous year as did our ranking amongst other schools.
- There was a significant increase in the Median ATAR score for 2016 (74%) from the previous year (69.85%).
- Some individual Student ATAR results were very good and reflected their effort. It was pleasing to see one of our ATAR students achieve College Academic Honours.
- However, there is still room for improvement in our overall ATAR performance. A deeper analysis of the ATAR performance within Learning Areas (and respective Courses) has begun.
- The VET program continues to produce very pleasing results. As a College that offers a comprehensive suite of Certificate Courses (from Cert. 2 – Cert. 4; and the respective Vet@Lumen and Vet@TAFE options), the success of our Students completing appropriate VET Courses and progressing onto chosen pathways should be acknowledged and celebrated.
- It was pleasing to see one of our VET students achieve College Academic Honours and achieve a SCASA Award for *Excellence in VET*.

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	68.3	94/134
2013	148	99.3	68.8	110/136
2014	76	100	65.5	111/127
2015	172	98.8	69.85	101/140
2016	129	93.8 *	74	91/143

- An examination of this historic data in 2014/2015 identified that many Students had been choosing the wrong courses and limiting their opportunities for achievement.
- Immediate changes were implemented and a more thorough process for Course Selection was introduced in 2015. 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.).
- This has had some effect (limited because of two year pathways) on 2016 pathway choices and may, in part, point to the improved ATAR results in 2016.
- We await 2017 ATAR results (* WACE changes will affect the analysis).

Change in ratio of Students in ATAR Pathway versus General Pathway at Year 12

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	44	56
2018	128	51	49
2019 (@ Yr 11)	147	42	58



2. Staffing

- The College continues to review class structures and timetable combinations with a view to finding increased efficiencies in terms of the ratio of Teaching Staff to Students (this is illustrated in the table below).
- A continued focus on the Literacy Support classes and our ongoing support of the Learning Support Area (Students with Additional Needs) has affected these ratios in recent years.
- Given the tight fiscal position projected for 2018, some significant staffing reductions were implemented, while maintaining support for the aforementioned programs.

Year	Teachers (FTE)	Student Numbers	Ratio
2010			11.35
2011	75.6	871	11.52
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	990	12.11
2018	78.17	990	12.66

- As is part of the normal processes in any school, College Staffing has had several changes throughout 2017. This has been due to factors such as Long Service Leave, Parental Leave, Temporary Contracts and Resignations. Some particular aspects of Staffing from 2017 and into 2018 include;
 - The end of temporary Acting role of Keith Gilbert (Deputy Principal); the resignation of Karen Young (Head of H & PE), Mandy Corkill (Head of Learning Support), Louise Branson (Head of House), Ben Shaw (Sports Coordinator).
 - The appointment of;
 - Don Parnell – Deputy Principal Teaching and Learning
 - Phillip Oddie – HOLA Health and PE
 - Melissa Nibali – HOLA Learning Support
 - Jordan Tirli – Head of Yagan House
 - Joshua Ainsworth – Sports Coordinator

3. College Events:

- School Commenced	1 February (1001 Students @ Census)
- College Community Mass	19 February (approx.1200 in attendance)
- Harmony Day	22 March
- Easter Liturgy	6 April
- Mother's Day Liturgy & Breakfast	14 May
- Mid - Year Exams	May/June
- Lumen Day	27 June
- Ski Tour – Melbourne	30 June – 7 July
- Catholic Performing Arts Festival	August (990 Students @ Census)
- Father's Day Liturgy & Breakfast	3 September
- Student Leader's Dinner	18 September
- Lumen Live and Big Gig	21 & 22 September
- Japan Tour	22 September – 4 October
- Year 12 Mock Exams	October
- Year 12 Graduation	20 – 21 October
- WACE Exams	November
- Year 7, 2017 Orientation	10 November
- Presentation Evenings	27 & 28 November
- Final day for Students (7-10)	8 December

4. 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). An increasing number of our Student departures appear to be related to financial concerns related to 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 2017.

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 1000 Students.

PROJECTED ENROLMENTS FOR 2018 AS @ 20/11/2017

	2017 Existing Students	Expected Students	2018 Waiting to be interviewed	2018 Offered	2018 Accepted Enrolments	Registered Enquiries	Total Students	Projected Census 2018 (% calc.)	Expected Census 2018
Y7			2	2	174	2	180	180	180
Y8	174	0	0	2	3	1	180	180	179
Y9	182	0	0	1	2	5	190	186	188
Y10	185	1	0	0	4	5	195	190	188
Y11	141	1			0	5	147	142	140
Y12	128	0				0	128	126	126
TOTAL	810	2	2	5	183	18	1020	1004	1001



5. Campus:

- The five-year External Painting Contract with Programmed Maintenance continues in 2017 (second year).
- AV and sound upgrades to the college Chapel completed.
- A Facilities Hire Manager was appointed for 2017. This has allowed the College to seek and be granted new compliance and certification for the PAC and Sports Centre (these were long overdue!). Initial investment was required to attend to some important improvements and upgrades
 - It is expected that the income generated from facilities Hire will continue to grow in the coming years. A Facilities Maintenance and Upgrade Plan will need to be developed.
- CCI (Insurance) have now began investigations into the state of the Senior Transition Building (G Centre). Specifically, the constant cracking and subsidence of foundations are being investigated through a team of independent Engineers and Building Consultants. Reports are due in December 2017.
- Work of repairing the Manual Arts Office and Preparation Area are scheduled for January 2018.
- A one-year Turf Maintenance Program has been negotiated with Programmed Maintenance for 2018.
- Minor Library upgrades (removal of redundant gas heaters, painting, new carpet, upgrade to service area) has already commenced with a view to completion in January 2018.
- Upgrades to vehicle access paths in and around the grounds, Dam and Sports Centre have been completed.
- Upgrades and improvement of facilities to the Canteen have been completed as associated to a Special Purpose Grant.

College CDP (2016 – 2020)

Stage 3:

- a) Re-design of the College Administration Block
 - This commenced in January 2017 and was completed in early February 2017 – for the commencement of the Academic Year.
 - The Defect Period closes in January 2018. All defects have been addressed.
 - This has delivered a more welcoming and spacious entrance and Reception Area, and a more functioning Administrative Space.
- b) Re-surface Entrance 1 (Station street) and Improvement to College Entrance
 - The re-surfacing of the driveway entrance and car parks was completed by April 2017.
 - The series of drainage ponds were found to be inadequate during heavy rainfall periods in July. As a result, a further drainage solution was completed in August and appears to have resolved these issues.
 - The landscaping of the administration/Reception commenced in November 2017 and is expected to be complete by February 2018. Unplanned delays in this project have been frustrating.
 - Further planting will take place in the seasonal winter months.

- c) Refurbish B and C Blocks
 - Work commenced on C Block in November 2017 and practical completion occurred at the start of July 2018. Students and staff began full use of the rooms on 24 July 2017.
 - The Defect Period closes in July 2018. Most defects have been addressed.
 - Work commenced on B Block in July 2017 and is on schedule for practical completion on 15 January 2018. Students and staff are expected to fully utilise the facilities for the commencement of the 2018 Academic Year.
 - The Defect Period closes in January 2019.
- Other aspects of the College CDP (2016 – 2020) will need to be examined in light of Stage 3 completions.



2018 – A VIEW TO NEXT YEAR:

The College Strategic Plan 2017 – 2020 will continue to guide the planning and school improvement initiatives for the next few years. This plan emerged from a long process of consultation and discussion with all stakeholders within our College Community and the process requires a thorough review of previous ASIP documents.

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 period 2017 – 2020; 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 2018. The various Middle Management (LTT, SST and CMT) and Senior Management Groups (ELT) within the College have embarked on prioritising the initial Strategies for 2018 – as part of the College Strategic Plan.

While respective strategies, processes, timelines and resources are still being planned for, the 2018 ASIP Plan sets out a clear agenda for school improvement. Next year certainly looms as being a busy, but very exciting year, with a continued focus on the learning and the teaching process.

College Strategic Plan (2017 – 2020) Annual Goals

	Strategic Goals	2017 ASIP	2018 ASIP	2019 ASIP	2020 ASIP
Learning:					
1	Use Student data to identify learning issues as early as possible.	Yes - Complete			
2	Establish intervention programs to meet individual student need – support programs for Students experiencing difficulty and extension programs for high achieving Students.	YES - largely complete	Continue (DP/KG)		
3	Implement a consistent school-wide approach to the teaching of Literacy and Numeracy.				
4	Expand use of problem solving strategies and critical thinking techniques in the Year 7 to 9 learning program.		(DP)		
5	Increase the opportunities for collaboration and creative thought in the Year 7 to 9 learning program.			*	
6	Establish a consistent school-wide approach to increasing the resiliency of Students and their level of confidence in their ability to learn.	Yes - Complete			
7	Establish a consistent school-wide structure and intensity for the delivery of lessons in Year 10 to 12.			*	
8	Review the College calendar of events and the timetable to minimise interruptions and maximise the time available for teaching.		*Commenced 2017 (SH)		
Engagement:					
1	Enable and support increased opportunities for the professional growth of Staff.				
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.	NO	(DP and SH)		
3	Provide time and structured opportunities to recognise effective practice and share these more broadly with colleagues.	* IN PART	(DP and SH)		
4	Develop middle leaders in the College to model, lead and support their colleagues in striving for personal excellence in their teaching practice.				
5	Increase Staff use of technology that raises Parental engagement in their child's learning and understanding of their academic progress.			* DP & Pete Brown	
6	Establish Parent forums on topics linking to their needs, through the Parents & Friends Association.			*	
7	Provide opportunities for Parents and alumni to become and remain active members of the College Community.				
Stewardship:					
1	Prioritise within annual budgets the foci in this plan – meeting individual Student needs, Literacy and Numeracy intervention, Staff professional learning and ongoing development of Staff.		*Commenced 2017 (DO)		
2	Develop a plan to increase Community knowledge of the strengths and achievements of the College.				
3	Hold exit interviews to obtain feedback on where the College is not achieving the desired outcomes articulated in this plan.	NO	(DO and NM)		
4	Plan for continued upgrades to classrooms, grounds and Staff facilities ensuring spaces are contemporary, attractive and conducive to learning.	Yes - Complete			
Discipleship:					
1	Promote a strong understanding of the College mission and Guiding Lights.	Yes - Complete			
2	Review and revitalise retreat programs for Students and Staff.		*Commenced 2017 (SV)		
3	Continue to develop opportunities for Students, Staff and Parents to meet the needs of those in the Community through Christian Service.		*Commenced 2017 (SV)		
4	Review and enact the College Evangelisation Plan.		(SV)		
5	Increase outreach to the various multicultural groups in the Community.				
6	Promote the strengths of Lumen Christi College as the 'first choice' for secondary education in the region.				

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 and be a Light of Excellence and Light of Example within our school.

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 wise considerations and ongoing 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

