



Annual Report

2023



LUMEN CHRISTI COLLEGE

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 2021 calendar year.

2023 Annual Report

1. Contextual Information

Established in 1984, Lumen Christi College is a Catholic co-educational secondary school of nearly 1000 students from Years 7 to 12. The College is located in the suburb of Martin. The College name, Lumen Christi, or the Light of Christ, reflects our Catholic identity. Our mission is "To form resilient young adults with a passion to learn and to be a light for others".

This mission underpins our purpose to provide opportunities that allow each student to become the best person they can be. Our Vision for Learning, "Discover Together", challenges us to inspire excellence within a welcoming community. We work collaboratively to explore possibilities, spark curiosity, nurture creativity, and foster innovation. Together, we create a connected and supportive learning environment, inspired by the Light of Christ.

Our Vision for Learning encompasses the three pedagogical principals of Connect, Explore and Empower, which are interconnected and inspire us to have a shared Vision for Learning through which we 'Discover Together.' Teaching and Learning programs are contemporary, utilise the latest technology and respond to the ever-changing demands of the modern world.

The spacious campus has an excellent range of facilities. We are an inclusive learning community centred in Christ, committed to the education and development of each student. A range of pathways cater for the diverse needs of our students, including direct entrance to university (ATAR Courses) and a comprehensive range of Vocational Education and Training (VET) opportunities. These VET courses offer nationally accredited qualifications and valuable work experience, providing access to post-school destinations such as TAFE, university, traineeships, and apprenticeships.

The College is committed to the pursuit of personal excellence in every sphere of life. Students participate in a range of faith formation and co-curricular activities including opportunities in sport, the Arts and student leadership. The College has a reputation for excellent pastoral care with a focus on student wellbeing. Staff value the dignity and worth of each student, creating a positive learning environment, in which the needs of individual students are catered for. Students are encouraged to strive to achieve their personal best and to 'Discover Together' to develop their gifts and talents.

2. Teacher Standards and Qualifications

In 2023, Lumen Christi College employed 82 teaching staff.

Qualification	Number Held by Teaching Staff
Certificate	9
Diploma	25
Bachelor Degree	91
Graduate Diploma	24
Masters Degree	17
PhD	0

3. Workforce Composition

According to the 2023 Census (August), College personnel have the following composition:

- 82 Teaching staff (32 males and 50 females)
- 54 Non-teaching staff (12 males and 42 females)
- 3 Indigenous Staff (3 females, non-teaching)

4. Student Attendance at School

Lumen Christi College had a student attendance record of 88.1% for 2023, as shown below:

Year Group	Female Percentage (%) of Attendance	Male Percentage (%) of Attendance
Year 7	89.3	89.7
Year 8	87.5	90.2
Year 9	85.7	88.6
Year 10	86.2	88.5
Year 11	87.9	86.1
Year 12	87.8	89.8

Parents are requested to inform the College of any student absences by contacting the College's direct absentee line. This may be done by email, phone message or speaking directly with Student Services staff. Parents are contacted by Student Services staff via text message on the morning of an absence where students have been marked as absent and no notification has been received confirming this.

Homeroom teachers monitor and follow up on student absence within their Homeroom group by speaking with the student and making contact home as necessary. When regular patterns of non-attendance in Homeroom occur, House Coordinators make contact home to restore student attendance.

General patterns of attendance are monitored by the relevant Heads of Year and Deputy Principals, with attendance concerns followed up in accordance with CEWA's student attendance guidelines.

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 students' scores lie between 400 and 600.

The table below shows national and school averages and the percentage of Year 7 and Year 9 students at Lumen Christi College who achieved the National Reading, Writing, Language Conventions (Spelling; Punctuation & Grammar) and Numeracy. In 2023 the achievement was measured against proficiency levels rather than bands. The students not achieving proficiency were described as developing or needing extra support. The students who met proficiency were described as exceeding or strong.

Year 7 2023	All Australian Schools' Average	Lumen Christi College Average	Percentage (%) of Students who achieved proficiency	
			Lumen Christi College	Australia
Numeracy	538	527	66	67.1
Reading	536	529	68	68.5
Writing	534	535	64	62.5
Spelling	539	539	75	72.7
Punctuation/Grammar	536	532	61	67.1

Year 9 2023	All Australian Schools' Average	Lumen Christi College Average	Percentage (%) of Students who achieved proficiency	
			Lumen Christi College	Australia
Numeracy	568	569	67	63.9
Reading	565	578	83	62.8
Writing	567	590	73	58.1
Spelling	568	580	80	70.9
Punctuation/Grammar	563	554	62	63.9

The Year 9 cohort scored above the National mean scores for Reading, Writing, Spelling and Numeracy.

The Year 7 cohort scored above the National mean average score for Writing.

6. Parent, Student and Teacher Satisfaction

The College is committed to seeking the views of key stakeholders and regularly gains feedback on areas such as Catholic Identity, academic performance, student wellbeing, co-curricular programs, teaching and learning processes, and community engagement. This feedback assists the College with its operational and strategic planning in its pursuit to continually improve the educational experience offered to students.

Staff Wellbeing

In 2023, the College completed a Staff Wellbeing Survey, facilitated by an external consultant. The purpose of the survey was to gain data on areas of strength regarding staff wellbeing as well as to identify areas where improvements can be made.

The survey responses across each section indicate that the College has taken steps towards supporting staff wellbeing and creating a positive school culture. Staff responses throughout the survey sections celebrate the positive, supportive staff relationships and the team at Lumen Christi College. Respondents recognise the efforts of the College to support them through the deployment of wellbeing initiatives, the encouragement to look after themselves and their wellbeing and attention to their development as professionals.

A summary of the data can be found below. This data has informed some of our key strategic goals for 2024:

General Staff Wellbeing

Strengths

72% (76) agree when asked if they feel emotionally strong and resilient

78% (83) of staff agree when asked if they find it easy to express their emotions in positive, constructive ways to a trusted person in their life

83% (88) of staff consider themselves to be able to bounce back after a disappointment or problem at work and in life

91% (96) of staff regard themselves as flexible and able to adapt to change positively

74% (78) of staff agree when asked if they are able to apply strategies that effectively manage their stress.

Areas for Development

A continued and more focused approach to staff wellbeing may be of benefit to staff, one that focuses on developing the capacity of the leadership team and staff to build an improved understanding of mental health and for staff to recognise the 'joint responsibility' that wellbeing entails. It will also normalise, encourage and adequately respond to staff health and wellbeing alongside the implementation of a tailored school Wellbeing Action Plan with the relevant initiatives and support options for staff.

Burnout Risk

Strengths

63% (66) of staff disagree when asked if they often doubt their abilities or capabilities

70% (74) of staff disagree when asked if they have negative thoughts about their job

73% (77) of staff disagree when asked if they feel misunderstood or unappreciated by their colleagues

79% (84) of staff disagree when asked if they feel misunderstood or unappreciated by their line manager

79% (83) of staff feel they are getting what they want out of their job

77% (82) of staff disagree when asked if they are easily irritated by small problems by their co-workers.

Areas for Development

An ongoing focus on supporting the wellbeing of both leaders and staff and building a personal and professional capacity in wellbeing will be an area of focus and professional development for the school.

Workplace wellbeing and school culture

Strengths

99% (105) of staff agree when asked if they know what is expected of them at work

94% (100) of staff regard their work as personally satisfying and/or enriching

73% (77) of staff report they are content with where they are in their career

67% (70) of staff report that their opinions seem to count at work.

Areas for Development

When reviewing this section of the survey, three key themes emerged, with the most prevalent being around workload. Workload, work/life balance, administration tasks and a lack of planning time were outlined as the leading stressors by 49-62% (52-66) of respondents. Workload and a lack of planning time are approximately 6-12% above the reported national average, and administration tasks is 4% below the national average. For reference, 54% (57) of staff consider their workload to be manageable (on par with the national average), and 38% (40) of staff report struggling with their work/life balance. Teachers are the most impacted by workload challenges, with 82% reporting it as a stressor, followed by leaders or direct reporting managers (75%) and support or administrative staff the least impacted (17%). Administration tasks are also highlighted as top stressors, mostly for teachers, with 78% reporting this as a stressor in comparison to leaders (45%) and support and administration staff (17%). These areas have been addressed to some extent in the newly agreed Teachers, Enterprise Agreement and will be a focus in 2024.

Despite the challenges faced in schools over the last three years, when asked if they would recommend the College as a place to work to others, 78% of respondents agreed, which is 5% above the national average. This indicates that the majority of staff do indeed value their place and profession at Lumen Christi College, which is to be both recognised and commended.

Vision for Learning

Over the past four years, the College has been developing a contemporary Vision for Learning and school-wide pedagogy, to enhance the quality of student learning. Central to this focus is the gaining of regular feedback from staff and students. This feedback has been instrumental in the creation of our Vision for Learning, 'Discover Together' and the school-wide pedagogy focusing on Connect, Explore, Empower. As these pedagogies are supported and developed in learning spaces, student feedback continues to be crucial to this process.

The Diagnostic Inventory of School Alignment (DISA) is an online diagnostic survey tool comprised of three surveys customised for staff, parents, and students. The DISA provides useful data for college leaders to identify perceived strengths and areas requiring attention, promote dialogue about the school with the community and support school improvement. The College community responded to the survey in 2019 and again in 2023. Key successes and areas for development identified from the 2023 data are outlined below.

Successes

Overwhelmingly, staff believe that they identify and share their successful practices within the agreed framework of our schoolwide pedagogy, and that they engage in systematic, schoolwide analysis of their current pedagogical practices. They further believe that the schoolwide pedagogy is grounded in current educational theory and is strongly linked to our vision and values. Staff also agree that they demonstrate highly positive working relationships, are enabled to learn from each other and actively engage in professional learning. They perceive that teacher leadership is encouraged and that the College has a clear process for ongoing improvement.

Staff and parents believe that technology is used purposefully to facilitate and enrich the school's pedagogy. Some staff and parents also appreciate that the environmental aesthetics of the school are of a high standing. Staff, parents and students all recognise a strong community cohesiveness, where individual and group successes are celebrated, and community participation is encouraged. Students perceive that their teachers and parents hold high expectations of their achievements.

Areas for development

Some students do not recognise a consistent framework for successful teaching and learning. Given that this is a considerable strength perceived by teachers themselves, a key focus is for teachers to share successful strategies more explicitly with students. This will also support the further engagement of students in their learning and enable them to feel a sense of worth regarding their experiences at the College. Promoting decision-making processes and providing increased opportunities for student voice in their learning is also a key focus.

Overall, the 2023 results show extremely high levels of satisfaction from staff. It is encouraging that the focus on our Vision for Learning over the last four years has resulted in such a collective buy in from staff, and this provides a strong foundation from which to progress. The data provides clear areas for development so that the whole college community may engage with our Vision for Learning and students can continue to flourish in their learning and achievement.

Uniform Update

In 2023, major steps were taken to establish a new uniform for 2024. Using the data gathered from community wide surveys and the feedback of uniform focus groups (student, parent and staff) the key values that would drive the process were established.

Key reflections from the data included a significant level of dissatisfaction with the fit and fabrics of the existing uniform in relation to wearability, the cost of the uniform (specifically the House uniform) for families and the rigidity of the uniform guideline in relation to summer and winter wear for female students. The community was evenly divided in opinion about the items that comprised the formal uniform and its wear and students felt strongly that they should have more choice about what they were able to wear each day.

The College uniform had not had any significant changes since its initial design in 1984. As the College approached its 40th anniversary and the contract with the existing supplier ended, it seemed an ideal time to complete a review and redesign. In working through each of the design phases, significant consideration was given to creating a uniform that would honour the College's history, while reflecting the voice of the current community while making a statement about the College as a contemporary place of learning.

With each of these elements considered, it was important that the driving values of the process would contribute to a final design that was comfortable for students to wear, both affordable and durable for parents and reflected the contemporary attitudes towards teaching and learning at the College. Other important considerations that were present at each stage of the process were a commitment to the Catholic Social Teachings of Stewardship and Human Dignity, in relation to the production processes and methods of goods and the resources available to both the College in families in relation to the cost of items and its longevity.

In striving to achieve these outcomes, seven uniform providers presented designs and packages for consideration and Uniform Concepts was chosen for both their attention to the brief and their excellent reputation for quality uniforms. Over a nine-month design and consultation process with Uniform Concepts, throughout which fabrics, designs and samples were presented and reviewed, final production began in October 2023.

The College officially released the new uniform to the community in November 2023, at the College assembly for students and through a digital release for the wider community. With the linguistic diversity of the College community in consideration, the video was translated into three languages in addition to English.

In planning for students to transition into the new uniform, the financial cost for families was a significant consideration and as a result, several allowances were considered to ensure that no one was significantly disadvantaged. A two-year transition phase will begin for students in years 8 – 12, with students allowed to wear a combination of uniform items throughout this period. All students beginning Year 7 and those new to the College must wear the new uniform from January 2024.

To complete the process, the College’s uniform and presentation guidelines were reviewed to reflect the contemporary design of the uniform and the feedback of staff and students. The policy allows for the transition to the new uniform over the next two years and presents the information in multiple formats.

7. School Income

School Income - Please refer to the My School web page on the ACARA website at the following address:

<http://www.myschool.edu.au/>

8. Senior Secondary Outcomes

Results for the 2023 Year 12 cohort were as follows:

- 94.3 percent of students achieved the Western Australian Certificate of Education (WACE)
- 24.3 percent of students generated an Australian Tertiary Admissions Rank (ATAR)
- Median ATAR of students was 77.6
- 7 students achieved an ATAR of 90+ (top 10 percent of students in the state). A further 9 students achieved an ATAR of 80-90
- 1 student achieved a Certificate of Distinction, and a further 7 students achieved a Certificate of Merit.
- 60 percent of students completed Certificate Courses in Vocational Education Training (VET)
- 114 Certificates achieved in Vocational Education Training (VET) at a Certificate III or IV level

Course	Completion
Cert. II in Electrotechnology	1
Cert. II in Engineering Pathways	8
Cert. II in Retail Services	3
Cert. II in Workplace Skills	5
Cert. II in Applied Digital Technologies	9
Cert. III in Business	14
Cert. III in Dance	7
Cert. III in Education Support	10
Cert. III in Engineering - Technical	10
Cert. III in Music	3
Cert. III in Retail	6
Cert. III in Information Technology	1
Cert. III in Visual Art	5
Cert. IV in Business	8
Cert. IV in Education Support	10
Cert. IV in Science (Biology) Psychology and Mental Health	4
Cert. IV in Preparation for Health & Nursing Studies	10
Total	114

9. Post School Destinations

60 students from the 2023 cohort applied to study at university in 2024, of which 86.7% were offered a place at the following universities:

- 22 students at Curtin University
- 1 student at Edith Cowan University
- 15 students at Murdoch University
- 2 students at Notre Dame University
- 12 students at The University of Western Australia

Other students have secured places at TAFE, with private training organisations, or have joined the workforce (including apprenticeships).



10. School Improvement Plan

In considering the school's Strategic Intents over the next three years in Catholic Identity, Education, Community and Stewardship, together with the iterative Improvement Goals (collectively the Catholic School Improvement Plan), priority also needs to be placed on identifying faith formation and mission objectives. These are the foundation to any school improvement goal setting and can permeate across all four pillars.

It is recommended schools focus on three goals across a three-year period. The template below has been provided to schools at Evangelisation Planning workshops over the past 4-5 years and may be modified to suit the school's context. It is primarily based on staff formation because staff cannot effectively evangelise students unless they themselves are suitably formed. The following link to the [Accreditation for CEWA SharePoint](#) may provide a valuable resource for schools. This plan should be reviewed annually and schools are encouraged to utilise support from CEWA's Faith Formation Team. These goals are to be incorporated and infused through the Catholic School Improvement Plan.

Staff Formation Planning 2023 - 2024

Focus Area	Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring and Progress
WITNESS <ul style="list-style-type: none"> Examples of expressing the divine within Raising awareness of the presence of Jesus 	Empower staff to participate in the College retreat program by leading students and giving witness.	Earlier allocation of staff to retreats and allocate time to development of program and preparing staff adequately prior to retreat delivery.	Across 2023	Caroline Watson (DP Mission) Heads of Year RE Learning Area Retreat programs and resources Youth Mission Team	Increased number of staff participating in the College retreat program.	Develop a retreat feedback form focused on staff capability and areas for growth as well as confidence with knowledge and content. Number of staff volunteering to go on Yr12 retreat increased. Specific preparation of staff to support their facilitative role on retreat took place. Review feedback after each retreat. Feedback reviewed and appropriate modifications made for 2024 retreat eg some venues won't be used for Yr 12 retreat in 2024 as not suitable for purpose
CALL TO FAITH <ul style="list-style-type: none"> Themes Beliefs 	Nurture the spiritual growth of the community through faith formation experiences (i.e. Staff Retreat, PL Days, Service) - Themes – Image of God (Human Dignity) Provide meaningful formation through the FSW program for teachers beginning at the College and early career teachers.	Middle Leaders Faith Day (1 day for all middle leaders) Develop FSW program delivered to staff new to Lumen Christi Provide ongoing support to beginning career teachers in faith aspects of their teaching throughout the year and across significant faith occasions.	Semester 1 2023 Semester 1 2023 2023	Caroline Watson (DP Mission) Prayer folders on Lumen Lights to support meaningful prayer experiences within meetings Caroline Watson Karen Prendergast Caroline Watson	Uptake of opportunity to go on staff retreat. Faith leadership within departments, and uptake of opportunities for prayers. An increased engagement with the faith life of the College. Increased level of comfort participating and engaging in faith-based events/occasions.	Calendarise dates of ML Faith Days (Term 4 2022). Not achieved Establish prayer folder on Lumen Lights Achieved Staff reflections and feedback post FSW Achieved Development and use of an email distribution list for early career teachers. Emails sent prior to important faith occasions explaining the relevance and importance. Not achieved
CALL TO GROW IN DISCIPLESHIP <ul style="list-style-type: none"> Apostle's Creed Sacraments Life in Christ Christian Prayer 	An integration of faith, life and culture through increased opportunities for faith formation Create opportunities for staff Christian Service Learning aligned with House Christian Service Learning Staff PL Day – Sacraments (Eucharist) Middle Leaders Faith Day – see above	Scope & sequence the Faith PL throughout the year Provide formation opportunities for staff around reimagined Christian Service-Learning program. Provide a PL for all staff on the Sacrament of the Eucharist.	Ongoing throughout the year Ongoing throughout the year Term 1 2023	Caroline Watson (DP Mission) Karen Prendergast (Principal) Caroline Watson (DP Mission) House Coordinators External Agencies Caroline Watson	Staff are leading liturgical experiences related to their role (i.e. year retreats) More staff are prepared and able to guide students through the Christian service-learning process. Staff participation in the PL	Caroline Watson (DP Mission) Partly achieved Presenters booked Term 4 2022. Focus changed due to availability of presenters. Focus was Hope. Feedback from staff was positive.

Improvement Goals

The Improvement Goals are not intended to capture all the strategic activities of a school but rather prioritise the key areas of focus that will have the highest impact on realising sustained and relevant improvement. Schools are encouraged to limit the number of goals established to maximise depth and impact of strategy. Similarly, this is an iterative document that aligns with the ongoing nature of change that occurs in a school in order to embed processes and practices that lead to a quality Catholic education. Regular monitoring, review and updating of these goals is encouraged and schools may find the addition of notes and/or appendices to capture significant milestones and achievements useful in celebrating success and establishing the next iteration of improvement goals.

There is an expectation that at least one goal for Aboriginal education and Early Years education (if relevant) be included.

INFORMED BY EVIDENCE FROM

- Staff Formation Planning
- Quality Catholic Education guiding principles, frameworks and processes
- CECWA Strategic Directions (2019-2023)
- School Strategic Plan
- National Quality Standard (NQS) Audit
- Aboriginal Education / AEIM: Aboriginal Education Improvement Map
- Curriculum requirements
- Student data analysis, e.g. Power BI & other achievement data, attendance, wellbeing etc.
- School Cyclic Review
- School Climate Survey
- Technology Integration Matrix (TIMS) / Technology Uses and Perceptions Survey (TUPS)
- School improvement processes

ONGOING EVALUATION



CATHOLIC IDENTITY

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
Display Catholic icons and symbols around the College and develop meaningful and appropriate prayer practices.	<p>Stations of the cross in the chapel to reflect the diverse culture of the College community.</p> <p>Ensure all classrooms have a meaningful prayer table with appropriate resources and staff receive appropriate support in using them.</p>	<p>Commence Term 4 2022 – Completed by end of 2023</p> <p>Commencement of 2023 academic year</p>	<p>Caroline Watson (DP Mission), Lance Taylor (HOLA Visual Arts), Tom Do (Marketing), Various catholic cultural agencies.</p> <p>Caroline Watson (DP Mission), HOCO's & Homeroom Teachers Prayer book; wooden crosses; reversible cloths; candles etc.</p>	<p>Completed stations of the cross in chapel</p> <p>Prayer tables are set up in each Homeroom for the commencement of 2023.</p>	<p>Caroline Watson (DP Mission)</p> <p>Engagement of agencies (Term 4 2022) Stations of the cross Lenten series (Semester 1 2023)</p> <p>Production of stations of the cross (2023) Not achieved</p> <p>Purchase all resources for prayer table (Term 4 2022) Achieved</p>
Increase participation in Catholic practices	<p>Reimplement the Homeroom presence at community mass on Friday mornings. Inform staff of reintroduction and their role in mass</p> <p>Provide opportunities for staff and students to participate in the sacrament of reconciliation</p>	<p>Term 4 2022 (Calendarise) Term 1 PL Days 2023</p> <p>Holy week 2023 and prior year 12 graduation.</p>	<p>Caroline Watson (DP Mission) Rachelle Scott - Admin</p> <p>Caroline Watson (DP Mission)</p>	<p>Increased presence at Weekly Mass.</p>	<p>Launch on PL Days (Term 1 2023) Appropriate use on liturgical days (2023) Calendarise 2022 Achieved</p>

EDUCATION

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
Develop pedagogical best practices that are responsive to diverse learning needs	<p>Reinforce the Vision for Learning and SWP as the foundation for learning at the College. Provide relevant professional learning to support its integration and sustainability</p> <p>Deliberate and planned observation of teaching and learning to continually improve practice.</p> <p>Ensure consistency across Learning Areas for providing timely, specific & constructive feedback to students through the development of agreed processes</p> <p>Review & develop report attributes that better</p>	<p>Ongoing throughout the year</p> <p>Relevant PL Days and Staff Meetings</p>	<p>Daisy Coma (Director of Pedagogy) Heads of Learning Area IDEAS Team Vision for Learning – Excellent Teaching LCC Document Climate survey</p> <p>SEQTA & IEP's Targeted PL to support differentiation</p>	<p>The School Wide pedagogical principles (Connect, Explore, Empower) are visible in student learning</p> <p>Improvement in student learning outcomes as indicated by various data sets</p> <p>Report attributes updated in semester one reports</p> <p>Positive feedback from students and parents indicating that teachers are meeting their learning needs</p>	<p>Daisy Coma (Director of Pedagogy)</p> <p>Systematic Professional learning plan for 2023</p> <p>Assess progress towards this goal at ELT Planning Days Partly achieved. Continued focus needed on improving student learning outcomes as indicated by various data sets and differentiated learning.</p>

	<p>reflect student learning (IDEAS team)</p> <p>Targeted PL to further develop staff capacity to differentiate learning based on student needs</p>				
<p>Foster Christ-like, healthy and successful relationships between students and staff members enabling all to learn and grow in the image of God</p>	<p>Increased awareness and empower staff to positively impact student wellbeing through:</p> <ul style="list-style-type: none"> Upskilling teachers (& Homeroom teachers) to create meaningful connections with students All staff PL about recognising signs of student wellbeing and appropriate support if required <p>SLT to update & embed the student code of conduct</p> <p>Develop a peer mentoring program between Year 11 & Year 7 students</p> <p>Provide increased opportunities for student voice through various means</p>	<p>Ongoing throughout the year</p> <p>Updated Term 4 2022. Launch and embed Term 1 2023</p> <p>Launched December 2022, ongoing throughout 2023</p>	<p>Sheldon McIntyre (DP Senior School) Margarita Tranquille (DP Middle School) HOY's School Psychologists CEWA Wellbeing consultants CEWA Wellbeing Framework DISA Survey (Term 2)</p>	<p>Feedback from students and parents that they (their child) have a trusted adult</p> <p>Data indicates improved levels of student wellbeing (pastoral notes, attendance rates, counsellor referrals).</p> <p>Student behaviour reflects the code of conduct</p>	<p>Sheldon McIntyre (DP Senior School) Margarita Tranquille (DP Middle School)</p> <p>Staff wellbeing PL completed</p> <p>DISA Completed</p> <p>Assess progress at ELT Planning Days</p> <p>Partly achieved. Continued focus needed on empowering staff to positively impact student wellbeing and on creating opportunities for student voice.</p>

COMMUNITY

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
<p>Further cultivate partnerships with parents, parish and community to create intentional opportunities to engage with the College.</p>	<p>Create opportunities for Parent Voice to be an active part of community events</p> <p>Complete cultural competency training with College Council and whole staff</p> <p>Investigate the possibility for translation of critical school documents and provision of interpreters as necessary</p> <p>Connect with a range of culturally diverse agencies to support student engagement</p> <p>Establish a core group of fathers to launch the fathering project</p> <p>Establish an avenue for parent engagement in faith formation opportunities at the College</p>	<p>Ongoing throughout the year</p>	<p>On Call translation services</p> <p>Troy Hayter (CEWA Consultant)</p> <p>OACWA</p> <p>Paul Hetherington (Fathering project) Sheldon McIntyre (DP Senior School)</p> <p>Caroline Watson (DP Mission) Local Parish – Fr. Philip</p>	<p>More parent engagement from parents of students with culturally diverse backgrounds</p> <p>Increased enrolment, retention and attendance rates of Aboriginal & TSI students and students of other culturally diverse backgrounds</p> <p>Fathering project activities occur throughout the year.</p> <p>Increased parent attendance at community mass</p> <p>Establish a parent prayer group</p>	<p>Marketing & Public Relations Officer</p> <p>Karen Prendergast meeting with Troy Hayter regarding culturally diverse students (Term 4 2022)</p> <p>Achieved. Increased involvement from Parent Voice and CC completion of cultural competency training.</p> <p>Sheldon McIntyre (DP Senior School)</p> <p>Partly achieved.</p> <p>Caroline Watson (DP Mission)</p> <p>Partly achieved.</p> <p>Assess progress at ELT Planning Days</p>

STEWARDSHIP

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
<p>Develop the professional capacity of all staff to promote a culture of continual growth and improvement</p>	<p>Provide professional learning and resources to support staff to develop Professional Growth Plans</p> <p>Middle leaders to conduct learning walks and engage in professional dialogue with staff</p> <p>Continue to provide opportunities for participation in decision making that is shared, inclusive and based on integrity</p> <p>Increase opportunities for students to provide feedback at a variety of levels (including whole school and class)</p>	<p>Ongoing throughout the year</p> <p>Term 1 2023</p> <p>Ongoing throughout the year</p>	<p>School Climate Survey DISA Survey Student feedback forms (class) Student voice focus groups</p> <p>Executive Leadership Team Daisy Coma (Director of Pedagogy)</p>	<p>Increased engagement in opportunities to provide input (eg. working parties, staff feedback)</p> <p>Staff create and are engaged with a meaningful personal professional growth plan</p> <p>Student feedback is gathered regularly and analysed to inform school improvement</p>	<p>ELT</p> <p>Teacher PGP template developed (Term 4 2022)</p> <p>Staff developed PGP and met with HOLA. Achieved</p>
<p>Increase the financial sustainability of the College operations</p>	<p>Continued focus on achieving student enrolments and retention rates through marketing and relationships with primary schools</p> <p>Create alignment between the Capital Maintenance Plan, Capital Development Plan, Financial Plan and ICT Plan of the school.</p>	<p>Ongoing throughout the year</p> <p>Ongoing throughout the year</p>	<p>Principal, Business Manager, Assistant Business Manager, Enrolments Officer.</p>	<p>Improved enrolment numbers.</p> <p>Adequate cash reserves available for future commitments and Capital Works.</p> <p>Financial health index indicates risk rating to Medium using CEWA metrics.</p>	<p>Monthly monitoring by Alistair Dawson (BM) through financial reporting to ELT and each term to the SAC. Partly achieved.</p> <p>Alistair Dawson (BM) Preparation of Full Year, Mid-Year Budget and 5 Year Financial Forecast. Presenting this to ELT and College Council annually. Achieved</p>



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Our mission is to form resilient young adults with a passion to learn and to be a light for others