

Annual Report 2024



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 2024 calendar year.

2024 Annual Report

1. Contextual Information

Established in 1984, Lumen Christi College is a Catholic co-educational secondary school of approximately 1000 students from Years 7 to 12. 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 is grounded in the three interconnected pedagogical principles of Connect, Explore, and Empower. These principles shape a shared commitment to learning, inspiring us to *Discover Together*. At Lumen Christi College, our teaching and learning programs are contemporary, technology-rich, and responsive to the evolving demands of the modern world

We are an inclusive learning community centred in Christ and committed to the education and development of each student. A range of pathways cater for the diverse gifts and talents of our students, including direct entrance to university (ATAR Courses) and access to Vocational Education and Training (VET) opportunities.

Lumen Christi College is committed to the pursuit of personal excellence, and 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 students strive to achieve their personal best and to 'Discover Together' their gifts and talents.



2. Teacher Standards and Qualifications

In 2024, Lumen Christi College employed 82 teaching staff. We are committed to providing the best quality education for our students by employing highly motivated, committed and skilled staff, who are well resourced to cater for the complex and diverse needs of our students. The majority of teaching staff hold more than one tertiary qualification, with most holding a bachelor's degree or graduate diploma as their highest qualification.

All teachers employed by Lumen Christi College are registered with the Teachers Registration Board of Western Australia (TRBWA), have a Working with Children Check and participate in comprehensive professional learning experiences.

The following is a summary of the teaching qualifications held by our teachers in 2024:

Qualification	Number Held by Teaching Staff
Certificate	6
Diploma	17
Advanced Diploma	3
Bachelor's degree	92
Bachelor's Degree (with Honors)	4
Graduate Certificate	7
Graduate Diploma	23
Masters	21
Doctorate	0

3. Workforce Composition

In 2024, Lumen Christi College employed a total of 130 staff members. This included 82 teaching staff (both full-time and part-time), comprising 35 males and 47 females. The non-teaching staff totalled 48, with 12 males and 36 females. Among the non-teaching female staff, three identify as Indigenous or First Nations.

The composition of our entire workforce was as follows:

Type of Staff	Male	Female	TOTAL
Teaching Staff	35	47	82
FTE* Teaching Staff	34.2	44.2	78.6
Non-Teaching Staff	12	36	48
FTE* Non-Teaching Staff	11.1	29.2	40.3
Indigenous Staff	0	3	3
FTE* Indigenous Staff	0	2.5	2.5

* Full-time Equivalent

4. Student Attendance at School

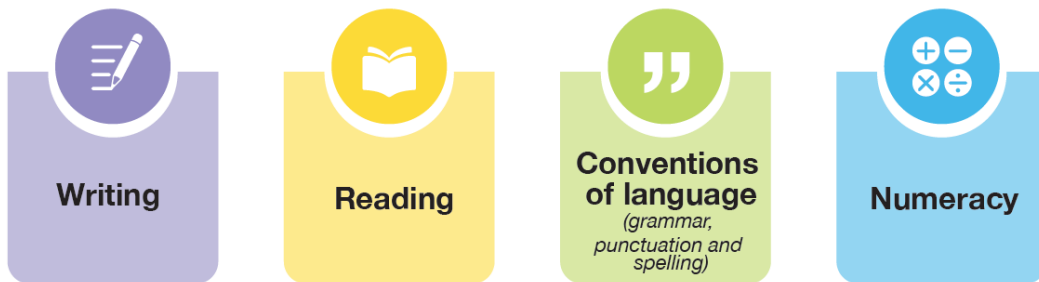
Non-attendance is managed through a clear communication process. Parents or guardians are expected to notify the College of their child’s absence by phone call, SMS, email, or a written note, stating the reason for the absence. If no notification is received, the College follows up with the parents via phone call, SMS, or a mailed letter.

Homeroom teachers monitor and follow up on a student’s 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 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 guidelines for student attendance.

Year Group	Female Percentage (%) of Attendance	Male Percentage (%) of Attendance
Year 7	89.5	89.7
Year 8	88.9	87.5
Year 9	87.9	88.3
Year 10	85.5	85.8
Year 11	89.2	86.7
Year 12	90.2	85.1

5. National Assessment Program Literacy and Numeracy (NAPLAN) Information



NAPLAN (National Assessment Program – Literacy and Numeracy) is the name of the annual assessment program that tests essential skills in literacy and numeracy.

- All students do NAPLAN tests when they are in Year 3, 5, 7 and 9.
- Students are tested in Standard Australian English about their knowledge in reading, writing and maths.
- Some of the questions are written and some of the questions are spoken. The tests are adaptive with the relative difficulty of the questions becoming easier or harder based on the student’s responses until a level of ability is determined.
- The information from the NAPLAN tests is used by the Australian Government, the State Curriculum Standards Authority, and the College as a reference of student achievement against students all over Australia.

In 2024, student results in NAPLAN were reported using proficiency standards. Student achievement from 2024 onwards is not able to be compared with results from 2008 – 2022.

The table below shows national and school averages for Year 7 and Year 9 students at Lumen Christi College for Writing, Language Conventions (Spelling; Punctuation & Grammar) and Numeracy.

In the tables below, the 'Difference' is calculated by subtracting the 'National' result from the 'LCC' result.

Year 7 NAPLAN Data

<i>Test</i>	<i>2024 LCC</i>	<i>2024 National</i>	<i>Difference</i>
<i>Reading</i>	515	535	-20
<i>Writing</i>	518	540	-22
<i>Spelling</i>	529	540	-11
<i>Grammar</i>	503	537	-34
<i>Numeracy</i>	512	540	-28

Year 9 NAPLAN Data

<i>Test</i>	<i>2024 LCC</i>	<i>2024 National</i>	<i>Difference</i>
<i>Reading</i>	574	565	+9
<i>Writing</i>	597	574	+21
<i>Spelling</i>	573	567	+6
<i>Grammar</i>	551	555	-4
<i>Numeracy</i>	562	565	-3

The Year 9 cohort scored above the national mean for Reading, Writing and Spelling.

6. Parent, Student and Teacher Satisfaction

Lumen Christi College remains committed to fostering a culture of continuous improvement through regular and meaningful engagement with its community. In 2024, feedback was gathered from staff and students through two key instruments: the annual Staff Wellbeing Survey and the Resilience Project Snapshot Survey for students in Years 7 to 10. This built on the data gained in 2023 from the Diagnostic Inventory of School Alignment (DISA) online diagnostic survey tool which was comprised of three surveys customised for staff, parents, and students. All these insights have been instrumental in shaping the College's strategic direction and wellbeing initiatives.

Staff Wellbeing

General Wellbeing

The 2024 Staff Wellbeing Survey, conducted at the end of Term One, reflected a strong and improving sense of wellbeing among staff. Participation rates remained high, indicating a continued willingness among staff to contribute to the development of a positive school culture.

Staff reported a notable improvement in their mental and emotional wellbeing, with 73% indicating they felt mentally well, which was up from 60% in 2023. Resilience remained a key strength, with 90% of staff reporting they felt able to bounce back from challenges. Physical health ratings remained steady at 64%, with many staff acknowledging either a strong commitment to maintaining their health or a recognition of areas for improvement. These results suggest that the College's efforts to support staff wellbeing are having a tangible impact.

Burnout Risk

There was a significant reduction in reported feelings of exhaustion, which dropped from 72% in 2023 to 59% in 2024, aligning with national averages. Staff confidence in their professional abilities remained steady at 64%, while feelings of being understood and appreciated rose to 81%, up from 73% the previous year. Staff also reported improved capacity to manage their workload, with 46% indicating they felt in control - an 8% increase from 2023.

Workplace Culture and Stressors

Staff satisfaction and clarity of expectations remained high at 90%, and work-life balance ratings improved from 61% to 70%. These results reflect a positive shift in the College's workplace culture, supported by targeted initiatives and leadership engagement.

The survey also highlighted a reduction in several key stressors. Notably, concerns around planning time dropped from 58% to 39%, and stress related to administrative tasks decreased from 49% to 43%. Other areas of improvement included communication, emotional support, and relationships with colleagues and line managers. While workload and student behaviour remain top stressors, the College acknowledges these challenges and continues to explore strategies to address them.

Strategic Initiatives

Staff feedback indicated strong support for recent initiatives aimed at improving wellbeing. There were marked increases in satisfaction with mental health training (+14%), peer mentoring (+11%), and recognition of accomplishments (+8%) being noteworthy. Communication with middle and senior leaders also improved, and staff reported greater clarity around the College's strategic direction. These developments reflect a deliberate and sustained effort to build a supportive and collaborative professional environment.

In 2025, the College will finalise its updated Wellbeing Action Plan by the end of Term Two, with a phased rollout of new initiatives in Terms Three and Four. Staff will also be invited to develop personalised wellbeing plans, further embedding a culture of shared responsibility and proactive care.

Student Wellbeing and Engagement

Positive Relationships

Students in Years 7 to 10 participated in the Resilience Project Snapshot Survey in early 2024. The results provided valuable insights into student wellbeing, engagement, and safety, with Lumen Christi performing at or above national norms across several key indicators.

Students reported strong peer connections and positive relationships with adults at school. Many indicated they had formed meaningful friendships and felt supported by teachers and staff who modelled respectful behaviour and encouraged their growth. These findings affirm the College's emphasis on relational learning and pastoral care.

Safety and Inclusion

The survey revealed that students felt safe both online and at school, with low levels of reported bullying and social exclusion. These results are particularly encouraging given the national focus on student safety and digital wellbeing. The College's proactive approach to student welfare, including clear behaviour expectations and restorative practices, appears to be contributing to a safe and inclusive environment.

Learning Engagement

Students demonstrated high levels of engagement with their learning. Many reported that they try their best in class and care about their school experience. This aligns with the College's ongoing work to implement its Vision for Learning "Discover Together", and the school-wide pedagogy of Connect, Explore, Empower. These frameworks continue to shape classroom practice and foster a culture of curiosity and collaboration.

Risky Behaviours

Encouragingly, students reported low engagement in risky behaviours such as alcohol and drug use, gambling, and physical violence.

These results were at or above national norms, suggesting that students are making positive choices and that the College's health and wellbeing programs are having a meaningful impact.

Conclusion

The 2024 satisfaction data reflects a school community that is engaged, resilient, and committed to growth. Staff wellbeing has improved across multiple dimensions, supported by targeted initiatives and a strong sense of shared purpose. Students report feeling safe, connected, and motivated in their learning, with positive relationships and low levels of risk-taking behaviour.

These insights affirm the College's strategic direction and provide a strong foundation for continued improvement. As Lumen Christi looks ahead, it remains focused on nurturing a culture where every student and staff member feels valued, supported, and empowered to thrive.

7. School Income

The total gross income for the school year ending 31 December 2024 was \$22,762,341. For direct access to Lumen Christi College data, please refer to the My School web page on the ACARA website at the following address:

<https://www.myschool.edu.au/school/48981>

8. Senior Secondary Outcomes

Results for the 2024 Year 12 cohort were as follows:

- 143 students were eligible for WACE
- 93% of students achieved the Western Australian Certificate of Education (WACE)
- 25.9% of students generated an Australian Tertiary Admissions Rank (ATAR)
- Median ATAR of students was 80.6
- 24.3% of ATAR students achieved an ATAR of 90+ (top 10% of students in the state). A further 27% students achieved an ATAR of 80-90
- 1 student achieved a Certificate of Distinction, and a further 13 students achieved a Certificate of Merit
- 64.3% of students completed Certificate Courses in Vocational Education Training (VET)
- 73 students completed a Certificate II qualification
- 106 students completed a Certificate III or IV qualification

Year 12 Certificate Course Completion

The table below provides a summary of the Certificate course completed by the Year 12 cohort in 2024:

Course	Completion
Cert. II in Building & Construction	1
Cert. II in Electrotechnology	3
Cert. II in Engineering Pathways	24
Cert. II Hospitality	1
Cert. II in Retail Services	1
Cert. II Supply Chain Operations	3
Cert. II in Workplace Skills	7
Cert. II in Applied Digital Technologies	6
Cert. III in Business	9
Cert. III Community Services	1
Cert. III in Dance	17
Cert. III in Engineering - Technical	6
Cert. III Make-Up	1
Cert. III in Music	1
Cert. III in Retail	1
Cert. III in Visual Art	8
Cert. IV in Business	5
Cert. IV Community Services	1
Cert. IV Dance	1
Cert. IV School-Based Education Support	14
Cert. IV in Preparation for Health & Nursing Studies	11
Total	122

9. Post School Destinations

76 students from the 2024 cohort applied to study at university in 2025, of which 89.3% were offered a place at the following universities:

- 34 students at Curtin University
- 5 students at Edith Cowan University
- 13 students at Murdoch University
- 6 students at Notre Dame University
- 9 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, priority 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 (pp 12 -15).

Staff Formation Planning 2023 – 2024

IMPROVEMENT GOAL	SUCCESS CRITERIA	EVIDENCE	ACHIEVED
WITNESS Empower staff to participate in the College retreat program by leading students and giving witness.	Confident and meaningful delivery of the College retreat program.	<ul style="list-style-type: none"> Increased number of staff involved in facilitating retreat activities 	Achieved
CALL TO FAITH Nurture the spiritual growth of the community through faith formation experiences (i.e. Staff Retreat, PL Days) – Themes to inform strategic focus areas for 2024 – Image of God (Human Dignity), Traditions Provide meaningful formation through the FSW program for teachers beginning at the College and early career teachers.	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.	<ul style="list-style-type: none"> Staff retreat to be a focus for 2025. Faith leadership achieved. Staff involvement in prayer improved. Community mass participation increased. Engagement in Faith PL improved by meeting staff expectations and meets them at a level of comfort. 	Partially achieved Achieved Achieved
CALL TO GROW IN DICIPLESHIP An integration of faith, life and culture through increased opportunities for faith formation Staff PL Day – Tradition	Staff are leading liturgical experiences related to their role (i.e. year retreats) Staff participation in the PL	<ul style="list-style-type: none"> HOYs leading retreat. High engagement in staff Faith PL. 	Achieved Achieved

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 First Nations education 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
- First Nations Education / FNEIM: First Nations 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



PILLAR 1
CATHOLIC IDENTITY

IMPROVEMENT GOALS	SUCCESS INDICATORS	EVIDENCE	ACHIEVED
<p>Display Catholic icons and symbols around the College and develop meaningful and appropriate prayer practices.</p>	<p>Completed stations of the cross in chapel</p> <p>Parish Masses across 2024.</p>	<ul style="list-style-type: none"> • Connections with parishes have improved through various avenues. 	<p>Not achieved</p> <p>Partially achieved</p>
<p>Educate the community about the importance of keeping the child at the centre of the decision-making process.</p> <p>With a student-centred focus, continue to promote opportunities for staff to make meaningful contributions to discussions that inform decision making.</p>	<p>Increased alignment and support for school-wide decisions.</p> <p>Staff report (through periodic surveys) that they feel involved in decision making as appropriate.</p>	<ul style="list-style-type: none"> • College Houses – full consultation. • Regular opportunities for staff feedback in decision making. • Continue to work with staff around levels of decision making and re-affirming the student-centred focus of decision making. 	<p>Achieved</p> <p>Partially achieved</p>

PILLAR 2
EDUCATION

IMPROVEMENT GOALS	SUCCESS INDICATORS	EVIDENCE	ACHIEVED
<p>Develop pedagogical best practices that are responsive to diverse learning needs.</p> <p>Encourage and facilitate student engagement by providing them with opportunities to give feedback about their learning, to inform pedagogical practices.</p> <p>Develop a common approach to classroom instruction that enhances curriculum delivery and supports the more effective use of teacher time.</p>	<p>Improvement in student learning outcomes as indicated by various data sets</p> <p>Positive feedback from students indicating that teachers are meeting their learning needs</p> <p>Common lesson plans are being used effectively to improve learning outcomes.</p> <p>High quality teaching resources are produced and reviewed.</p> <p>Engagement of College Council in the conversation.</p>	<ul style="list-style-type: none"> • Data indicates mixed results, with improvement present in a number of areas. • Positive feedback from students regarding forming relationships with staff. Continued development to cater for diverse learning needs and managing student behaviour. • Curriculum planning across Maths, English, Science & HASS (Year 7) – consistent planning & delivery of ALL lessons. • Structure of lesson more widely embedded. • Continued focus at College Council meetings. 	<p>Progressing</p> <p>Progressing</p> <p>Progressing</p> <p>Progressing</p> <p>Achieved</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>Constructive relationships are further developed between staff and students reflected by positive student behaviour.</p> <p>Improvements in student wellbeing reflected through student feedback and reporting.</p> <p>A clear pastoral care framework is created and used by staff to support student wellbeing.</p>	<ul style="list-style-type: none"> • High-level escalated behaviours have declined through work with staff. Low-level disruptive behaviours continue to be a focus. • Students have developed their language and engaging in dialogue with staff. • Students more willing to seek help from HOY's and MHP's • Student wellbeing data to be collected for longitudinal purposes • Construction of pastoral care handbook and distribution to staff. 	<p>Progressing</p> <p>Progressing</p> <p>Achieved</p>

PILLAR 3
COMMUNITY

IMPROVEMENT GOALS	SUCCESS INDICATORS	EVIDENCE	ACHIEVED
<p>Further cultivate partnerships with parents, parish and community to create intentional opportunities to engage with the College.</p> <p>Welcome and celebrate the diversity and uniqueness of each member of the community through recognising their cultures and traditions including first nations people.</p>	<p>Continue to increase opportunities for parent engagement, with a particular focus on working collaboratively with Parent Voice.</p> <p>Increased staff knowledge and understanding of how to effectively support students from culturally diverse backgrounds.</p> <p>Increased number of First Nations students completing Year 12.</p> <p>Improvement in attendance rates of First Nations students.</p>	<ul style="list-style-type: none"> • Parent voice collaboration and involvement with the College has increased. • In 2024, there were 3 First Nations students, of whom 2 were WACE eligible and achieved WACE, while 1 was not eligible. In 2023, there were 6 First Nations students, with 5 eligible for WACE and 4 successfully achieving it. • Increase in attendance rates from 74% in Semester 1 2023 to 81% in the same time period in 2024 and an increase in Term 3 attendance from 72% in 2023 to 74% in 2024 	<p>Achieved</p> <p>Not achieved</p> <p>Progressing</p> <p>Progressing</p>
<p>Promote the new College uniform as a symbol through which students demonstrate their pride in belonging to the Lumen community.</p>	<p>The wearing of the College uniform is aligned with the guideline</p>	<ul style="list-style-type: none"> • Uptake of new uniform has been very positive across all year groups. • Working towards students wearing uniform consistently as a symbol of the College. 	<p>Progressing</p>

PILLAR 4
STEWARDSHIP

IMPROVEMENT GOALS	SUCCESS INDICATORS	EVIDENCE	ACHIEVED
<p>Develop the professional capacity of all staff to promote a culture of continual growth and improvement.</p>	<p>Teaching Staff - Development of professional goals to reflect individual focus areas.</p> <p>Non-teaching staff – development of PGPs. Reported and demonstrated effective classroom practice.</p> <p>Retention of early career teachers</p> <p>Middle leaders report that they feel confident and competent regarding the requirements of the role.</p> <p>Staff report that they feel confident in the professional practice of their respective Middle Leader.</p>	<ul style="list-style-type: none"> • Each staff member has developed a PGP in consultation with their line manager. Ongoing conversations as part of review/professional development. • Ongoing lesson observations. Multiple staff in second and third year have submitted portfolios and been signed off. • Strong retention of ECTs. No ECT departed the College for reasons other than end of contract. • Middle leaders reported they feel competent and confident in their role as a leader • Majority (85%) of staff report that they feel confident in the professional practice of their middle leader 	<p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p>
<p>Increase the financial sustainability of the College operations.</p>	<p>Increased enrolment numbers</p> <p>Adequate cash reserves available for future commitments and Capital Works.</p>	<ul style="list-style-type: none"> • Enrolments gone from 970 (budgeted) to 1002 (funded) and projection is to increase to 1020 (budgeted) for 2025. Actual is above 1035. • Adequate cash reserves to fund maintenance works, however conversation regarding Capital Development projects are ongoing. 	<p>Achieved</p> <p>Progressing</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