



# 2024

## Annual Report to the School Community



*Lumen Christi  
Primary School*

### Lumen Christi School

111 Whitelaw Avenue, DELACOMBE 3356

Principal: Carmel Hanley

Web: [www.lcdelacombe.catholic.edu.au](http://www.lcdelacombe.catholic.edu.au)

Registration: 1931, E Number: E2073

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## Principal's Attestation

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I, Carmel Hanley, attest that Lumen Christi School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 15 May 2025

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## About this report

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Lumen Christi School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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Reflecting on 2024, we have much to be proud of, with DOBCEL demonstrating our dedication to ensuring the highest quality student outcomes in a safe, affordable, faith-based and nurturing environment. There was significant ongoing investment in new learning facilities and refurbishments through the Australian and state Government Capital Grants Program and school community funding continued across our schools, enhancing learning spaces and amenities for the benefit of students and staff.

In 2024, I visited all our Diocese of Ballarat Catholic Education Limited (DOBCEL) schools from the Murray to the Sea. DOBCEL governs 51 primary schools, one F-8 school, and five secondary colleges, educating approximately 13,500 students and employing over 2,200 teachers and staff across the diocese. These visits highlighted the spirit of harmony and sense of community, along with the cultures of care for students and staff.

During 2024, I had the privilege of meeting with all Principals along with leadership colleagues and staff. Demands on schools continue to grow, as the communities they service undergo change and face challenges such as devastating bushfires and cost of living challenges.

During the year DOBCEL commenced the development of its future DOBCEL Strategy 2035. Our strategy is focused on ensuring fullness of life for all in our school communities and particularly our students. With our Catholic Identity foundational to our mission our focus will be on

- Collaborative Cultures
- Engagement & Belonging
- School as Community
- Rich Pedagogical practices for deeper learning and wellbeing
- Sustainable Stewardship

I recognise the extraordinary work, exceptional dedication and professionalism of staff in our schools and offices in providing education services to the families and communities they serve. I particularly acknowledge the commitment of our school leadership teams and their staff in nurturing and empowering the students in our care, as together we work to bring to life our vision: As partners in Catholic Education and open to God's presence, we pursue the fullness of life for all.

Tom Sexton

Executive Director DOBCEL



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## Vision and Mission

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Lumen Christi is a welcoming community within the Catholic tradition.

### ***Our Vision***

We are called to shine the Light of Christ in the world.

### ***Mission Statement***

We are committed to:

- Respecting the dignity of the individual and nurturing the gifts and potential of all.
- Supporting each other's faith journey while drawing inspiration from the life and teachings of Jesus as we engage in actions of justice, hope and peace.
- Nurturing the development of the whole person by providing a rigorous and engaging curriculum that inspires creativity and lifelong learning; empowering students to be responsible citizens of our world.
- Ensuring a safe, supportive and inclusive environment that celebrates achievements and promotes a community spirit reflective of gospel teachings.
- Developing strong partnerships with families, Parish and the wider community to enhance student learning and well-being.

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## School Overview

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Lumen Christi Primary School is situated at 111 Whitelaw Ave, Delacombe, in Ballarat's quickly growing western corridor.

The school was officially opened and blessed by Bishop Ronald Mulkearns on 29th April 1990, becoming the second Catholic school in St. Aloysius Parish, Redan, when Delacombe was in its infancy as a suburb. The building of this new school was the realisation of the vision of Parish Priest, Father Barry Ryan, supported by St. Aloysius parishioners, who saw the need to cater for the education of the Catholic children in every part of the parish. Father Barry had a vision of this new school as one that would offer excellence in education within a strong faith environment.

From these small beginnings, the school has grown steadily. In 2024, the student population has grown to over 315 children.

Lumen Christi is an authentically Catholic learning community that is dedicated to providing the very best opportunities for the young people of Delacombe, and is called to serve the children and families of St. Aloysius Redan Parish. We strongly believe that the school is a vital component of the Parish in the faith of its children from Foundation to Year 6.

The Gospel calls us to welcome all and to provide the very best for all. The educational journey of Lumen Christi Primary School is one of transformation: a journey through which we are changed, those around us are changed, and our world is changed.

Lumen Christi- Latin for 'Light of Christ', calls us as members of the school community to be the 'Light of Christ' to others.

We cherish our supportive community spirit. We celebrate the Catholic faith with contemporary liturgies, give practical witness to Gospel values and explore current social issues. The major aim of our Parish Primary School community is the Christian development of the children within the context of the Catholic tradition. From Year 3 onwards, children have the opportunity to be part of the Parish based, school supported, sacramental program.

Fr. Concord Bagaoisan, as parish Priest of the St Aloysius' Parish Redan, is our Canonical Administrator.



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## Principal's Report

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I am delighted to present the 2024 Annual Report to the School Community of Lumen Christi Primary School. This report proudly highlights the achievements, growth, and vibrant learning that have characterised our school throughout the year.

The 2024 school year has been another significant chapter in our story. With steady enrolments across all grade levels, the formation of School Improvement Action Teams, professional learning in Structured Literacy, and a deepened commitment to supporting communities both locally and globally, Lumen Christi continues to thrive as a faith-filled and future-focused school community.

Our school has been guided by the 2024 Annual Action Plan, shaped by the 2021 School Review, and adapted to respond to the evolving needs of our students and staff. At the heart of this year's journey has been our school theme:

**"To have courage, and to encourage others."**

*"Do not be afraid, I am with you!" – Isaiah 41*

This theme became a powerful touchstone for our community, inspiring relationships, learning, and personal growth. It has reminded us of the strength found in faith, the importance of connection, and the call to uplift one another.

I am deeply grateful for the adaptability and dedication of our staff, whose efforts to place students at the centre of every decision have shaped a year of thoughtful responsiveness. From alternative break-time initiatives to targeted academic support, and the revitalisation of our Positive Behaviour Interventions and Support (PBIS) framework, our staff have consistently shown a commitment to creating a safe, inclusive, and empowering environment for all learners.

In 2024, we continued exploring ways to deliver a child-centred curriculum that supports both academic rigour and student agency. Our professional inquiry into play-based, investigative, and project-based learning has enriched classroom practice. Alongside this, our focus on

Structured Literacy has led to powerful professional learning that is already informing how we teach reading and writing—balancing explicit instruction with opportunities for student-led discovery and skill development.

I extend my sincere appreciation to all staff for their relentless pursuit of excellence and their willingness to learn and grow for the benefit of our students. Their dedication has ensured that students enjoyed a year filled with memorable learning opportunities, including school camps, engaging incursions and excursions, a vibrant School Concert, the Christmas performance, and a joyful and meaningful Graduation celebration for the Class of 2024.

To our School Improvement Team, thank you for your wisdom, vision, and tireless support throughout the year. I would also like to personally acknowledge:

- Shane Bruty, Deputy Principal, for your unwavering support and deep care for students and staff alike.
- Megan Walton, for your proactive and respectful approach to supporting the diverse needs of our students and families.
- Belinda Chiswell, for your outstanding leadership in curriculum development, professional learning, and your skilful communication through social media.
- Andrea Dillon and Leonie Leviston, our Religious Education Leaders, for your energy and faith-filled leadership, inspiring us all to shine the light of Christ in the world.
- Lisa Younger, for your passionate leadership in driving our Structured Literacy journey.
- Jess Toulmin, for your commitment and enthusiasm in reinvigorating our PBIS practices and structures.

To our Administration and Maintenance team—Bernadette Martin, Chriss Smale, Narelle Saffin, Kate Taylor, and Darren Gillespie—thank you for your behind-the-scenes, and front of school contributions and your ongoing work to support the daily operations and physical environment of our school.

Our School Advisory Council has continued to provide wise counsel and thoughtful governance. Their willingness to serve, advise, and support decision-making processes is deeply appreciated. This year, we welcomed new members to the Council, ensuring diverse representation and a strong foundation for the future.

Our Parents and Friends Committee has worked energetically to strengthen community connections and raise funds for projects such as playground and schoolyard upgrades. Our

Debutante Ball Committee once again delivered beautiful events for young adults in the wider Ballarat community, raising significant funds for both Lumen Christi and St Aloysius Primary School. To all members and volunteers—thank you for your time, passion, and contribution to the life of our school.

In Term One, we farewelled Fr. Eugene Mackinnon, and were blessed to welcome Fr. Concord Bagaoisan in Term Two. Fr. Con has brought wisdom, warmth, and humour to his role as our Parish Priest, and we have been enriched by his presence and pastoral leadership.

To our families—thank you for your trust, partnership, and advocacy. Lumen Christi is a community built on collaboration, and your willingness to engage in meaningful conversations and actively support your children's education is a cornerstone of our success.

Finally, to our students—you continue to inspire us with your energy, kindness, curiosity, and courage. You remind us every day of the purpose of our work and the promise of the future. You are the reason we strive to do better and be better.

As we look ahead to 2025, we do so with optimism and renewed commitment. Together, we will continue to strengthen our partnerships, deepen our faith, and build a community where every student is known, valued, and supported to thrive.

With blessings and heartfelt gratitude,  
Carmel Hanley  
Principal

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

Priority One of our Annual Action Plan, 'Nurture and strengthen Lumen Christi's Catholic identity as a lived expression of our Vision and Mission'.

- To strengthen our school's Catholic Identity and Mission by building relationships.
  - For our students to be known deeply.
    - Staff will build deep relationships with themselves, each other, students and families, God, and all of creation, as a lived expression of our Catholic School culture and identity.
    - Students will build deep relationships with themselves, each other, staff, God and all of creation, as a lived expression of our Catholic School culture and identity.

*(Who do we say we are? And why do we do what we do?)*

### Achievements

#### 2024 School Theme:

*"To have courage, and to encourage others."*

*"Do not be afraid, I am with you!" – Isaiah 41*

This year's school theme was launched during our beginning-of-year Pupil Free Day, where staff engaged in prayerful reflection and professional dialogue led by our Religious Education Leaders. The theme, grounded in scripture, was explored in depth and contextualised to guide our shared purpose for the year.

We commenced the school year with a whole-school liturgy, led by the leadership team, where we welcomed new students, families, and staff into the Lumen Christi community. Early in Term One, our first school Mass was celebrated with Fr. Con, who introduced and reflected on our annual theme, encouraging students and families to embrace its message of courage and support.

Our Lumen Christi Day 2024 was a vibrant celebration inviting every member of our community to "shine our light with courageous hearts." Students participated in a range of

connected activities designed to promote meaning-making and reflection on courage and encouragement, deeply linking with our theme.

Throughout the year, the theme permeated all areas of learning and school life, serving as a compass for personal growth, academic engagement, and community connection.

### **Relationships and Sexuality Education (RSE)**

In 2024, we strengthened our approach to Relationships and Sexuality Education by aligning it with the Awakenings Religious Education curriculum and broader learning areas. Key initiatives included:

Development and use of comprehensive support documents for planning and teaching.

Collaboration between teaching teams and diocesan RE advisors, alongside ongoing support from school RE leaders.

Targeted professional learning for teachers focusing on content knowledge and pedagogical practice.

Strong community engagement, including a well-attended Parent Information Evening and consistent weekly communication outlining learning foci across year levels.

Integration of RSE into broader curriculum planning, reinforcing the holistic development of students.

### **Religious Education Learning and Teaching**

Religious Education continued to grow in strength through strategic planning and reflective practice:

Partnering with Justin McInerney (Catholic Education Ballarat) to support Years 3–6 RE planning and end-of-term reflections, incorporating elements of Relationships and Sexuality Education.

Ongoing reviews of Awakenings planning documentation to ensure curriculum alignment.

Focused support for teachers in preparing and delivering assessments to enhance student learning outcomes.

### **Social Justice and Community Engagement**

Our commitment to Catholic Social Teaching was evident through a range of student-led and whole-school initiatives:

Our third annual Clean Up Australia Day event, linking environmental stewardship with Laudato Si' inspired action.

A successful Term One Walkathon, raising vital funds for Caritas Australia.

Student-led social justice efforts supporting Soup Bus, Foodbank, and the Ballarat Base and St John of God hospitals.

Ongoing partnerships with St Vincent de Paul through the Winter Woolies Appeal and Christmas Hamper Drive.

A vibrant Mission Day in Term Four supporting Project Compassion.

### **Sacramental Program**

This year saw strong participation in the Sacramental Program, with many students receiving the sacraments of Confirmation, Reconciliation, and Eucharist. We express deep gratitude to:

Bernadette Lynch, Parish Coordinator, for her leadership and organisation.

Andrea Dillon (RE Leader), Leonie Leviston (REL Support), Cathy Crameri for dismissal support, and the dedicated Grade 3/4 teaching team.

Our families, for their unwavering support of their children's faith journeys.

### **Catholic School Culture and Leadership**

In 2024, we formed a School Improvement Action Team focused on enhancing our Catholic school culture. This team led staff learning and contributed to strategic direction and improvement initiatives aligned with our faith-based mission.

We also celebrated the transition of Andrea Dillon into the role of Religious Education Leader, bringing renewed energy and vision to our spiritual and educational leadership.

## Value Added

In 2024, our Catholic Identity and Mission remained central to the life of Lumen Christi Primary School. Guided by our school theme, “To have courage, and to encourage others,” our community was inspired to live out Gospel values through faith formation, service, and social action.

### Faith in Action

Our commitment to Catholic Social Teaching was expressed through a range of school-wide initiatives and events:

- **Mission Day** (supporting Project Compassion) was a joyful celebration of giving, with students engaging in meaningful activities that raised awareness and funds for those in need.
- **Clean Up Australia Day** was embraced for the third consecutive year, with students participating in local environmental stewardship, aligning with the principles of *Laudato Si’*.
- **Lumen Christi Day** brought our community together in a spirit of celebration and reflection. This special day encouraged students to explore the theme of courage and support for others through collaborative, creative learning experiences.
- **Social Justice initiatives** included our annual Walkathon, which raised significant funds for Caritas Australia, Winter Woolies Drive for St Vincent de Paul, and student-led efforts to support the Soup Bus, Foodbank, and local hospitals.

### Staff Formation and Professional Learning

Our staff continued to deepen their understanding of the Catholic tradition and their role as educators in a Catholic school through professional learning opportunities and faith formation:

- **A staff retreat day** focused on the integration of the Relationships and Sexuality curriculum – Fullness of Life for All. This important session included exploration of historical perspectives, our unique Catholic identity, and the contextualisation of the curriculum for our students and families.
- **Partnerships with Catholic Education Ballarat (CEB) personnel**—Jim Waight and Justin McInerney—supported ongoing staff formation and Religious Education curriculum development. Their guidance helped staff to navigate the Relationships and Sexuality curriculum through a Catholic lens, and to communicate this effectively with both students and parents.
- **Justin McInerney** continued to work closely with staff throughout the year, supporting high-quality Religious Education through termly planning sessions and reflective curriculum review.

**Leadership and Transition**

We were pleased to support a seamless leadership transition in 2024 as Andrea Dillon stepped into the role of Religious Education Leader, supported by Leonie Leviston, whose generous and experienced leadership over previous years has left a lasting legacy. Together, they ensured that the integrity and vitality of our Catholic identity remained strong during this transition.

**Parish and Community Connections**

Lumen Christi continued to nurture strong ties with the Redan Parish and fellow parish schools St Aloysius and St James, particularly during Catholic Education Week 2024, which featured a staff mixer and inter-school exchange day that celebrated our shared mission.

Our Parish-based Sacramental Program remained a significant expression of faith in action, supported by parish and school staff in close collaboration with families. Many students participated in the Sacraments of Reconciliation, Eucharist, and Confirmation, marking key moments in their faith journey.



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## Learning and Teaching

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### Goals & Intended Outcomes

At Lumen Christi Primary School, we are committed to nurturing the development of the whole person through a rigorous, engaging, and future-focused curriculum. As articulated in our Strategic Plan, we strive to inspire creativity, critical thinking, and a love of learning, empowering students to become active, responsible citizens in an ever-changing world.

In 2024, our key goal was to strengthen the consistency, collaboration, and effectiveness of our teaching practices through the continued development of high-impact frameworks that drive school improvement and student success. Our intended outcomes focused on ensuring high levels of learning for all students by embedding a culture of collective responsibility and data-informed practice.

Our work this year centred around:

- **Strengthening Professional Learning Community (PLC) structures and practices** to ensure a shared commitment to improving student outcomes, with a focus on clarity of curriculum, evidence-based decision-making, and collaborative team cultures.
- **Deepening our implementation of Response to Intervention (RTI)** to support timely, targeted, and systematic responses to student learning needs, ensuring that every student receives the support they need to succeed.
- **Embedding Positive Behaviour Interventions and Supports (PBIS)** as a school-wide approach to promoting positive, consistent behaviour expectations and fostering a safe, supportive learning environment for all.
- **Developing and refining our shared school pedagogy**, ensuring coherence in teaching and learning practices across all year levels and curriculum areas.
- **Building teacher and team capability** through ongoing professional learning, reflection, and collaboration—empowering educators to grow their practice in line with our strategic frameworks.
- **Making informed and balanced decisions** that respond to the diverse learning profiles of our students. This included a commitment to differentiation, inclusive practices, and honouring the strengths, challenges and contexts of the Lumen Christi student cohort.

Our vision for learning remains clear: to provide high-quality education that meets the needs of every learner while nurturing curiosity, agency, and engagement across all aspects of school life.

## Achievements

The following key achievements reflect our commitment to evidence-informed practice, teacher capacity building, and student-centred learning.

### Professional Learning Community (PLC)

- **Completed a PLC Health Check**, with findings directly informing professional learning priorities at both team and individual levels.
- Grade-level teams received **mentoring and coaching** during scheduled planning times, supporting the development of effective PLC practices such as meeting protocols, learning cycles, the use of common formative assessments, and collaborative data analysis.
- Promoted professional growth through **targeted reading, instructional modelling, peer observation, and reflective practice**.

### Structured Literacy

- Deepened whole-school understanding of the **Science of Reading and the Structured Literacy approach**, with a shared focus on improving literacy outcomes for all students.
- Ensured all teaching staff developed a strong understanding of the **Simple View of Reading** as a foundation for effective literacy instruction.
- All classroom staff were **trained in DIBELS** (Dynamic Indicators of Basic Early Literacy Skills) to support consistent and data-driven literacy instruction and intervention.
- Engaged **Julie Cooper and Shay King (CEB Learning and Teaching)** to guide assessment practices and refine literacy teaching approaches.
- Delivered **Sounds Write professional learning** for Grade 3–4 staff and support staff, and implemented the program in Foundation to Grade 2.
- Completed the **Sounds Write Scope and Sequence** for Grades 1 and 2, providing a cohesive structure to early years phonics instruction.

### Schoolwide Pedagogy

- Continued to embed a play-based learning approach in Foundation to Grade 2, **balancing student-led inquiry with explicit instruction** in core subjects.
- Members of the **Pedagogy School Improvement Action Team** undertook school visits to explore effective models of play-based, investigative, and explicit pedagogies.
- In Grades 3–6, further developed **student-centred pedagogies, paired with explicit instruction in literacy and numeracy**.
- **Adjusted schoolwide assessment practices** based on the findings from the 2023 Assessment Audit.

- **Streamlined data collection systems** and strengthened data-informed teaching based on insights from 2022–2023 data literacy learning.
- Used **mathematics data analysis** to identify learning trends and guide teaching focus areas, particularly through the implementation of:
  - **Extending Mathematical Understanding** (EMU) programs for targeted students.
  - Hands-on, practical approaches to mathematics instruction supported by **professional learning with Michael Ymer**.

### Targeted Intervention and Student Support

A significant number of students accessed targeted intervention and support programs across academic, social-emotional, and behavioural domains.

Programs included:

- Speech and language support
- Counselling and wellbeing services
- Research-based literacy and numeracy interventions
- Social skills development interventions

### Celebrating Learning and Student Voice

- Grades 3–6 students showcased their learning through regular **Learning Expos**, highlighting project-based learning, student agency, and cross-curricular connections.
- The whole school celebrated creativity and performing arts through the **2024 School Concert**, delivered in collaboration with Curtain Call Ballarat and held at St Patrick's College Performing Arts Centre—a highlight of the school year.

### Student Learning Outcomes

Academic data continues to track favourably, we are particularly seeing a lift in our Grade Foundation Literacy data compared to recent years, and anticipate that continued focused staff professional learning in Structured Literacy, the new maths curriculum, and approaches to improve learning outcomes will make an impact in the coming two to three years.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	363	31%
	Year 5	472	61%
Numeracy	Year 3	363	40%
	Year 5	489	67%
Reading	Year 3	347	46%
	Year 5	494	77%
Spelling	Year 3	352	29%
	Year 5	469	67%
Writing	Year 3	402	77%
	Year 5	481	76%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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## Student Wellbeing

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### Goals & Intended Outcomes

At Lumen Christi Primary School, our vision for student wellbeing is rooted in the belief that every child thrives when their academic, social, emotional, and spiritual needs are nurtured in an inclusive and supportive environment.

As articulated in our Strategic Plan, we aim to:

- Nurture the development of the whole person by providing a rigorous and engaging curriculum that inspires creativity, resilience, and lifelong learning.
- Build strong partnerships with families, parish, and the wider community to enhance student learning, wellbeing, and connectedness.

In 2024, we remained committed to embedding a culture where students feel safe, valued, and supported to achieve their full potential. We focused particularly on ***refining and strengthening our implementation of Positive Behaviour Interventions and Supports (PBIS)*** as a whole-school framework for promoting student wellbeing and improving learning outcomes.

Key intended outcomes for 2024 included:

- ***Embedding consistent, schoolwide PBIS practices*** that explicitly teach and reinforce positive behaviours aligned with our school values.
- ***Fostering a safe, inclusive and respectful learning environment*** where every student feels a sense of belonging, connection, and purpose.
- ***Building staff capacity*** to respond to student wellbeing needs through evidence-based practices and targeted professional learning.
- ***Enhancing proactive support structures*** to address the individual wellbeing needs of students, including those requiring additional social, emotional, or behavioural support.
- ***Strengthening home-school partnerships***, recognising the vital role that families and carers play in supporting student wellbeing.
- ***Creating opportunities for student voice and leadership***, enabling students to contribute actively to the development of a positive school culture.

## Achievements

Student wellbeing remained a central focus in 2024, as we continued to balance the pursuit of strong academic outcomes with the provision of safe, predictable environments where students feel valued, respected, and supported to succeed in all areas of their development.

Lumen Christi continues to support a richly diverse student population, and this has required high levels of engagement, adaptability, and collaboration from staff across all areas of school life. From daily support in classrooms and the playground to the creation and implementation of Safety Support Plans, Personalised Learning Plans, and regular Program Support Group (PSG) meetings, our staff have shown outstanding dedication. Their commitment to understanding and meeting the needs of every child through compassion, flexibility and professionalism has had a meaningful impact on student growth and wellbeing.

### Cyber Safety

Our partnership with eSafety education provider Inform and Empower provided vital learning opportunities for students, staff and families in the ever-evolving digital landscape. Student workshops and staff professional learning sessions focused on building safe online habits, while our Parent Information Evening empowered families to establish healthy boundaries and digital routines at home.

### PBIS Review and Implementation

Building on the insights from our October 2023 Tiered Fidelity Inventory (TFI), we undertook a comprehensive review of our Positive Behaviour Interventions and Supports (PBIS) structures and practices. This work was led by our PBIS/Student Wellbeing School Improvement Action Team and supported by Anne Ruddell from the Catholic Education Office Ballarat.

Key actions included:

- Reviewing and refreshing our Minors and Majors classification using student-friendly language
- Revising our Behaviour Response Flowchart to enhance clarity and consistency
- Reviewing and launching our new SHINE Learning and Teaching Matrix, designed with and for students
- Refreshing our SHINE values, mascots, and celebration processes, with strong student voice and creativity involved in mascot design
- Improving the efficiency of social behaviour tracking (commendations and incidents) and strengthening the use of SIMON data to inform schoolwide practices

## **Supporting Student Diversity and Inclusion**

Staff professional learning this year focused on deepening our understanding of student diversity and strengthening inclusive classroom practices. Emphasis was placed on how best to support students at the universal (Tier 1) level with a focus on:

- Communication and language needs (expressive and receptive)
- Attention and executive functioning challenges
- Sensory and processing differences
- Autism spectrum support (Positive Partnerships framework)
- Trauma-responsive practices

## **Wellbeing Programs and Social-Emotional Learning**

Age-appropriate strategies and programs were implemented across the school to foster students' self-awareness, self-regulation, and relationship skills. These included:

- Kimochis
- Circle Time
- Peaceful Kids
- Zones of Regulation
- Alert Program Language
- ReLATE Circles
- Embedding Personal and Social Capabilities throughout the curriculum

These wellbeing programs supported students in developing strong emotional literacy and provided common frameworks for staff and students to engage in respectful, restorative and supportive relationships.

## **Value Added**

In 2024, our commitment to student wellbeing extended well beyond the classroom. We continued to provide diverse and enriching learning experiences that foster social, emotional, physical, and cultural development—ensuring our students are supported, engaged, and empowered to thrive.

### **Learning Beyond the Classroom Camps**

Grade 4 Camp to Anglesea provided students with a rich bush and beach experience focused on resilience, independence, and team-building.

Grade 6 Camp in Melbourne offered an urban experience connecting students with cultural,

historical, and civic learning opportunities.

#### Excursions

Visits to Werribee Zoo, Melbourne Zoo, and Sovereign Hill (including the Grade 6 historical costume experience) enriched curriculum areas such as History, Geography, Science, and Civics.

Catholic Education Week celebrations included an inter-school exchange day with Redan Parish primary schools, building broader community connection.

#### Incursions

Interactive sessions such as the Ballarat and District Aboriginal Co-Operative cultural workshop, Zookeepers incursion, Eureka Flag history presentation, and seasonal visits (e.g. Mrs Claus) enhanced students' learning and engagement.

Ongoing Cyber Safety incursions led by Inform and Empower ensured students received regular, age-appropriate education in safe and respectful digital behaviours.

#### Wellbeing and Mental Health Support

The Secret Agent Society and Alert Program were used to support students in developing social thinking, emotional regulation, and problem-solving skills.

The Peaceful Kids and Peaceful Parents programs continued to nurture mindfulness and emotional wellbeing among both students and families.

Our school counsellor, available four days per week, provided timely and accessible mental health support to students and families.

Ongoing partnership with an external child psychologist deepened staff knowledge and capacity in trauma-informed practice, self and co-regulation, and the intentional use of behaviour-related language and strategies.

#### Sports and Physical Development

The whole-school swimming program ensured water safety skills for all students.

Students participated in inter-school, regional and Central Zone events in cross country, athletics, swimming, soccer, netball, basketball, and football.

Clinics and competitions in badminton, golf, AFL, and hockey enriched the physical education program.

Kelly Sports clinics, AFL visits and clinics (including the Western Bulldogs men's and women's teams), and the Jump Rope for Heart whole-school initiative supported health, fitness, and enjoyment of physical activity.

Our annual Athletics Day was a celebration of participation, sportsmanship, and school spirit.

#### Cultural and Creative Enrichment

Students developed their musical talents through guitar and keyboard lessons, and participated in Junior Choir activities.

The 2024 School Concert, in partnership with Curtain Call Ballarat, showcased student creativity and performing arts learning.

Students engaged in the ACU South Street Debating Cup, developing confidence and critical thinking skills.

Excursions to concerts at Loreto College and St Patrick's College provided exposure to high-



quality performance and cultural enrichment.

Japan Day and our continued partnership with our Japanese Sister School (online cultural and language exchanges for Grades 3–6) broadened global perspectives and intercultural understanding.

#### Transition and Future Pathways

Secondary school experience days for Grade 5 students supported their transition to secondary education, helping them explore future pathways with confidence.

### Student Satisfaction

Daily check ins at classroom level, regular check ins with specific grade levels, and support plans for individual students has provided positive anecdotal feedback on student feelings of wellbeing at school.

### Student Attendance

At Lumen Christi parents have an online portal they can use to log student absences, or they may use an email to the office and school principal, or a phone call. Absences of more than two consecutive days are followed up by classroom teachers through contacting families directly. If a child is absent for more than three consecutive days school leadership follow up by directly contacting caregivers.

Attendance registers are updated twice a day with roll call, and families notified of absences via SMS.

Late arrivals are checked in via the school office with amendments made to classroom rolls.

Students experiencing school refusal are supported to be at school through individualised plans co-constructed with families.

Average Student Attendance Rate by Year Level	
Y01	90.1
Y02	91.1
Y03	89.6
Y04	89.7
Y05	87.6
Y06	88.3
Overall average attendance	89.4

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## Leadership

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### Goals & Intended Outcomes

In 2024, Lumen Christi Catholic Primary School has continued to strengthen leadership across all levels by deepening our commitment to the strategic frameworks that guide our educational mission. Our efforts have centred on embedding a culture of shared responsibility, evidence-informed decision-making, and collaborative practice, all aligned with our school's mission and vision.

### Strategic Focus Areas

We have sustained and enhanced our focus on the following key strategic frameworks:

- **Professional Learning Community (PLC):** Strengthening collective efficacy and ensuring student learning remains at the heart of all professional dialogue and decision-making.
- **Response to Intervention (RTI):** Building systems of timely and targeted support to meet the diverse learning needs of every student.
- **Positive Behaviour Interventions and Supports (PBIS):** Embedding consistent behavioural expectations and support strategies to foster a safe and respectful learning environment.
- **Collaborative School-Wide Practices:** Refining and standardising data protocols, and advancing the collaborative capabilities of teaching teams to drive continuous school improvement.
- **Shared Pedagogical Vision:** Developing a coherent and shared understanding of effective teaching practices tailored to our school context.
- **Informed Decision-Making:** Ensuring all decisions reflect a balanced and considered approach, tailored to the unique needs and strengths of the Lumen Christi community.

### School Improvement Action Teams

To operationalise our goals and enhance leadership capacity across the school, we have established five School Improvement Action Teams. These teams provide clarity, alignment, and momentum in the pursuit of school improvement priorities:

#### **Catholic School Culture and Identity**

*Aligned to Religious Education Leader*

Focused on deepening our Catholic identity, strengthening faith formation, and integrating Gospel values across all areas of school life.

#### **Pedagogy**

*Aligned to Curriculum Leader*

Aimed at advancing high-quality teaching and learning through evidence-informed pedagogical practices and curriculum development.

### **PBIS (Positive Behaviour Interventions and Supports)**

*Aligned to PBIS Leader*

Committed to embedding consistent, school-wide behaviour expectations and proactive support systems.

### **Positive Partnerships**

*Aligned to Learning Diversity Leader*

Dedicated to fostering inclusive practices and strong partnerships with families and the broader community to support every learner.

### **Structured Literacy**

*Aligned to Structured Literacy Leader*

Focused on embedding a systematic and evidence-based approach to literacy instruction to ensure strong foundational skills for all students.

## **Achievements**

In 2024, Lumen Christi Catholic Primary School has celebrated a wide range of achievements in Leadership and Stewardship. These accomplishments reflect our strong commitment to continuous improvement, strategic planning, and the provision of a high-quality educational environment for all students.

### **Sustained Enrolment Growth**

- We have experienced ongoing roll growth, with a notable increase in Foundation enrolments and continued growth across other year levels. This steady enrolment trend is a positive indicator of community confidence in our school's direction, values, and educational quality.

### **Master Plan Implementation**

- Continued improvements to our outdoor play environments have enhanced both the functionality and aesthetic appeal of our school grounds. We are grateful to Darren Gillespie, Grounds and Maintenance Officer, for his dedicated efforts in improving the 'kerb appeal' of our facilities, as well as maintaining vibrant gardens and outdoor areas.
- Major upgrades included the resurfacing of the netball and basketball courts, along with the installation of new netball hoops, basketball hoops, and a basketball 'slam dunk' feature, contributing to increased student engagement and physical activity.

## **Planning for Future Learning Environments**

- Informed by our 2024 building adjustment trials, we have completed targeted building upgrades in the Grades 3–4 and Grades 5–6 learning areas. These renovations, finalised at the end of 2024, enhance the flexibility of learning spaces, allowing for large communal areas to be easily converted into more contained classroom settings when needed, promoting both collaboration and focus.

## **Strengthening Parish Partnerships**

- Our relationship with the Redan Parish and partner schools – St James' Sebastopol and St Aloysius Redan – has continued to deepen. Through shared events and professional collaboration, we have built stronger ties that support our shared Catholic identity and community outreach.

## **Information and Communication Technologies**

We maintained a strong focus on ensuring our technology infrastructure meets the evolving needs of teaching and learning. This included:

- Ongoing engagement with Victech to provide reliable ICT management and support.
- Upgrades to school technology, including Chromebooks, Smart TVs, and staff devices, ensuring access to contemporary digital tools for both staff and students.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
<p>Throughout 2024, the staff at Lumen Christi Catholic Primary School engaged in a comprehensive and targeted professional learning program. These opportunities were closely aligned with our School Improvement Plan, emerging school needs, and a continued focus on building shared leadership capacity.</p> <p>Professional learning was delivered through multiple formats including staff meetings, Pupil Free Days, School Improvement Action Teams, and leadership network days. Expertise was drawn from the Catholic Education Office, external specialists, and peer school collaborations, ensuring access to high-quality, relevant training.</p> <p><b>Whole Staff and Core Compliance Learning</b></p> <ul style="list-style-type: none"> <li>• Supporting Students with Additional Needs: Focused on proactive and positive behaviour support strategies delivered by a Graham Behaviour Support Specialist.</li> <li>• Mandatory Compliance Training: Including Mandatory Reporting, Emergency Management and Response, SALT Modules, Diabetes training, and CPR/First Aid Certification.</li> <li>• Child Safe Standards: Embedding a culture of safety and compliance, with leadership-specific training for the Principal and Deputy Principal.</li> </ul> <p><b>Catholic School Culture and Identity</b></p> <ul style="list-style-type: none"> <li>• Relationships and Sexuality Education: Delivered through Ballarat Health Services and internal reflection days.</li> <li>• RE Assessment Practices and Religious Education Leaders' Conference</li> <li>• RE Retreat Days and participation in Cluster and Network Days for RE Leaders</li> </ul> <p><b>Structured Literacy (SL)</b></p> <ul style="list-style-type: none"> <li>• DIBELS Assessment Training</li> <li>• Sounds-Write Phonics Program</li> <li>• Structured Literacy Action Team Professional Learning Days (Diocesan)</li> <li>• Pupil Free Day: Structured Literacy Deep Dive – "Why? What? How?"</li> <li>• SL Leadership Network Days supporting leadership in evidence-based literacy practices</li> </ul>

## **Expenditure And Teacher Participation in Professional Learning**

### **Pedagogy and Curriculum**

- School Visit – Elwood Primary School to explore innovative pedagogical practices
- EduTech Conference 2024: Attended by Grade 3/4 and Grade 6 teachers
- Peaceful Kids Intervention Program Training
- Performing Arts – School Concert Workshops and Support

### **Positive Behaviour Interventions and Supports (PBIS)**

- Professional Learning with Dr Shiralee Poed – Positive classroom behaviour strategies
- School Visit – Corio to observe PBIS implementation
- Network Days for PBIS Leader

### **Positive Partnerships**

- Autism and Inclusion Training Days for staff
- Staff Training via Pupil Free Days with Positive Partnerships
- Learning Diversity Leader Network Days
- Feedback Sessions with Educational Psychologists

### **Leadership Development**

- Crucial Conversations Workshops
- Auditing Graduate Certificate in Religious Education Papers (ACU) – principal
- Leadership Network Participation:

Learning Diversity Leader

Deputy Principal

Principal (Central Zone and Diocesan meetings)

- School Improvement Leadership Team Coaching: Led by a Diocesan Senior Educational Psychologist over multiple sessions
- Principal Pilgrimage to Ireland: A formation experience exploring history, faith, and leadership
- School Counsellor: Participation in Network Days and professional supervision
- Graduate Teachers: Support through structured graduate teacher days

<b>Expenditure And Teacher Participation in Professional Learning</b>	
<ul style="list-style-type: none"> <li>New Staff: Induction training focused on compliance and cultural orientation</li> </ul>	
Number of teachers who participated in PL in 2024	28
Average expenditure per teacher for PL	\$1800.00

## Teacher Satisfaction

Teacher satisfaction is high with regard to supportive and empathetic school leadership, appraisal and recognition in learning and teaching, and innovation in school improvement. Staff feel supported, heard and that they are engaging in innovative approaches to improving student outcomes.

<b>Teacher Qualifications</b>	
Doctorate	0
Masters	2
Graduate	3
Graduate Certificate	0
Bachelor Degree	22
Advanced Diploma	2
No Qualifications Listed	2

<b>Staff Composition</b>	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	28
Teaching Staff (FTE)	22.97
Non-Teaching Staff (Headcount)	33
Non-Teaching Staff (FTE)	19.99
Indigenous Teaching Staff (Headcount)	0



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## Community Engagement

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### Goals & Intended Outcomes

In 2024, Lumen Christi Catholic Primary School continued to prioritise strong partnerships with families and the wider community. Our goal was to build and extend relationships both within and beyond our school, fostering a culture of authentic collaboration and mutual support.

#### Strategic Intent

We aimed to deepen parent and community engagement by creating inclusive, meaningful, and varied opportunities for connection and contribution. Our focus was on strengthening relationships that directly and positively impact student growth, wellbeing, and achievement.

#### Key Goals and Intended Outcomes

- ***Enhance Parent Understanding of Learning at Lumen Christi***  
Provide accessible, informative, and interactive opportunities for parents to engage in the learning journey of their children, deepening their understanding of our pedagogical approaches and educational priorities.
- ***Foster Community Participation in School Events***  
Encourage and support parent and family involvement in school-wide events that build a sense of belonging, shared celebration, and community pride.
- ***Strengthen Parent-School Partnerships to Support Student Outcomes***  
Facilitate open communication, collaborative goal-setting, and joint initiatives between families and school staff to improve academic, social, and emotional outcomes for all learners.
- ***Celebrate Student Growth and Success Together***  
Create platforms and opportunities for families to acknowledge and celebrate student achievements in learning, behaviour, and personal development, reinforcing the value of effort, growth, and excellence.

### Achievements

Throughout 2024, Lumen Christi Catholic Primary School continued to grow meaningful relationships with parents, carers, and the broader community. A range of events, initiatives,

and support programs were offered to celebrate diversity, foster connection, and enhance collaboration in support of student learning and wellbeing.

### **Community Events and Celebrations**

We hosted a variety of inclusive and joyful events that brought families into the life of the school, strengthening bonds and building a shared sense of belonging:

- **Japan Day:** A whole-school cultural celebration that highlighted Japanese traditions, language, and learning.
- **Mother's and Special Women's Celebrations:** Heartfelt opportunities to honour and celebrate the women who play vital roles in our students' lives.
- **Father's and Special Men's Celebrations:** Meaningful activities that recognised and engaged the special men in our students' support networks.
- **Grandparents Day:** A joyful and well-attended event celebrating intergenerational connections and the role of extended family in the learning journey.

### **Kindergarten to Foundation Transition Partnerships:**

Foundation teachers and the Learning Diversity Leader worked closely with local kindergartens to support smooth and informed transitions for Foundation 2025 students.

### **Cultural and Social Justice Events:**

Harmony Day  
NAIDOC Week  
Refugee Week

These events included whole-school learning experiences and community actions that promoted respect, inclusivity, and cultural awareness.

### **Parent and Carer Support Initiatives:**

Recognising the essential role parents and carers play in student development, the school facilitated targeted supports and learning opportunities:

- **Inform and Empower – Raising Kids in a Digital World**  
A well-attended information evening providing parents with strategies for navigating digital parenting in today's complex online environment.
- **Peaceful Parents Program**  
A parenting support group led by school counsellor Narelle White, focused on fostering calm, connected and conscious parenting strategies.

### **Community and Partnership Services**

Our school also established and maintained practical partnerships to enhance accessibility and support for families:

#### ***Delacombe Primary School Partnership***

- Continued collaboration including a contracted bus service between Lumen Christi and Delacombe Primary, offering reliable before and after school care transportation.
- Lumen Christi staff support during a time of DPS distress

#### **Kelly Sports After School Program**

- Provided additional extracurricular opportunities in multisport and hip hop dance, promoting physical activity, creativity, and enjoyment beyond the classroom.

### **Parent Satisfaction**

No Insight SRC parent data in 2024

Parents comment favourably about home/school partnerships, opportunities to engage with staff and their children to celebrate learning and learn about school initiatives, and support for diverse learning, social and emotional needs.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.lcdelacombe.catholic.edu.au](http://www.lcdelacombe.catholic.edu.au)