



2025

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

Registration: 1931, E Number: E2073

Principal's Attestation

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 2025 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 14 May 2026

About this report

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](#).

Governing Authority Report

From the Murray to the Sea, DOBCEL aims to realise a vision of the 'fullness of life for all' for more than 18,600 students across a community of 63 Catholic primary and secondary schools.

We began 2025 with an uplifting Mass led by Bishop Paul in a packed St Patrick's Cathedral. In his homily, Bishop Paul highlighted our mission as Catholic educators to pursue the fullness of life for every child in our care, reminding us to keep students, staff and mission at the centre of our work.

The January 2025 publication of the DOBCEL Strategy 2035 represents a pivotal moment for the DOBCEL community and marks an important phase in our ongoing development.

The main purpose of this 10-year strategy is to inspire the whole system to commit to and move towards a high performing system of Catholic schools. The system is strong and well-performing, but we can do better.

Underpinned by our Catholic Identity, the strategy identifies five strategic pillars that reflect primary areas of focus.

- Collaborative Cultures
- Engagement and Belonging
- School as Community
- Rich Pedagogical practices for Deeper Learning and Wellbeing
- Sustainable Stewardship

The strategy was co-designed with teachers, school leaders, non-teaching staff, students, parents and those working in Catholic Education Ballarat offices.

I had the great privilege of participating in these co-design sessions, which showcased the professionalism and passion of all those in our system that devote their working lives to provide a great education for our children and young people.

Therefore, it is only fitting that I record my sincere thanks to all of you. These are exciting times of opportunity for our community of schools, but it is only possible because of your extraordinary work and dedication.

Tom Sexton
Executive Director DOBCEL

Vision and Mission

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.

School Overview

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 2025, the student population has grown to over 325 children.

Lumen Christi is a Catholic learning community dedicated to providing the very best opportunities for the young people of Delacombe and to serving the children and families of Holy Trinity 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, those around us, and our world are 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 Holy Trinity Parish, is our Canonical Administrator.

Principal's Report

I am delighted to present the 2025 Annual Report to the School Community of Lumen Christi Primary School. This report celebrates the many achievements, learning opportunities, faith experiences and community connections that have shaped our school throughout the year.

The 2025 school year has been one of growth, reflection and renewal. Guided by our school vision and our commitment to knowing, valuing, and supporting every child, we have continued to strengthen our Catholic identity, deepen evidence-informed teaching practices, prioritise student wellbeing, and build strong partnerships with families and the wider community.

The school has been guided by the 2025 Annual Action Plan as informed by the 2021 school review, with adaptations being made in response to student and staff needs, as well as our 2025 school theme:

“We are called to shine the light of Christ in the world by bringing, keeping, building and sharing PEACE.”

‘Peace I leave with you, my own peace I give you; a peace the world cannot give, this is my gift to you.’ John 14:27

This theme provided all in our community a touchstone from which our relationships and growth could be cultivated throughout the year.

A significant focus throughout 2025 has been our commitment to Structured Literacy and evidence-based teaching practice. Staff have engaged in extensive professional learning through the FLARE initiative, Teach Like a Champion professional learning, curriculum review and collaborative partnerships with other schools and educational leaders. These initiatives have strengthened teacher capacity and instructional consistency across the school.

Student wellbeing has remained central to all that we do. Our Positive Behaviour Interventions and Supports (PBIS) framework continued to evolve through explicit teaching of SHINE expectations, the introduction of SHINE tokens, and professional learning focused on creating calm, consistent and inclusive learning environments.

Our Catholic identity continued to flourish through sacramental celebrations, liturgies, social justice initiatives, Catholic Education Week celebrations and ongoing Religious Education renewal. The school community embraced opportunities to live out Gospel values through service, prayer, stewardship and strong family partnerships.

Throughout the year students participated in rich learning experiences including camps, excursions, sporting events, cultural activities, incursions and leadership opportunities. These experiences strengthened curiosity, resilience, independence and engagement in learning.

I extend my heartfelt gratitude to our staff for their professionalism, adaptability and deep commitment to our students and families. Their willingness to learn, reflect and continually improve has strengthened our school community enormously.

I also want to thank our School Advisory Council, Parents and Friends groups, volunteers, and families for their ongoing support and partnership, which continue to enrich school life.

To our students – thank you for the enthusiasm, kindness, courage and joy you bring to our community each day. You inspire us continually through your learning, relationships and willingness to shine the light of Christ in the world.

As we look ahead to 2026, we do so with hope, gratitude and confidence in the strength of our community and the exciting opportunities ahead.

With blessings and heartfelt gratitude,

Carmel Hanley
Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Priority 1 of the 2025 Annual Action Plan focused on nurturing and strengthening Lumen Christi's Catholic identity as a lived expression of our Vision and Mission. The school continued to prioritise faith formation, prayer, stewardship, dialogue and authentic relationships within a contemporary Catholic context.

The intended outcomes for 2025 included:

- Building staff understanding of dialogue and capacity to facilitate dialogue within classrooms.
- Strengthening contemporary and recontextualised prayer practices across the school.
- Continuing implementation of the Fullness of Life Relationships and Sexuality curriculum.
- Developing staff capacity to lead prayer and Religious Education learning.
- Strengthening school-parish-family partnerships through liturgy and sacramental life.
- Supporting students to actively live Gospel values through stewardship, service and social justice.

Achievements

Throughout 2025, Lumen Christi Primary School continued to strengthen Catholic identity through faith formation, prayer, liturgy, sacramental celebrations, stewardship and community engagement.

The school theme for 2025, centred on "Peace" and inspired by John 14:27, was unpacked across classrooms, staff learning, liturgies and community events. The theme provided a strong foundation for supporting the school's broader work in Catholic identity, relationships and wellbeing. Staff reflected positively on the impact of the theme in supporting conversations around peace, belonging and the light of Christ within the school community.

Whole School Prayer continued to be a valued and reverent part of school life. Families regularly attended Friday morning prayer gatherings, with students increasingly leading prayer and contributing to a strong sense of sacred community. Staff focused on developing prayer practices, examples, modelling and invitation to prayer across classrooms and staff meetings.

Catholic Identity Action Team work throughout 2025 included:

- Staff analysis of ECSI data.
- ECSI professional learning led by Gina Bernasconi.
- Co-created prayer professional learning.
- Recontextualised prayer learning.
- Development of dialogue practices within teams.
- Staff formation in prayer.
- Development of prayer resources and classroom prayer strategies.
- Planning for the Prayer Renewal Project.
- Planning for an RE resource portal.

Andrea Dillon attended the Enhancing Catholic School Identity Intensive, strengthening her understanding of contemporary Catholic identity and recontextualisation. This learning informed ongoing staff dialogue and Religious Education planning throughout the year.

The school continued implementation of the Fullness of Life Relationships and Sexuality curriculum, with planning, documentation and scope and sequence work occurring throughout the year. Parent information evenings supported family understanding and engagement with the curriculum.

The sacramental program remained central to school and parish life, with students preparing for and celebrating Reconciliation, Eucharist and Confirmation in partnership with St Aloysius Parish. Staff attended sacramental celebrations and supported students and families throughout the preparation process.

Catholic Education Week celebrations brought together the three Redan Parish schools through shared liturgies, activities and stewardship experiences. Staff also participated in collegial formation opportunities with neighbouring Catholic schools.

Social justice and stewardship continued to be prioritised through:

- Project Compassion.
- Mission Day and Mission Stalls.
- Walkathon fundraising for Caritas Australia.
- Laudato Si learning and audit work.
- Stewardship initiatives, including Clean Up Australia Day.
- Support of charities linked to Catholic Social Teaching, including Soup Bus, Rotary, and St Vincent de Paul.

Additional faith and community celebrations included:

- Beginning of Year Mass.
- Ash Wednesday liturgies.
- Holy Week Reflection.

- Lumen Christi Day.
- Mother's and Father's Day liturgies.
- Grandparents' and Special Older Friends celebrations.
- End of Term Masses.
- NAIDOC Week activities.

Mission Day was a highlight of the year, with strong student engagement and community spirit evident throughout the event.

Value Added

In 2025, our Catholic Identity and Mission remained central to the life of Lumen Christi Primary School. Guided by our school theme, "Shine the light of Peace," our community was inspired to live out Gospel values through faith formation, service, and social action.

The continued focus on Catholic identity strengthened student, staff and family engagement in prayer, liturgy, stewardship and social justice.

Whole School Prayer and liturgical celebrations contributed to a strong sense of belonging and sacred community, while professional learning opportunities supported staff understanding of contemporary Catholic identity and recontextualised Religious Education practice.

The integration of dialogue, stewardship and prayer practices throughout school life supported the school's vision of nurturing faith-filled, compassionate and socially aware learners.

Strong partnerships between school, parish and families continued to support sacramental engagement and faith formation opportunities throughout 2025.

Learning and Teaching

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 2025, our key goal was to continue strengthening the consistency, collaboration, and effectiveness of our teaching practices through the continued development of high-impact frameworks that drive 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, through a combination of explicit direct instruction and investigative play (Foundation, Grade One and Grade Two) or project based inquiry learning (Grades Three to Six).

Our work this year centred around:

- Strengthening Structured Literacy practices across the school.
- Building teacher capability through professional learning and coaching.
- Developing high-impact instructional practices.
- Strengthening curriculum design and data-informed teaching.
- Supporting student engagement, agency and curiosity through rich learning experiences.
- Continuing collaborative partnerships with other schools and educational leaders.

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.

A major school-wide focus throughout 2025 was the diocesan FLARE Structured Literacy professional learning and implementation.

Teachers engaged in:

- Structured Literacy modules.
- FLARE leadership coaching.

- Classroom observations.
- Literacy Assessment learning.
- Science of Reading professional learning.
- Collaborative Literacy planning and review.
- Staff deepened understanding of phonemic awareness, decoding, fluency and comprehension, while instructional consistency across classrooms continued to strengthen.

Pupil Free Days throughout the year focused on:

- Structured Literacy.
- Teach Like a Champion.
- Mathematics learning.
- High-impact teaching strategies.

Collaborative partnerships with St Columba's Primary School strengthened professional learning in Teach Like a Champion strategies, including:

- Active engagement.
- Checking for understanding.
- Lesson clarity.
- Explicit instruction.

Leadership teams also collaborated with Damascus College, DOBCEL leaders, Future Schools' Dave Runge, and international educator Pasi Sahlberg to review curriculum design and future-focused learning approaches.

Students participated in a wide range of rich and engaging learning experiences throughout 2025, including:

- Grade 4 Anglesea Camp.
- Grade 6 Melbourne Urban Camp.
- Grade 5 Scienceworks excursion.
- Sovereign Hill experiences.
- Billy Cart science incursion.
- Victoria Park physics exploration.
- African drumming incursion.
- Writers' Craft Workshops.
- National Simultaneous Storytime.
- Learning Expos.
- Secondary Education Experience Days (SEED).
- Book Week celebrations included author visits from Jodi Toering and Elaine Mills, Writers' Craft Workshops and the annual Book Parade.

Students also participated in numerous sporting and extracurricular opportunities including:

- AFL clinics.
- Golf clinics.
- Tennis clinics.
- Basketball clinics.
- Kelly Sports.
- Swimming Program.
- Athletics.
- Cross Country.
- Netball.
- Regional Basketball.
- Debating.
- Zone Golf Tournament.
- Auskick.

A highlight of the year was the Grade 6 Boys B Basketball Team winning the Regional Grand Final.

Staff also continued reviewing student data at cohort and individual levels to support evidence-informed planning for future school improvement priorities.

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 through to Grade Two 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 continue to make an impact in the coming two to three years.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	418	55%	391	43%
	Year 5	467	49%	470	55%
Numeracy	Year 3	408	68%	386	54%
	Year 5	471	57%	480	62%
Reading	Year 3	394	67%	371	57%
	Year 5	472	59%	483	68%
Spelling	Year 3	395	55%	374	42%
	Year 5	452	42%	461	55%
Writing	Year 3	401	84%	402	81%
	Year 5	461	59%	471	68%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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.

Student Wellbeing

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 2025, 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, as well as engaging in the Victorian State Government Mental Health in Primary Schools (MHIPS) initiative.

Key intended outcomes for 2025 included

- Strengthening **school-wide PBIS practices**.
- Supporting **positive behaviour, belonging and student engagement**.
- Building **staff capability in wellbeing and mental health support**.
- Strengthening **partnerships with families**.
- Supporting students with **diverse learning, social and emotional needs**.
- Developing **consistent wellbeing practices and routines** across the school.

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 continues to provide 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.

Positive Behaviour Interventions and Supports (PBIS)

The school continued strengthening Positive Behaviour Interventions and Supports (PBIS) practices through:

- Formation of the PBIS Action Team.
- Professional learning day with Dr Shiralee Poed.
- Explicit teaching of SHINE expectations.
- Introduction of SHINE tokens, SHINE tracking app, and SHINE charities aligned to our Catholic School Culture
- Consistent behaviour routines and expectations.
- These approaches supported calm, predictable and inclusive learning environments.

Mental Health in Primary Schools (MHIPS) initiative

The school also commenced significant learning through the Mental Health in Primary Schools (MHIPS) initiative, with Wellbeing Leader Jess Toulmin participating in professional learning, orientation and networking opportunities.

Curriculum

Wellbeing curriculum development included:

- Rights, Resilience and Respectful Relationships leadership work.
- Development of a whole-school wellbeing scope and sequence.
- Integration of wellbeing learning with Relationships and Sexuality curriculum.

Learning Diversity

Support for diverse learners continued through:

- PSG meetings each term.
- Speech pathology interventions.
- Learning Diversity support.
- Individual support planning.
- Access to assessments and interventions.

The school counsellor continued to work four days per week supporting students, families and small group wellbeing programs.

Students participated in a wide range of activities supporting wellbeing, belonging and resilience, including:

- Camps.
- Sporting opportunities.
- Athletics Day.
- SHINE Discos.
- Community events.
- Auskick.
- Netball.
- Swimming.

Value Added

The wellbeing programs and supports implemented throughout 2025 strengthened students' sense of belonging, engagement and confidence.

The continued focus on PBIS, explicit routines, predictable learning environments and strong relationships supported positive behaviour and student participation across the school.

Whole-school wellbeing initiatives strengthened partnerships between staff, students and families, while professional learning opportunities enhanced staff capability in supporting student mental health and wellbeing.

Targeted intervention programs, counselling supports and Learning Diversity practices ensured students requiring additional support were well supported academically, socially and emotionally.

The integration of wellbeing practices into everyday school life contributed positively to the inclusive and supportive culture of Lumen Christi Primary School.

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	90.05
Y02	91.09
Y03	89.6
Y04	89.73
Y05	87.63
Y06	88.34
Overall average attendance	89.41

Leadership

Goals & Intended Outcomes

In 2025, 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 continued our 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/Wellbeing Leader

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

- **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 2025, 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 steady Foundation enrolments and continued growth across other year levels. This enrolment trend is a positive indicator of community confidence in our school's direction, values, and educational quality.

Master Plan Implementation and Building Improvements

- 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 installation of our footy goal posts and pads, and our soccer nets, as well as the demolition of our old toilet block, ready for early 2026 refurbishment.
- Noise reduction modifications.
- Air-conditioning upgrades.
- Installation of a portable classroom to provide for a Japanese Language hub
- Roof repairs.
- Storage and archiving improvements.
- Carpark lighting upgrades.
- CCTV improvements.

Strengthening Collaborative Partnerships

- Our collaborative learning with other diocesan schools continues with sharing Pupil Free Day learning with St Columba's Ballarat North (Teach Like a Champion), various schools (Dr Shiralee Poed), and Soundswrite with Siena Catholic Primary School

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.

Leadership teams participated in extensive professional learning throughout 2025, including:

Diocesan Leadership Gatherings.
Australian Catholic Education Conference.
Deputy Principal Retreat and Conference.
Country Dioceses Leadership Program.
Interfaith dialogue workshops.
Structured Literacy leadership coaching.
SIMON Conference.
Mental Health in Primary Schools learning.
DOBCEL Strategy 2035 learning.
Leadership psychology and team culture sessions.

The School Improvement Team continued working closely with senior psychologist Allan Hutchinson to strengthen:

Psychological safety.
Collective efficacy.
Team culture.
Leadership capability.
Self-awareness.

The school also:

Transitioned to a new uniform supplier.
Undertook SIMON upgrades and training.

The School Advisory Council continued to provide important leadership and support throughout the year, including transitions in SAC membership and leadership roles.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2025
Throughout 2025, 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. 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. Whole Staff and Core Compliance Learning • Mandatory Compliance Training: Including Mandatory Reporting, Emergency Management and Response, SALT Modules, Diabetes training, and CPR/First Aid Certification. • Child Safe Standards: Embedding a culture of safety and compliance, with leadership-specific training for the Principal and Deputy Principal. Catholic School Culture and Identity • Relationships and Sexuality Education: Delivered through Ballarat Health Services, Catholic Education Ballarat staff and internal reflection days • Enhancing Catholic School Identity (ECSI) facilitated by Gina Bernasconi from Catholic Education Ballarat • ECSI Intensive completed by REL Andrea Dillon • Religious Education Leaders' Conference • RE Retreat Days and participation in Cluster and Network Days for RE Leader Andrea Dillon • Interfaith dialogue workshops • Australian Catholic Education Conference 2025 Structured Literacy (SL) • DIBELS Assessment Training • SoundsWrite Phonics Program - ongoing staff learning (ensuring all staff are SoundsWrite trained, including Learning Support Officers) • Structured Literacy Action Team Professional Learning Days (Diocesan) • Pupil Free Day: Structured Literacy

Expenditure And Teacher Participation in Professional Learning	
• SL Leadership Network Days supporting leadership in evidence-based literacy practices • Structured Literacy learning module learning and FLARE coaching • The Writing Revolution for Grade Five and Six teachers • PhOrMeS learning	
Pedagogy and Curriculum	
• Teach Like a Champion professional learning • Mathematics curriculum learning	
Positive Behaviour Interventions and Supports (PBIS)/ Wellbeing	
• Professional Learning with Dr Shiralee Poed – Positive classroom behaviour strategies • Network Days for PBIS/Wellbeing Leader • Mental Health in Primary Schools learning • The Resilience Project teacher seminar	
Learning Diversity	
• Learning Diversity Leader Network Days • Feedback Sessions with Educational Psychologists	
Leadership Network Participation:	
• Learning Diversity Leader • Religious Education Leader • Structured Literacy Leader • Wellbeing/PBIS Leader • Deputy Principal • Principal (Central Zone and Diocesan meetings) • Country Dioceses Leadership Program • School Improvement Leadership Team Coaching: Led by a Diocesan Senior Educational Psychologist over multiple sessions • School Counsellor: Participation in Network Days and professional supervision • Graduate Teachers: Support through structured graduate teacher days • New Staff: Induction training focused on compliance and cultural orientation	
Number of teachers who participated in PL in 2025	28
Average expenditure per teacher for PL	\$1900.00

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.

Teacher Qualifications	
Doctorate	0
Masters	2
Graduate	3
Graduate Certificate	0
Bachelor Degree	21
Advanced Diploma	2
No Qualifications Listed	3

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	27
Teaching Staff (FTE)	21.21
Non-Teaching Staff (Headcount)	34
Non-Teaching Staff (FTE)	21.27
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

In 2025, 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 2025, 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.
- **Community connections:** Beginning-of-Year Open Hour, parent run Cuppa and Chat monthly gatherings, Foundation Welcome Evening, Cancer Council Biggest Morning Tea.
- **Fundraisers and Community events:** Bunnings BBQ fundraiser, Pie Drive, SHINE Disco, Comedy for a Cause parent and friends evening, and Debutante Balls.

Kindergarten to Foundation Transition Partnerships

Foundation teachers and the Learning Diversity Leader worked closely with local kindergartens, families and, where needed, external services to support smooth and informed transitions for Foundation 2026 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.

The school continued to strengthen partnerships with educational and community organisations, including:

- Damascus College work experience placements.
- ACU pre-service teacher placements.
- Kanazawa Seiryō University (Japan) student visits.
- Dana Street Dental.
- Vision screening services.

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.
- ***Kelly Sports After School Program*** - Provided additional extracurricular opportunities in multisport and hip hop dance, promoting physical activity, creativity, and enjoyment beyond the classroom.
- ***AusKick*** - Provided junior footy skills development opportunities onsite for preschool, Foundation, Grade One and Two students from our wider Delacombe and Ballarat community.

Parent Satisfaction

No Insight SRC parent data in 2025.

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.

Financial Performance

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.

For more detailed information regarding our school please visit our website at www.lcdelacombe.catholic.edu.au