



Annual Report 2025



**LUMEN CHRISTI
COLLEGE**

Under the Australian Government funding requirements and in line with the Schools' Assistance Act 2008 for the period 2009 – 2013, Lumen Christi College is required to publish specific information about the previous year via the school website. The following information pertains to the 2025 calendar year.

2025 Annual Report

1. Contextual Information

Established in 1984, Lumen Christi College is a Catholic co-educational secondary school of approximately 1000 students from Years 7 to 12. The College name, Lumen Christi, or the Light of Christ, reflects our Catholic identity. Our mission is "To form resilient young adults with a passion to learn and to be a light for others". This mission underpins our purpose to provide opportunities that allow each student to become the best person they can be. Our Vision for Learning, "Discover Together", challenges us to inspire excellence within a welcoming community. We work collaboratively to explore possibilities, spark curiosity, nurture creativity, and foster innovation. Together, we create a connected and supportive learning environment, inspired by Christ.

Our Vision for Learning is grounded in the three interconnected pedagogical principles of Connect, Explore, and Empower. These principles shape a shared commitment to learning, inspiring us to *Discover Together*. At Lumen Christi College, our teaching and learning programs are contemporary, technology-rich, and responsive to the evolving demands of the modern world

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



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

2. Teacher Standards and Qualifications

In 2025, Lumen Christi College employed 82 teaching staff. We are committed to providing the best quality education for our students by employing highly motivated, committed and skilled staff, who are well resourced to cater for the complex and diverse needs of our students. The majority of teaching staff hold more than one tertiary qualification, with most holding a bachelor’s degree or graduate diploma as their highest qualification.

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

The following is a summary of the teaching qualifications held by our teachers in 2025:

Qualification	Number Held by Teaching Staff
Certificate	6
Diploma	17
Advanced Diploma	2
Bachelor’s degree	90
Bachelor’s Degree (with Honors)	3
Graduate Certificate	4
Graduate Diploma	20
Masters	21
Doctorate	0

3. Workforce Composition

In 2025, Lumen Christi College employed a total of 130 staff members. This included 82 teaching staff (both full-time and part-time), comprising 35 males and 47 females. The non-teaching staff totalled 48, with 12 males and 36 females. Among the non-teaching female staff, three identify as Indigenous or First Nations.

The composition of our entire workforce was as follows:

Type of Staff	Male	Female	TOTAL
Teaching Staff	31	51	82
FTE* Teaching Staff	30.8	49.7	80.5
Non-Teaching Staff	13	38	51
FTE* Non-Teaching Staff	11.6	30.8	42.4
Indigenous Staff	0	3	3
FTE* Indigenous Staff	0	2.3	2.3

* Full-time Equivalent

4. Student Attendance at School

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

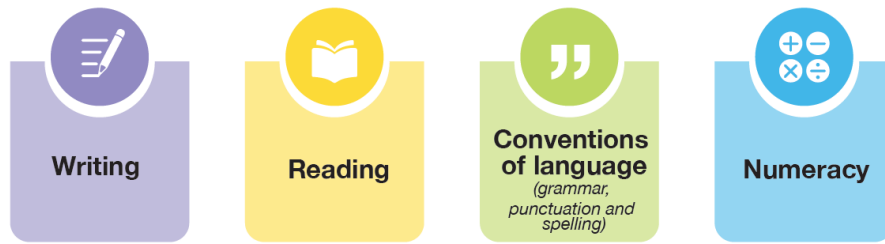
Homeroom teachers monitor and follow up on a student’s absence within their Homeroom group by speaking with the student and making contact home as necessary. When regular patterns of non-attendance in Homeroom occur, House Coordinators make contact home to support families in restoring the student’s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

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

Year Group	Female Percentage (%) of Attendance	Male Percentage (%) of Attendance
Year 7	89.5	90.5
Year 8	84.7	88.3
Year 9	87.4	86.7
Year 10	88.2	87.8
Year 11	83.7	85.4
Year 12	89.1	90

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

NAPLAN (National Assessment Program – Literacy and Numeracy) is the name of the annual assessment program that tests essential skills in literacy and numeracy in Years 7 & 9.



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

Year 7 and 9 NAPLAN Data

Table 1 below shows the average student results by year compared to the average score for all Australian students. Table 2 below shows the average student results by year compared to the average score for students with similar backgrounds.

TABLE 1

For NAPLAN results by state/territory and other subgroups visit [NAPLAN national results](#).

	2023	2024	2025		
Compare to	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<<	>>
	Students with similar background		All Australian students		
	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	517	531	529	519	520
Year 9	565	593	572	558	569

NAPLAN participation for this school is 100%
 NAPLAN participation for all Australian students is 95%

^{NB} A school’s NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison colour to be available. Grey shading indicates participation did not meet these thresholds.

Interpreting the table

Selected school’s average when compared to all Australian students

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

TABLE 2

For NAPLAN results by state/territory and other subgroups visit [NAPLAN national results](#).

	2023	2024	2025		
Compare to	<input checked="" type="radio"/> Students with similar background		<input type="radio"/> All Australian students		
	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	517	531	529	519	520
Year 9	565	593	572	558	569

NAPLAN participation for this school is 100%
 NAPLAN participation for all Australian students is 95%

^{NB} A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison colour to be available. Grey shading indicates participation did not meet these thresholds.

Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

6. Parent, Student and Teacher Satisfaction

Lumen Christi College remains committed to fostering a culture of continuous improvement through regular and meaningful engagement with its community. In 2025, feedback was gathered from staff and students through two key instruments: the annual Staff Wellbeing Survey and the Resilience Project Snapshot Survey for students in Years 7 to 10. This built on the data gained in 2023 from the Diagnostic Inventory of School Alignment (DISA) online diagnostic survey tool which was comprised of three surveys customised for staff, parents, and students. All these insights have been instrumental in shaping the College's strategic direction and wellbeing initiatives.

For the second year, students in Year 7 to 10 provided data about school and home factors that support their emotional and social wellbeing using the Resilience Project Youth Survey this data is compared to other schools across Australia. Compared to national averages, Year 7 students scored highest in relation to other schools for feeling they had strong connections to both staff and other students at school. Students in Year 7 found the Seminar teaching of social and emotional skills the most helpful. Some students indicated they did not understand how to seek help for emotional or social support, in response to this the Wellbeing Team has distributed support cards that are available from Heads of Year at any time. Students in Year 7 to 12 completed a Year Group Survey where data was collected about Seminar programs, year-group activities, learning and various other aspects of College life. Students indicated they enjoyed year-group activities and retreats and requested more opportunities to gather with their year groups. Some students indicated they needed more support to regulate difficult emotions, and in response to this data, Heads of Year have worked with teachers in further upskilling of restorative practices and coregulation. Students in some year groups indicated an increase in having a trusted adult at school; this will continue to be

a focus in Seminar and Homeroom in 2026.

Feedback from staff and College Council throughout 2025 has provided valuable insight into the progress made towards achieving the Catholic School Improvement Plan (CSIP) goals. The whole-staff survey highlighted notable growth in several key areas, including the development and use of high-quality teaching resources across common curricular subjects and significant improvement in teachers' ability to effectively de-escalate negative student behaviour. Engagement with wellbeing initiatives continued to strengthen, with almost all staff reporting active participation. Furthermore, 96% of staff indicated confidence in articulating the background and story of their house patron, reflecting the College's commitment to deepening its Catholic identity. Middle leaders reported increased confidence and competence in fulfilling their roles, and staff expressed improved perceptions of the professional practice and capacity of their line leaders.

Feedback from the Academic and Pastoral Councils reinforced these findings and provided further direction for future priorities. Academic Council members noted greater pedagogical consistency across Learning Areas, with lesson structures becoming more uniform and common language aligned to the College's Vision for Learning (VFL). Collaborative planning and resource development were also strengthened, particularly in the creation of inclusive curriculum materials. Similarly, the Pastoral Council identified progress in refining shared resources and embedding VFL-aligned practices, while emphasising the need for continued development of scaffolded materials to support diverse learners. Both the Academic and Pastoral Councils highlighted the importance of evaluating the impact of these initiatives through improved data collection, ensuring that changes to lesson structures and pedagogical approaches translate into meaningful outcomes for students

7. Staff Wellbeing

For the past three years, the College has worked with an independent consultant to focus on continual improvement of staff wellbeing and school culture.

Key Achievements

Staff Satisfaction

Across many satisfaction-related questions, data has remained consistent over the last 12 months, with an overall score of 77%. This data continues to track above the 'like school' average of 72% and the national average of 71%. 65% of staff now agree that their workplace positively impacts

their mental health and wellbeing. This +7% growth in data is now above the 'like school' average of 64% and the national average of 60%.

Staff endorsement of the College has also seen a +4% increase across the year, with 84% of respondents agreeing they would recommend their workplace to others as a great place to work. This data sits above the 'like school' average of 76% and the national average of 74%, an area of commendation.

Staff Morale and College Culture

Impressively, staff reports of high/very high morale have increased by +2% to 78%, continuing to track above the 'like school' average of 65% and the national average of 57%.

Staff opinions that the College is a positive workplace culture have remained strong at 90%.

Addressing Staff Stressors

In reference to staff stressors, there have been notable reductions across the following workplace stressors between 2024 and 2025:

- 'Long working hours or excessive workload' – 17%
- 'Staff shortages' -16%
- 'Pastoral care relating to students' -11%

This data is positively below 'like school' and national averages.

Proactive Implementation of Suggested Wellbeing Initiatives

The data evidence shows the successful and/or effective implementation of strategic initiatives and approaches associated with workload and College communication.

Some of the areas of suggested focus in the 2024 survey that were a focus area for 2025 were:

- Monitor staff wellbeing and burnout risk
- Continue to optimise and manage staff workload
- Continue a focus on a streamlined approach to student management and pastoral care.

Survey responses show notable positive reductions in staff-suggested initiatives between 2024 and 2025, indicating that the work to address these areas has been effective. These initiatives include:

- Access to occupational health/professional wellbeing support -21% since 2024
- 'Reduction in workload' -14% since 2024

- ‘More recognition of accomplishments’ -12% since 2024
- ‘Improved communication between staff’ – 12% since 2024
- ‘More/improved communication with the College leadership team’ – 9% since 2024
- ‘Improvement or more of a focus on student management, behaviour and/or wellbeing - 9% since 2024.

Communication

As highlighted in the data improvements above, the College is to be commended for a successful focus on improving communication across the College. Leaders spotlight a recent approach to improving communication between staff and leadership by having leaders be more visible in staff rooms during breaks, conducting teacher walk-throughs, and offering personal growth meetings. As a result, questions across the survey show key improvements in communication between leaders and staff and amongst the staff themselves and in the recognition of accomplishments. These markers are positively positioned above ‘like school’ and national averages.

Workload

The College is acknowledged for addressing and optimising workload practices. Overall, cross-section data shows that staff perceptions of their workload, management of work, and work/life balance have remained consistent in the past 12 months, maintaining an average of 65% across questions, continuing to track above the ‘like school’ average of 61% and national average of 59%. Notably, staff who indicated their workload is manageable increased by +7% to 70%. This data is positive compared to ‘like school’ and national data averages.

The College survey data shows notable reductions in workload-related stressors i.e. excessive workload or long working hours and staff shortages, indicating that the measures to address workload are proving effective. While there are improvements across this area, it is recommended that this remains a key focus as part of the College’s wellbeing strategy and action plan in 2026.

Relationships and Collaboration

The College has continued its approach to promoting and maintaining staff relationships and collaboration. The College highlights the recent focus on offering more opportunities for staff team building through social club events, developing outdoor spaces for socialising and relaxation, and incorporating team-building exercises and collaboration into staff meetings and 15-minute forums.

Since 2024, the overall average across relationship-related questions has reached 79%, tracking above the 'like school' average of 70% and national average of 67%. Notable positive improvements are evident in staff recognition that there are opportunities to develop relationships outside of school hours, with an increase of +20% since 2024 – data is now above comparable averages.

Additionally, staff perceptions that relationships are strong and well-formed and that they have a close friend at work have increased over the past 12 months.

Improved Whole-School Wellbeing Focus

Key developments in how the College promotes and supports staff wellbeing should be celebrated. In particular, there has been a continued focus on supporting staff wellbeing.

A notable improvement to highlight across the data is staff reporting a mental health/wellbeing action plan or policy in place, a +13% increase since 2024, well above comparable averages. Staff continue to agree that College leaders lead by example regarding wellbeing and regard the leadership as approachable regarding any wellbeing concerns.

Staff Engagement

Staff self-reports of engagement have remained consistent over the past 12 months, with an overall average of 80%, above the 'like school' average of 79% and the national average of 77%, alongside their continued positive perceptions of professional capacity building and leadership-led engagement practices.

Notable growth is observed in areas such as goal setting and identification with leaders (+4%), and staff recognition of an active coaching and mentoring program has increased (+7%), with most metrics on par with or above comparable averages.

School Leadership

The overall results across the survey indicate staff's continued satisfaction with the College's leadership. Responses bring attention to the dedicated and strategically effective decisions made by the Executive Leadership team to address and improve staff wellbeing and College culture.

Areas for future focus

- Continue to consider ways to reduce staff workload.
- Continue to develop a streamlined approach to student management and pastoral care.

8. School Income

The total gross income for the school year ending 31 December 2025 was \$24,687,739. For direct access to Lumen Christi College data, please refer to the My School web page on the ACARA website at the following address: <https://www.myschool.edu.au/school/48981>

9. Senior Secondary Outcomes

Results for the 2025 Year 12 cohort were as follows:

- 138 students were eligible for WACE
- 95.6% of students achieved the Western Australian Certificate of Education (WACE)
- 31.1% of students generated an Australian Tertiary Admissions Rank (ATAR)
- Median ATAR of students was 68.95
- 1 student achieved a Certificate of Distinction, and a further 9 students achieved a Certificate of Merit
- 58 students were offered a place at a university of their choice
- 62.3% of students completed Certificate Courses in Vocational Education Training (VET)
- 68 Certificate II qualifications were achieved
- 101 Certificate III or IV qualifications were achieved

Year 12 Certificate Course Completion

The table below summarises the Certificate course completed by the Year 12 cohort in 2025:

Course	Completion
Cert. II in Building & Construction	2
Cert. II in Engineering Pathways	11
Cert. II Hospitality	1
Cert. II in Retail Services	3
Cert. II Supply Chain Operations	1
Cert. II in Workplace Skills	4
Cert. II in Applied Digital Technologies	5
Cert. III in Animal Care	1
Cert. III in Business	15
Cert. III Community Services	2
Cert. III in Dance	18
Cert. III in Engineering - Technical	4
Cert. III in Information Technology	6
Cert. III Make-Up	1
Cert. III in Music	4
Cert. III in Retail	2
Cert. IV in Allied Health Assistance	1
Cert. IV in Business	4
Cert. IV Community Services	5
Cert. IV School-Based Education Support	5
Cert. IV in Preparation for Health & Nursing Studies	11
Cert IV. In Health Care	1
Cert IV. In Screen & Media	1
Total	108

10. Post School Destinations

75 students from the 2025 cohort applied to study at university in 2026, of which 89.3% were offered a place at the following universities:

- 24 students at Curtin University
- 5 students at Edith Cowan University
- 20 students at Murdoch University
- 7 students at Notre Dame University
- 11 students at The University of Western Australia

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

11. School Improvement Plan

Improvement Goals

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

INFORMED BY EVIDENCE FROM

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

ONGOING EVALUATION



2025 Catholic School Improvement Plan (CSIP)

PILLAR 1 CATHOLIC IDENTITY

Improvement Goals Performance & development goal to be achieved (stated simply).	Relevant Actions What actions will we take to achieve the goal?	Timeframe What are the timeframe milestones?	Responsibility	Effectiveness Indicators How will we know we have been successful (quantitative and measurable)?	Progress
Provide abundant and meaningful opportunities for catechesis through the Word, worship, prayer, retreats, service and community	<ul style="list-style-type: none"> Develop a multi-disciplinary team to identify and support opportunities for catechesis e.g. DP Mission, HOLA RE, Student Support Worker, Vinnies Coordinator 	Term 1 (develop team) Remainder of year: identify opportunities and action	DP Mission	Increased engagement with local and national dates of significance related to Catholic Social Teachings E.g. Refugee Week	<input type="checkbox"/> Not Yet Achieved <input type="checkbox"/> Making Progress <input checked="" type="checkbox"/> Achieved
Recognise, celebrate and leverage the contributions of the laity and religious orders and their charisms in witnessing to the mission of Catholic education and its faith story	<ul style="list-style-type: none"> Investigate opportunities borne out of the Synodal document to increase Synodal practices in our College community Provide PL for ELT to increase understanding of Synodality and our role in supporting this practice at the College Further develop House identity and knowledge about the House Patrons and their role in exemplifying the values of each House 	Ongoing	ELT DP Mission HOCOs	ELT will have an increased understanding of and comfort with the language and practices of synodality Students and staff can articulate elements of the background and story of their House patron	<input type="checkbox"/> Not Yet Achieved <input type="checkbox"/> Making Progress <input checked="" type="checkbox"/> Achieved
Integrate faith, life and culture through increased opportunities for faith formation	<ul style="list-style-type: none"> Provide opportunities for staff to discover how they can contribute to the College and wider community through their vocational call to work in a Catholic school: <ul style="list-style-type: none"> Understanding of vocation Consideration of how gifts and talents can be used Discernment of contribution of these to the community and Church 	Ongoing	DP Mission	Greater engagement with opportunities to share one's gifts to enhance the College community	<input type="checkbox"/> Not Yet Achieved <input type="checkbox"/> Making Progress <input checked="" type="checkbox"/> Achieved

PILLAR 2
EDUCATION

Improvement Goals Performance & development goal to be achieved (stated simply).	Relevant Actions What actions will we take to achieve the goal?	Timeframe What are the timeframe milestones?	Responsibility	Effectiveness Indicators How will we know we have been successful (quantitative and measurable)?	Progress
<p>Develop pedagogical best practices that are responsive to diverse learning needs</p> <p>Develop a common approach to classroom instruction that enhances curriculum delivery and supports more effective use of teacher time</p> <p>Ensure all students have equitable access to AI platforms and as a school we actively guide them to use these tools effectively</p> <p>Encourage and facilitate student engagement by empowering each student to achieve his/her God given potential through the provision of quality learning experiences</p>	<ul style="list-style-type: none"> Use longitudinal academic data to effectively track student performance Develop a school-wide approach to data informed practice Develop strong pedagogical leadership in Middle Leaders Provide support to the teachers involved in the whole-school curriculum project through the provision of planning time to develop common resources. Staff PL to implement equitable use of AI in the classroom Review timetable structure and develop contemporary alternatives for 2026 	<p>Ongoing - 2025</p> <p>Ongoing - 2025</p> <p>Ongoing - 2025</p> <p>Sem 1 - 2025</p>	<p>VP Director of Pedagogy Director of Innovation</p> <p>Director of Pedagogy</p> <p>Director of Innovation</p> <p>VP</p>	<p>Improvement in student learning outcomes as indicated by various data sets Staff use data to inform Teaching and Learning practices HOLAs lead teachers to enact and embed the College Vision for Learning. Learning Walk data used for HOLA-led PL during meetings</p> <p>Common lesson structure and curriculum planning are being used effectively to improve learning outcomes. High quality teaching resources are produced and reviewed</p> <p>Students indicate they feel competent in using a variety of AI tools in their learning</p> <p>Suitable TT structure decided on prior to commencement of timetable construction</p>	<p><input type="checkbox"/> Not Yet Achieved</p> <p><input checked="" type="checkbox"/> Making Progress</p> <p><input type="checkbox"/> Achieved</p> <p><input type="checkbox"/> Not Yet Achieved</p> <p><input type="checkbox"/> Making Progress</p> <p><input checked="" type="checkbox"/> Achieved</p> <p><input type="checkbox"/> Not Yet Achieved</p> <p><input type="checkbox"/> Making Progress</p> <p><input checked="" type="checkbox"/> Achieved</p>
<p>Foster Christ-like, healthy and successful relationships between students and staff members enabling all to learn and grow in the image of God</p>	<ul style="list-style-type: none"> Enhance relationships between staff and students by embedding evidence-based practices that address challenging student behaviour (AERO, Collaborative and Proactive Solutions) 		<p>DP Middle School DP Senior School HOYs College Psychologists</p>	<p>Observed positive student behaviour</p> <p>Staff effectively de-escalating negative student behaviour</p> <p>Students feedback that they have positive connections with staff</p>	<p><input type="checkbox"/> Not Yet Achieved</p> <p><input type="checkbox"/> Making Progress</p> <p><input checked="" type="checkbox"/> Achieved</p>

PILLAR 3
COMMUNITY

Improvement Goals Performance & development goal to be achieved (stated simply).	Relevant Actions What actions will we take to achieve the goal?	Timeframe What are the timeframe milestones?	Responsibility	Effectiveness Indicators How will we know we have been successful (quantitative and measurable)?	Progress
<p>Partner with and support parents and caregivers as the first educators of their children</p> <p>Welcome and celebrate the diversity and uniqueness of each member of the community through recognising their cultures and traditions including Aboriginal & Torres Strait Islander people.</p>	<ul style="list-style-type: none"> Further cultivate and broaden participation from parents across a broad range of groups to create intentional opportunities to engage with the College. Collaborate with Parent Voice to identify and extend an invitation to participate in meetings Continue to build relationships with Aboriginal & Torres Strait Islander families to enhance the educational experience for students 	<p>Ongoing throughout the year</p> <p>Ongoing</p>	<p>Principal DP Mission</p> <p>ALO DP Mission DP Middle/Senior School</p>	<p>Increased opportunities for parent engagement with the College.</p> <p>Increased number of Aboriginal & Torres Strait Islander students enrolled at the College and completing Year 12.</p> <p>Improvement in attendance rates of Aboriginal & Torres Strait Islander students.</p>	<p><input type="checkbox"/> Not Yet Achieved</p> <p><input checked="" type="checkbox"/> Making Progress</p> <p><input type="checkbox"/> Achieved</p> <p><input type="checkbox"/> Not Yet Achieved</p> <p><input type="checkbox"/> Making Progress</p> <p><input checked="" type="checkbox"/> Achieved</p>
<p>Take proactive steps to provide for the pastoral needs of students and staff. With Christ as our foundation, holistically we identify the spiritual, physical and mental wellbeing of each person as a priority.</p>	<ul style="list-style-type: none"> Positively support student wellbeing through a whole school proactive approach to pastoral care in HR, House, Seminar, lessons etc (GEM). Support the improvement of staff wellbeing through a variety of initiatives. 		<p>DP Middle School DP Senior School</p> <p>Principal College Psychologist Well-being team</p>	<p>Improvements in student wellbeing reflected through student feedback and reporting (TRP survey)</p> <p>Increased staff engagement with well-being initiatives</p>	<p><input type="checkbox"/> Not Yet Achieved</p> <p><input type="checkbox"/> Making Progress</p> <p><input checked="" type="checkbox"/> Achieved</p>



Lumen Christi College
81 Station Street, Martin, WA 6110
PO Box 223, Gosnells, WA 6990
T: 08 9394 9300
E: lumen@lumen.wa.edu.au
lumen.wa.edu.au

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