



LUMEN CHRISTI COLLEGE

LUMEN CHRISTI COLLEGE

CATHOLIC SCHOOL IMPROVEMENT PLAN 2026

CEWA'S VISION

Catholic Education WA is a Christ-centred and child-focused community of engaged learning environments, inspiring all to actively live the Gospel.

SCHOOL'S VISION

To form resilient young adults with a passion to learn and to be a light for others.

- **LIGHT OF FAITH** – We are challenged to have an optimistic faith, to appreciate and be good stewards of the blessings of life.
- **LIGHT OF EXCELLENCE** - We are challenged to shine, to develop our gifts, to achieve our personal best and to share our talents for the benefit of others.
- **LIGHT OF WELCOME** - We are challenged to welcome, to develop an inclusive Community and to be a safe place where all are known and belong.
- **LIGHT OF EXAMPLE** - We are challenged to lead, to demonstrate respect, understanding and compassion for others and to make a difference.
- **LIGHT OF CREATIVITY** - We are challenged to value ideas, to explore possibilities, to have an optimistic faith and to appreciate diversity.

Strategic Initiatives | 2025 - 2026



FORMATION FOR MISSION: To provide effective faith formation

GOALS

SUCCESS INDICATORS

QCE LINKS

To implement formation practices and programs to empower all staff to further the vision and mission of Catholic education.

1. Stronger connection between school and parish
2. Forming staff in the Catholic world view
3. Developing Catholic leaders

1.1b
1.1e
1.2b



EXCELLENCE FOR SUCCESS: To ensure all that we do is of the highest quality

GOALS

SUCCESS INDICATORS

QCE LINKS

To ensure that students and staff will thrive in their faith development, learning growth and wellbeing

1. Establishing a future-focussed culture through boldness of innovation and technology
2. Reimagining education settings

2.1
2.3a
2.3b
2.3c
2.3d



WITNESS FOR IMPACT: To elevate our Catholic story

GOALS

SUCCESS INDICATORS

QCE LINKS

To develop partnerships with communities to enable all to recognise the value and contribution of Catholic education

1. Strengthening and enhancing our partnerships with students, parents and caregivers
2. Encouraging staff and parents to promote the successes of Catholic education

3.1c
3.1d
3.2
3.3a



GROWTH FOR ACCESS: To provide more students with a Catholic education

GOALS

SUCCESS INDICATORS

QCE LINKS

To increase enrolments for all year groups, including First Nations students.

1. Developing strategies to encourage enrolments from First Nations families.

4.1b
4.1c
4.1d
4.3c

School:

Improvement Goals

Lumen Christi College

Year: 2026



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

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

INFORMED BY EVIDENCE FROM

- Staff Formation Planning
- Quality Catholic Education guiding principles, frameworks and processes
- CECWA Strategic Initiatives 2030
- National Quality Standard (NQS) Audit
- Aboriginal Education / AEIM: Aboriginal Education Improvement Map
- Curriculum requirements
- Student data analysis, e.g. Power BI & other achievement data, attendance, wellbeing etc.
- School Cyclic Review
- School Climate Survey
- Technology Integration Matrix (TIMS) / Technology Uses and Perceptions Survey (TUPS)
- School improvement processes

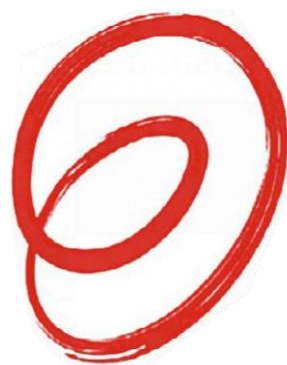
ONGOING EVALUATION

FOCUSING

What does our focus need to be?

SCANNING

What's going on for our learners?



DEVELOPING A HUNCH

What is leading to this situation?

LEARNING

How and where can we learn more about what to do?

CHECKING

Have we made enough of a difference?

TAKING ACTION

What will we do differently?



STAFF FORMATION 2026 -2027

IMPROVEMENT GOALS	SUCCESS CRITERIA	EVIDENCE	PROGRESS/ACHIEVED
<p>WITNESS</p> <p>Empower staff to participate in and lead the faith life of the College e.g. Liturgies and Retreat programs, by leading students and through giving witness.</p>	<ul style="list-style-type: none"> Confident and meaningful leadership of prayer in Homerooms and Liturgical activities. Participation in and delivery of the College retreat program. 	<ul style="list-style-type: none"> Increased number of staff involved in facilitating retreat activities Staff report increased confidence in leading prayer and liturgical activities through feedback opportunities. 	<p><input type="checkbox"/> Not Yet Achieved</p> <p><input type="checkbox"/> Making Progress</p> <p><input type="checkbox"/> Achieved</p>
<p>CALL TO FAITH</p> <p>Wellbeing and Faith (Spirituality as an aspect of wellbeing)</p> <p>Nurture the spiritual growth of the community through faith formation experiences (i.e. Staff Retreat, PL Days) – Themes to inform strategic focus areas for 2026– Religion and Science</p> <p>Provide meaningful formation through the FSW program for teachers beginning at the College and early career teachers.</p>	<ul style="list-style-type: none"> Provision of and uptake of opportunities for staff to participate in faith formation activities. E.g. Eucharistic minister course. Faith leadership within departments, and uptake of opportunities for prayers. An increased engagement with the faith life of the College. Increased level of comfort participating and engaging in faith-based events/occasions. 	<ul style="list-style-type: none"> Staff engagement with faith formation activities. Faith leadership of activities and opportunities. Staff involvement in staff prayer improved. Community mass participation increased. Engagement in Faith PL improved by meeting staff expectations and meets them at a level of comfort. 	<p><input type="checkbox"/> Not Yet Achieved</p> <p><input type="checkbox"/> Making Progress</p> <p><input type="checkbox"/> Achieved</p>
<p>CALL TO GROW IN DICIPLESHIP</p> <p>An integration of faith, life and culture through increased engagement with Laudato Si in the Year St Francis.</p>	<ul style="list-style-type: none"> Increased sustainability focus around the College and the opportunity to engage with Laudato Si projects. Formation of a Sustainability committee in line with the College’s Laudato Si Plan. 	<ul style="list-style-type: none"> Increased staff engagement with sustainability opportunities. 	<p><input type="checkbox"/> Not Yet Achieved</p> <p><input type="checkbox"/> Making Progress</p> <p><input type="checkbox"/> Achieved</p>

CATHOLIC IDENTITY

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Responsibility	Effectiveness Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Progress
<p>Language, discourse and relationships reflect the Catholic social teaching principles of subsidiarity, co-responsibility, common good, participation and equity. (QCE 1.2a)</p> <p>Decisions are Christ-centred, transparent, evidence-based and place the child at the centre. (QCE 1.2b)</p>	<ul style="list-style-type: none"> Plan for Professional Learning touchpoints that emphasise respectful and collegial dialogue, honouring the dignity of the human person. Ensure that conversations and actions are respectful and reflect the need for confidentiality and privacy. Display College values through visual internal marketing. Create regular opportunities for staff to reflect on and strengthen positive, caring and respectful relationships with students and colleagues. Conditions are created, and standards are set, for establishing and maintaining respectful staff relationships and for giving and receiving constructive feedback. 	<p>PL Days across 2026</p> <p>Across 2026</p> <p>Week 0, before PTS Interviews and during Learning Area meetings across 2026.</p> <p>Across 2026</p>	<p>ELT and SLT members – in their planning and preparation of PL activities.</p> <p>Ana Frankovic and Marketing Team</p> <p>ELT and SLT</p>	<ul style="list-style-type: none"> Interactions between staff, students, families and the wider community are caring, respectful and inclusive. Conversations and professional dialogue are respectful and reflect positive relationships that honour the dignity of the human person. Students report/reflect that they have respectful relationships with teachers. Staff articulate the benefits of focusing on relationships. Staff engage regularly and respectfully in feedback opportunities. 	<p><input type="checkbox"/> Not Yet Achieved</p> <p><input type="checkbox"/> Making Progress</p> <p><input type="checkbox"/> Achieved</p>
<p>Meaningful and distinctly Catholic icons and symbols are displayed and are visible in both internal and external environments. (QCE 1.1f)</p>	<ul style="list-style-type: none"> Ensure curriculum projects are aligned to the Catholic vision of the College through a continued collaboration with Visual Arts Enhance staff's understanding of the relationship between Religion and Science Create an appropriate use of space in Science block for prayer and reflection 	<p>Across 2026</p> <p>Semester 1 – during planning</p>	<p>Ana Frankovic</p> <p>Ana Frankovic</p> <p>Ana Frankovic</p>	<ul style="list-style-type: none"> Artwork displaying alignment to the Catholic vision of the College is visible e.g. street art project Artworks in new Science area highlight the relationship between Religion and Science. Appropriate/practical prayer spaces are developed in Science block Homerooms 	<p><input type="checkbox"/> Not Yet Achieved</p> <p><input type="checkbox"/> Making Progress</p> <p><input type="checkbox"/> Achieved</p>

EDUCATION

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Responsibility	Effectiveness Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Progress
<p>Consistency of lesson structure is improved across all learning areas in line with the College Vision for Learning. (QCE 2.3c)</p>	<ul style="list-style-type: none"> Leaders clearly articulate expectations for the school-wide use of effective, evidence-informed teaching strategies Provide professional learning focused on the five key elements of a high-quality lesson Establish a school-wide approach to entry & exit routines Leaders and teachers collaborate to ensure meaningful feedback is gathered, communicated and acted on through observations of teaching practice (e.g. Learning Walks) Teachers use a range of evidence-informed teaching strategies to support student outcomes 	<p>Throughout the year</p>	<p>Director of Pedagogy Dean of Teaching and Learning VP</p>	<ul style="list-style-type: none"> HOLAs conduct regular Learning Walks and peer observations to monitor consistency Lesson observations/learning walks show consistency of lesson structure and routine. Teaching practice improves due to the quality of feedback received Student learning/outcomes improve as teachers employ a range of evidence-informed teaching strategies Teachers use agreed-upon teaching strategies in all lessons. Standard Course Outline & Assessment Outline templates are used across the College. OneNote lesson pages follow a consistent format, using the infographics provided Students are provided with predictable routines to support cognitive load and classroom clarity 	<p><input type="checkbox"/> Not Yet Achieved <input type="checkbox"/> Making Progress <input type="checkbox"/> Achieved</p>
<p>Quality curriculum resources to improve student outcomes are developed.</p>	<ul style="list-style-type: none"> Pedagogical Planners are appointed in MESHRH learning areas. Pedagogical Planners lessons & resources are audited to ensure appropriate and consistent standards. Professional learning is provided for Pedagogical Planners Collaboration is facilitated between HOLAs & Pedagogical Planners 	<p>Term 4, 2025</p> <p>Term 1</p> <p>All year</p> <p>All year</p>	<p>Director of Pedagogy Director of Innovation Dean of Teaching and Learning VP</p>	<ul style="list-style-type: none"> Quality curriculum resources (OneNote) are created, that: <ol style="list-style-type: none"> Are meaningful and relevant Reflect SCSA updates Include modelled examples & scaffolds Consistent across Learning Areas Teacher feedback reflects a positive impact on learning through improved student engagement and outcomes Updated resources are complete and accessed via shared drive Research and inquiry-based assessments have the following guidelines included in the Assessment Outline: <ol style="list-style-type: none"> What level of AI use is permitted/prohibited How AI use will be cited An increased percentage of departmental assessments are redesigned to reduce AI misuse risk (e.g. work, PBL, rubric-based evaluation of higher order thinking) 	<p><input type="checkbox"/> Not Yet Achieved <input type="checkbox"/> Making Progress <input type="checkbox"/> Achieved</p>

<p>High levels of student engagement are supported through the delivery of pedagogical best practice. (QCE 2.3b, 2.3d)</p>	<ul style="list-style-type: none"> Maintain a targeted focus on fundamental elements of the College Vision for Learning i.e. a clear, consistent instructional model. Leaders articulate and implement clear school-wide strategies to establish and maintain an orderly environment that supports and encourages learning Ensure professional learning is based on research (e.g. AERO; Macklin & Zbar) and supports the development of an orderly environment that aids and encourages learning Create learning environments in which all students are engaged, challenged, feel safe to take risks and are supported to learn Include wellbeing activities in regular class routines Utilise digital tools within OneNote (interactive pages, embedded media, collaborative spaces) that enhance engagement and support varied learning styles. 	<p>Sem 1</p> <p>All year</p>	<p>Director Pedagogy Director of Innovation Dean of Teaching and Learning HOLAs HOYs</p>	<ul style="list-style-type: none"> Teaching staff can articulate what an orderly environment looks like Learning walk data shows that orderly classrooms are the norm A reduction in incidents of escalation in the classroom is seen Student feedback indicates that orderly learning environments are the norm Teachers share ideas and student work in team meetings Student learning is clearly articulated through clear and visible learning intentions Students and staff demonstrate an increased participation in collaborative activities 	<p><input type="checkbox"/> Not Yet Achieved <input type="checkbox"/> Making Progress <input type="checkbox"/> Achieved</p>
<p>Staff capacity to use data effectively is enhanced in order to inform targeted intervention strategies. (QCE 2.3c)</p> <p>Better fairer schools 2025-2029</p> <ol style="list-style-type: none"> Increase the proportion of students in the proficient categories by 10% Reduce the proportion of all students in the needs additional support proficiency level by 10%. 	<ul style="list-style-type: none"> Leaders promote the use of data to inform school-wide decisions and interventions and its use for ongoing monitoring, evaluation and improvement A range of data is used to identify starting points for teaching and learning, evaluate students learning, engagement and wellbeing outcomes, monitor growth and inform school improvement planning Build staff skills in analysing and interpreting data through professional learning opportunities Leaders regularly work with teams to review data and monitor the effectiveness of interventions and practices Standards are improved through a focus on improving Year 8 Literacy/Numeracy levels A range of key data for Year 9 classes will be shared with subject teachers so that focused interventions can be employed to improve individual student outcomes The use of longitudinal data will be further developed to monitor progress 	<p>Term 1</p> <p>All year</p>	<p>VP Director of Pedagogy Dean of Teaching and Learning</p>	<ul style="list-style-type: none"> Teachers review data regularly to inform practice A greater percentage of students meeting or exceeding achievement standards, in all subjects, is seen. The Schoolwide approach to data-informed practice is understood by teachers and middle leaders and is consistently applied <p>Better fairer schools 2025-2029</p> <ol style="list-style-type: none"> Achieved Proficiency <ul style="list-style-type: none"> 2025 Baseline Data 59.5% Success Measure by 2029 65.5% Needs Additional Support <ul style="list-style-type: none"> 2025 Baseline Data 11.5% Success Measure by 2029 10.4% 	<p><input type="checkbox"/> Not Yet Achieved <input type="checkbox"/> Making Progress <input type="checkbox"/> Achieved</p>

COMMUNITY

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Responsibility	Effectiveness Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Progress
Further development of partnership with parents and caregivers to support them as the first educators of their children (QCE 3.2)	<ul style="list-style-type: none"> • Broaden parent engagement by designing targeted, inclusive opportunities for parents from different backgrounds and interest groups to participate in College life. • Collaborate with Parent Voice to identify and extend an invitation to participate in Parent Voice meetings • Keep parents effectively informed about their child's progress 	All year	DP Pastoral Care	<ul style="list-style-type: none"> • Families continue to be seen as integral members of the school community and partners in student learning • Increased attendance by parents and caregivers at meetings; positive feedback received 	<input type="checkbox"/> Not Yet Achieved <input type="checkbox"/> Making Progress <input checked="" type="checkbox"/> Achieved
Further strengthening of a whole-school commitment to reconciliation by embedding the College's Reconciliation Action Plan (RAP) into teaching, learning, and community engagement practices. (QCE 3.1d)	<ul style="list-style-type: none"> • Complete a curriculum audit to determine opportunities for further embedding the College's RAP across the College 	Semester 1	Director of Mission	<ul style="list-style-type: none"> • Involvement of First Nations people in the development and delivery of new HASS curriculum. 	<input type="checkbox"/> Not Yet Achieved <input type="checkbox"/> Making Progress <input checked="" type="checkbox"/> Achieved
With Christ as our foundation, holistically we identify the spiritual, physical and mental wellbeing of students as a priority and take proactive steps to provide for their pastoral needs. (QCE 2.3a)	<ul style="list-style-type: none"> • Seminar programs are sequential, have a coherent scope and sequence, are age appropriate and support student agency • Student wellbeing is supported through a whole school, proactive approach to pastoral care in homerooms, Houses, Seminar and lessons (GEMEL). 	All year	DP Pastoral Care HOYS Homeroom Teachers	<ul style="list-style-type: none"> • Improved The Resilience Project and Year Group survey trends • Increased attendance rates, fewer incidents of poor behaviour 	<input type="checkbox"/> Not Yet Achieved <input type="checkbox"/> Making Progress <input checked="" type="checkbox"/> Achieved

