



Lumen Christi College

CATHOLIC SCHOOL IMPROVEMENT PLAN | 2024

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 men and women with a passion to learn and to be a light for others

LIGHT OF FAITH - To have an optimistic faith and 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 INTENTS | 2024 -2025

Strategic intents should be drawn from and complementary to CECWA's Strategic Directions (2019-2023) with the necessary alignment and recognition to the context of the school. Strategic intents are developed through a school-wide consultative process. The strategic intents are broad goals and success factors that can be articulated in more detail and action through the iterative School Improvement Plan. Through the cycle of strategic planning, when CECWA's Strategic Directions are renewed, a school will factor this in when its next cycle of strategic consultation and generation of new intents over a three-year period occurs.



CATHOLIC IDENTITY Inspiring Christ-centred Leaders

GOALS	SUCCESS INDICATORS	QCE LINKS
Continue to develop shared leadership practices that embrace Catholic Social Teaching principles emphasising common good, participation and co-responsibility.	<p>Opportunities are provided to highlight the impact of school-wide decisions on students eg communicating why/how decisions have been made and their impact at staff meetings, briefings, and through written communications.</p> <p>Increased alignment and support for school-wide decisions.</p> <p>Staff report (through periodic surveys) that they feel involved in decision making as appropriate.</p>	1.2



EDUCATION Catholic Schools of Excellence

GOALS	SUCCESS INDICATORS	QCE LINKS
Continue to develop an educational community which focuses on developing students as whole Christian persons.	<p>Constructive relationships are further developed between staff and students reflected by positive student behaviour.</p> <p>Improvements in student wellbeing reflected through student feedback and reporting.</p> <p>A clear pastoral care framework is created and used by staff to support student wellbeing.</p>	3.1
Catholic schools witnessing effective, contemporary pedagogy and mission-inspired practice and outreach.	<p>Improvement in student learning outcomes as indicated by various data sets.</p> <p>Positive feedback from students indicating that teachers are meeting their learning needs.</p> <p>Common lesson plans are being used effectively to improve learning outcomes.</p> <p>High quality teaching resources are produced and reviewed.</p>	2.1



COMMUNITY Catholic Pastoral Communities

GOALS	SUCCESS INDICATORS	QCE LINKS
Shared understanding and commitment to Transforming Lives: Strategy 2025	<p>Increased staff knowledge and understanding of how to effectively support students from culturally diverse backgrounds.</p> <p>Increased number of ATSI students completing Year 12.</p> <p>Improvement in attendance rates of ATSI students.</p>	3.1
Open processes for conversation and engagement with all members of CEWA communities and their local church.	Continue to increase opportunities for parent engagement, with a particular focus on working collaboratively with Parent Voice.	3.2



STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

GOALS	SUCCESS INDICATORS	QCE LINKS
Further develop initiatives to ensure the accessibility, affordability, sustainability and growth of the College.	<p>Continue to increase student enrolments.</p> <p>Ensure adequate cash reserves are available for future commitments including Capital Works.</p> <p>Ensure that the refurbishment of K Block is completed in a timely manner and within the allocated budget.</p>	4.3
Care for our staff through the provision of quality Human Resource practices which reflect Catholic Social Teaching.	<p>Teaching Staff - Development of professional goals to reflect individual focus areas.</p> <p>Non-teaching staff – development of PGPs.</p>	4.1

Retention of early career teachers

Middle leaders report that they feel confident and competent regarding the requirements of the role.

Staff report that they feel confident in the professional practice of their respective Middle Leader.



In considering the school’s Strategic Intents over the next three years in Catholic Identity, Education, Community and Stewardship, together with the iterative Improvement Goals (collectively the Catholic School Improvement Plan), priority also needs to be placed on identifying faith formation and mission objectives. These are the foundation to any school improvement goal setting and can permeate across all four pillars.

It is recommended schools focus on three goals across a three-year period. The template below has been provided to schools at Evangelisation Planning workshops over the past 4-5 years and may be modified to suit the school’s context. It is primarily based on staff formation because staff cannot effectively evangelise students unless they themselves are suitably formed. The following link to the [Accreditation for CEWA SharePoint](#) may provide a valuable resource for schools. This plan should be reviewed annually and schools are encouraged to utilise support from CEWA’s Faith Formation Team. These goals are to be incorporated and infused through the Catholic School Improvement Plan.

Staff Formation Planning 2023 - 2024

Focus Area	Improvement Goals	Relevant Actions	Timeframe	Resources	Success Indicators	Monitoring and Progress
<p>WITNESS</p> <ul style="list-style-type: none"> Examples of expressing the divine within Raising awareness of the presence of Jesus 	<p>Empower staff to participate in the College retreat program by leading students and giving witness.</p>	<p>Timely allocation of staff to retreats to allow the development of programs and staff.</p> <p>Upskilling of staff to effectively deliver school-led retreat programs.</p>	<p>Across 2024</p>	<p>Caroline Watson (DP Mission) Heads of Year RE Learning Area College Chaplain Youth Mission Team</p> <p>Retreat programs and resources</p>	<p>Confident and meaningful delivery of the College retreat program.</p>	<p>Develop a retreat feedback form focused on staff capability and areas for growth as well as confidence with knowledge and content.</p> <p>Seek feedback after each retreat to inform planning and development of retreats.</p>
<p>CALL TO FAITH</p> <ul style="list-style-type: none"> Themes Beliefs 	<p>Nurture the spiritual growth of the community through faith formation experiences (i.e. Staff Retreat, PL Days) –</p> <p>Themes to inform strategic focus areas for 2024 – Image of God (Human Dignity), Traditions</p> <p>Provide meaningful formation through the FSW program for teachers beginning at the College and early career teachers.</p>	<p>Develop a faith formation day tailored to the spiritual needs of staff.</p> <p>Leverage the 40 Year celebrations to develop staff understanding of the Catholic history of the College.</p> <p>Develop FSW program delivered to staff new to Lumen Christi</p> <p>Provide ongoing support to teachers in faith aspects of their teaching throughout the year and across significant faith occasions.</p>	<p>Semester 1 2024</p> <p>Semester 1 2024</p> <p>2024</p>	<p>Caroline Watson (DP Mission)</p> <p>Prayer folders on Lumen Lights to support meaningful prayer experiences within meetings.</p> <p>Caroline Watson Karen Prendergast</p> <p>Caroline Watson</p>	<p>Uptake of opportunity to go on staff retreat. Faith leadership within departments, and uptake of opportunities for prayers.</p> <p>An increased engagement with the faith life of the College.</p> <p>Increased level of comfort participating and engaging in faith-based events/occasions.</p>	<p>Establish prayer folder on Lumen Lights</p> <p>Staff reflections and feedback post FSW</p> <p>Development and use of an email distribution list for early career teachers. Emails sent prior to important faith occasions explaining the relevance and importance.</p>
<p>CALL TO GROW IN DISCIPLESHIP</p> <ul style="list-style-type: none"> Apostle’s Creed Sacraments Life in Christ Christian Prayer 	<p>An integration of faith, life and culture through increased opportunities for faith formation</p> <p>Staff PL Day – Tradition</p>	<p>Scope & sequence the Faith PL throughout the year related to retreat topics and requirements.</p> <p>Provide a PL day for all staff on the theme of Tradition, using Pilgrimage as a vehicle for evangelisation.</p>	<p>Ongoing throughout the year</p> <p>Term 1 2024</p>	<p>Caroline Watson (DP Mission) Karen Prendergast (Principal) College Chaplain</p> <p>Caroline Watson</p>	<p>Staff are leading liturgical experiences related to their role (i.e. year retreats)</p> <p>Staff participation in the PL</p>	<p>Caroline Watson (DP Mission)</p> <p>Presenters booked Term 4 2022.</p>

Lumen Christi College

School:

Year: 2024

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 Directions (2019-2023)
- School Strategic Plan
- 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?

CHECKING

Have we made enough of a difference?

LEARNING

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

TAKING ACTION

What will we do differently?

Spiral of Inquiry (Halbert & Kaser 2014)



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>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
Display Catholic icons and symbols around the College and develop meaningful and appropriate prayer practices.	<p>Create Stations of the Cross for the chapel to reflect the diversity of the College community.</p> <p>40 Years masses in the parishes</p>	Commence 2024 – Completed by end of 2026	<p>Caroline Watson (DP Mission), Lance Taylor (HOLA Visual Arts), Tom Do (Marketing), Various Catholic cultural agencies.</p> <p>Caroline Watson (DP Mission), College Chaplain Bronwyn Herholdt Student Leaders</p>	<p>Completed stations of the cross in chapel</p> <p>Parish Masses across 2024.</p>	<p>Caroline Watson (DP Mission)</p> <p>Production of stations of the cross (2024 - 2026)</p> <p>Caroline Watson (DP Mission)</p>
Educate the community about the importance of keeping the child at the centre of the decision-making process.	Leverage opportunities to highlight the impact of school-wide decisions on students eg communicating why/how decisions have been made and their impact at staff meetings, briefings, and through written communications.	Throughout 2024	Executive Leadership Team	Increased alignment and support for school-wide decisions.	Executive Leadership Team
With a student centred focus, continue to promote opportunities for staff to make meaningful contributions to discussions that inform decision making.	Provide opportunities for staff to provide feedback that informs key decisions.	Throughout 2024	Executive Leadership Team	Staff report (through periodic surveys) that they feel involved in decision making as appropriate.	

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>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
<p>Develop pedagogical best practices that are responsive to diverse learning needs.</p> <p>Encourage and facilitate student engagement by providing them with opportunities to give feedback about their learning, to inform pedagogical practices.</p> <p>Develop a common approach to classroom instruction that enhances curriculum delivery and supports the more effective use of teacher time.</p>	<p>Use academic data to effectively track student performance and inform the implementation of strategies.</p> <p>Increase opportunities for teachers and TAs to work together to support student learning.</p> <p>Create opportunities for students to provide feedback on their learning experiences. Teachers to use the feedback to strengthen classroom practices and plan learning opportunities that are aligned with the Vision for Learning.</p> <p>Continue to work with Mercy College on the whole school curriculum approach.</p> <p>Provide support to the teachers involved in the whole school curriculum project through the provision of planning time to develop common resources.</p> <p>Facilitate opportunities for the project team provide feedback to College Council about the challenges and</p>	<p>Ongoing</p> <p>Ongoing throughout 2024</p> <p>Term 4 2023</p> <p>Throughout Semester 1.</p> <p>Semester 1</p>	<p>Peter Sackett (Vice Principal) Heads of Learning Area Appropriate data sets Targeted PL to support differentiation.</p> <p>Appropriate student feedback tools</p> <p>Daisy Coma (Director of Pedagogy) HOLAs Maths and English Selected teachers of Maths and English</p>	<p>Improvement in student learning outcomes as indicated by various data sets</p> <p>Positive feedback from students indicating that teachers are meeting their learning needs</p> <p>Common lesson plans are being used effectively to improve learning outcomes.</p> <p>High quality teaching resources are produced and reviewed.</p>	<p>Peter Sackett (Vice Principal)</p> <p>Daisy Coma (Director of Pedagogy) HOLA Maths and English</p>

	opportunities of the project model.		Director of Pedagogy HOLAs Maths and English	Engagement of College Council in the conversation.	
Foster Christ-like, healthy and successful relationships between students and staff members enabling all to learn and grow in the image of God	<p>Enhance relationships between staff and students through developing and clarifying behaviour support processes that empower staff to respond appropriately to challenging student behaviour. (Marg)</p> <p>Positively support student wellbeing through the development of a common language that underpins a holistic approach to pastoral care (GEM).</p> <p>Create a pastoral care framework that aligns the College's approach to pastoral care with relevant strategic approaches to promote student wellbeing. (Sheldon)</p>	<p>Ongoing throughout the year</p> <p>End of Semester 1 2024</p>	Margarita Tranquille (DP Middle School) Sheldon McIntyre (DP Senior School) HOY's College Psychologists	<p>Constructive relationships are further developed between staff and students reflected by positive student behaviour.</p> <p>Improvements in student wellbeing reflected through student feedback and reporting.</p> <p>A clear pastoral care framework is created and used by staff to support student wellbeing.</p>	Sheldon McIntyre (DP Senior School) Margarita Tranquille (DP Middle School)

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>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
<p>Further cultivate partnerships with parents, parish and community to create intentional opportunities to engage with the College.</p> <p>Welcome and celebrate the diversity and uniqueness of each member of the community through recognising their cultures and traditions including first nations people.</p>	<p>Continue to create opportunities for Parent Voice to be an active part of community events.</p> <p>Complete cultural competency training with staff.</p> <p>Leverage the success of Harmony Day</p> <p>Increase the cultural groups involved in college events.</p>	Ongoing throughout the year	<p>Catholic School Parents Association of WA (CSPWA)</p> <p>Aboriginal Education Team – College staff.</p>	<p>Continue to increase opportunities for parent engagement, with a particular focus on working collaboratively with Parent Voice.</p> <p>Increased staff knowledge and understanding of how to effectively support students from culturally diverse backgrounds.</p> <p>Increased number of ATSI students completing Year 12.</p> <p>Improvement in attendance rates of ATSI students.</p>	<p>Karen Prendergast (College Principal)</p> <p>Caroline Watson (DP Mission)</p>
<p>Promote the new College uniform as a symbol through which students demonstrate their pride in belonging to the Lumen community.</p>	<p>Implement the College's Uniform and Presentation Guidelines so that students wear the uniform as required.</p>	Ongoing throughout the year.	<p>All staff</p> <p>Uniform and Presentation Guidelines</p>	<p>The wearing of the College uniform is aligned with the guideline</p>	<p>Executive Leadership Team</p>

STEWARDSHIP

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>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
<p>Develop the professional capacity of all staff to promote a culture of continual growth and improvement.</p>	<p>Continue to support teaching staff to engage with their PGPs and provide support for non-teaching staff to develop Professional Growth Plans.</p> <p>Develop and deliver a sustained and sequential induction process that supports early career teachers to ensure a positive transition into the teaching profession.</p> <p>Support beginning Middle Leaders to develop their leadership skills through targeted professional learning.</p>	<p>Ongoing throughout the year (teaching staff)</p> <p>Semester 1 (non-teaching staff)</p> <p>Term 4 2023 and throughout 2024.</p> <p>Throughout 2024</p>	<p>Peter Sackett (Vice Principal)</p> <p>Candice Sharp (Assistant Business Manager)</p> <p>Daisy Coma (Director of Pedagogy)</p> <p>Executive Leadership Team</p> <p>Staff induction resources</p>	<p>Teaching Staff - Development of professional goals to reflect individual focus areas.</p> <p>Non-teaching staff – development of PGPs.</p> <p>Retention of early career teachers</p> <p>Reported and demonstrated effective classroom practice.</p> <p>Middle leaders report that they feel confident and competent regarding the requirements of the role.</p> <p>Staff report that they feel confident in the professional practice of their respective Middle Leader.</p>	<p>Executive Leadership Team</p>

Increase the financial sustainability of the College operations

Continued focus on increasing student enrolments and retention rates through further developing relationships with primary schools.

Continued development of the College reputation as a school of choice within the local area.

Ensure that the refurbishment of K Block is completed in a timely manner and within the allocated budget.

Ongoing throughout the year

Ongoing throughout the year

Principal, Business Manager, Assistant Business Manager, Enrolments Officer.

Increased enrolment numbers.

Adequate cash reserves available for future commitments and Capital Works.

Monthly monitoring by Alistair Dawson (BM) through financial reporting to ELT and each term to the SAC.

