Melbourne Archdiocese Catholic Schools

2025

Annual Report to the School Community

Lumen Christi School

260 - 278 Point Cook Road, POINT COOK 3030
Principal: Karen Bergin
Web: www.lcpointcook.catholic.edu.au
Registration: 1991, E Number: E1374

Principal's Attestation

I, Karen Bergin, 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 31 Mar 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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Lumen Christi Vision

To be guided by faith, uplifted with hope and insired to shine.

"I am the Light of the World" (John 8:12)

Lumen Christi Mission

Called to Learn

- We empower inquisitie minds
- We nurture curiosity
- We strive for excellence
- We embrace challenges
- We are lifelong learners

Called to Belong

- We show gratitude for our community
- We foster an inclusive environment
- We are valued, known and heard
- We treat everyone with dignity
- We are welcoming

Called to Hope

- We seek the common good
- We rise by uplifting others
- We face each day with courage and optimism
- We are groiunded by faith
- We are pilgrims of hope

School Overview

Lumen Christi Catholic Primary School is situated in Point Cook. It is one of five Catholic Primary Schools in the Holy Trinity Parish of Laverton, Altona Meadows and Point Cook. It was established in 2000 and has an enrolment of approximately 640 students.

The Lumen Christi learning environment brings together families from diverse backgrounds. Such cultural and faith diversity is celebrated, supported and valued within our school. Lumen Christi has a strong emphasis on the value of partnership; true partnership between students, teachers and families to actively work together to provide meaningful learning, which brings higher student outcomes, greater engagement and use of acquired knowledge to identify, address and problem solve real world issues and problems.

At Lumen Christi the well being of students continues to be of prime importance. The learning environment promotes strong personal and social capabilities and Social and Emotional Learning (SEL) which has been identified by the World Health Organisation as an indicator of student ability to learn better, achieve more, be more motivated and committed, have positive relationships and to be better able to meet challenges in life, contribute purposefully to family, friends and society.

The learning spaces at Lumen Christi have been arranged to provide optimum support for students to engage and participate fully in learning. The students are given opportunities to foster and maintain skills for success now and into the future.

Principal's Report

As we reflect on 2025, we give thanks for a year marked by growth, renewal and a deepening of our shared mission at Lumen Christi Catholic Primary School. Grounded in our mission pillars—Belong, Welcome and Hope—our community has continued to flourish as a place where every child is known, valued and supported to thrive.

A significant highlight of 2025 has been the development of our new school vision, created in collaboration with our community under the guidance of Br David Hall fms: “To be guided by faith, uplifted with hope and inspired to shine.” This vision now shapes and strengthens all that we do, providing a clear and inspiring direction for our future as a faith-filled learning community.

Throughout the year, we strengthened our commitment to fostering a strong sense of belonging. Students were encouraged to build meaningful relationships, take pride in their identity, and actively contribute to the life of the school. Our pastoral care programs and student voice initiatives ensured that every learner felt heard, respected and connected.

Our pillar of Welcome was evident in the inclusive and nurturing environment we continue to cultivate. We were proud to welcome new families into our community and to see relationships deepen through shared experiences such as liturgies, community events and learning celebrations. The strong partnership between school and home remains central to our success.

Hope guided our learning and teaching across 2025. Staff continued to implement evidence-based practices to support student growth in literacy and numeracy, while maintaining a strong focus on student wellbeing. Our learners are developing as confident, resilient individuals who approach challenges with optimism and a willingness to grow.

Faith remained at the heart of our identity. Students engaged in rich opportunities for prayer, reflection and action, living out Gospel values through social justice initiatives and service to others. These experiences nurtured compassion, empathy and a commitment to making a positive difference in the world.

We also continued to enhance our learning environments and invest in staff professional learning, ensuring we meet the diverse needs of all students and provide engaging, contemporary learning experiences.

None of this would be possible without the dedication of our staff, the support of our families and the enthusiasm of our students. Together, we continue to build a community where all can belong, all are welcome, and all are inspired by hope and faith.

As we look to the future, our new vision calls us forward with purpose and clarity. We remain committed to nurturing each child to shine in their own unique way.

Thank you for being part of our journey.

Warm regards,

Karen Bergin
Principal
Lumen Christi Catholic Primary School

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:
To continue to develop a welcoming, inclusive and contemporary Catholic community

Intended Outcomes:

1.3.4 The school community makes connections between faith and culture as part of living out the Good News and illustrating a dynamic faith (recontextualisation), supporting all to take action in the community and wider Church.

3.2.3 Leaders and teachers recognise and respectfully acknowledge each person's spiritual journey while giving witness within the ecclesial community

4.3.4 Teachers negotiate the interconnections between faith, culture and life through a dialogue with students that honours encounter.

Achievements

- Parish beginning of the year staff Mass, which was held at Queen of Peace Church and invited all staff from each of the five Holy Trinity Parish Primary Schools - the Jubilee Year of Hope was announced and continued to be a focus throughout the year
- All students and staff and families of Lumen Christi, were invited to celebrate the student beginning of the year Mass
- Ash Wednesday was marked with House Team Liturgies and families were welcomed to participate
- Regular, weekly Masses/Liturgies were hosted at Lumen Christi, each Thursday morning at 9.15am and were celebrated along with families and the wider community
- New REL was appointed
- REL attended Parish REL meetings
- The 2025 School Leaders and Principal attended the St Patrick's Day Mass at St Patrick's Catherdral to celebrate Catholic Education Week
- Brother David Hall worked with all staff to update our school Vision and Mission. These were shared with the wider school community on our School Feast Day

- The Grade 5 students presented Stations of the Cross, and the other Grade levels, families and the wider community viewed this
- Mother's Day Mass and Morning Tea was hosted by Grade Prep
- Grandparents Mass hosted by Grade 2
- Father's Day Mass hosted by Grade 1
- Two Parish Scaramental evenings were facilitated by Fr Elio Carpra to prepare students and families for receiving the Sacraments
- Grade 6 Confirmation, was held at Emmanuel College and concelebrated by Bishop Martin Ashe and Father Binh
- First Eucharist was held at the Stella Maris Mass centre for the Grade 4 students
- The Sacrament of Reconciliation was received by the Grade 3 students at Lumen Christi
- The end of Year Mass was well attended by students, staff and families. We farewelled a number of staff along with wishing our Grade 6 students all the best for the beginning of their secondary school journey. Other children leaving Lumen Christi were also given a farewell. Families were invited to join staff at a catered morning tea after Mass
- The Graduation Liturgy for the 2025 Grade 6 students was held at Lumen Christi. The evening was a celebration of the students' time at Lumen Christi and an opportunity for families and friends to say goodbye and best wishes for the future.

Value Added

- Our school Feast day was celebrated with a Whoile School Mass on the 6th of August (Transfiguration). This feast day applies to our school motto 'Let your Light Shine'. In House Groups students participated in activities such as Kaboom Sports, knowledge building of the house names (Acutis, Chisholm, Goold and MacKillop)
- Connections with the parish were reinforced by providing food goods and toys to make Christmas hampers for families in need
- Support given to teachers to gain Accreditation to Teach Religious Education in a Catholic School
- Strengthening prayer, meditation and mindfulness practices with daily practise
- Visible display of class prayer tables, religious symbols, icons and promoting the Catholic Identity of Lumen Christi

Learning and Teaching

Goals & Intended Outcomes

Goal:

To ensure all students are known, active and growing

Intended Outcomes:

3.4.4 Teachers, in partnership with students and families, frequently and continuously adapt learning goals based on evidence of student progress and growth

3.6.3 Teachers explicitly teach metacognitive and reflective strategies so that students can identify the next steps in their learning

Goal:

To ensure the core high impact learning and teaching strategies are understood and implemented with consistency

Intended Outcomes:

2.6.4 Teachers use a number of strategies (e.g. rubrics, worked examples, formative assessment strategies) to co-construct success criteria with students at a range of level

2.1.4 Teachers use sophisticated approaches to ensure that the knowledge of their students is shared and known to all those that support student learning and development. They embrace the diversity of all learners in the way they plan for teaching

Goal:

To strengthen the culture of active professional growth for all

Intended Outcoimes:

1.1.3 Teachers are given plentiful opportunities to receive feedback on classroom practice, as well as strategies or support to analyse the feedback. Coaching or mentoring is undertaken on a consistent basis

1.2.3 Teachers access ongoing, targeted professional learning which is aligned with their goals. They synthesise evidence (e.g. personal reflection, feedback from leaders and peers, student assessment data) to set challenging and achievable goals

Achievements

The shared commitment and understanding of effective instruction at Lumen Christi Catholic Primary School was built upon during 2025. Embedding the MACS 2030 Strategic Plan, as well as the key principles of the Flourishing Learners Position Statement, Vision for Instruction and Vision for Engagement continued to be a major focus of Professional Learning and facilitated planning, with specific foci on Mathematics and Literacy instruction.

Some of the key aspects addressed were:

- A low-variance curriculum through structured year-level timetables, scope and sequences, unit outlines and team planning agendas
- The use of Ochre resources in Mathematics P-6
- The use of worked examples; allowing for Explicit Instruction and Gradual Release of Responsibility: I Do, We Do, You Do
- Use of engagement norms to check for understanding and to promote full participation of students throughout whole class instruction (eg: whiteboard routines, choral responses, use of gestures, seating arrangements, pair-share partners, calling for nonvolunteers, attention signals)
- Use of evidence-informed programs to support instruction (F-2 Heggerty Phonemic Awareness and DRA)
- Staff professional learning in cognitive load theory and Muti Tiered System of Support (MTSS)
- Strengthening the school’s implementation and understaning of the Response to Intervention model
- Strengthening the school's use of SMART Goals when writing and implementing PLPs
- Weekly facilitated Team planning, school-based professional learning and PLT's were designed, implemented and reviewed, to build teacher knowledge around the use of instructional techniques which are most effective when they are designed to accord with how human brains learn and use knowledge.
- School leadership attended various professional learning opportunities to build professional knowledge by attending the Flourishing Learners School Improvement Network with Dr Simon Breakspear and Western Region School Improvement Networks with Dr Simon Breakspear,
- Professional Learning processes to support staff to have PLPs (Personalised Learning Plans) completed by week 3 for PSGs (Program Support Metings) in week 5 of every Term

Student Learning Outcomes

- In 2025, 82 Year 3 students and 102 Year 5 students participated in the NAPLAN assessments. With the exception of Year 3 writing, all tests were administered online
- The proportion of Lumen Christi students at Year 5 meeting the proficient standards was higher than state and national data sets
- In Year 3 all mean scale scores were slightly below State mean scores, but above National Mean scores, with the exception of Grammar and Punctuation which was above both State and National mean scores
- In addition to NAPLAN, data in reading, writing and mathematics is collected in accordance with the school's Data Plan. At a team, staff and leadership level, data collected
  is analysed to inform teaching practice and learning design, where goals and targets are set for cohort groups and students at risk

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	437	68%	415	57%
	Year 5	509	69%	509	71%
Numeracy	Year 3	415	72%	407	65%
	Year 5	498	74%	504	77%
Reading	Year 3	413	73%	405	67%
	Year 5	502	79%	508	82%
Spelling	Year 3	411	63%	397	58%
	Year 5	504	75%	499	74%
Writing	Year 3	420	80%	409	77%
	Year 5	514	85%	511	86%

*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

Goal:

To ensure all students are known, active and growing

Intended Outcome:

3.3.3 Students are valued and active decision-makers and innovators in their school community on matters of student learning, wellbeing, safety and responsibility

Goal:

To ensure the core high impact learning and teaching strategies are understood and implemented with consistency

Intended Outcome:

3.2.2 Teachers plan learning experiences that include students making decisions, sharing opinions and respectfully contributing to group discussion

Goal:

To strengthen the culture of active professional growth for all

Intended Outcome:

1.3.3 Teachers work collaboratively in level or learning-area teams to create, analyse and use data to inform and develop responsive wellbeing and positive behaviour initiatives

Achievements

The wellbeing of all our students, staff and families is always a high priority at Lumen Christi Catholic Primary School. We continue to commit to the care and safety of all students. Daily decisions are made so that the staff can provide a safe and supportive learning environment.

- Student wellbeing continued to be a focal point of staff meetings and professional learning opportunities are timetabled each term throughout the year, as well as regular Leadership meetings to discuss Student Wellbeing

- The Victorian Government, in association with the Department of Education, MACS and Melbourne University continued to support, the Mental Health in Primary schools (MHiPs) program, with the training and employment in schools of a Mental Health & Wellbeing Leader
- Lumen Christi continued to have a MHiPS Leader in 2025, and recognises and supports the mental health needs of the students in our school community
- Lumen Christi's ongoing commitments of The Resilience, Rights and Respectful Relationships (RRRR) Learning Curriculum, Berry Street, circle time, meditation, mindfulness practises, restorative practices, regulation support, facilitated play and explicit teaching of Positive Behaviours for Learning (PBL). Fortnightly behaviour and Social Emotional Leanring (SEL) foci continues to consolidate and support practises of wellbeing

Value Added

Lumen Christi Catholic Primary School has worked collaboratively to improve and enhance student wellbeing and meet student learning needs of all students through:

- Employment of a Psychologist (1 day a week) and a teacher trained as the Mental Health and Wellbeing leader
- Regular teaching of the Resilience, Rights and Respectful Relationships initiative Curriculum to explicitly teach social and emotional learning and behaviour expectations
- Emphasis on safe, responsible and respectful behaviours and consistent behaviour expectations and behaviour management processes (PBL)
- Strategic use of calming spaces, reflective meditation for students needing space and time for de-escalation and one-on-one staff support
- Explicit examples and non-examples of playground expectations, along with timetabled areas to maintain safety
- Development of Behaviour - Social & Emotional Plans for the identification and teaching of skills for some individual students
- Use of Safety Plans for the management of triggers, agitation, acceleration phases to reduce incidents of escalated unsafe behaviours
- Regular communication and Program Support Group (PSG) meetings to support students with social and emotional learning needs and their families
- Leadership opportunities for middle and senior students
- Support for Individual students and families
- Maintaining a safe school with a positive tone and inclusive school culture
- Introduction of a Passive Play area for students to use during breaks

Student Satisfaction

2025 MACSSIS data indicated that students feel safe, valued and supported at Lumen Christi Catholic Primary School and overall results across domains were pleasing, scoring a higher average than MACS in all ten domains

- In the Rigorous Expectations Domain, Lumen Christi scored 83% compared to MACS 76%. Students feel that teachers have rigorous and high expectations of them and encourage students to do and achieve their best
- In the School Engagement Domain, Lumen Christi scored 64% compared to MACS 50%. Students indicated that they are attentive and invested about going to school, and that they were focused on activities and interested in their classes
- In the School Climate Domain, Lumen Christi scored 70% compared to MACS 59%. Behaviour expectations at Lumen Christi were high and supported by Positive Behaviours for Learning (PBL) and there was active engagement around learning from both teachers and students
- In the Teacher / Student Relationships Domain, Lumen Christi scored 80% compared to MACS 71%. This indicated that students feel cared for, respected by their teachers and feel connected within and beyond the school
- In the School Belonging Domain, Lumen Christi scored 76% compared to MACS 69%. Students value their learning community and feel they are valued members. Students indicated that they feel that they are known, valued, encouraged to grow and that they belong and are included at Lumen Christi
- In the Learning Disposition Domain, Lumen Christi scored 81% compared to MACS 73%. Students identify themselves as learners and are empowered through ongoing knowledge acquisition. Students reported that they try hard at school and like to do well
- In the Student Safety Domain, Lumen Christi scored 64% compared to MACS 57%. Students consider themselves safe both physically and psychologically. Students communicated that they were well cared for and listened to by their teachers
- In the Enabling Safety Domain, Lumen Christi scored 66% compared to MACS 57%. While the score was lower than expected, the majority of students believe they have access to quality staff support in order to feel connected, safe and respected while at school
- In the Student Voice Domain, Lumen Christi scored 61% compared to MACS 57%. The nature of the learning at Lumen Christi limits the student voice in designing curriculum. However, students feel they have opportunities to express opinions and have an impact on some decision making at Lumen Christi, particularly through leadership opportunities
- In the Catholic Identity Domain, Lumen Christi scored 78% compared to MACS 65%. Students strongly believe Lumen Christi is a school of faith hope and love in the light of Jesus Christ, where Catholic Identity is valued and nurtured

Overall, the 2024 Student MACSSIS data was positive, and is a reflection of the many opportunities provided by the Lumen Christi school community and the appreciation expressed by students.

Student Attendance

Lumen Christi Catholic Primary School ensures all duty of care expectations are met to support student safety. 'Going to school every day is the single most important part of your child's education' - Every Day Counts, Victorian State Government. Regular student attendance is vital as it affects their school work (academic growth and progress) and social adjustment (attitudes to school). Therefore, at Lumen Christi, regular student attendance is expected and encouraged. Parents have a legal responsibility to ensure that their children attend school regularly.

Student Attendance Roll

- School attendance rolls are legal documents and are marked twice daily: 8:55am (morning period) and 2:15pm (afternoon period). Students arriving at school after 8:45am must be signed in at the front office
- In the event where a child is absent for any reason, the school's student absence procedure must be followed. Families are required to send a written correspondence via the School communication app - Audiri, or call the school office to register the absence on the day of absence. When correspondence from families is not received, the student absence will be considered to be 'unexplained'. All unexplained student absences are followed up with an SMS, alerting families to the fact that their child is absent without notification and a reason
- Extended periods of absence are followed up with with a phone call from the Deputy Principals or Principal. Families planning a holiday during school term time must provide formal correspondence to the Principal and classroom teacher prior to the child's absence. Please note: Teachers do not prepare and assign work for students during this time of holiday absence and this absence is recorded as *an unapproved* absence.

Average Student Attendance Rate by Year Level	
Y01	91.73
Y02	90.57
Y03	93.36
Y04	91.61
Y05	92.09
Y06	90.52
Overall average attendance	91.65

Leadership

Goals & Intended Outcomes

Goal:

To strengthen the culture of active professional growth for all

Intended Outcomes:

1.1.4 The school maintains a high-performing culture of organised and responsive professional learning underpinned by continuous feedback, data and research.

1.2.4 Professional learning has a clear and disciplined focus on continual improvement, performance and development, and empowers all staff as members of a learning community.

2.2.4 Policies, processes and practices are recognised as significant levers for implementing coordinated, collaborative and pragmatic whole- school improvement.

Achievements

Lumen Christi continues to be a Catholic primary school that strives to create a safe and welcoming Catholic community for all, where student learning, inclusion and wellbeing is prioritised and everyone is respected and valued.

Throughout 2025, Leadership enacted and monitored progress of the school's Annual Action Plan, utilising strategies to meet our goals and intended outcomes across the five spheres.

All policies, including those that were newly published by MACS, procedures and documentation were updated and aligned with VRQA standards, ensuring compliance.

All school community members demonstrate a shared vision for faith, wellbeing, and learning, facilitated by continuous collaboration among staff, students, and families, with a strong focus on student wellbeing and learning.

The participation in community events, such as the successful School Christmas Carols on the Green and the Walkathon, exemplifies our vibrant school community. Noteworthy achievements also encompass successful sporting events, enriching camps and excursions, indicative of Lumen Christi's ongoing evolution and success.

Listed below are some of the gains that have been made in the area of Leadership and Management and the evidence of this are the motivated and engaged staff, students and families.

- Leadership Team expanded to include an REL
- Leaders assigned to each year level
- Induction of new staff throughout the year
- All leaders supported MACS as a system by attending Network days and relevant professional learning

Infrastructure improvements, such as:

- Landscaping and maintenance around the school was improved
- B3 Architects and MACS Infrastructure Team worked with Executive Leaders to develop the next phase of building at the school, to begin in 2026
- OH&S audits completed
- Asbestos Order 5 completed
- Emergency management plan, maps & procedures updated to ensure compliance
- Implemented financial processes to collect outstanding fees/debts
- 2025 budget was met

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
• MACS Flourishing Learners School Improvement Professional Learning • OH&S Training • First Aid Training • Emergency Management Training • MACS Flourishing Learners Conference • Principal Network Days/Conference • Deputy Principal Network Days • WRO School Improvement Network Days • Teach Well - Literacy • Tom Sherrington Walk Thrus Webinars	
Number of teachers who participated in PL in 2025	79
Average expenditure per teacher for PL	$721.52

Teacher Satisfaction

2025 MACSSIS data indicated that Staff at Lumen Christi Catholic Primary School have a positive endorsement of the school, overall results were pleasing, scoring a higher average than MACS in all domains

- 80% of Lumen Christi staff gave the school an overall positive endorsement, compared to the MACS average of 70%
- Student safety was rated at 79% by Lumen Christi staff compared to the MACS average of 69%
- School climate, the perception of the overall social and learning climate of the school was 87% compared the the MACS average of 75%
- Staff-leadership relationships, perceptions of the quality of relationships between staff and members of the leadership team was 90% compared to the MACS average of 81%
- Instructional leadership, the extent to which school leaders set the conditions for improving learning and teaching was 65% compared to the MACS average of 59%
- Feedback, the perceptions of the amount of quality feedback staff receive was 52% compared to the MACS average of 43%
- School leadership, perceptions of the school leadership's effectiveness was 74% compared to the MACS average of 61%
- Staff safety, perceptions of staff safety in the school was 83% compared to the MACS average of 69%
- Psychological safety, how safe it feels to take risks and make mistakes was 79% compared to the MACS average of 66%
- Professional learning, perceptions of the quailty and coherence of professional learning opportunities was 72% compared to the MACS average of 64%
- Collaboration around an improvement strategy, perceptions about the coherence of the school's improvement strategy was 87% compared to the MACS average of 71%
- Collaboration in teams, how well teachers work together in teams to improve learning and teaching was 76% compared to the MACS average of 73%
- Support for teams, teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively was 82% compared to the MACS average of 70%
- Collective efficacy, teachers' perception that staff at the school have what it takes to improve instruction was 88% compared to the MACS average of 77%
- Catholic identity, teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life was 86% compared to the MACS average of 77%

Teacher Qualifications	
Doctorate	0
Masters	7
Graduate	6
Graduate Certificate	2
Bachelor Degree	40
Advanced Diploma	6
No Qualifications Listed	14

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	70
Teaching Staff (FTE)	59.82
Non-Teaching Staff (Headcount)	26
Non-Teaching Staff (FTE)	16.75
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

Goal:

To strengthen the culture of active professional growth for all

Intended Outcomes:
1.3.2 School leaders regularly consult with students, staff and families to gain insight into different perspectives across the community by providing a variety of feedback mechanisms

3.1.3 Leaders and staff privilege the voice of parents in their planning and decision-making. Parents' knowledge of their child, and the community, is regularly sought by teachers and leaders. School documents, policies and processes articulate the value and unique role of parents as partners and co-educators

Achievements

Lumen Christi continued to be known for being a welcoming and inclusive community which continues to build Family/School partnerships.

- Beginning of the Year 'Getting to Know You' conversations were held
- Whole School Beginning of the Year Mass, parents, carers and guardians were invited to attend this event with the entire school community
- Throughout the year Grade levels hosted Masses, Liturgies and Assemblies, these gave regular opportunities for families and the wider community to come together to share in school life
- There were special celebrations of Mass and a classroom activity held for Mothers Day (hosted by Prep), Fathers Day (hosted by Grade 1) and Grandparents Day (hosted by Grade 2)
- The Family Engagement Team (FET) was established to build community, with an initail emphasis on coordinating and organising fundraising events to support the school
- Open and active partnerships were established between classroom teachers, families and students during Getting to Know You Interviews, and Mid-Year Reporting and Learning Conversations, to set goals and consider next steps in student learning
- Open Classrooms and subsequent family picnic allowed families to see the whole school and engae socially with each other and school staff

- Regular PSG (Program Support Group) Meetings were scheduled to meet individual learning needs
- Learning Diversity and Student Wellbeing focussed on strengthening understandings about diverse learning and behaviour needs and how these can be identified and met in consultation with families and students
- Throughout the year Grade levels informed families about ongoing student learning through the use of the SeeSaw app. Families welcomed the opportunity to come and see learning come alive and to discuss student understanding
- The Mother's and Father's Day stalls and second hand uniform stores were facilitated by families, and provided opportunities for both fundraising and creating social networks
- The School Advisory Board continued to meet regularly throughout the year
- School community events, such as the Walk-A -Thon, Junior and Senior Athletics Carnivals, and our school Feast Day were organised by school staff. On our school Feast Day, all students participated Kaboom Sports, and had a sausage sizzle lunch, which family members were invited to attend and asked to help facilitate
- Families with students in Grade 5 & Grade 6 were invited to attend an online session to support student learning regarding Puberty.
- The SeeSaw App and Audiri continued to be used to communicate with families about important events and information, as well as to share learning and as a platform for families to give feedback to students about their performance
- Enrolment information sessions were held for 2026 Prep families, and three Playdates and transition sessions were held to welcome in our 2026 Prep students and their families to build community engagement with the school before beginning the 2026 school year
- The Year 6 Graduation Liturgy was hosted at school to wish those graduating success in their future learning journey
- Carols on the Green was an opportunity for all families to come together as a school community to celebrate Christmas
- The year concluded with a Whole School Mass followed by a catered Morning Tea, which was open to all families in our school

Parent Satisfaction

- The MACSSIS data for 2025 showed that families felt that Lumen Christi has a strong respect for Catholic Identity emphasised at our school with 91 % of families indicating this and 86% identifying that our Catholic religious practises are emphasised
- According to MACSSIS data for 2025, 79 % of families indicated that their child felt they belong at Lumen Christi, and 76% felt that their child's learning needs are met at school. 76% of families indicated that they would recommend Lumen Christi to prospective families based on their experience

- The school online portal was used by 98% of families according to 2025 MACSSIS data

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.lcpointcook.catholic.edu.au