

# Lumen Christi Catholic College, Pambula Beach

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## Annual Report for 2006

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### A Message from Key School Bodies

#### Principal's Report by Mr Paul Carroll

2006 has been a historic year. We now have the full complement of students from Year 7 to Year 12. Our first class of Year 12 students sat their Higher School Certificate exams and we opened the fourth building extension.

The last six years seems like a dream in one sense. The development of Lumen Christi has happened so quickly we haven't had time to reflect on the trials and tribulations of such a venture. The people involved along the journey thus far have been very supportive and enthusiastic in ensuring a successful launch of the College. I am indeed appreciative of their efforts, interest and willingness to help where necessary. We are building a solid foundation and reputation.

As we continue to consolidate our growth, we are constantly challenged by our College goal or Vision Statement which reads:

*Let us be the light of Christ  
Learning to value God's gifts.  
Inspiring hope and serving others*

The contents on this report would suggest we are well on the way to achieving these aims.

Lumen Christi Catholic College is part of the Country Area Program. CAP funds may be used to support initiatives in these pathways.

Quality teaching addresses individual learning needs through the development, implementation and evaluation of a range of strategies and practices that enhance quality learning. Quality learning is challenging, engaging, co-operative and relevant, leading to self directed life long learners.

Continual improvement is achieved by the study and investigation of quality improvement concepts and the application of appropriate tools and strategies.

Quality technology in teaching and learning is the integration of technology into KLA curricula to enhance student outcomes.

The staff embrace the opportunities provided by the workshops, seminars and conferences through CAP. The staff freely share their learnings with fellow staff members and implement the skills in their classrooms.(see [www.cap.nsw.edu.au](http://www.cap.nsw.edu.au))

#### College Board Report by Mrs Angela Carr (Chairperson)

The Lumen Christi Board has had another busy and productive year in 2006. We have been responsible for numerous financial matters and school policies obviously including the building program and school fees.

You would all be well aware of the change in school fee structure for 2007 and we hope appreciate the fact that we have kept the increase to a minimum. I also would like to take this opportunity to say that we would please urge you to feel free to discuss these fees with us at any stage should the need arise. This is a very important function of and a reason why we have a Board. We are open to all in need and eager to hear any and all concerns and opinions you may have regarding our College

The Keeping Place Garden at Jigamy has been another important project which has seen the involvement of many of our students and is really taking shape. Jigamy itself is well worth a visit to those of you who have not yet been there.

Next year amongst other issues the Board will also be revisiting the philosophy behind our major student excursions.

I would like to thank our out going Board members, 2 of whom have been on the Board since the very beginnings of Lumen Christi, Mick Grant and Sean Mc Cambridge also another long serving Board member David Grainger, for their invaluable contributions during their time on the Board. I would like to very much welcome our new Board members. Michelle Delle Vergin and Richard Jarmusz.

On behalf of the Lumen Christi College Board I would like to thank and acknowledge every member of our Lumen Christi Community, students, teaching staff, non teaching staff, parents, caregivers, other relatives, friends and Fathers Mick & Peter for your efforts, contributions, & achievements for 2006. We are very proud of you all.

Finally, may the blessings of Christmas be with you and your families and continue throughout 2007 and beyond and may the sea saw that is life in 2007 find you and yours on many more highs than lows. God Bless.

#### College Parents & Friends Association Report by Mrs Kari Esplin (President)

The Lumen Christi P&F has had another successful year. There are many people who ensure the success of the P&F. It is above all a team effort. Everyone who attends meetings, including the sub-committees for Fundraising, The Canteen and the Grounds Committee and those who turn up to help with our various projects contribute to this success

This year we have reinvested funds into upgrading the fabulous new canteen. We have laid turf on the lower bowling green area, we chopped 30 tonne of wood for raffles, held a fantastic Housie night, baked 100's scones for Devonshire tea, held our first parenting information seminar, run student disco's and as a result we have achieved our goal of Lumen Christi's share of the new netball courts in the Pambula Sporting Complex. This is a fantastic achievement which will benefit the students and more importantly the wider community. We are now waiting to hear for the Dept of Sport & Rec on the success of the grant application to complete the project.

The P&F's primary role is to build a sense of community within the school. Every parent is automatically a member of the P&F when their child joins the school and we would love for you to all get involved with our activities. Next year we aim to establish a parent registry of skills. We estimate that most parents would only need to spend about 4 hours a year on P&F activities to make a difference. And your children also feel a sense of pride that their parents are prepared to put their spare time into their school.

Of course the P&F also need to fundraise for all those extra items that the school needs. Regrettably Government Funding just does not cover everything that is needed to create a great school. The P&F and the board also play another new and vital role which is lobbying to ensure that schools like this one do get their fare share of the public education budget.

The P&F are very much goal driven and next year our first semester goals are to raise money to pave & beautify the area we are standing on today and also provide seating and covered areas. In order to do this we need parents help but more importantly we need the weekly newsletter to get

home. We ask every student to help us create a great recreation area for you to use by making sure these reach your parents so they at least have a chance to help us out.

## Student Performance

Lumen Christi uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The College also participates in the statewide ELLA (literacy) and SNAP (numeracy) tests for Year 7 students for the purposes of diagnosing individual needs and reviewing whole class teaching programs. Students who have not met the benchmarks have been identified and an appropriate measure of assistance can be given to these students. Information on student progress is communicated on a regular basis with Parent- Teacher Interviews held twice a year and written reports distributed at the end of Term 2 and 4.

The ELLA results showed 92% (88% in 2005) of our students gained a high or proficient level of achievement. This compares favourably with the State average of 84% (82% in 2004) for these levels. There were 4% of the students did not meet the Writing benchmark and 9% of the students did not meet the Reading benchmark. These students participated in a Middle Years Literacy project. Two teachers led small group activities focusing on improving students' reading and writing, in particular sentence structure and descriptive language. Each fortnight students had the opportunity to use interactive computer literacy games to investigate a range of text types and skills. We acknowledge assistance from the Federal Government in conducting this project.

The SNAP results showed 76% (72% in 2004) of our students gained a high or proficient level of achievement. This compares well with the State average of 63% (65% in 2004) for these levels. Of the cohort who sat the SNAP test, 22% did not meet the Numeracy benchmark. One avenue that is provided for intervention to assist those students who did not meet the benchmarks is to group these students and provide assistance to them on a regular basis during classtime. In addition, the areas of weakness identified in the test enabled the College to make changes to the sequencing of topics to assist the students in subsequent years.

The Year 10 students at Lumen Christi sat the School Certificate tests in November. These results were very pleasing considering Lumen Christi is a non- selective school.

SUBJECT	BANDS	LCCC 04	STATE	LCCC 05	STATE	LCCC 06	STATE
English	4,5,6	79%	70%	87%	67%	83%	71%
Maths	4,5,6	57%	53%	55%	51%	53%	41%
Science	5,6	35%	31%	34%	31%	35%	29%
History	5,6	28%	26%	31%	29%	29%	24%
Geography	4,5	69%	56%	70%	56%	65%	58%

Our first HSC results were equally impressive. The cohort sat 24 subjects and 17 of these subjects had an exam mean higher than the state average. There were 23 Band 6 results earned by the students placing the College in the top 25% of schools in NSW based on the number of students in the school.

Some of the notable subject results included:

SUBJECT	BANDS	LCCC 06	STATE
English Advanced	5,6	75%	38%
English Extension I	E4	50%	17%
Food Technology	6	33%	8%
IPT	5,6	55%	34%
Legal Studies	5,6	50%	37%
Mathematics	5,6	57%	39%
PD/H/PE	5	53%	29%
Senior Science	5	60%	26%

## Professional Learning and Teacher Standards

In 2006 there were 43 teachers on staff at Lumen Christi and all have a teaching qualification from a higher education institution within Australia [or as recognised by the National Office of Overseas Skills Recognition [AEI-NOOSR] guidelines.

A summary of professional learning undertaken by teachers during 2006:

- Staff were upskilled in multimedia through whole staff workshops and optional workshops.

Workshops included:

- Country Areas Program's TECHforum which developed strategies and skills in
  - Powerpoint, Dreamweaver, digital photography;
  - CAP Digital Story telling;
  - Electronic Learning Folios on *Myinternet*;
  - College Report package;
  - Mole (student/staff database);
  - Microsoft Access;
  - Macromedia Flash;
  - Macromedia Dreamweaver
  - CAP Process flowcharts
- Tony Ryan (Education Consultant) was employed for 2 days to work with various faculties. This is part of a 3 year journey which aims to develop a deeper understanding of the elements required for a framework for productive pedagogy, provision of reflective process to share dialogue and the development of exemplar units of work across the College.
  - CPR training was undertaken by the staff;
  - Series of meetings that focused on classroom management and expectations through sharing, modelling, reflection and the presentation of strategies.
  - Ongoing sharing and modelling of strategies and tools that enhance teaching and learning in staff meetings;
  - The introduction and implementation of the College's Integrated Focus that marries the Habits of Mind and Values Education with Treasures New and Old, to promote holistic and connected learning.
  - Attendance of CEO KLA days, various KLA specific conferences;
  - HSC marking;
  - Ian Lillico (Education Consultant) presented 3 workshops on Boy's Education, Boy's literacy and Boys and ADHD.

All teachers were involved in at least two of the above activities. The total cost on expenditure for the activities listed amounted to \$48915, which was an average of \$1087 per staff member.

## Teacher Attendance and Retention

The average number of days teachers were in attendance at Lumen Christi in 2006 was 200 days. The total number of teaching days in a school year is 204.

The percentage of teaching staff retained at Lumen Christi from 2005 to 2006 was 90%.

## Student Attendance and Retention

The average attendance rate for all students from Years 7 to 12 for the whole of the 2006 school year was 87%.

2006 was our first Year 12 class to sit the Higher School Certificate. In Year 10 (2004) 77 students sat the School Certificate. 47 of the 77 continued at Lumen Christi and completed the HSC, making a retention rate of 61%. Of the students who did not continue approximately half sought work and the remaining 15 students attended other schools for subject choices that were not available at Lumen Christi at the time.

## Post School Destinations

We were delighted to be informed that 23 of the 49 students were successful in gaining University placing. The remaining students had received apprenticeships, entered the workforce, the armed forces or continued their education in TAFE or similar which is testimony to their willingness to achieve goals commensurate with their ability and effort.

## **Enrolment Policy**

In enrolling students we are directed by the Archdiocesan Enrolment Policy which can be found on the Annual Report page of the College's website OR on the Catholic Education Office's website at <http://www.ceo.cg.catholic.edu.au/policies/enrolment.htm>

## **School Policies**

"At Lumen Christi Catholic College, learning happens in an environment where positive relationships are inherent, based on a foundation of mutual trust, respect and courtesy-all are Christ." (LCCC Core Beliefs 2001)

Lumen Christi belongs to a system of schools that proudly declares a special consideration for each individual and the development of the whole person.

The Lumen Christi Catholic College Vision and Mission Statements, Core Beliefs and Exit Outcomes indicate the need for our College to provide a positive, safe, supportive and encouraging environment. These documents and this policy aim at providing a tangible link between contemporary society and the messages of the Gospel. It encourages the development of the Christian values and in doing so, enhances the personal and moral development of our students.

At LCCC we promote only positive behaviours and attributes within our classrooms and student body. The foundation of our pastoral care and discipline policy is built upon four keystone behaviours or principles called the "4C's". These are consistency, cooperation, common sense and consequences. (see [www.ceo.cg.catholic.edu.au/policies/discipline.htm](http://www.ceo.cg.catholic.edu.au/policies/discipline.htm))

All students are expected to act in accordance with these behaviours and the subsequent Code of Conduct and Student Rights and Responsibilities, as outlined in the student communication diary. These are non negotiable. A merit and demerit program is in place at the College to promote these behaviours and policies.

The merit program is to be used wisely to promote positive behaviours and attitudes. Teachers should be mindful of being fair and inscrutable when they award a special nomination in any of the three categories. These are academic achievement, consistent effort and service. The demerit program is to be used judiciously when all discipline measures fail. The demerit program is to be used for modifying poor behaviours and attitudes only.

The full College policies are available on request from the College or may be viewed in part on the College website.

## **School Determined Improvement Targets**

The College has nine major areas identified in the Strategic Plan. These include Parent Bodies, Curriculum, Students, Resources, Catholic Culture and Ethos, Teaching and Learning, Development of the Site, Staffing and Community. As a developing College, these main areas have had equal emphasis over the first six years.

The building of resources is an ongoing priority especially in library. Our catalogue has grown significantly in 2006 and access to electronic media has also seen a vast extension of available resources.

Completion of Stage 4 building was also a major achievement in 2006. The Creative Arts facility that included Drama, Hospitality, Food Technology and Music specialist rooms complemented the existing facilities. An additional Computer lab and Science Lab completes the compulsory facilities for the College. An assembly or multipurpose hall is the next priority.

Our curriculum offerings continue to be evaluated in meeting the needs of our students. Both Year 9 and Year 11 electives has had some minor adjustments to reflect the needs of the students.

The Keeping Garden project at Jigamy Farm (Indigenous Meeting place) continues to make progress. The plan is to develop a reconciliation garden of native bush tucker and medicine plants designed and developed by the students. This is due for completion in 2007. A specific target for 2006 is to initiate a program to improve the attendance rate and engagement of our indigenous

students. Indigenous and non-indigenous students will work together in planning, constructing and maintaining a garden. With the students taking ownership of this project, there is the expectation that this will assist in further enhancing positive relations between indigenous and non-indigenous in the local community.

Improvement of numeracy and literacy outcomes for students not meeting the benchmarks in the SNAP and ELLA tests was also a priority in 2006. The students in the lower numeracy bands were placed in classes where they would be concentrating on improving their basic skills. The literacy group met regularly and also concentrated on improving their outcomes. This approach followed on from a similar plan in 2005 that proved to be successful.

## **Initiatives Promoting Respect and Responsibility**

Lumen Christi has an overarching approach to learning at the College referred to as the "Integrating Focus". Learning occurs best when the matter to be learned is relevant, relates to experience and is not covered in isolation from other learning. The separate nature of the key learning areas of the secondary school curriculum can often be seen as being at odds to real learning. A school based integrating focus provides the connection to overcome the disjointedness that may occur.

The three main areas covered by the Integrating Focus include the National Framework for Values Education in Australian Schools, elements from the Habits of Mind and the main themes from the Religious Education Guidelines, "Treasures New and Old". A poster is placed in each of the classrooms displaying the key concepts of the integrating focus for the term. Teaching programs incorporate activities in the classroom that reflect the key aspects of the Integrating Focus. The College assemblies are an additional opportunity to draw together some of the main concepts of the Integrating Focus to demonstrate the College wide approach to holistic and explicit learning in these main areas.

Students also are involved in a Service Program whereby each is expected to attain at least ten hours of community service during the year. The students who reach a minimum of ten, twenty or forty hours receive a special commendation at the annual Presentation Night. In addition, a perpetual award is awarded to the student who has made an outstanding contribution to community service throughout the year. One of the major community service activities in 2006 was the regular weekly visits to Imlay House Nursing Home. Groups of five or six students would visit the Home each week to play games with the patients, read books, spend time in prayer or simply just chat with the patients. The patients look forward to the students visiting each week and the students enjoy putting a smile on the patients' faces when they arrive each week.

Students have included in their Communication Diary a list of Rights and Responsibilities that form the basis of the approach to the promotion of respect and responsibility. These statements provide the foundation for the Student Welfare and Discipline policies.

## **Parent, Student and Teacher Satisfaction**

A Student Satisfaction Survey was conducted in late Term 4. There were 19 statements that the students were asked to rate about some aspect of their education. The four ratings were strongly disagree, disagree, agree or strongly agree.

The statements that achieved a positive response of 80% or higher by combining the agree or strongly agree category included statements such as my teachers care about me, are prepared to offer extra assistance, expect students to do well, are prepared to explain things clearly, encourage me to improve my standard of work, are prepared for class, expect students to act responsibly. The students also believed they felt safe at school and the school had clear rules and expectations.

The areas for improvement included making things done in class more interesting, to have more opportunities in activities outside the classroom, to improve on some classroom management strategies and to provide more feedback about the student's work.

The Parent Satisfaction Survey contained 15 questions. They were most complimentary of the teachers' commitment, enthusiasm and the learning environment for their child. They believed

there were high standards of student behaviour, the school was safe, felt involved and were very satisfied with the education provided. There was some concern (20%) for the need to provide further challenges for the students in other areas (eg sport, cultural activities etc). In 2007 the College will have a production of Shakespeare's "A Midnight Summer Dream".

The Staff survey consisted of 21 statements. The staff responded positively to the opportunities for professional development, to the recognition and support from their colleagues, commitment to the College, democratic decision making and the climate conducive to learning. Areas that need improvement as identified by at least 30% of the staff included communication, student responsibility, management of conflict and consistency in student management. In 2007 these issues will be addressed by an additional staff morning briefing and increased use of electronic communication, vertical home room structure for pastoral care classes and clearer structures for student management.

### **Summary Financial Information**

A summary of the school's financial information can be accessed via the Annual Report button on the school's website.

This report was prepared by: Paul Carroll: Principal