

Lumen Christi Catholic College

Pambula

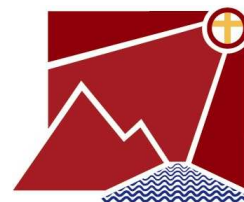
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Principal: Paul Carroll



Annual Report for 2007

A Message from Key School Bodies

2007 was a year of cementing foundations at Lumen Christi. The second year of Higher School Certificate results was outstanding and staff and students are working in wonderful facilities.

The Principal Paul Carroll is on leave during 2008. Paul's vision for the school along with the support of a dedicated staff and parent community has seen a school develop strong foundations and impressive reputation in a very short period of time. Most Catholic Schools in Australia are over 150 years old and have a charism which has been passed on from a Religious Order. Lumen Christi although in its infancy is a highly regarded place of teaching and learning that sets high standards for all students regardless of their ability.

Catholic Schools are always challenged by our beliefs and goals which is one way of ensuring we do not lose focus on why Catholic education began in Australia and why we always reflect on who our schools are for. The motto of Lumen Christi *To Be the Light of Christ* is an inspiring challenge for all within our community to be Christ like.

Our College Vision *Let us be the Light of Christ Learning to value God's gifts Inspiring hope and serving others* and Mission Statements ask us to learn, to inspire and be inspired to serve others. Lumen Christi is a fine school and we continue to remind ourselves of what Jesus would do when there are times when we are challenged to live out the College Vision and Mission.

Lumen Christi Catholic College is part of the Country Area Program and in 2007 CAP funds were used to continue teaching and learning initiatives providing staff with Professional Development opportunities. The Integrated Focus continues to be a key theme of aligning teaching strategies.

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 skills in their classrooms(see www.cap.nsw.edu.au).

College Board

The Lumen Christi Board has had another busy and productive year in 2007. The College Board continues to develop and be visionary in its thinking. Future priorities include the upgrade of the main assembly area; a sacred space for worship and prayer and developing a long term maintenance program for the College buildings. With new members in 2008 the School Board will participate in an in-servicing program facilitated by the Catholic Education Office.

The College Board has an important role in various areas of College life and will continue to plan for the future as the College's foundations in the archdiocese and local community deepen in their relationships.

P&F Report by Mrs Kari Esplin

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.

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 fair 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 90% (92% in 2006) 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 3% 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. We acknowledge assistance from the Federal Government in supporting students who did not meet the benchmarks.

The SNAP results showed 84% (76% in 2006) of our students gained a high or proficient level of achievement. This compares well with the State average of 62% (63% in 2006) for these levels. Of the cohort that 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.

School Certificate

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. There were 93 students who sat the School Certificate Exams in 2007:

SUBJECT	BANDS	LCCC 05	STATE	LCCC 06	STATE	LCCC 07	STATE
English	4,5,6	87%	67%	83%	71%	85%	72%

Maths	4,5,6	55%	51%	53%	41%	52%	45%
Science	5,6	34%	31%	35%	29%	40%	27%
History	5,6	31%	29%	29%	24%	47%	25%
Geography	4,5	70%	56%	65%	58%	48%	33%
Computing Skills	LCCC 2007 HComp	STATE 2007 HComp	LCCC 2007 Comp	STATE 2007 Comp			
Computing Skills	55%	58%	45%	43%			

Higher School Certificate

Forty eight students from Lumen Christi completed the Higher School Certificate in 2007. The following is a summary of very impressive results which resulted in Lumen Christi making the top 200 schools list in 2007.

SUBJECT	NUMBER OF STUDENTS	BAND 6 or E4	BAND 5 or E3	BAND 4 or E2	BAND 3 OR LESS or E1	SCHOOL vs STATE VARIATION
Ancient History	10	1	3	6	0	+ 5.18
Biology	12	0	0	7	5	- 3.48
Chemistry	7	1	2	2	2	+ 2.05
Economics	9	1	2	4	2	- 0.22
Standard English	27	0	0	21	6	+ 5.47
English Advanced	21	3	11	7	0	+ 3.85
English Extension 1	15	3	12	0	0	+ 2.71
English Extension 2	10	0	8	2	0	- 0.25
Food Technology	5	1	2	1	1	+ 10.65
Geography	12	0	4	8	0	+ 0.41
Industrial Technology	7	0	1	5	1	+ 0.44
Information Processes & Technology	10	0	5	5	0	+ 5.81
Legal Studies	7	1	2	4	0	+ 5.10
General Mathematics	29	1	13	13	2	+ 6.03
Mathematics	10	1	4	4	1	+ 2.55
Mathematics Extension 1	4	2	2	0	0	+ 5.69
Mathematics Extension 2	1	1	0	0	0	+ 14.01
Modern History	9	2	3	4	0	+ 7.05
History Extension	7	0	4	3	0	- 2.22
Music 1	6	0	1	4	1	- 4.71
PD/H/PE	17	0	3	7	7	- 1.54
Physics	3	1	0	2	0	+ 4.82
Senior Science	4	1	2	1	0	+ 8.22

Studies of Religion I	30	4	6	14	6	+ 0.54
Visual Arts	7	0	3	3	1	- 1.37

Professional Learning and Teacher Standards

In 2007 there were 47 teachers 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 2007:

Staff were up-skilled 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;
- Macromedia Flash;
- Macromedia Dreamweaver
- CAP Process flowcharts
- CPR training was undertaken by the staff;
- Restorative practices seminar
- Diocesan Schools day
- Ongoing sharing and modelling of strategies and tools that enhance teaching and learning in staff meetings;
- 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;

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.

The average expenditure per teacher on professional learning at the school (excluding grants and other sources) was \$737.

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 95%.

Student Attendance

The average attendance rate for all students from Years 7 to 12 for 2007 was 90%.

Retention Rates

2007 was our second Year 12 class to sit the Higher School Certificate. 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 that many of our HSC class of 2007 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 and Profile

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)

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.

In managing complaints Lumen Christi College is guided by the policies of the Catholic Education Office located at www.ceo.cg.catholic.edu.au/policies

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 2007 and access to electronic media has also seen a vast extension of available resources. 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.

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 2007 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 21 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 and was 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.

Summary Financial Information

A summary of the school's financial information can be accessed on the school's website.

This report was prepared by: Wayne Smith, Acting Principal