



Archdiocese of Canberra and Goulburn  
CATHOLIC EDUCATION OFFICE

# LUMEN CHRISTI CATHOLIC COLLEGE

Pambula, NSW

## 2009 ANNUAL REPORT



LUMEN  
CHRISTI  
CATHOLIC COLLEGE

## Welcome to our School

Welcome to Lumen Christi Catholic College!

Our College Vision "Let us be the Light of Christ, learning to value God's gifts, inspiring hope and serving others" is a challenging ideal to strive towards on a daily basis. 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's vision and mission. Catholic Schools are always challenged by their 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 our reason for existence.

The College is an authentic educational institution where the goal is to work on improving educational outcomes for all students. This is provided through a combination of engaging teaching and learning practices, an effective student management program based on restorative practices, prudent management and providing a wide array of activities for students.

Lumen Christi Catholic College is part of the Country Area Program and in 2009 CAP funds were used to provide staff with professional development activities focussing on quality teaching and learning.

The College offers both a strong academic program and opportunities for students who have skills and interests in vocational education. This is achieved within a climate of acceptance, forgiveness and reconciliation in the way community members treat each other, so that students feel safe and have the opportunity to reach their potential.

## Highlights of the Year

Lumen Christi Catholic College has had a most successful year in many respects.

A major highlight was the musical, "Back to the Eighties", that brought together students with skills in acting, dancing, music and production. The theme was very popular amongst students and their parents alike with catchy tunes, engaging storyline and modern dancing. The shows were very well patronised and received wide acclaim.

"Lumen's Got Talent" was an initiative of the students that was very well supported during lunchtimes. A vast array of performances was on stage throughout the contest with the finals held before a very excited College audience.

The College's Feast Day, Lumen Day, was made all the more special with a visit by the Zulu Choir from South Africa. The music of the choir had the students dancing in unison in what was a most special occasion for the students.

In 2009, the College has further strengthened the House structure with House meetings on a regular basis and the introduction of the Patron Saints for each house. The House system continues to provide a strong connection for each student as they develop their sense of belonging.

Staff have had the opportunity to participate in a wide variety of professional development activities that enhance their teaching and learning skills in the classroom. Of special interest in 2009 was the use of model mapping skills that help students to scaffold their learning.

## School Overview

**Parent Satisfaction** - The Parent Satisfaction Survey contained 15 questions and the feedback returned 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 and believed the student reports were informative. One area of development mentioned by 10% of the respondents was the need to provide additional challenges for their child to be involved, such as sport. Overall parents expressed a high degree of satisfaction with the education provided.

**Teacher Satisfaction** - The Staff survey consisted of 27 statements. The staff responded positively to the opportunities for professional development, to the recognition and support from their colleagues, commitment to the College, management of student conflict and the climate conducive to learning. Areas that need improvement as identified by at least 30% of the staff included communication, consistency in student management and the need for leadership staff to use wider consultative processes in managing change.

**Teacher Absence** - The average number of days teachers were in attendance at Lumen Christi in 2009 was 193 days. The total number of teaching days in a school year is 204.

**Teacher Retention** - The percentage of teaching staff retained at Lumen Christi from 2008 to 2009 was 81%. Of the 52 teaching staff at Lumen Christi in August 2007, 42 were still at the College in August 2008 with 5 staff resigning to take up positions elsewhere and 5 completed temporary contracts of staff that were on various types of leave.

**Teacher Qualifications** - All of the 47 teachers at Lumen Christi Catholic College have a teaching qualification as required by the relevant State and Territory bodies.

**Teacher Participation in Professional Development** - Staff were upskilled in multimedia through whole staff workshops and optional workshops.

Workshops included:

Country Areas Program's focus on technology which developed strategies and skills in Powerpoint, digital story telling;

Moodle;

Electronic Learning Folios on Myinternet;

Macromedia Flash;

Microsoft excel,

CAP Process flowcharts,

CPR training was undertaken by the staff;

Restorative practices seminar

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;

Whole day workshop on Literacy in the Classroom.

All teachers were involved in at least two of the above activities

**Workforce Composition** - The staff members at Lumen Christi are from predominately Caucasian heritage. An indigenous teacher assistant is also a member of staff.

## Principal's Report

The key strengths of the College include the emphasis on quality teaching and learning, the spiritual growth of the students, the concern for the pastoral care of the students and the wide variety of opportunities for students.

A great deal of financial support has been given to ensuring teaching staff are engaging students in the learning process appropriate for these times. Staff combine their understanding of how students learn with practical tools that will ensure students have the opportunity to reach their academic potential.

As a Catholic school, the College provides opportunities for students to consider the big questions in life. Through the Religious Education program the students have the opportunity to learn more about the Christian story and the love of God in their daily lives. The College has a Priest on Campus who assists with the sacramental and spiritual growth, and in 2009 a chapel has become available to enhance this aspect of student spirituality.

The pastoral care program has been enhanced over recent years with a focus on restorative practices. This approach finds the right balance between accountability and support for students who from time to time need authoritative guidance when they have made poor choices or behaved inappropriately.

Lumen Christi provides a comprehensive array of subjects (academic and vocational) and extra curricular activities (music, art, drama and sport) that suit the vast majority of students.

## School Community Report

The Parents & Friends Association continues to provide the opportunity for parents to be actively involved in the College community. The main event for 2009 was the organisation of the "Great Gatsby Ball" which was enjoyed by all. Guests got into the spirit of the night by dressing appropriately and participating fully in a unique event.

The P&F also organised an Easter Raffle earlier in the year and this also was a very successful fundraiser with generous donations from a wide variety of people. The management of the canteen is a major responsibility of the P&F Association which oversees the operations of the canteen with numerous parents who are volunteer helpers. The P&F is hoping the basketball/netball courts will be constructed and in operation for the new year.

The College Board assists the Principal in the management of the College. The Board has had a role in signing off on College projects needed under the Commonwealth Government's "School Pride" stimulus package. Funds were used for improvements which included: a large shelter shed, College sign, carpet, paving of the bus bay area, covering open areas, new glass exit doors, external painting and remodelling internal spaces. This was in addition to the normal business of approving and managing policies and budgets. The Board was also instrumental in gaining approval for a Government grant to construct a multipurpose hall in 2010.

## Student Achievement

The following tables show the school's results in the national testing of literacy and numeracy (NAPLAN) in 2009.

### School and National Mean Scale Scores

<b>YEAR 7</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	541	533	540	540	544
<b>School</b>	557	525	527	541	543

<b>YEAR 9</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	580	569	576	574	589
<b>School</b>	615	577	591	595	612

The above tables show that the Year 9 school results are significantly above the national mean in each dimension of Literacy and Numeracy. The Year 7 results show that the students' mean scores are around the national means in most areas, indicating the cohort will need some assistance with aspects of literacy and numeracy.

### Proportion of students at or above the National Minimum Standard

<b>YEAR 7</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	94%	93%	93%	92%	95%
<b>School</b>	98%	94%	93%	93%	98%

<b>YEAR 9</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	92%	88%	90%	90%	95%
<b>School</b>	96%	90%	94%	94%	99%

The above tables show the College has few students not meeting the National Minimum Standard compared to the national data. The College will focus on improving the skills of Writing, Spelling, Grammar & Punctuation for the small number of students not meeting the National Minimum Standard.

**Proportion of students in each Achievement Band**

<b>YEAR 7</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>Band 9</b>	12%	5%	9%	13%	7%
<b>Band 8</b>	23%	13%	10%	14%	18%
<b>Band 7</b>	30%	24%	28%	23%	33%
<b>Band 6</b>	26%	37%	37%	28%	27%
<b>Band 5</b>	7%	15%	9%	15%	13%
<b>Band 4</b>	2%	6%	7%	8%	2%

<b>YEAR 9</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>Band 10</b>	16%	10%	7%	10%	7%
<b>Band 9</b>	23%	12%	21%	12%	30%
<b>Band 8</b>	33%	21%	27%	34%	35%
<b>Band 7</b>	21%	26%	30%	30%	20%
<b>Band 6</b>	4%	21%	10%	9%	8%
<b>Band 5</b>	3%	9%	4%	4%	0%

The above tables show that students have performed well and the College is especially well represented in the middle and upper bands in most aspects of literacy and numeracy. Writing and Spelling will be a focus area for additional emphasis in the future.

**NSW 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. The results show that the students are performing above the state average in most subject areas notwithstanding the variations in skills and interests that occur in student cohorts from year to year. There were 90 students who sat the School Certificate Exams in 2009:

SUBJECT	BANDS	LCCC 07	STATE	LCCC 08	STATE	LCCC 09	STATE
English	4,5,6	85%	72%	87%	76%	89%	82%
Maths	4,5,6	52%	45%	50%	49%	51%	49%
Science	4,5,6	74%	66%	65%	65%	66%	70%
History	4,5,6	87%	60%	54%	51%	65%	58%
Geography	4,5,6	83%	71%	62%	66%	51%	59%
Computing Skills	LCCC 2009 HComp	STATE 2009 HComp	LCCC 2009 Comp	STATE 2009 Comp			
Computing Skills	52%	61%	42%	36%			

**NSW Higher School Certificate Data -**

The data below shows the Year 12 students have achieved sound results compared to state averages. In 2009 there was particular success in subjects that cater more for the creative and practical arts compared to previous years which reflects the Year 12 cohort's skills and interest. The smaller numbers in some subjects can have a negative effect in the school and state variation figures. The total number of band 6 awards (34) is a very impressive outcome for the students at Lumen Christi.

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	23	0	7	4	12	-2.52
Biology	12	2	5	5	0	+6.57
Chemistry	10	0	5	4	1	+ 2.83
Business Studies	18	0	3	9	6	- 2.29
Standard English	41	0	1	22	18	+ 4.83
English Advanced	35	0	19	14	2	-0.84
English Extension 1	9	0	6	3	0	-3.24
English Extension 2	4	0	1	2	0	- 5.0
Drama	16	0	1	8	7	-6.89
Geography	10	0	0	4	6	-6.52
Industrial Technology	6	3	2	0	1	+ 14.24
Information Processes & Technology	10	1	0	5	4	+ 0.59
Legal Studies	9	0	1	3	5	-5.89
General Mathematics	35	0	8	11	16	+0.33
Mathematics	21	3	8	4	6	+ 3.48
Mathematics Extension 1	12	2	8	2	0	-3.10
Mathematics Extension 2	3	1	0	2	0	-9.99
Modern History	9	3	3	3	0	+ 7.73
History Extension	7	3	4	0	0	+3.42
Music 1	13	0	10	3	0	+1.20
PD/H/PE	16	4	4	4	4	+6.30
Physics	5	1	1	0	3	-3.50
Senior Science	5	0	3	1	1	+2.54
Studies of Religion I	53	8	22	21	2	+1.22
Textiles and Design	5	2	1	1	1	+7.28
Visual Arts	10	0	8	2	0	+2.79
Italian Beginners	7	0	1	4	2	-4.53
Construction	5	0	1	3	1	+4.98
Hospitality	15	1	3	8	1	+2.93

## Student Wellbeing and Engagement

Students at Lumen Christi Catholic College are a positive, vibrant, engaging and welcoming group of students. They generally speak highly of their school in the community and are proud ambassadors. This is reflected in their behaviour outside the school and the numerous positive reports that are returned to the school by those who observe them in various capacities.

The College has a vertical homeroom structure. In each homeroom students from each year are together for the duration of the pastoral care period each day. This assists with all students having interactions with the full spectrum of students and provides mentoring and peer support for all students.

Special days that further enhance student wellbeing and participation include the sporting carnivals, Lumen day, retreats, assemblies and special events that bring the students together as a community.

Student Pathways and Post School Destinations - The majority of Year 12 students (59%) were considering taking a gap year in 2010, 28% intended to go directly to University and 13% to TAFE.

Student Retention - There was a 75% retention of students from Year 7 to the completion of Year 12 for this cohort. The major loss was due to families moving from the area over the six years with approximately 8% leaving at the end of Year 10 to accept positions in the workforce.

VET Attainment/Participation - Students were undertaking study in VET courses either at the College or through TAFE as part of their HSC suite of subjects. There were 18 students studying Hospitality, 6 studying Construction and 4 studying Tourism. Each of the students satisfactorily completed the course undertaken.

Student 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 five ratings were strongly disagree, disagree, not sure, agree or strongly agree.

The statements that achieved a positive response of 80% or higher 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, teachers are prepared for class and expect students to act responsibly. The students also believed they felt safe at school and the school had clear rules and expectations. The students also believed the new house system helped to generate team and school spirit.

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.

Student Attendance - The data provided to DEEWR in May showed that Year 7 had an attendance rate of 95%, Year 8 and 9 was 93% and Year 10 was 92%. Year 11 showed 91% and Year 12 was 89%. These figures are on par with previous year's data and represent no unusual or concerning trends.

Overview of School Based Policies  
Management of Non-attendance- Students who are absent from school for more than two consecutive days are contacted by their Pastoral Care teacher to follow up on any possible irregularity.

Enrolment - 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>  
There are almost equal numbers of boys and girls in the school population of 531. We proudly acknowledge the 22 students who identify as indigenous Australians. Lumen Christi, situated on the Far South Coast of NSW, is considered regional and remote

Behaviour - The foundation of our pastoral care and discipline policy is built upon restorative practice ([see www.ceo.cg.catholic.edu.au/policies/discipline.htm](http://www.ceo.cg.catholic.edu.au/policies/discipline.htm))

Complaints and Grievances - The College follows the processes as outlined on the CEO website



## Priorities and Targets

Refining subject selection processes for students entering Year 11 has been a focus for 2009. Year 10 students were interviewed and counselled on career options. An array of subjects was then presented to the students including subjects run at the College and a variety of other alternatives from external agencies. These included on line subjects, TAFE, and distance education options. The individualisation of the curriculum resulted in a 90% retention rate..

The College has further developed partnerships with external agencies especially in relation to students completing workplace hours for their VET subjects, school based apprenticeships and work experience opportunities. There have been significant benefits here in keeping students engaged in their education generally and providing a vital connection between school and post-school options.

The College Pastoral Care Policy has been further refined in 2009 through regular meetings with key staff personnel, promotion of the House system, introduction of patron saints to each house, further development of student leadership and better understanding of restorative practices in student management.

The establishment of a College Chapel has been a welcome addition to facilities and opportunity for further development of spirituality. Class prayer has also been further developed in 2009.

Improving teacher expertise in the use of interactive white boards and incorporating model mapping techniques have been two priorities for teacher professional development in 2009. Both focus on providing students with deeper engagement in the classroom.

Lumen Christi Catholic College qualifies for assistance through the Country Area Program that supports schools that are regional and isolated. The funds are directed to programs that provide learning opportunities for students that may be available in more populated regions.

In 2009 the main programs delivered under the CAP umbrella included:

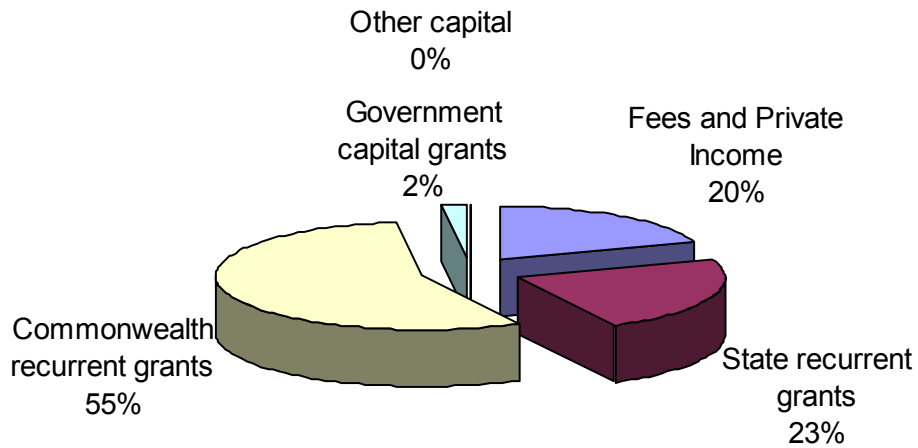
1. Building resilience-giving a voice to all
2. Access to expertise-up-skilling staff through professional development workshops
3. Embedding Web 2 Technology in the classroom with IWB, Wikis and data loggers
4. Enriching Learning experiences- study skills for students
5. HOSTS-Higher Order Subject Teaching Teams-using teaching tools to enhance learning
6. Restorative Practices project- whole school intervention that promotes student well being and social discipline
7. Supporting and sharing CAP Network Initiatives-working collaboratively with local schools to build common language of teaching and learning across the region

## Literacy and Numeracy

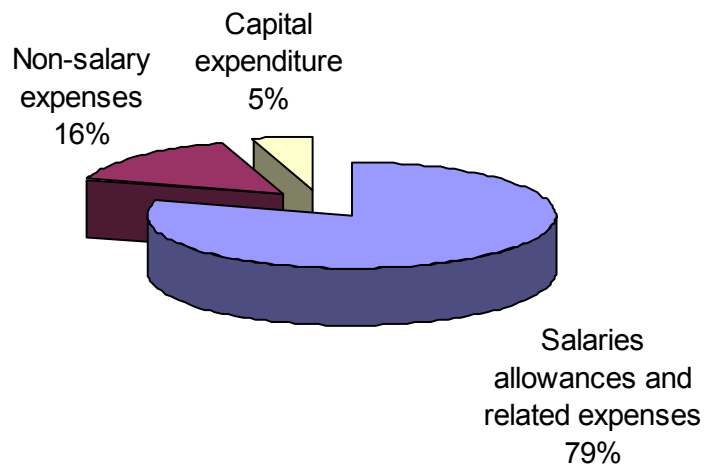
- Utilise student performance data to inform alignment of class groupings and structures
- Develop strategies and processes for staff to access and interpret NAPLAN data
- Implement specific targets for literacy and numeracy strands as indicated by performance data
- Further embed Quality Teaching Framework strategies to inform programming and assessment

## Financial Information

Lumen Christi Pambula - Income



Lumen Christi Pambula - Expenditure



## School Contact Information

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