



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2015



Lumen Christi Catholic College Pambula Beach

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Principal

Mr Steven Centra

Section One: Message from Key Groups in our Community

Principal's Message

Lumen Christi Catholic College has evolved into a vibrant K to 12 College, providing a quality Catholic education to students and their families on the Far South Coast of NSW.

The College motto, "be the light of Christ", challenges us live our lives according to gospel values. Thus, every effort is made to ensure a Christ-centred approach is at the heart of all we do. This ethos also extends to our recently revised Vision and Mission statement where our focus is on creating experiences enabling all students to "shine their light". Students are encouraged to be their best, whether it be in the classroom, on the sporting field or in their day to day interactions with peers.

To assist each student to "shine their light", our current Strategic Plan has a very strong focus on curriculum innovation as a means of maximising student engagement. As a College we are investigating alternative models of teaching, diverse pathways catering to the learning needs of all students, and assessment and reporting methods which emphasise a growth mindset.

Parent Body Message

As Chair of the Community Council, our focus has been to ensure that the College Leadership Team is supported in their endeavours and that the school's Vision and Mission statement is central to all programs and activities at the College. As an advisory body, we are involved in key decisions relating to finance, the building program, and maximising educational opportunities for our young people.

The parents serving as members of the Community Council make up a vibrant group who work together to ensure Lumen Christi remains true to its motto of "being the light of Christ".

Student Body Message

As College Captains, we have regarded it as an honour and a privilege to have represented the students of Lumen Christi Catholic College. As leaders of the College we have been consulted regularly with regard to various projects and initiatives and have felt that our opinions counted when trying to achieve the best possible outcome for students. We were recently involved in the development of the College Strategic Plan which was a very worthwhile experience.

We have thoroughly enjoyed our role as College Captains and will cherish the time we spent at Lumen Christi, and will recall with great fondness the staff who worked tirelessly to provide us with the best learning opportunities possible.

Section Two: School Features

Lumen Christi Catholic College is a Catholic systemic Co-educational College located in Pambula Beach.

Situated at Pambula Beach, Lumen Christi draws students from the wider Eden-Monaro region, from places such as Bombala and Bemboka, and from the more local Bega Valley, from towns such as Bega, Tura Beach, Tathra, Eden, Merimbula and Pambula. Our key feeder schools include St Patrick's Bega and the various local public schools in the surrounding areas.

Students from Lumen are active in their local communities and contribute greatly to various service groups. Lumen is well represented in the local Pambula Beach Special Nippers program, and many students play a wide range of sports in and around the local area. Lumen students volunteer regularly at local charity shops and aged care facilities, and assist with Indigenous Community projects.

Parents also play an active role at Lumen. Many volunteer to assist in the canteen, coach various sporting teams and meet socially as part of our recently formed Parent Group. Efforts to expand the involvement of parents is helping to build on the already vibrant sense of community at Lumen.

A range of building and refurbishment projects are under way. The former library is being transformed into a flexible Learning Centre. When fully completed, the Learning Centre will comprise library facilities, Aboriginal Education, Learning Support, Careers/Pathways education and support, pastoral care support in the form of Heads of Houses and College Counsellor and Senior Study Centre. Various leadership personnel such as the Director of Pastoral Care, Director of Studies and the Assistant Principal - Learning Enrichment, will also be housed in the Learning Centre.

Special events at the College, such as the Salt Water Festival and Lumens Got Talent, provide opportunities for students to showcase their talents to the wider community. Such events also build a sense of community and keep families connected to their children's education.

Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

The Catholic Identity of the College is central to its mission. In addition to the Religious Education curriculum, the College ensures that all students engage in the various traditions and rituals specific to our Catholic Faith. College masses and liturgies, as well as class and lunchtime masses, enable students to experience the more formal aspects of our faith. Such celebrations are also connected with significant moments in school life, such as the commencement of the school year, Year 12 Graduation and various significant days in the church calendar.

Lumen Christi also provides students with opportunities to get involved in various social justice activities as a means of living out their faith. The Philippines Immersion trip, the St Vinnies Winter Sleepout, Caritas fundraising, and the Christmas Hamper Appeal are ways in which our students are able to demonstrate their faith in very real ways.

The Catholic Symbolism Team ensures that our Catholic Identity is visible in the form of symbols depicting the Catholic nature of our school. Various art works and our yearly scriptural theme are displayed so that students, staff and visitors to the College can see very tangible signs of our Catholic faith.

The recent introduction of the 'Shine Your Light' award aims to reward students who behave in accordance with our Vision. It is an acknowledgement of students who act in a selfless way and who display a genuine concern for others.

The religious education program at Lumen Christi is overseen predominantly by two key leadership personnel. The Religious Education Co-ordinator - Catholic Identity and the Religious Education Co-ordinator - Curriculum, work closely with the Principal and Parish Priests to ensure the Catholic identity of the College remains at the forefront of all we do.

Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 12. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
338	357	6	695

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2013, 78% completed Year 12 in 2015.

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the [Catholic Education Office](#) website.

Student Attendance Rates

The average student attendance rate for 2015 was 89.8%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93.5%
Year 1	92.3%
Year 2	94.5%
Year 3	91.2%
Year 4	91.5%
Year 5	91.3%
Year 6	89.9%
Year 7	92.9%
Year 8	89.2%
Year 9	87.9%
Year 10	83%
Year 11	89%
Year 12	90.6%

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School,

in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal’s leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students’ sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Student Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Destination Data	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2015 Graduating Class	46%	5%	15%	34%

Section Five: Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
62	26	88

* This number includes 45 full-time teachers and 17 part-time teachers.

Percentage of staff who are Indigenous	2.27%
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Professional Learning

Throughout the course of the year, staff were provided with various in-house professional learning opportunities via the Twilight PD program. These sessions ranged from IT based professional learning to sessions revolving around pedagogy and curriculum delivery. The various staff days also focused on such areas, as well as improving staff skills in managing behavioural/welfare issues with students. The majority of presenters were staff from Lumen Christi who were drawing on their expertise to share with colleagues.

Lumen also has partnership arrangements with ACU & UOW.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	44%	48%	20%	11%
	Writing	35%	47%	4%	7%
	Spelling	35%	41%	19%	15%
	Grammar and Punctuation	35%	52%	8%	11%
	Numeracy	32%	34%	24%	15%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	59%	34%	14%	18%
	Writing	5%	19%	5%	18%
	Spelling	32%	33%	14%	15%
	Grammar and Punctuation	45%	36%	5%	17%
	Numeracy	29%	28%	5%	16%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	47%	19%	10%	15%
	Writing	18%	16%	21%	29%
	Spelling	40%	31%	12%	16%
	Grammar and Punctuation	39%	29%	7%	19%
	Numeracy	30%	26%	6%	17%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	23%	21%	42%	23%
	Writing	9%	13%	52%	39%
	Spelling	18%	24%	38%	22%
	Grammar and Punctuation	9%	17%	48%	29%
	Numeracy	18%	24%	51%	17%

Student Credentialing

NSW Record of School Achievement

Students have access to a wide range of subject offerings in Stage 5 that are reported in the Record of School Achievement (RoSA) credential. These include the mandatory subjects along with electives such as Music, Design and Technology, Commerce, Food Technology, Physical Activity and Sports Studies. In 2015 83 students were awarded grades in their suite of studies that compared favourably, and in many cases, exceeded state averages.

NSW Higher School Certificate

In 2015, 56 students comprising the Year 12 cohort studied programs leading to the award of the Higher School Certificate (HSC). Students studied a variety of patterns, choosing courses that allowed them to follow an Australian Tertiary Admissions Rank (ATAR) pathway that leads to university entry, or Vocational Education and Training pathway that leads to employment. Both of these pathways culminate in the Award of the HSC credential. Out of 56 HSC students, 17 students received Band 6 results and 104 received Band 5. 17.8% of students received an ATAR over 80.

Section Seven: School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2015

Throughout the course of the year, the various goals from the AIP and School Improvement process were achieved. These included the following:

- introduction of BYOD ipads and the up-skilling of staff in their use as a teaching tool
- the introduction of a student management system (Sentral) used to track behaviour and to establish a student/parent portal.
- creation of new leadership positions reflective of the K to 12 nature of our College
- introduction of a comprehensive pastoral care program aimed at enhancing the Social-Emotional skills of our students
- expansion of the student leadership structure to include portfolio captains
- the implementation of strategies via the COSA+ program to enhance numeracy skills K to 6
- planning and designing of a new Learning Centre to provide a flexible learning facility for all students K to 12
- improved communication to families via the electronic Skoolbag app
- promotion of the College in the local community through the creation of the publicity role
- revision of the College Vision and Mission. This was rewritten with a stronger focus on teaching and learning and our mission to enable all students to "shine their light" in various ways.

Priority Key Improvements for 2016

The Annual Improvement Plan for 2016, based on data from the various ISRs, Leadership discussion and community consultation, is as follows:

Curriculum Innovation - including a focus on Project Based Learning, Integrated Curriculum, Team Teaching, Primary/Secondary collaboration, and the refurbishment of classroom spaces to support 21st century learning.

Timetable Review - in order to facilitate curriculum initiative, a committee will be set up to investigate alternative timetable structures.

Following the introduction of the Pastoral Program, a review will take place to ensure the social-emotional needs of students are being met through this program and that it is both engaging and enriching.

Section Eight: School Policies

Student Welfare Policy

The College's Student Welfare Policy is centred upon the principles of Restorative Justice. Mechanisms exist to ensure conflict is resolved in a peaceful manner where the concept of empathy is paramount. The Pastoral Team, comprising of the Principal, Assistant Principal Pastoral Care, Director of Pastoral Care, Heads of House and the College Counsellor, ensure student welfare is managed in a consistent and thorough manner.

Pastoral Care teachers operate within a vertical pastoral system as a means of establishing quality relationships which enable the Student Welfare Policy to work more effectively.

The introduction of the Sentral management system enables the College to track student welfare issues. This ensures appropriate documentation is kept and that strategies are implemented in the best interests of the student's welfare.

Corporal Punishment is expressly prohibited in this school. In addition, we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

Formal complaints and grievance resolution processes exist to assist staff, parents and students in resolving such issues. The school follows the Catholic Education Policy as listed on the CE website.

Staff are made aware of the procedures for lodging a formal complaint via staff meetings and email correspondence from various Leadership personnel.

Students and parents have a number of avenues available to them. Our College website includes the email addresses of all staff as well as the College phone contact details. Parents are also able to express concerns or lodge complaints via the parent representatives on the Community Council. If issues are unable to be resolved via these channels, families are able to make formal complaints directly to the Catholic Education Office.

Section Nine: Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Approximately 80 parents responded to the survey, with the following responses:

The majority strongly agreed that our College is distinctively Catholic and that this is obvious both through visible symbols and through our religious education program. Our parents feel their sons/daughters engage moderately with masses and liturgies.

Regarding the BYOD program, responses from parents indicated some reservation with regard to ipads being vital for student learning. A significant number didn't regard ipads as necessary to equip students with 21st century ICT skills.

Many parents felt more student leadership opportunities were required from K to 12.

There was considerable satisfaction with the current assessment and reporting procedures, but that assessment tasks needed to be spread more evenly throughout the term.

Parents were generally happy with the learning pathways offered at Lumen.

There was an extremely high degree of parent satisfaction with the vertical pastoral and House system, and that student/teacher relationships were sound.

Parents felt communication from the school to home was moderate and that improvement is required.

More opportunities needed for academic enrichment.

Student Satisfaction

Each year students K to 12 are formally surveyed as part of the College Pastoral Program. In short, the vast majority of students report feeling safe and secure at school and are connected to significant adults on the staff with whom they feel confident in discussing issues as they arise. Bullying, in its many guises, is a prominent issue with students, but reported more as a concern for the future or something that they have heard, rather than a personal actuality. Older students are aware of increasing trends towards higher instances of mental health issues with young people and have asked for greater information. Part of the College's response has been to refine our formal Pastoral Program to be more proactive in addressing areas such as self-esteem and difference through the formal implementation of Mind Matters and Rock and Water programs. Students continue to feel a strong connection to the College through our House structures. Students were initially concerned about being "locked into" their elective subjects but have expressed a degree of satisfaction since being told that this process would change and that greater choice regarding electives was to occur in the near future.

Teacher Satisfaction

The teacher satisfaction survey saw the following responses:

Catholic identity and the spiritual dimension of the College is strong.

Students are often quite disengaged at masses/liturgies.

Most teachers see the BYOD ipad program as an important teaching tool and that it is equipping our students with the necessary 21st century ICT skills.

Teachers would like to see more student leadership opportunities.

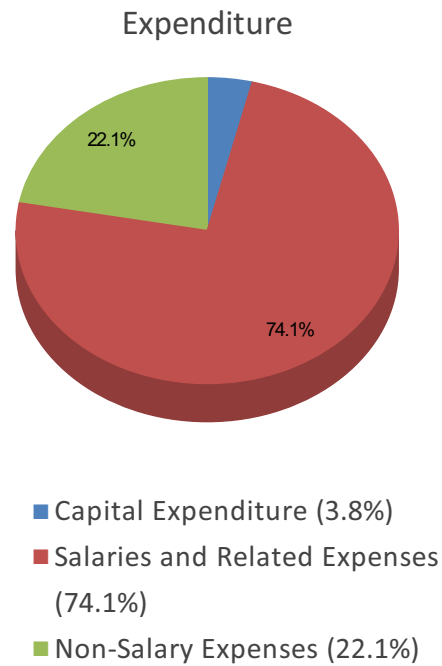
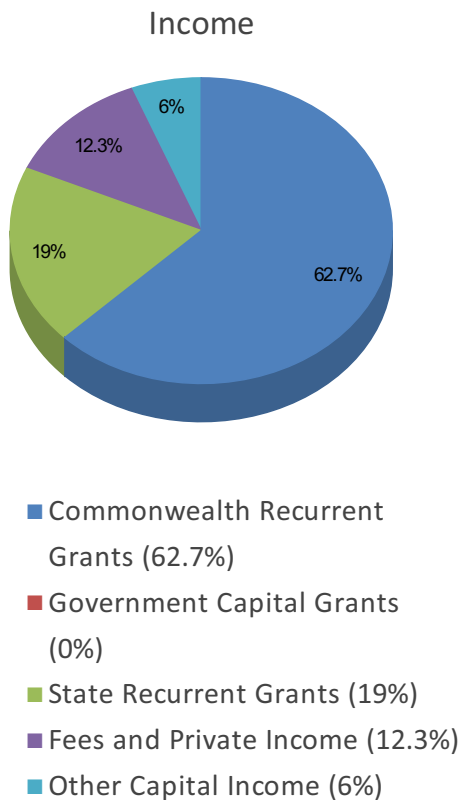
There was strong agreement with the approach to assessment and reporting, but that alternative

educational pathways are required.

The pastoral structures and systems of the College are exceptional and that they assist in developing quality relationships between students and teachers.

Teaching staff generally feel that more opportunities are required for academic extension.

Section Ten: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$6,696,011
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,032,813
Fees and Private Income ⁴	\$1,318,144
Other Capital Income ⁵	\$639,142
Total Income	\$10,686,110

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$420,381
Salaries and Related Expenses ⁷	\$8,208,099
Non-Salary Expenses ⁸	\$2,447,222
Total Expenditure	\$11,075,702

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.

6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.