



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# ANNUAL SCHOOL REPORT TO THE COMMUNITY 2017



## Lumen Christi Catholic College Pambula Beach

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### **Principal**

Mr Steven Centra

## Section One: Message from Key Groups in our Community

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### 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 to 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 innovations 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. We feel privileged to be able to contribute in some way to the education of our children and enjoy working alongside the College Leadership Team and staff to ensure Lumen Christi remains true to its motto of "Be 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 have been invited to regularly attend the weekly College Leadership meetings which have given us the opportunity to make recommendations and influence decisions made. 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

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

Lumen Christi Catholic College is a Catholic systemic co-educational College located in Pambula Beach. Students are drawn 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 Catholic Primary School, 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 Same Wave 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 Seaspray College Cafe, coach various sporting teams and support students in various classes. Special events at the College, such as the Salt Water Festival, College Musical and Lumen's 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

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### Religious Life & Religious Education

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

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 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 'Shine Your Light' award aims to reward students who behave in accordance with our Vision. The award 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, who 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

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### 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 2017:

Girls	Boys	LBOTE*	Total Students
357	333	7	690

\* Language Background Other than English

### Student Retention

Of the students who completed Year 10 in 2015, 82% completed Year 12 in 2017.

### 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 2017 was 88%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	91%
Year 1	91%
Year 2	89%
Year 3	88%
Year 4	88%
Year 5	91%
Year 6	89%
Year 7	93%
Year 8	88%
Year 9	88%
Year 10	83%
Year 11	83%
Year 12	89%

## 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, 2017 Graduating Class	40%	7%	20%	23%

## Section Five: Staffing Profile

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The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
61	21	82

\* This number includes 47 full-time teachers and 14 part-time teachers.

Percentage of staff who are Indigenous	2%
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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, Whole Staff Meetings and regular staff days. These sessions focused mainly on 21st century pedagogy, growth mindset, literacy and numeracy, and mental health. The majority of presenters were staff from Lumen Christi who were drawing on their expertise to share with colleagues, as well as a number of external presenters.

### 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 Year 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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	63%	52%	4%	10%
	Writing	15%	45%	11%	8%
	Spelling	37%	46%	4%	13%
	Grammar and Punctuation	67%	56%	7%	11%
	Numeracy	43%	40%	4%	11%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	43%	37%	17%	15%
	Writing	0%	16%	13%	19%
	Spelling	17%	34%	13%	14%
	Grammar and Punctuation	4%	34%	26%	18%
	Numeracy	18%	28%	18%	15%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	27%	29%	10%	16%
	Writing	10%	17%	38%	28%
	Spelling	32%	33%	18%	16%
	Grammar and Punctuation	21%	29%	19%	19%
	Numeracy	21%	33%	9%	14%



NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	33%	21%	7%	21%
	Writing	13%	15%	25%	37%
	Spelling	34%	22%	13%	22%
	Grammar and Punctuation	29%	19%	8%	25%
	Numeracy	26%	24%	6%	16%

## 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.

### NSW Higher School Certificate

The Lumen Christi community was proud to acknowledge the success of the HSC class of 2017. They were an outstanding group of young people who exemplified the values and spirit of our college. Many gained 'early entry' to the university course of their choice prior to receiving their ATAR, 34 were offered places after results were released, whilst others have chosen the gap year option, or have been offered apprenticeships.

One Lumen student received First in State for Ancient History, and an ATAR of 98.5.

## Section Seven: School Review and Improvement

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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 2017

Improved literacy and numeracy of ALL students K to 12.

Improved results for those at the "top end" – to extend and stretch those students who may not be working to their ability.

Better outcomes for all students in both formal and informal assessments.

Improved use of technology as a teaching & learning tool.

Reduction in ICT infringements.

Agreed practices regarding ICT platforms.

Greater consistency regarding the management of technology in the classroom.

Decreased use of ICT applications which distract some learners.

Increased community acceptance of ICT policies and strategies.

Increased awareness of the role ICT can play in education.

A clear vision for ICT in the College

Improved mental health of staff and students.

Increased student engagement in the regular Pastoral Care Program.

More specific pastoral teacher responsibilities designed to enhance relationships.

Increased parental involvement and engagement.

Increased student resilience.

## Priority Key Improvements for 2018

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## Section Eight: School Policies

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### 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 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>.

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## Section Nine: Community Satisfaction

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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

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 College has used a variety of processes to gain information about the level of satisfaction from parents, students and teachers. Generally speaking, parents were extremely satisfied with the quality of education provided for their children. Parents felt the pastoral care provided by Lumen was exemplary. Ongoing concerns were expressed with regard to technology. Whilst many parents saw the benefits of technology with regards to learning, there were frustrations regarding the social implications and management issues. Whilst the majority of parents were happy with the quality of communication, a significant number were either concerned with the excessive number of Skoolbag alerts sent out or by a lack of communication at various times.

### 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 Positive Psychology and Mindfulness programs. Students continue to feel a strong connection to the College through our House structures. Students also expressed a concern that they were not adequately consulted with regard to various changes made across the College.

### Teacher Satisfaction

The teacher satisfaction survey saw the following responses: Some regarded the pace of change to be too rapid and that consolidation was required. Staff generally felt they were consulted on various changes being implemented. Most teachers were satisfied with the direction the College was taking regarding technology - although a significant number expressed concern that it was a distraction to some students in some classes. Opportunities for leadership and involvement in fulfilling the College vision were regularly offered. The pastoral structures and systems of the College are exceptional and that they assist in developing quality relationships between students and teachers. There was concern for the lack of pathways for non-academic students. Generally, staff felt supported in their work and enjoyed quality relationships with their peers.

## Section Ten: Financial Statement

### Income

- Commonwealth Recurrent Grants (62.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.8%)
- Fees and Private Income (12.6%)
- Other Capital Income (5%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$7,836,833
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$2,483,828
Fees and Private Income <sup>4</sup>	\$1,578,187
Other Capital Income <sup>5</sup>	\$632,676
<b>Total Income</b>	<b>\$12,531,524</b>

### Expenditure

- Capital Expenditure (5%)
- Salaries and Related Expenses (72%)
- Non-Salary Expenses (23%)

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$639,811
Salaries and Related Expenses <sup>7</sup>	\$9,218,580
Non-Salary Expenses <sup>8</sup>	\$2,948,203
<b>Total Expenditure</b>	<b>\$12,806,594</b>

**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.