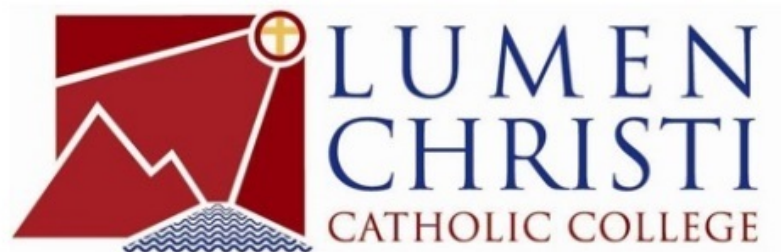




CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# Annual School Report to the Community 2016



## 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 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.

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 "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 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. 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 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 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

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

### Religious Life & Religious Education

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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 '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, 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 2016:

<b>Girls</b>	<b>Boys</b>	<b>LBOTE*</b>	<b>Total Students</b>
348	365	4	713

\* Language Background Other than English

### Student Retention

Of the students who completed Year 10 in 2014, 75% completed Year 12 in 2016.

### 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 2016 was 90%. Attendance rates disaggregated by Year group are shown in the following table.

<b>Attendance rates by Year group</b>	
Kindergarten	91%
Year 1	92%
Year 2	93%
Year 3	92%
Year 4	92%
Year 5	91%
Year 6	91%
Year 7	91%
Year 8	88%
Year 9	89%
Year 10	85%
Year 11	88%
Year 12	90%

## 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.

<b>Destination Data</b>	<b>University</b>	<b>TAFE / Other institutions</b>	<b>Workforce entry</b>	<b>Destination not reported</b>
<b>Year 12, 2016 Graduating Class</b>	35%	5%	15%	23%

## Section Five: Staffing Profile

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The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
61	22	83

\* 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 and regular staff days. These sessions ranged from IT based professional learning to sessions revolving around 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 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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	50%	49%	8%	11%
	Writing	46%	49%	4%	6%
	Spelling	42%	46%	8%	12%
	Grammar and Punctuation	38%	52%	4%	10%
	Numeracy	36%	36%	12%	14%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	56%	35%	4%	15%
	Writing	30%	17%	7%	18%
	Spelling	48%	30%	4%	18%
	Grammar and Punctuation	78%	36%	0%	15%
	Numeracy	37%	29%	4%	17%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	29%	27%	15%	18%
	Writing	17%	16%	18%	27%
	Spelling	21%	28%	19%	16%
	Grammar and Punctuation	28%	27%	22%	20%
	Numeracy	16%	31%	9%	15%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	30%	21%	19%	21%
	Writing	7%	12%	40%	38%
	Spelling	13%	22%	20%	23%
	Grammar and Punctuation	27%	16%	23%	28%
	Numeracy	27%	22%	15%	18%

## 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 2016 82 students were awarded grades in their suite of studies that compared favourably, and in many cases, exceeded state averages.

### NSW Higher School Certificate

At the conclusion of the 2016 HSC, Lumen students were well represented in the higher bands with sixteen Band 6 results and eleven students included on the distinguished achievers list.

In addition to some excellent results in the traditional subject offerings, students excelled in a diverse range of vocational and creative courses, returning high results in subject areas

such as Engineering, Industrial Technology, Software Design, Music, Visual Arts and Hospitality.

## 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 2016

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

Implementation of Project Based Learning and STEM units across various year levels.

The establishment of the Assessment and Reporting Committee to report findings and specific recommendations back to College Community.

Blocking of subjects on the timetable to enable cross faculty/year level collaboration.

Primary/Secondary teacher collaboration & use of specialist teachers during K to 6 RFF time.

The establishment of a Timetable Review Committee.

The brief of this committee is to investigate the following:

- optimal lesson length & timetable structure
- models for integration of subjects & PBL/STEM units
- cross-age teaching and learning opportunities
- creative timetabling models
- equitable and optimal distribution of time across faculties

Regular updates from the timetable committee culminating in a report outlining specific recommendations.

### Priority Key Improvements for 2017

The Annual Improvement Goals determined for 2017 were as follows:

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.

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 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.

## 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.

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### 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.

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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.

Approximately 120 responses were received from parents to the survey, with the following responses:

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 Mind Matters and Rock and Water 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.

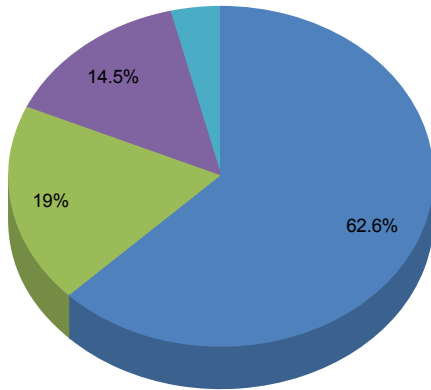
There was concern for the lack of pathways for non-academic students.

Generally, staff felt supported in their work and enjoyed quality relationships with their peers.



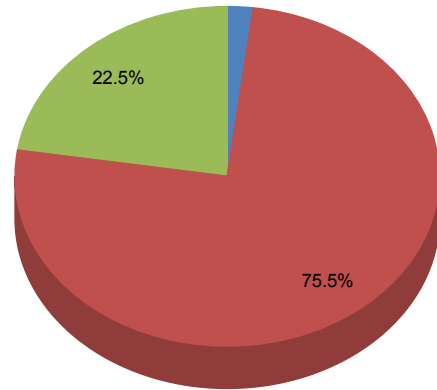
## Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (62.6%)
- Government Capital Grants (0%)
- State Recurrent Grants (19%)
- Fees and Private Income (14.5%)
- Other Capital Income (3.9%)

Expenditure



- Capital Expenditure (2%)
- Salaries and Related Expenses (75.5%)
- Non-Salary Expenses (22.5%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$7,235,016
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$2,200,511
Fees and Private Income <sup>4</sup>	\$1,676,531
Other Capital Income <sup>5</sup>	\$446,126
<b>Total Income</b>	<b>\$11,558,184</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$227,443
Salaries and Related Expenses <sup>7</sup>	\$8,684,608
Non-Salary Expenses <sup>8</sup>	\$2,592,647
<b>Total Expenditure</b>	<b>\$11,504,698</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.