



Archdiocese of Canberra and Goulburn
CATHOLIC EDUCATION OFFICE

LUMEN CHRISTI CATHOLIC COLLEGE

Pambula, NSW

2013 Annual Report



LUMEN
CHRISTI
CATHOLIC COLLEGE



SCHOOL CONTACT INFORMATION

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ACTING PRINCIPAL

MESSAGE FROM OUR SCHOOL COMMUNITY

Principal's Message

Welcome to the Lumen Christi Catholic College's annual report. The purpose of this report is to outline some of the major achievements of the College and to provide data that is required to inform the community of the outcomes achieved in 2013. Our College motto "Be the Light of Christ" is a challenging ideal in which to strive towards on a daily basis. Lumen Christi has developed a fine reputation within the region due to the care taken for our students as we ensure we meet their needs and provide opportunities for them to reach their potential.

College Community Council

The College Community Council represents the entire College community in providing a voice on behalf of the parents, students and staff in the management of the College. The Community Council oversees the content of policies, has a vital role in setting of the annual fees and approves the budget.

The Community Council works closely with the Principal by providing necessary support and assists in setting the vision and agenda for our Strategic and Improvement plans. This partnership is vital in recognising the role of parents as the first and prime educators of our students.

Student Representative's Message

Our students bring life to the College through their zest for learning and their participation in and display of their talents across a variety of activities. Our senior students set a wonderful example to the younger students and are instrumental in the inclusion of our primary students each year.

Along with their academic achievements, cultural endeavours and sporting pursuits, the students always demonstrate enthusiasm, fair play and wonderful sportsmanship. The effort our students place on community service and fund raising for the disadvantaged, for example, is inspiring and extremely generous in attitude.

SCHOOL FEATURES

Lumen Christi is a Kindergarten to Year 12 Catholic College located in Pambula Beach and has a current enrolment of 656 students. The College opened in 2001 and during 2013 expanded again by increasing the number of primary classes from four to six.

Lumen Christi is an authentic educational institution where our 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 fiscal management and providing a wide array of activities for our students.

College staff work hard to ensure our students are given every opportunity to reach their potential in a safe and caring environment. In addition to the compulsory subjects set down by the NSW Board of Studies, the College provides a wide range of elective subjects that enable our students to consider either a vocational or academic path or a combination of both.

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 full potential.

Opportunities to participate in cultural and sporting pursuits are made available to all students at Lumen Christi. The music and art programs continue to provide the students with the creative outlet necessary in the development of the whole person. This is supplemented by the variety of sporting teams available for our students in which to participate and represent the College.

Students attending the College come from a variety of backgrounds and nationalities consisting of 50% male and 50% female students; 3% indigenous students; and 1% with a Language Background Other than English (LBOTE).

The College employs 80 staff comprising 59 teachers and 21 non-teaching staff, the latter being employed in a variety of capacities including learning assistant, clerical officer, teacher assistant, maintenance and laboratory assistant.

The College also employs two Indigenous Teacher Assistants as additional support for the indigenous students and to assist with indigenous cultural awareness in the community.

Lumen Christi Catholic College is part of the Country Area Program (CAP) and in 2013 CAP funds were used to provide staff with professional development activities focussing on quality teaching and learning.

The school's website can be found at www.lumen.nsw.edu.au

RELIGIOUS EDUCATION

Lumen Christ follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

In addition to our formal academic program, our students have opportunity to be involved in an array of prayerful and practical activities that complement the program. Each week a group of students visit a local Aged Care facility to spend some time with those in their twilight years. This is just one part of the emphasis of community service and the benefits that it brings to both the recipient and our students.

The College also conducted retreat programs for our students during 2013. College retreats provide our students with an opportunity to consider some of the bigger questions in life in an atmosphere of acceptance and mutual respect. The theme for the College in 2013 was "I praise you, for I am fearfully and wonderfully made." (Psalm 139:14) which provided the focus for the retreats in addition to the regular reminders of this challenge on a daily basis.

The presence of the Parish Priests, Fr James and Fr Michael, is very much welcomed and appreciated as they assist in the sacramental and liturgical opportunities whenever time permits.

STUDENT ACHIEVEMENT - NAPLAN

Students in Years 3, 5, 7 and 9 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. 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.

School and National Mean Scale Scores

YEAR 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	419	416	411	428	397
School	448	402	400	434	427

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	502	478	494	501	486
School	523	498	494	501	496

YEAR 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	540	517	549	535	542
School	553	537	544	542	549

YEAR 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	580	554	583	573	584
School	607	572	592	589	616

Proportion of students at or above the National Minimum Standard

YEAR 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	95%	95%	94%	95%	96%
School	100%	100%	100%	100%	100%

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	96%	92%	93%	95%	93%
School	100%	100%	100%	100%	100%

YEAR 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	94%	89%	94%	91%	95%
School	99%	99%	98%	95%	99%

YEAR 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
National	93%	83%	92%	88%	91%
School	99%	93%	97%	92%	99%

Proportion of students in each Achievement Band

YEAR 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 6	36%	9%	18%	27%	18%
Band 5	27%	23%	18%	23%	32%
Band 4	18%	23%	14%	27%	46%
Band 3	9%	41%	36%	18%	0%
Band 2	9%	5%	14%	5%	5%
Band 1	0%	0%	0%	0%	0%

YEAR 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 8	10%	0%	10%	10%	19%
Band 7	38%	24%	10%	19%	5%
Band 6	33%	38%	43%	33%	29%
Band 5	19%	33%	29%	38%	33%
Band 4	0%	5%	10%	0%	14%
Band 3	0%	0%	0%	0%	0%

YEAR 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 9	8%	6%	2%	9%	11%
Band 8	26%	19%	20%	20%	14%
Band 7	33%	26%	42%	29%	38%
Band 6	23%	36%	22%	26%	27%

Band 5	9%	13%	12%	12%	8%
Band 4	1%	1%	2%	5%	1%

YEAR 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	7%	9%	7%	6%	13%
Band 9	24%	12%	16%	11%	30%
Band 8	36%	19%	31%	38%	23%
Band 7	25%	33%	32%	31%	26%
Band 6	7%	21%	12%	7%	8%
Band 5	1%	7%	3%	8%	1%

The above tables demonstrate that the value adding for students in Year 9 has been significant with averages above the national mean scale scores. The new primary cohort data demonstrates the attention given to our primary students, with Year 3 and 5 especially showing sound results compared to national standards. The tables above allow our staff to adjust our teaching programs next year to develop plans for those students who require additional support. Numeracy and Literacy have been a priority for the College during 2013 and this is evident in our NAPLAN results.

SCHOOL POLICIES

Enrolment Policy

In enrolling students we are directed by the Archdiocesan Enrolment Policy which can be found on the [College website](#). Information about our Enrolment Policy is also available on the Catholic Education Office website at <http://www.ceocg.catholic.edu.au/parents/Pages/GeneralPolicies.aspx>

Our annual enrolment period commences in May and the College advertises during this time to encourage families to begin the process in readiness for the new school year. All students and parents are invited to meet with the Principal as they prepare for their enrolment at Lumen Christi.

Attendance Policy

The purpose of the Attendance Policy is to specify the procedures used by the College to encourage and monitor attendance of our students and to outline the roles of College staff with regard to student attendance, including:

- maintaining accurate attendance records of all enrolled students.
- maintaining attendance checking procedures which enable the College to identify and assist students with unsatisfactory attendance.
- providing prompt, positive intervention measures, so that students do not fall behind with their work.

- developing sound communication links between school and parents concerning student attendance.

Pastoral Care Policy

The aim of the College's Pastoral Care policy is to ensure a consistent, caring and positive approach to behaviour management. Our staff is committed to modelling responsible behaviour to students in our care and to dealing with them in a fair and consistent manner. The principles of Restorative Justice informs our policy. The principles include: acknowledging the inevitability of conflict and hurt in relationships, working towards healing by repairing relationships and learning and growing from experience. Parents are a key part of the Restorative Justice process and are kept informed and involved when seeking resolutions and support for our students. Corporal punishment is expressly prohibited at Lumen Christi. In addition the College does not sanction the administering of corporal punishment by non-school persons to enforce discipline at the College.

The full text of the school's [Pastoral Care Policy is available on the College website](#) or from the College Front Office.

Complaints and Grievances Resolution Policy

The College policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. A full text of the College's [Complaints and Grievances Resolution Policy is available on the school website](#) or from the Front Office.

PRIORITIES AND TARGETS

The continuing close association of the three Catholic schools in the region saw the development of the South East Catholic Schools network that has been formed to outline a strategy for a learning continuum from Kindergarten to Year 12. This was launched in 2012 and continues to be employed in 2013 and forms part of our Teacher Review and Development Framework.

Staff at Lumen Christi have had the opportunity to participate in a wide variety of professional development activities that enhance their teaching and learning skills in the classroom. The College belongs to the Country Area Program which is a federally funded program that assists regional and remote schools overcome isolation. The College is grateful for the support given by the program and the staff and ultimately the students benefit greatly from this initiative.

In 2013 the College focussed on the AITSL Australian Teaching Standards. Professional Development sessions were put in place to aid teachers in moving towards their goals that they identified from completing the AITSL 360 Degree Self Reflection Tool. The aim was to build capacity within teaching pedagogy.

Our senior students participated in an array of activities to enhance their learning with a highlight being the study skills program facilitated by internationally renowned education consultant, Karen Boyes, from New Zealand.

The emphasis on literacy and numeracy was a focus area for the College in 2013. Literacy and numeracy contact teachers were employed to assist in classrooms and with curriculum

development. Literacy, spelling and persuasive writing across the years were the main priorities. In numeracy there was an agreed understanding of notation and processes that were to be incorporated across K-12.

Refining subject selection processes for students entering Year 11 has also been a focus for 2013. Our Year 10 students were interviewed and counselled on career options. An array of subjects were then presented to the students, including subjects offered at the College and a variety of other alternatives from external agencies. These included on line subjects, TAFE, and distance education. The individualisation of the curriculum resulted in a very high 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 as a result of developing these partnerships, including engagement of students in their education generally and providing a vital connection between school and post school options.

Our Learning Support teachers have initiated a transition program for students with special learning needs. This program allows the teacher to view first hand the prospective student in their primary school classroom to assist in assessing their needs before the move to high school. Whilst at the College, the Learning Support teacher helps the student to access post school destinations that are appropriate for the student's employment prospects.

Improving teacher expertise in the use of interactive white boards, iPads and incorporating the use of moodles have been three priorities for teacher professional development in 2013. The focus with technology has been on providing students with deeper engagement in the classroom.

STUDENT ACHIEVEMENT CREDENTIALING

NSW Record of School Achievement

There were 72 year 10 students who studied the program towards the RoSA in 2013. All 72 students successfully completed the requirements for stage 5.

NSW Higher School Certificate

There were 72 students who studied the HSC in 2013 – all students successfully completed the requirements of this course.

PROFESSIONAL LEARNING AND TEACHER QUALIFICATIONS

Professional Learning

All teachers have been involved in professional learning during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional learning can take many forms including whole staff days, subject specific inservices, meetings and conferences.

The school held five whole staff days in 2013. The content of these days was as follows:

Term 2:

Spirituality Day

ACARA

Internal School Review

Teacher Professional Development Framework/AITSL teaching standards.

Term 3:

Teacher Professional Development Framework

Australian Curriculum

Internal School Review

Electronic Roll Marking

Pedagogy and Assessment

Differentiated Learning

Understanding by Design (UBD)

Term 4:

Professional Learning Plans

Teacher Professional Development Framework

NSWIT requirements

Teacher Qualifications

All teachers are qualified as required by the relevant State and Territory bodies.

TEACHER ATTENDANCE AND RETENTION

The average teacher attendance rate during 2013 was 96.8%.

The teacher retention rate from 2012 to 2013 was 94.9%.

STUDENT ATTENDANCE

The average student attendance for the school during 2013 was 90.15%.

School attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group

Kindergarten	95%
Year 1	90.5%
Year 2	87%
Year 3	92.5%
Year 4	88.5%
Year 5	89.5%
Year 6	92.5%
Year 7	92%
Year 8	89.5%
Year 9	89.5%

Year 10	88.5%
Year 11	87%
Year 12	79%

Student Pathways and Post-School Destinations

Each year the college collects destination data relating to the Year 10 and Year 12 student cohorts.

Year 10 cohort: Students in year 10 predominantly went onto senior secondary study, with a very small number leaving for either family reasons or to attend other schools.

Year 12 cohort: The destinations Year 12 students from 2013 are as follows:

Tertiary Education – 27 %

Apprenticeships/Traineeships (predominantly in local area) – 10%

Working locally – 36%

The above figures are based on what is known the College. The remaining students are spread across such activities as the workforce, TAFE courses, seeking employment and Gap year. One student is working as a teacher in Malawi, Africa.

PARENT, TEACHER AND STUDENT SATISFACTION

Student Satisfaction:

Based on survey results from the Student Wellbeing Survey...

66% are able to speak to a staff member about their problems.

74 % have never been bullied or teased at school.

94% have never been deliberately physically hurt at school.

94% have never had items stolen at school.

91% have never been electronically bullied or harassed at school, or by peers from school.

85% feel connected to school, particularly through their pastoral care class or House.

Teacher Satisfaction:

Based on survey results from the Staff Satisfaction survey...

85% of respondents regard staff pastoral care at the school as Good, Very Good or Excellent.

71% consider professional development opportunities to be either Good or Very Good, whilst 15% regard them as excellent.

72% stated that the school was either Very Good or Excellent with regard to being an harmonious environment in which to work.

64 % thought the communication processes at the school were either Very Good or Excellent.

78% regarded the school as either Very Good or Excellent in terms of it being a safe place to work.

42% thought the school had Good systems and processes, whilst 57% thought them to be either Very Good or Excellent.

78% regard the school Good, Very Good or Excellent with regard to the level of professionalism that exists at the College.

85% regard the facilities at the school as either Good or Very Good.

NB: A total of 35% of responses rated the various categories as either Average or Below Average, with the vast majority in the Average category.

Parent Satisfaction:

Based on limited responses from parents, it appears they are generally very satisfied with the school in terms of academic performance, co-curricula opportunities and teacher support. However, it appears they would like to see more effective communication systems between home and school, and that they would like more opportunities to provide feedback or have input into the direction the college is taking. (The fact that we have little information from parents for this survey, tends to support these concerns).

FINANCIAL INFORMATION

