



Archdiocese of Canberra and Goulburn  
CATHOLIC EDUCATION OFFICE

# LUMEN CHRISTI CATHOLIC COLLEGE

Pambula, NSW

## 2014 Annual Report



LUMEN  
CHRISTI  
CATHOLIC COLLEGE



## SCHOOL CONTACT INFORMATION

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This report was prepared by:

Steve Centra

PRINCIPAL

## MESSAGE FROM OUR SCHOOL COMMUNITY

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### **Principal's Message**

Welcome to the Lumen Christi Catholic College 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 2014. Our College motto "***Be the Light of Christ***" clearly articulates the challenge towards which the College community strives on a daily basis. This year's theme further develops this motto by acknowledging that God's Word "***is a lamp to our feet and a light to our path***" (Psalm 119:105). Lumen Christi has developed an outstanding reputation within the region by providing quality pastoral care, achieving consistently high academic results, and providing a diverse range of educational pathways and opportunities enabling students to be the best they can be.

### **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 also 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.

This year, the Community Council has expanded with the addition of various sub-committees, namely the Uniform Committee, Fundraising Committee and the formation of a number of parent groups.

### **Student Representative's Message**

As College Captains, Chloe (Copas) and myself (Tom Baker) 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 involved in the uniform review and were invited to attend the Community Council meetings. We were also consulted with regard to the student leadership restructure and met regularly with various members of the College Leadership team.

We 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.

## SCHOOL FEATURES

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Lumen Christi Catholic College is a Catholic K - 12 College located in Pambula Beach. The school has a current enrolment of 663 students. The College opened in 2001 and during 2013 expanded again by increasing the number of primary classes from four to six. In 2015,

upon completion of the new primary classrooms, Lumen Christi will again expand the number of primary classes to seven with a projected enrolment of 185 students from K to 6.

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.

Students attending the College come from a variety of backgrounds and nationalities consisting of 51% male and 49% female students; 3% indigenous students; and 1% from a Language Background Other than English (LBOTE).

The school employs 74 staff comprising 55 teachers and 19 non-teaching staff, the latter being employed in a variety of capacities including learning assistants, clerical officers, teachers assistants and maintenance and laboratory assistants.

The College also employs two Aboriginal Education Workers as additional support for the Indigenous students and to assist with Indigenous cultural awareness in the community. 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.

To enhance the subject selection process, the careers role has been expanded considerably to ensure diverse educational pathways are offered. Careers presentations, a designated careers space and the expansion of subject offerings are designed to ensure students make informed decisions regarding their educational choices.

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. The development of an Instrumental Music Program to begin in 2015 will encourage students to engage in one-on-one tuition and enable current music students to further refine their craft. The broad range of sporting opportunities on offer at Lumen Christi enables students to participate both at the school and representative level, emphasising the importance of both participation and personal best performance.

Lumen Christi Catholic College is part of the Outer Regional School Support Program (ORSS) and in 2014 ORSS funds were used to provide staff with professional development activities focussing on quality teaching and learning, increased counselling support for students, and to improve transportation efficiency through the leasing of a College bus.

## RELIGIOUS EDUCATION

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Lumen Christi Catholic College follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

In addition to our formal academic program, our students have the opportunity to be involved in an array of prayerful and practical activities which enable them to live up to the challenge

of being **“the Light of Christ”**. In addition to the Retreat program, students can participate in various social justice activities which assist in raising awareness regarding those in our community who are less fortunate, whilst Retreats offer the opportunity to reflect on the meaning and purpose of life in an atmosphere of mutual respect and acceptance.

The theme for the year was taken from the book of Psalms: **“Your word is a lamp to my feet, a light to my path.”** (Psalm 119:105). This theme has been explored during formal College assemblies, Retreats and in a range of co-curricular events throughout the year, assisting us in emphasising our need to rely on God’s Word in all that we do and to challenge us to “walk the talk” when it comes to our faith.

Lumen Christi has now divided the Religious Education Co-ordinator responsibilities between ‘Curriculum’ and ‘Catholic Identity’ which will enable us to further enhance our commitment to our Catholic ethos and beliefs. These roles will begin formally in 2015 but already we are seeing the fruits of these roles as those appointed begin to focus their energies on these two vital aspects of religious education and spiritual formation.

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. Their involvement in the life of our College beyond the formal religious education program is also very much appreciated.

## STUDENT ACHIEVEMENT - NAPLAN

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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

<b>YEAR 3</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	419	402	412	426	402
<b>School</b>	438	407	395	437	412

<b>YEAR 5</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	501	468	498	504	487
<b>School</b>	526	465	502	488	483

<b>YEAR 7</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	546	512	545	544	546
<b>School</b>	560	506	548	546	552

<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	550	582	574	588
<b>School</b>	591	548	571	572	596

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

<b>YEAR 3</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	94%	94%	93%	94%	95%
<b>School</b>	100%	100%	100%	100%	100%

<b>YEAR 5</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	93%	90%	93%	93%	93%
<b>School</b>	92%	89%	92%	89%	96%

<b>YEAR 7</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	95%	89%	93%	93%	95%
<b>School</b>	99%	97%	99%	99%	99%

<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%	82%	90%	90%	94%
<b>School</b>	99%	87%	95%	96%	100%

#### Proportion of students in each Achievement Band

<b>YEAR 3</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>Band 6</b>	30%	10%	10%	30%	20%
<b>Band 5</b>	30%	40%	30%	30%	30%
<b>Band 4</b>	40%	0%	20%	20%	20%
<b>Band 3</b>	0%	50%	10%	20%	20%
<b>Band 2</b>	0%	0%	30%	0%	10%
<b>Band 1</b>	0%	0%	0%	0%	0%

<b>YEAR 5</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>Band 8</b>	20%	4%	8%	4%	4%
<b>Band 7</b>	24%	4%	36%	32%	16%
<b>Band 6</b>	28%	28%	24%	28%	32%
<b>Band 5</b>	16%	52%	16%	20%	36%
<b>Band 4</b>	8%	4%	12%	8%	12%
<b>Band 3</b>	4%	8%	4%	8%	0%

<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>	13%	1%	5%	6%	11%
<b>Band 8</b>	25%	5%	30%	18%	20%
<b>Band 7</b>	30%	23%	26%	40%	23%
<b>Band 6</b>	25%	36%	30%	23%	39%
<b>Band 5</b>	6%	32%	9%	12%	5%
<b>Band 4</b>	1%	3%	1%	1%	1%

<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>	4%	4%	3%	0%	3%
<b>Band 9</b>	19%	5%	7%	14%	14%
<b>Band 8</b>	27%	23%	35%	20%	42%
<b>Band 7</b>	36%	26%	37%	42%	33%
<b>Band 6</b>	12%	30%	14%	20%	8%
<b>Band 5</b>	1%	12%	5%	4%	0%

The tables above demonstrate that students at Lumen Christi in Years 3, 5, 7 and 9 are above the National Mean in Reading. However, based on the data presented, students in Year 3 fall below the National Mean in the area of Spelling; however students in Year 5 are above the National Mean in this area. This data enables us to identify the various literacy and numeracy priorities for 2015 as part of the COSA+ project and the various teaching and learning strategies to be implemented during the year.

## SCHOOL POLICIES

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### **Enrolment Policy**

In enrolling students we are directed by the Archdiocesan Enrolment Policy which can be found on the Annual Report page of the school's website or 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 and various members of the College Leadership team 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

This year we have begun using an electronic role marking system. This system has enabled staff to more carefully monitor student attendance as the role is completed for morning PC (Pastoral Care) and all lessons which follow (Primary classes continue to be marked as "AM" and "PM"). Accurate reports can be produced for each student as teaching staff are required to follow up any student absence and adjust the role from "Unexplained" to "Explained" absence based on communication with parents.

### **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 inform our policy and 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.

All students enrolling at Lumen Christi Catholic College are required to read and sign the Pastoral Care Policy to acknowledge acceptance of the policy and their intention to comply with the expectations of the policy – particularly the Code of Conduct which specifies behavioural expectations designed to maintain a safe learning environment for all.



Accurate record keeping with regard to behaviour management has also become a focus for this year as we continue to develop an electronic behaviour management recording and communication process.

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**

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Throughout 2014 there has been a strong emphasis on enhancing the quality of teaching and learning. As part of the School Improvement Project the Teaching and Learning Team was formed, consisting of both experienced and early career teachers from primary and secondary. This team engaged in classroom observations and presented a range of professional learning sessions as part of the Twilight Professional Learning program.

The Teaching and Learning Team also engaged staff in reviewing the Australian Institute for Teaching and School Leadership (AITSL) standards, developing Professional Learning Plans via the new MyPad site, enhancing understanding of the new primary mathematics curriculum and focused on literacy both in upper primary and lower secondary levels.

As a means of measuring the success of the Teaching and Learning Team, several members of the group also worked closely with colleagues in a Year 7 class with students who had been identified as having particular learning needs. After some time it became evident that through this collaboration the results were significantly improved both in terms of academic outcomes and general responsiveness and engagement.

At the beginning of the year the ICT Vision Team was also established as a means of establishing a clear vision for ICT in the College. The team eventually decided to introduce a BYOD (Bring Your Own Device) iPad program. Consequently a significant proportion of staff in-house professional learning has focused on the use of iPads in the classroom. Generally the confidence of staff in using these devices has improved greatly and we look forward to the successful implementation of this program in 2015.

The College has further developed partnerships with external agencies especially in relation to students completing workplace hours for their Vocational Education and Training (VET) subjects, school based apprenticeships and work experience opportunities. Lumen Christi has also created partnerships with Australian Catholic University and Wollongong University in an attempt to improve the educational aspirations of students and to engage the services of university staff and students in conducting HSC lectures and providing mentoring to students. The creation of the MyScience program for primary students has been an exciting initiative supported by ACU through the Equity Pathways Program. We look forward to

continuing our relationship with these tertiary institutions which assists us in expanding opportunities for our students.

As a community it is important that communication with our families is effective. Throughout this year we have endeavoured to enhance this communication through the effective use of technology. Our website is now more visual and includes interviews of the Principal by our students. The development of an electronic newsletter has also meant a more regular flow of information to our families, and the recent introduction of the “Skoolbag app” enables us to send notifications to families to keep them up to date with all that is happening at the College.

In terms of strategic resourcing of the College, a Master Plan process has commenced which will focus on creating open learning spaces in keeping with contemporary learning theories. This has been coupled with a refurbishment program for the short term which will provide a more immediate response to the need for space created by increased enrolments and the introduction of Kindergarten – Year 6. Further to this, a Catholic Symbolism Team has also been developed in order to augment the building program with a clear focus on improving the visibility of art work symbolising our Catholicity.

The uniform review which commenced in Term 2 was completed and a range of uniform modifications have been implemented which will be implemented at the start of 2015 for all new Kindergarten and Year 7 students. The establishment of a uniform shop on College premises will enable a more consistent and convenient supply of quality uniform items.

A number of other initiatives have been introduced this year which will come to fruition in 2015. These initiatives include an expanded student leadership program and the development of a comprehensive pastoral care program designed to improve the quality of relationships and to enhance student mental health and wellbeing.

## STUDENT ACHIEVEMENT CREDENTIALING

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### **NSW Record of School Achievement**

A total of 6 students left Lumen Christi throughout 2014 with a RoSA credential.

### **NSW Higher School Certificate**

All 73 Year 12 students received the HSC certificate in 2014. No student from this cohort undertook an alternative pathway.

## PROFESSIONAL LEARNING AND TEACHER QUALIFICATIONS

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### **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 in-services, meetings and conferences.

The school held 4 whole staff days in 2014. The content of these days was as follows:

Term 1: Introduction to the year, Catholic Ethos, Annual Improvement Plan and organisational matters for 2015.

Term 2: Australian Curriculum

Term 3: Technology and the 21<sup>st</sup> Century Learner

Term 4: Social Justice

In addition to these whole staff day professional learning opportunities, staff engaged in a Twilight PL program which included sessions on the following: Enhancing Teaching and Learning with iPads, Pedagogy for BYOD, Positive Psychology, Critical and Visual Literacy, Differentiation, Planning Professional Learning – using MyPad & AITSL, Programming for Learning and Write-On.

### **Teacher Qualifications**

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

## **TEACHER ATTENDANCE AND RETENTION**

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The average teacher attendance rate during 2014 was 90%.

The teacher retention rate from 2014 to 2014 was 95 %.

Of the teachers who left Lumen Christi, two retired and the third came to the end of a short term contract.

## **STUDENT ATTENDANCE**

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The average student attendance for the school during 2014 was 92 %.

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

**Attendance rates by Year group**

KG	94%
Year 1	94%
Year 2	94%
Year 3	91%
Year 4	92%
Year 5	92%
Year 6	91%
Year 7	92%
Year 8	92%
Year 9	88%
Year 10	90%
Year 11	92%
Year 12	92%

### **Senior Secondary Outcomes**

#### **Student Pathways and Post-School Destinations**

Year 12 Cohort:

Of the 73 students from the year 12 cohort, 45 applied via UAC for university entry. Of this group, 68% accepted their offer and went straight to university in 2015, whilst 26 % of them have deferred their enrolment to work for the year. Only 6% did not accept their offer.

Of those who decided to work, more than half have moved from the area to seek employment with the remainder finding employment locally.

A smaller proportion of students are attending TAFE or gaining further education through online courses and private providers. Fewer than 10 students gained an apprenticeship.

## **PARENT, TEACHER AND STUDENT SATISFACTION**

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### **Parent Satisfaction:**

Parents who are members of the Community Council were directly involved in the development of the Annual Improvement Plan (AIP) and the discussions regarding Internal School Reviews which fed into the AIP. These parents expressed general satisfaction with the vision of the College and the direction it was taking, particularly in relation to BYOD iPads, uniform review and the various proposals for the refurbishment of school buildings. These parent members gained feedback from other parents via informal processes and invited others to form a number of sub-committees of the Community Council in order to address areas requiring improvement or development, namely the Uniform Sub-Committee and the new Parent Group. For instance, the new Parent Group formed to not only to fulfil the need for social activities, but to create opportunities for parents to network and share concerns and possible solutions in relation to issues facing adolescents in the 21<sup>st</sup> century. The Uniform Sub-Committee included parents who were instrumental in reviewing the uniform and addressing various needs in relation to supply and quality. Various parent forums were also held in relation to the introduction of the BYOD iPad program, with the majority in agreement with the direction being taken with regard to technology use in the classroom.

### **Student Satisfaction:**

Based on an extensive survey of students, in the majority of cases, the following results were determined:

- Students able to speak to staff about concerns/issues – Always/Often.
- Students harassed or bullied (including electronic/cyberbullying) – Never/Rarely.
- Students deliberately hurt physically – Never/Rarely.
- Students having personal possessions damaged or stolen – Never/Rarely
- Students feeling connected to school/House/Pastoral Care group – Always/Often.

### **Teacher Satisfaction:**

All staff were involved in the development of the Annual Improvement Plan and overall Strategic Plan of the College. These documents were based on extensive consultation and Internal Review processes. Generally, staff expressed overwhelming satisfaction with the direction of the College through these reviews, and identified areas requiring attention or improvement. In particular, these areas focused on College facilities and various refurbishment programs, and the need for extensive professional learning in the use of technology both within the classroom and as a management tool.

A majority of staff have volunteered at various times to become involved in a range of teams focusing on school improvement, indicating a willingness to be involved and a genuine interest in the future direction of Lumen Christi Catholic College.

## FINANCIAL INFORMATION

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