



Archdiocese of Canberra and Goulburn  
CATHOLIC EDUCATION OFFICE

LUMEN CHRISTI CATHOLIC COLLEGE  
Pambula, NSW

**2012 ANNUAL REPORT**



LUMEN  
CHRISTI  
CATHOLIC COLLEGE

## SCHOOL CONTACT INFORMATION

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This report was prepared by:

Paul Carroll  
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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 2012. 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, to ensure we meet their needs and provide opportunities for them to reach their potential.

### Community Council Message

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 assist in setting the vision and agenda for Strategic and Improvement plans. This partnership is vital in recognising the role of parents as the first and prime educators of the students.

### Student Representative Message

The students bring life to the College through their zest for learning, participation in activities and the display of their talents across a variety of activities. Our senior students set a wonderful example to younger students and were instrumental in assisting with the inclusion of our primary students this year. Along with their academic achievements, cultural endeavours and sporting pursuits, our students always demonstrate enthusiasm, fair play and wonderful sportsmanship. The effort the students place on community service and fund raising for the disadvantaged, for example, is inspiring and extremely generous in attitude.

## SCHOOL FEATURES

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Lumen Christi is a Catholic College located in Pambula Beach. The school caters for students in Years K-12, and has a current enrolment of 601 students.

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

The school employs 77 staff comprising 56 teachers and 21 non-teaching staff, the latter being employed in a variety of capacities including learning assistant, clerical assistant, teacher assistant, maintenance and laboratory assistant.

The College employs an Indigenous Teacher Assistant as additional support for the indigenous students and to assist with indigenous cultural awareness in the community

Lumen Christi Catholic College began in 2001 and has a fine reputation in the community. This year the College expanded to include primary students and is a full K-12 College. The College staff work hard to ensure the 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 the students to consider either a vocational or academic path or a combination of both.

Lumen Christi is an authentic educational institution where the 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 the students.

Lumen Christi Catholic College is part of the Country Area Program and in 2012 CAP funds were used to provide staff with professional development activities focussing on quality teaching and learning.

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 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 the students in which to participate and represent the College.

The school's website can be found at [www.lumen.nsw.edu.au](http://www.lumen.nsw.edu.au)

## RELIGIOUS EDUCATION

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

In addition to the formal academic program, the students have opportunities to be involved in an array of prayerful and practical activities that complement the program. Each week a group of students visit the 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 the students. The College also has a retreat program for the students throughout the year where students are given the opportunity to consider some of the bigger questions in life in an atmosphere of acceptance and mutual respect. The theme for the College in 2012 was "A new commandment I give unto you: That you love one another as I have loved you"(John 13:34) 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 Bernie and Fr Constantine, is very much welcomed and appreciated as they assist in the sacramental and liturgical opportunities whenever time permits.

## 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	415	414	424	395
<b>School</b>	461	422	422	426	430

<b>YEAR 5</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	493	476	494	490	488
<b>School</b>	535	475	512	503	497

<b>YEAR 7</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	541	518	543	546	538
<b>School</b>	559	513	540	549	541

<b>YEAR 9</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	574	553	577	573	584
<b>School</b>	609	575	600	602	606

### 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%	95%	94%	93%	94%
<b>School</b>	100%	94%	94%	94%	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>	92%	92%	93%	90%	93%
<b>School</b>	100%	93%	93%	80%	93%

<b>YEAR 7</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	94%	90%	93%	95%	94%
<b>School</b>	91%	63%	88%	89%	84%

<b>YEAR 9</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	91%	82%	90%	90%	93%
<b>School</b>	95%	77%	84%	88%	86%

**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>	25%	18.8%	12.5%	25%	20%
<b>Band 5</b>	50%	31.3%	31.3%	25%	20%
<b>Band 4</b>	12.5%	25%	31.3%	37.5%	46.7%
<b>Band 3</b>	12.5%	18.8%	18.8%	6.3%	13.3%
<b>Band 2</b>	0%	6.3%	6.3%	6.3%	0%
<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>	26.7%	0%	6.7%	13.3%	20%
<b>Band 7</b>	26.7%	6.7%	33.3%	13.3%	0%
<b>Band 6</b>	13.3%	20%	26.7%	33.3%	40%
<b>Band 5</b>	33.3%	66.7%	26.7%	20%	33.3%
<b>Band 4</b>	0%	6.7%	6.7%	20%	6.7%
<b>Band 3</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>

<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>	7.8%	3.3%	3.3%	8.9%	6.7%
<b>Band 8</b>	34.4%	16.7%	21.1%	18.9%	16.7%
<b>Band 7</b>	26.7%	14.4%	35.6%	37.8%	37.8%
<b>Band 6</b>	22.2%	28.9%	27.8%	23.3%	23.3%
<b>Band 5</b>	5.6%	33.3%	6.7%	8.9%	13.3%
<b>Band 4</b>	3.3%	3.3%	5.6%	2.2%	2.2%

<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>	11.7%	6.5%	7.8%	5.2%	11.8%
<b>Band 9</b>	24.7%	10.4%	26%	23.4%	14.5%
<b>Band 8</b>	32.5%	27.3%	32.5%	33.8%	39.8%
<b>Band 7</b>	26%	32.5%	18.2%	26%	19.7%
<b>Band 6</b>	2.6%	14.3%	10.4%	10.4%	14.5%
<b>Band 5</b>	<b>2.6%</b>	<b>9.1%</b>	<b>5.2%</b>	<b>1.3%</b>	<b>0%</b>

The above tables show the value adding for students in Year 9 has been significant with averages above the national mean scale scores. The new primary cohort results demonstrate the attention given to these new students to the College with Year 3 and 5 results especially showing sound results compared to national standards. The tables above allow the staff to adjust the teaching programs next year to develop plans for those students who require additional support. Spelling has been a priority this year and there is evidence to show that this emphasis has shown improvement in students' results.

## **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 College website or by request at the College Front Office. 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>

The annual enrolment period is 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 into Lumen Christi.

### **Attendance Policy**

The College keeps a register of student enrolment and attendance as mandated by the Minister for Education and works with students and parents to encourage regular attendance. Our Attendance Policy includes a procedure for following up any student absences for a period of three days or more. Recent changes to the NSW requirements for attendance at school were communicated to parents at the conclusion of 2012 for the beginning of the 2013 school year. The College Roll Marking and Attendance policy is available on the College website or by request at the College Front Office.

### **Behaviour**

The aim of the Behaviour Management policy is to ensure a consistent, caring and positive approach to behaviour management. The staff is committed to modelling responsible behaviour to the

students in our care and dealing with them in a fair and consistent manner. The principles of Restorative Justice inform our policy. The principles include: acknowledging the inevitability of conflict and hurt in relationships, working towards healing by repairing relationships, learning and growing from experience. Parents are a key part of the process as well and kept informed and involved in seeking resolutions and support for the students.

Corporal punishment is expressly prohibited at Lumen Christi. 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 College's Pastoral Care Policy is available on the College website or by request from the Front Office.

### **Complaints and Grievances Resolution Policy**

The school 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 policy is available on the College website or by request from the College Front Office.

## **STUDENT ACHIEVEMENT – Year 10 and Year 12 Certification**

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### **NSW School Certificate**

There were 77 Year 10 students who studied the program towards the Record of School Achievement (RoSA) in 2012. All students successfully completed the requirements for Stage 5.

### **NSW Higher School Certificate**

There were 80 Year 12 students who studied the program towards the Higher School Certificate in 2012. In 2012 80 students satisfactorily completed the HSC.

## **PROFESSIONAL LEARNING AND TEACHER QUALIFICATIONS**

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### **Professional Learning**

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

The school held six whole staff days in 2012. The content of these days was as follows:

CPR training; Information Technology training including Moodle and Interactive Whiteboard use; Spirituality Day for Accreditation Category "A" facilitated by Clare Mitchell from the CEO; Across Curriculum approach to Teaching and Learning through the Integrated Focus; and Managing Change - associated with the expansion of the College as the K-6 section of the College continues to grow. Karen Boyes, who was funded by the Federal Government's Country Area Program, also worked with the staff on Study Skills, Brain Processes and Learning Styles.



## Teacher Qualifications

All of the 47 teachers at Lumen Christi Catholic College 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 2012 was 96%.

The teacher retention rate from 2011 to 2012 was 92%.

Teachers who left the College at the end of 2011 did so due to family reasons, acceptance of positions in other schools, retirement or completion of short term contracts.

## STUDENT ATTENDANCE

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The average student attendance for the school during 2012 was 76.8%.

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

**Attendance rates by Year group**

Kindergarten	88.2%
Year 1	57.3%
Year 2	75.4%
Year 3	71%
Year 4	96.9%
Year 5	68.3%
Year 6	67%
Year 7	74.7%
Year 8	73.5%
Year 9	74.9%
Year 10	65.9%
Year 11	93%
Year 12	91.9%

## Senior Secondary Outcomes

Percentage of Year 12 students in 2012

- undertaking Vocational or Trade Training -12%
- attaining a year 12 Certificate or VET qualification -20%

## 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: The students in year 10 either continued on to year 11 at the College or moved to other schools due to family reasons.

Year 12 cohort: The three main activities that Year 12 students chose following their final year at school included a gap year (approximately 30%), attending University (approximately 30%) and the remainder equally spread amongst TAFE, apprenticeships/traineeships and the workforce.

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

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Parents were involved in a Welcome Evening, Parent-Teacher Interviews, the foundation of the College Community Council, Parent Information Evenings and Volunteer Induction programs. In all situations parents expressed their satisfaction with the College, staff and the education and pastoral care provided for their children.

All staff have been contributing to a new Staff Pastoral Care Policy, as a direct result of the Internal School Review on 'Staff Wellbeing and Pastoral Care'. During formal gatherings all staff had the opportunity to discuss staff pastoral care and have returned two surveys. The results of these surveys have been quite positive, particularly in the areas of Catholic ethos, access to professional development, collegiality, the working environment, facilities and learning culture. Suggestions for improvement were in the areas of individual learning plans for each staff member and a new staff induction policy, which has now been put in place.

The Student Representative Council spent a day together preparing and planning activities for the new school year. Part of the workshop included a reflection on aspects of the College that make it a good school from the students' point of view. The SRC identified the positive and safe culture of the College, the well planned activities and engaging lessons planned by the teachers, and the organisation of the special days (Retreats, Athletics etc) as all deserving a special mention.

All students were involved in a Student Wellbeing Survey run through PC classes. The students spoke highly of the caring nature of the staff, and how they felt safe and happy here at the College. They were particularly happy with our stance on bullying and the quick action taken on any bullying that may have occurred.

## **PRIORITIES AND TARGETS**

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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 is particularly relevant as the College became a K-12 school.

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 2012 the College focussed on consolidating processes and programs begun in 2011. In relation to staff professional development the aim was to build capacity within teaching pedagogy. The senior students participated in an array of activities to enhance their learning with the 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 in 2012 with literacy and numeracy contact teachers being employed to assist. In 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 been a focus for 2012. Year 10 students were interviewed and counselled on career options. An array of subjects was then presented to the students including subjects run at the College and a variety of other alternatives from external agencies. These included on line subjects, TAFE, and distance education options. The individualisation of the curriculum resulted in a very high retention rate.

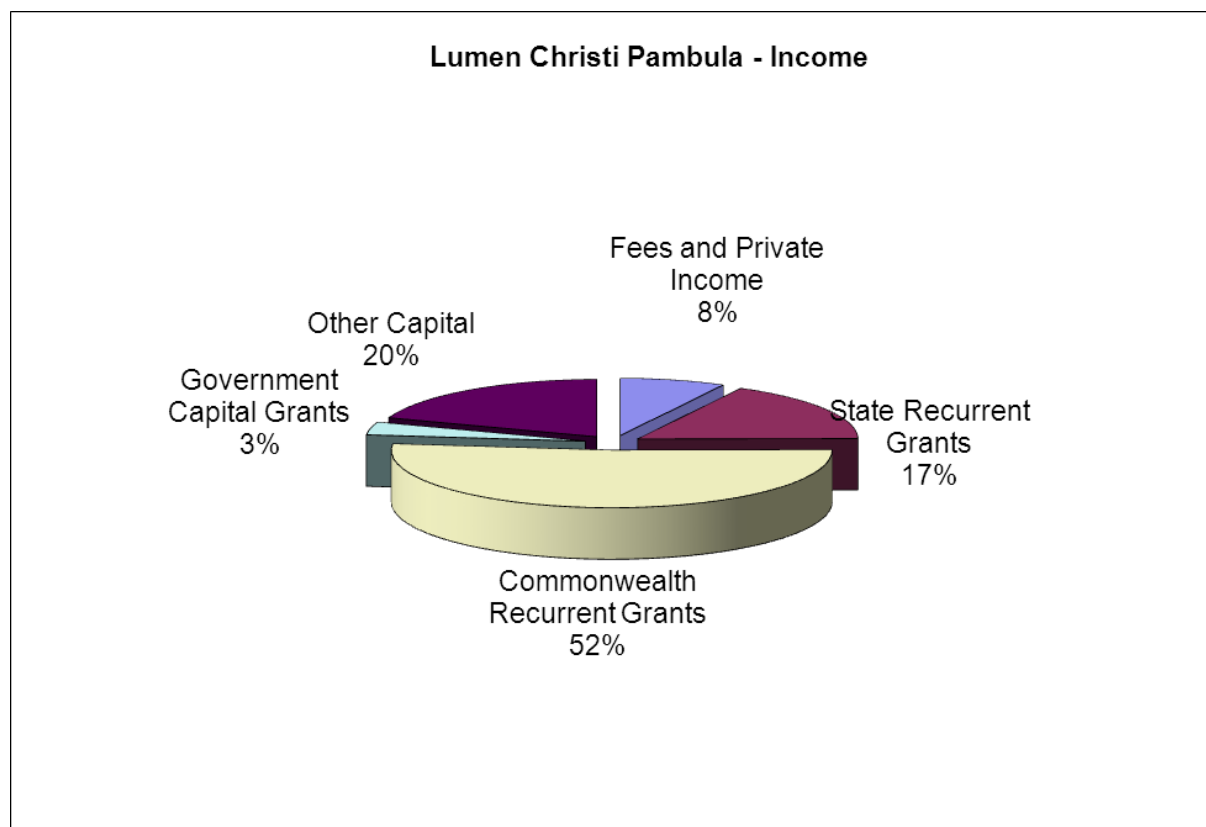
The College has further developed partnerships with external agencies especially in relation to students completing workplace hours for their VET subjects, school based apprenticeships and work experience opportunities. There has been significant benefits here in keeping students engaged in their education generally and provide a vital connection between school and post school options.

The Learning Support teacher has 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 and incorporating the use of moodles have been two priorities for teacher professional development in 2012. Both focus on providing students with deeper engagement in the classroom.

## FINANCIAL INFORMATION

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### Lumen Christi Pambula - Expenditure

