

**LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE**  
**School Number: 2054**

**1785 South Gippsland Highway, Cranbourne, Vic. 3977**

**2012 Annual Report to the School Community**



We look good as they  
bloom together!



## School Overview

Lighthouse Christian College Cranbourne is dedicated to helping Christian families provide affordable and good quality Christian education for their children. As an independent school we are committed to providing the choice that many Christian families are looking for in terms of the education of their children. This is our fifth year as a registered school in its own right. We received registration for Year 11 in 2012 and at the end of the year we were also granted registration for Year 12 for 2013 school year. We continue to experience strong enrolment growth. Our students have performed exceptionally well in the NAPLAN tests showing that the school-home partnership is working. As a school we are blooming together and we were impressive and conspicuous in our community. Much spiritual progress has been made over 2012.

### Vision

To build a unique school that will equip a Godly and skilled generation to reach their God-given destiny and transform their community.

### Enrolment

On Census Day 2012 there were 377 students enrolled at the College, an increase of 32% over enrolment numbers in 2011. This was a considerable growth. There were 200 students enrolled at the College on census day 2010. By the end of 2010 18 students left the school but 80 new students enrolled by the end of February 2011. A further 9 students exited at the start of Term 1. That brought our enrolments at February census to 253 students. There were a further 25 enrolments for Term 2 with only two students exiting and 17 students enrolled for third term with 7 exiting mainly due to interstate transfer. Enrolment for the start of 2012 will be about 480 and so the growth is steady and continuous.

Primary	Prep	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total
Boys	22	14	19	18	13	20	15	121
Girls	20	21	16	22	27	17	23	146
Total	42	35	35	40	40	37	38	267

Secondary	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Boys	17	9	10	9	9	54
Girls	25	11	8	6	6	56
Total	42	20	18	15	15	110

We are seeking to increase the student limit on the property from 300 to 500 so as to cope with enrolments for 2012. 'Word of mouth' continues to be our only means of advertisement and the rapid growth of enrolment is partly a reflection of parent satisfaction with the education and care provided by the staff as there is very little in terms of facilities to impress.

YEAR	2008	2009	2010	2011	2012	Feb. 2013
No. of Students	128	174	200	286	377	480
Increase	-	36%	15%	43%	32%	

### Student Attendance

Average **Student attendance** during the period of Student Attendance Data Collection (May 2012) was 95.5 %. Preps were not included in the survey. The attendance of students and punctuality is excellent. Generally students are away only due to illness or if visiting family overseas. Many of our students have grandparents overseas and have to take time off school to visit them.

Period / Group	Prep %	Grade 1 %	Grade 2 %	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %	Year 7 %	Year 8 %	Year 9 %	Year 10%	Year 11%
May	NA	93.8	96.9	94.9	94.9	96.5	95.8	96.1	91.7	96.3	97.3	NA
2012 average	89	93.3	95.1	93.7	94.3	95.4	94.5	94.4	93.7	96.4	96.8	97.7
Boys	88	94.5	96.2	92.7	93.9	95.7	93.7	92.9	92.7	95.6	96.1	98.3
Girls	90	92.6	93.7	94.3	94.5	95.0	95.0	95.2	94.5	97.8	97.9	96.7

**Student non-attendance** is carefully monitored by marking of attendance twice a day (at 9.00am and at 2.00pm). If no phone call is received by 9.30am from home on the day of absence the office staff will call home of absent student to determine reason for absence. A note for absence must also be written in the diary of student by parent to be presented by student to class teacher. Daily whole school absence is recorded in a diary at the front desk. Late arrivals and early dismissals are also recorded in separate folders at the main office.

### Staff details

Staff		Teaching	Male	Female	Non Teaching	Male	Female
<b>Full Time</b>	<b>31</b>	<b>17</b>	<b>4</b>	<b>13</b>	<b>14</b>	<b>1</b>	<b>13</b>
<b>Part Time</b>	<b>18</b>	<b>8</b>	<b>3</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>5</b>
<b>Total</b>	<b>49</b>	<b>25</b>	<b>7</b>	<b>18</b>	<b>24</b>	<b>6</b>	<b>18</b>
<b>FTE</b>	<b>39.6</b>	<b>19.9</b>			<b>19.7</b>		

There were no indigenous staff employed at the school.

**Staff attendance** in 2012 has been outstanding. The dedication of LCCC staff was exceptional and it was amazing that they were all in good health throughout the year. The attendance rate for the 49 staff members in 2012 was as follows:

Staff attendance	90-92.5%	92.6-95.5%	95.6-98.9%	99-100%
Number of staff	2	4	17	26

Once again no external casual relief teachers were employed as all absences were replaced internally. This was a financial saving to the school and provided better continuity of study for our students.

We have maintained 100% retention of full time teaching staff. One part time member left at the end of the year. Staff satisfaction is still at a very high level. All staff were involved in professional development most of which was done in-house.

### **Teacher Qualifications**

All LCCC teachers are registered with the Victorian Institute of Teaching and hence hold suitable qualifications to teach in Victoria. One staff member holds a PhD and two hold a Masters degree in their subject areas. The rest of the teachers are holders of Bachelors degrees or other relevant qualification. Our highly experienced team of teachers with considerable years of teaching experience were dedicated to making sure that students succeeded academically. Some staff offered after school classes to help the needy students and these were well attended. Our teachers are also capable of caring for the whole person because of their spiritual commitment. They have attended weekly staff meetings and various staff (professional development) inservices to improve their ability to serve the students. Our involvement in National Partnerships has brought about many staff inservices at our school. The teaching staff have continued to focus on character development of students.

## **Student Progress & Achievements**

### **Student Learning**

Our students continued to make excellent academic progress due to the combined efforts of teachers and parents. Students had a very good attitude to study and were committed to doing homework. The NAPLAN results were indicative of the progress being made by students at our college.

### **NAPLAN Results for 2012**

Data included in this section were obtained from the ‘My School’ website. More detailed information regarding progress made by students can be found on the website. As can be seen from the table below most of the students were from middle income and lower income families. For the majority of families English is not their first language either.

Student background 2012				
<a href="#">Index of Community Socio-Educational Advantage (ICSEA)</a>				
School ICSEA value			1035	
Average ICSEA value			1000	
Data source	Parent information			
Distribution of students	Bottom quarter	Middle quarters		Top quarter
School distribution	22%	17%	32%	19%
Australian distribution	25%	25%	25%	25%

Compared to 2011 the ICSEA value for LCCC has increased from 1032 to 1035. This indicates that our families were better off in 2012 in caring for the children’s educational needs compared to 2011. In other words as a community we are less disadvantaged.

**10:56:09 AMLIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE**  
**2012 Annual Report to the School Community**


Our students performed very well right across the board. We have caught up with the National average in Reading Comprehension. This has been our weakest area because of our majority non English speaking background families.


Below is a tabulated summary as displayed on the 'My School' website of our 2012 results:


	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	<b>494</b>		<b>493</b>		<b>555</b>		<b>514</b>		<b>433</b>	
	472 - 516		475 - 511		535 - 575		491 - 537		415 - 451	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	<b>425</b>	<b>420</b>	<b>417</b>	<b>416</b>	<b>414</b>	<b>414</b>	<b>428</b>	<b>424</b>	<b>400</b>	<b>396</b>
	416 - 434		409 - 425		406 - 423		418 - 438		391 - 408	
Year 5	<b>504</b>		<b>530</b>		<b>553</b>		<b>536</b>		<b>535</b>	
	482 - 526		510 - 550		533 - 573		513 - 559		517 - 553	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	<b>497</b>	<b>494</b>	<b>477</b>	<b>477</b>	<b>493</b>	<b>495</b>	<b>494</b>	<b>491</b>	<b>491</b>	<b>489</b>
	489 - 506		468 - 485		485 - 501		485 - 503		483 - 499	
Year 7	<b>550</b>		<b>597</b>		<b>610</b>		<b>605</b>		<b>581</b>	
	533 - 567		578 - 616		593 - 627		586 - 624		565 - 597	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	<b>544</b>	<b>542</b>	<b>521</b>	<b>518</b>	<b>542</b>	<b>543</b>	<b>550</b>	<b>546</b>	<b>540</b>	<b>538</b>
	536 - 551		512 - 529		534 - 550		541 - 559		532 - 547	
Year 9	<b>574</b>		<b>605</b>		<b>633</b>		<b>609</b>		<b>617</b>	
	547 - 601		569 - 641		603 - 663		579 - 639		593 - 641	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	<b>581</b>	<b>575</b>	<b>559</b>	<b>554</b>	<b>581</b>	<b>577</b>	<b>579</b>	<b>573</b>	<b>588</b>	<b>584</b>
	573 - 588		549 - 569		573 - 589		570 - 587		580 - 595	


Selected school's average is

 substantially above

 above

 close to

 below






 substantially below these schools' average

**10:56:09 AMLIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE**  
**2012 Annual Report to the School Community**

2011 results for our school can be viewed on the same site as follows:

	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	<b>503</b> 481 - 525		<b>491</b> 473 - 509		<b>539</b> 519 - 559		<b>508</b> 485 - 531		<b>499</b> 481 - 517	
	SIM 419 410 - 428	ALL 416	SIM 416 408 - 424	ALL 416	SIM 407 399 - 416	ALL 406	SIM 424 414 - 434	ALL 421	SIM 402 394 - 410	ALL 398
Year 5	<b>505</b> 481 - 529		<b>537</b> 515 - 559		<b>541</b> 519 - 563		<b>560</b> 535 - 585		<b>532</b> 512 - 552	
	SIM 491 483 - 500	ALL 488	SIM 482 474 - 490	ALL 483	SIM 483 475 - 491	ALL 484	SIM 502 493 - 511	ALL 499	SIM 489 481 - 497	ALL 488
Year 7	<b>531</b> 503 - 559		<b>563</b> 531 - 595		<b>587</b> 557 - 617		<b>540</b> 508 - 572		<b>602</b> 576 - 628	
	SIM 543 535 - 550	ALL 540	SIM 532 523 - 540	ALL 529	SIM 536 529 - 544	ALL 538	SIM 534 526 - 543	ALL 532	SIM 546 539 - 554	ALL 545
Year 9	<b>568</b> 541 - 595		<b>615</b> 579 - 651		<b>644</b> 614 - 674		<b>574</b> 544 - 604		<b>625</b> 601 - 649	
	SIM 582 574 - 589	ALL 580	SIM 571 561 - 581	ALL 566	SIM 581 573 - 589	ALL 581	SIM 575 566 - 583	ALL 572	SIM 584 577 - 591	ALL 583

Selected school's average is

-  substantially above
  -  above
  -  close to
  -  below
  -  substantially below
- these schools' average

See 'My School' website for greater detail.

As can be observed from the tabulated figures above we had outstanding performance in all areas at the Grade 3 level. The lowest performance of our students in Grade 3 was above the highest achievement of students at schools similar (SIM) to us in all areas of assessment. Our average performance was well above the average performance of students at similar schools and the average of all schools in all areas of assessment. The performance is partly due to the exceptional effort of our teachers and the hardworking nature of the cohort of students. This is the second year in a row that we have had such excellent results.

A similar story can be said about the Grade 5 students. In every subject except Reading the lowest performance of our students in Grade 5 was above the highest achievement of students at schools similar (SIM) to ours. The Grade 5 reading result is better than that of last year and this is an indication that our reading strategy is working. Reading results has improved throughout the school and even student result at Year 7 and Year 9 has gone past the state overall average. We will continue to make progress as we stick to our reading strategy. Being part of the National Partnerships has helped us in this area.

## **NATIONAL PARTNERSHIPS**

Lighthouse Christian College Cranbourne has been participating in the National Partnership for Low Socio-Economic Status School Communities for the last 3 years. Commonwealth funding to support this National Partnership has provided opportunities for our staff and leadership team to participate in professional learning activities, to purchase targeted support materials and to engage external consultants.

In 2012 we did the "Pause, prompt and praise" program which was a great strategy for staff and parents to use in helping children in their reading and comprehension skill.

We continued to use the PAT testing and other testing that were carried out in 2011 to get a fairly objective understanding of student gain and lack.

## **POST-SCHOOL DESTINATIONS**

Over the last two years our senior students did not have to leave school because we received registration for Year 10 and then Year 11.

## **LEAD SURVEY**

Lighthouse Christian College Cranbourne participated in a survey along with other independent schools in which staff, parents and students were asked to complete a questionnaire to determine the level of parent satisfaction, staff satisfaction and student satisfaction with the school in various areas. The next four pages are part of the report following the survey. Overall it shows that we are working together very well and all the key stakeholders are highly satisfied with the school in most areas.

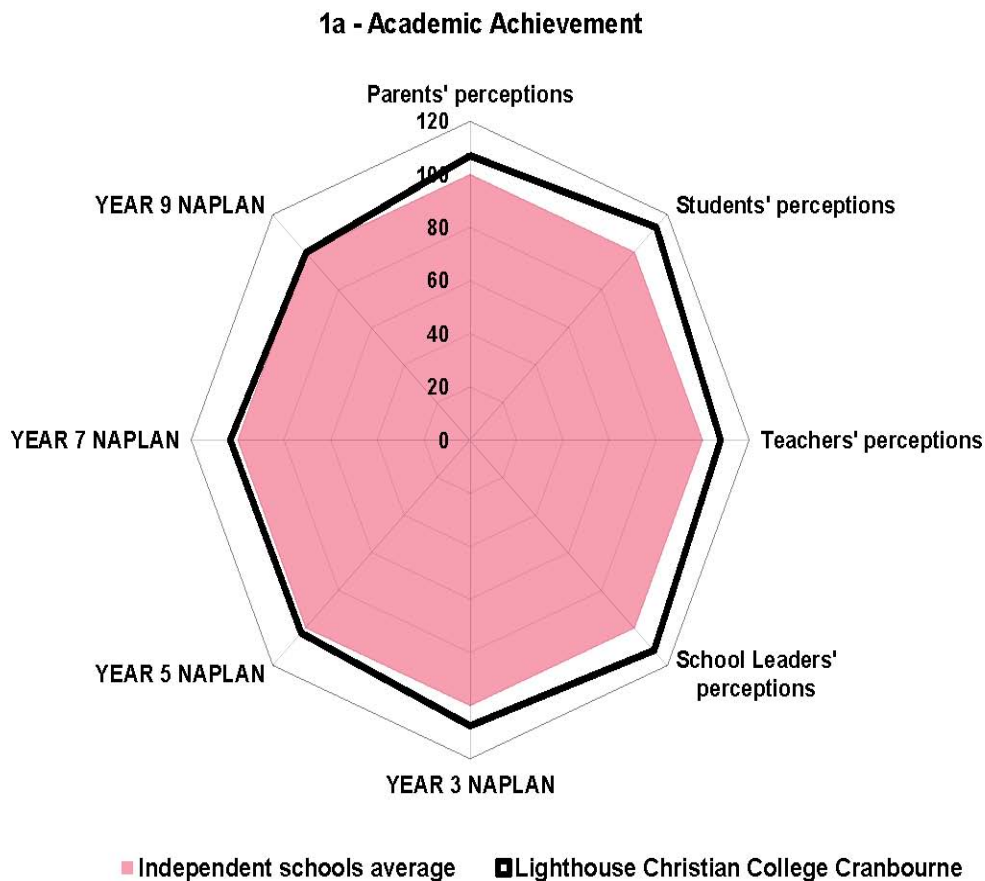
## **Radar Chart 1a – Academic Achievement**

Chart 1a shows Lighthouse Christian College Cranbourne's 'Academic Achievement' from the perspectives of the Parents, Students, Teachers and School Leaders (the subjective indicators).

Parents are asked questions assessing whether the school encourages students to be responsible for their own learning; how well the school teaches basic skills; how motivated students are to learn; the development of thinking and reasoning skills; and how challenged students are in their studies.

- Students are asked questions about how challenged they are; their confidence in basic skills; how well the school encourages them to be responsible for their learning; how motivated they are; whether they are encouraged to develop thinking and reasoning skills and to try their best.
- Teachers and School Leaders are asked the same questions as the parents and students. In addition, they are also asked whether staff are dedicated to improving student learning outcomes; whether they give students a variety of ways to show how well they have learned ( for example portfolios, projects, presentations, tests); and whether they use the results of tests and other assessments to adjust instruction to individual students.

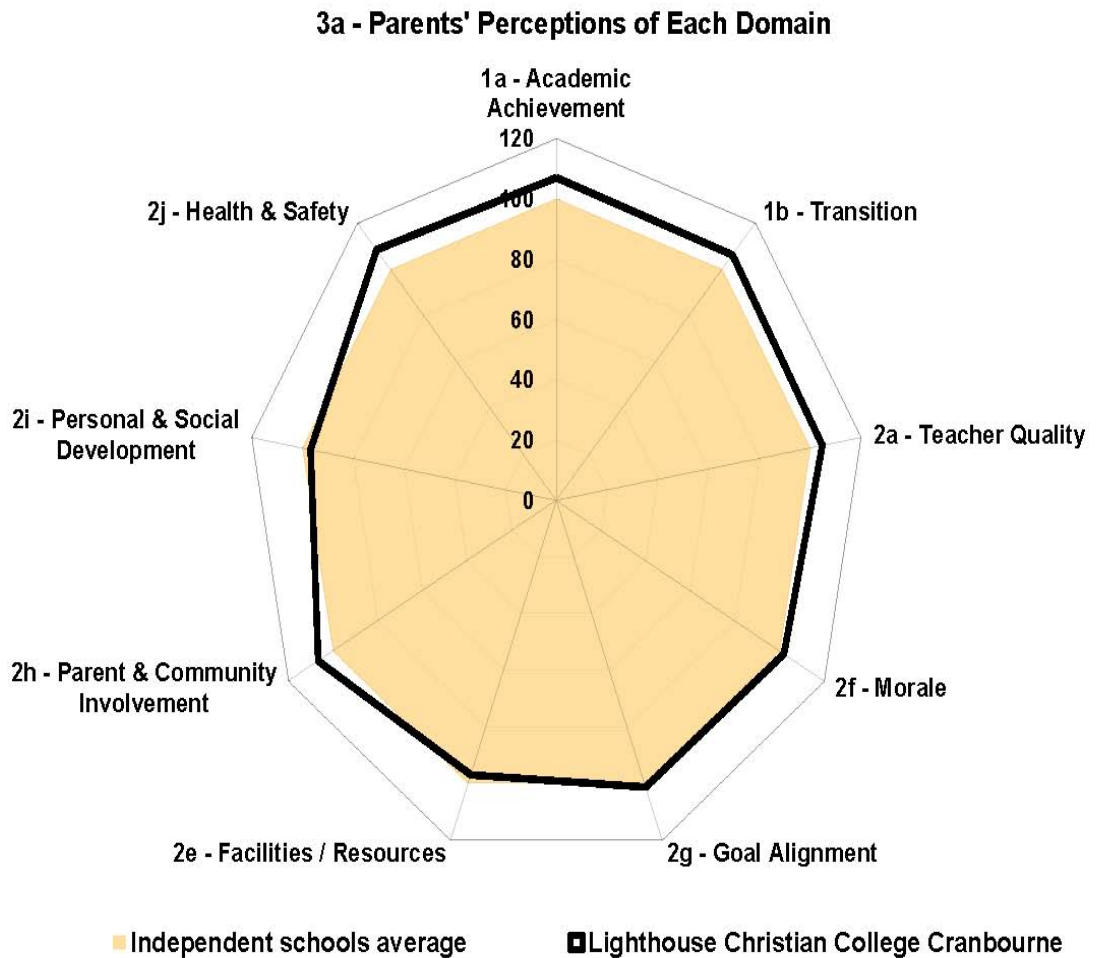
The objective indicators are the school's NAPLAN results.





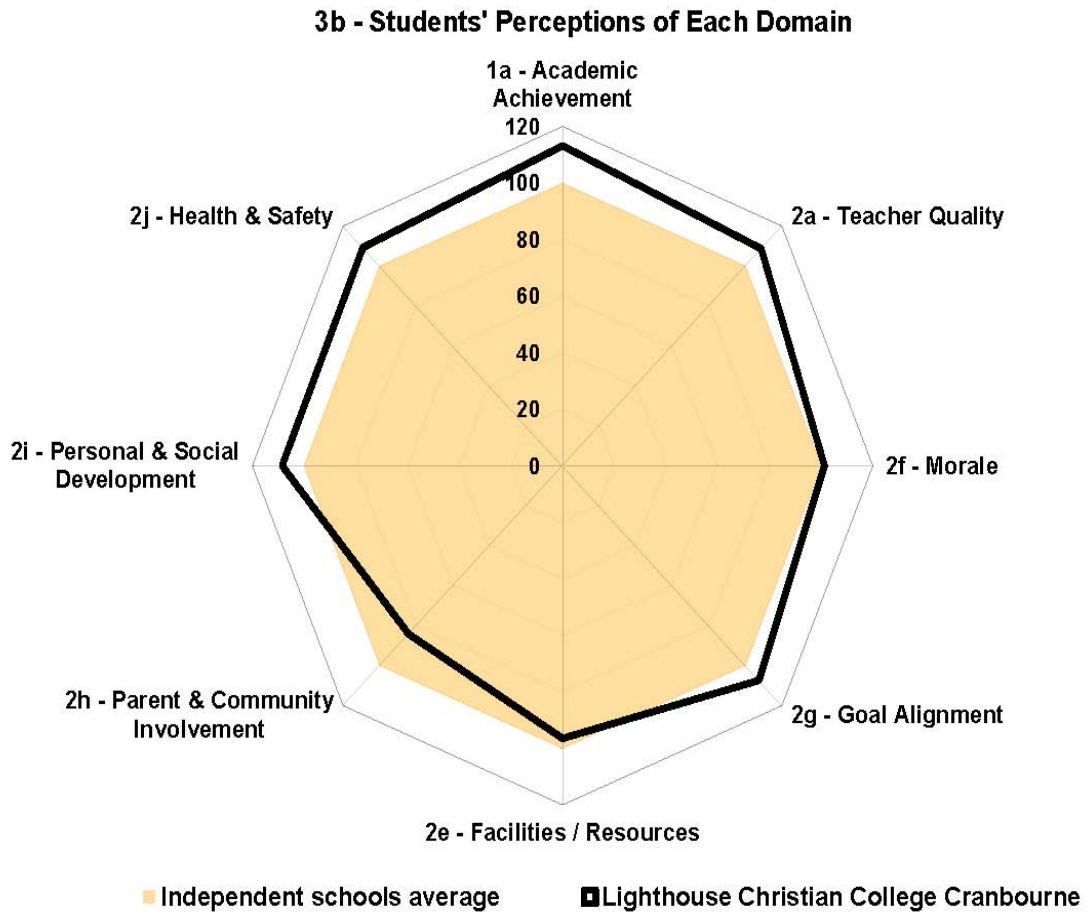
### Radar Chart 3a: Parents' Perceptions

Chart 3a presents detailed perceptions of school quality for each of the *L E A D* domains of school effectiveness from the perspective of the parents. The results were derived from the Independent Schools Victoria Parent Satisfaction Survey. The questions used in each of the domains have been explained in Section 2 of this report.



### Radar Chart 3b: Students' Perceptions

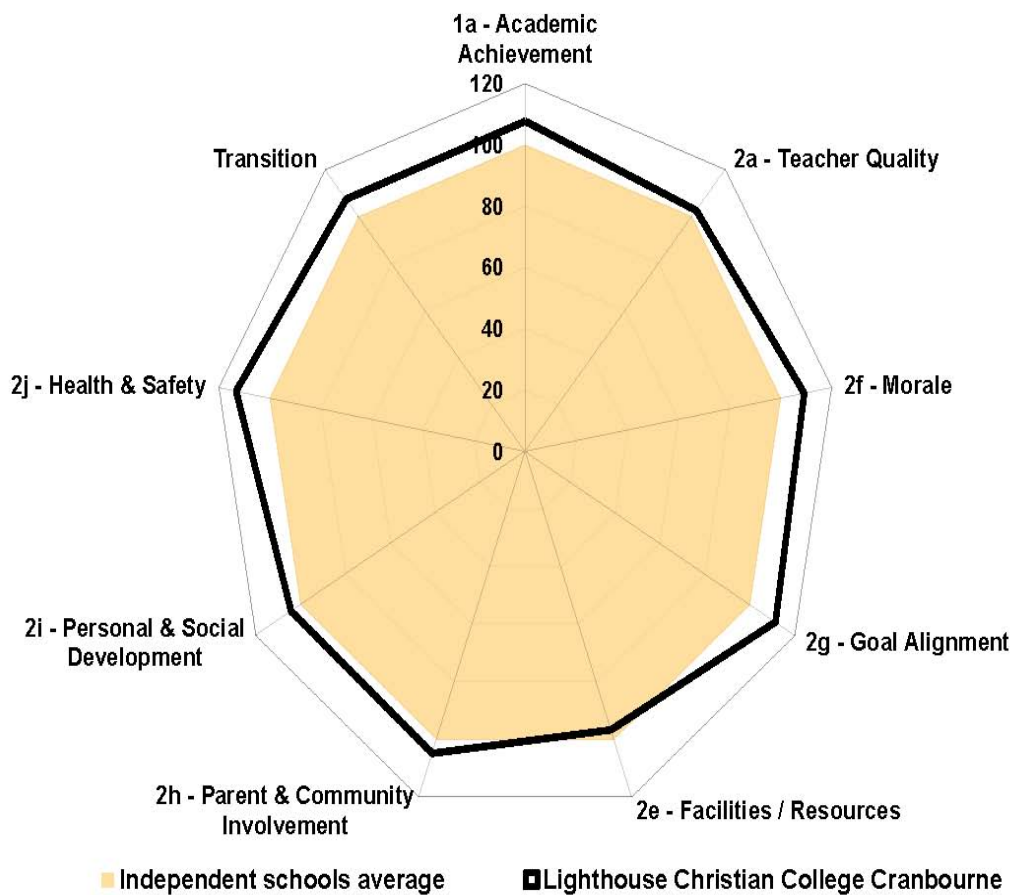
Chart 3b presents detailed perceptions of school quality for each of the *LEAD* domains of school effectiveness from the perspective of the students. The results were derived from the Independent Schools Victoria Student Satisfaction Survey. The questions used in each of the domains have been explained in Section 2 of this report.



### Radar Chart 3d: Teachers' Perceptions of Overall School Effectiveness

Chart 3d presents detailed perceptions of school quality for each of the *L E A D* domains of school effectiveness from the perspectives of the 2012 teaching staff. The results were derived from the 2012 Independent Schools Victoria Staff Satisfaction Survey. The questions used in each of the domains have been explained in Section 2 of this report.

3d - Teachers' Perceptions of Each Domain



## VALUE ADDED

Lighthouse Christian College Cranbourne has a disciplined and caring environment and this helped many students who might otherwise be distracted or unmotivated.

Character development is a major emphasis at the College and this provided a good basis for leadership development. Students who exhibited good character were given responsibilities which further develop leadership in them.

Staff made considerable effort in following up students who lagged behind in academic work. Good communication between school and home via diary and phone calls ensured that the follow up was thorough.

Close knit community and friendly staff gave students a sense of belonging.

There was little or no bullying. Accidents were also very rare. Siblings were encouraged to work together. Cooperation rather than competitiveness was encouraged both in class and at play.

Students were expected to concentrate and work hard during lessons but they were all given about 45minutes of organised play time on a daily basis to increase or maintain their fitness level. The new time table gave them specific time to eat and play.

End of term excursions and incursions were very exciting events for our students.

On September 14 we had our very first school concert which was packed out and well received by the audience. We raised \$1600 for the Christian School in the Philippines.

Senior school camp was held at Mansfield and the theme was 'Living with a Purpose' was partly sponsored by the resiliency component of the Targeted Program Funding received by the College. The Year 10 and 11 students had 7 days at camp while the rest of the secondary had four days.

Chapel services continue to be exciting and encouraging. Students love to sing and worship God. They carry home the messages from chapel and often bless their family as well.

Prayer and intercession team lead by Ps. Norma Cayzer helped students develop their prayer life and grow in faith. Answered prayer has brought enthusiasm and great joy.

Sports and games have increased since the completion of the Multi-Purpose Hall. Table tennis, basketball and touch rugby can be played even on wet days. Students from Prep to Grade 5 had a week of swimming training.

We only had Canteen one day a week which was a special treat for our students and occasionally we had a sausage sizzle. Special thanks to mums who volunteer to make this possible.

As part of community involvement our students helped pack food at the food support centre of Turning Point Family Church. Our students clearly enjoyed physical work and they are always looking for opportunities to help others.

The school participated in Operation Christmas Child sending out record number of gifts for children in need. Awareness of needs worldwide developed gratefulness for what we had and compassion for others.

Testing of all students was conducted for Literacy and Numeracy with the aid of National Partnerships and students that needed help were given free after school tuition. Students showed good progress and gained confidence in the respective subjects after the program.

Many students participated in the Australian Mathematics Competition and an even greater number worked on the Mathletics Program which the school made available for all students making progress in their mathematical ability. These were organised by Mrs Yong who also coordinates numeracy.

Our Philatelic Club started by Mr Patrick Finnegan under the supervision of Mrs Simon continued to attract a lot of interest amongst our students and many students have a good knowledge of the history of stamps.

Grade 6 Graduation Ceremony at the end of 2012 school year saw Grade 6 students rise up to a new level of confidence and self esteem. We had to book the whole main hall of Food Star Frankston to cater for about 300 people who attended. Everyone was very impressed by the behaviour and attire of graduates. Their speeches were very impressive. The preparation (by Mrs. Simon) that went into getting the students ready was well worth it.

Presentation Night was the best so far in the history of the school. The proceedings went smoothly and every one acted responsibly making the occasion an enjoyable one for all.

The excellent organisation and smooth running of the school can be attributed to the dedicated and responsible staff of the school. Mr. Cicchiello (Deputy Principal) and Mrs. Thomas (Staff Development Officer) who are very experienced staff played a main role in the day to day running of the school and are an asset to the school.

Mrs. Mathews who is the Business Manager has helped families plan their finance, organise bus services for students, keep student enrolments and records, managed our finance in such a way that we were able to give bonuses to all our staff and still have a positive balance.

Our financial performance for 2012 is as on the next page. As you will notice our major contributor of funds (58%) is the Commonwealth Government, without which a school like would not be able to help families who are disadvantaged financially. The State Government was next contributing 25% of our income. As a community we only contributed about 17% of our income. The type of government has great implications to the financial well being of a school like ours and it is important that we exercise our democratic rights, after being well informed of party policies.

As expected our major expenditure (75%) was salaries. We saved money in many ways especially by minimising cleaning expenditure with the help of parent working bees and student help during school. Many of the staff worked above the call of duty.

Overall we were still able to carry forward some money which will be available for the establishment of VCE Year 12 in 2012.

## Financial Performance and Position

Financial Performance for the year ended 31 <sup>st</sup> December 2012	
<b>Reporting Framework</b>	
<b>Recurrent Income</b>	
School fees	\$408,328
Other Fee Income	\$100,891
Private Income	\$239,986
State Government recurrent grants	\$1,129 196
Australian Government recurrent grants	\$2,582,749
Other Commonwealth Government Grants	\$25.740
<b>Total Recurrent Income</b>	<b>\$4,486,890</b>
<b>Recurrent Expenditure</b>	
Salaries, allowances and related expenses	\$2,631,100
Non Salary expenses	\$895,404
<b>Total Recurrent Expenditure</b>	<b>\$3,526,504</b>
<b>Capital Income and Expenditure</b>	
Government Capital Grants	\$9,287
Capital Fees & Levies	\$76,572
Other Capital Income	\$2,620
<b>Total Capital Income</b>	<b>\$88,479</b>
<b>Total Capital Expenditure</b>	<b>\$910,779</b>
<b>Loans</b>	
<b>Refundable Enrolment Deposits - Opening Balance</b>	<b>\$0</b>
– Closing Balance	\$85,508
<b>Loans Recurrent - Opening Balance</b>	<b>\$70,000</b>
Closing Balance	\$58.000
<b>Loans Capital - Opening balance</b>	<b>\$0</b>
Principal Repayment	\$18,409
Drawdowns	\$236,212
Closing Balance	\$217,803

## School Contact Information

Address:	<b>1785 South Gippsland Highway, Cranbourne. P.O. Box 5693, Cranbourne. 3977</b>
Principal:	<b>Mr Jacob Mathews</b>
School Council President:	<b>Mr Philip Cayzer</b>
Telephone:	<b>03 59961588</b>
Website:	<b><a href="http://lighthousecranbourne.vic.edu.au">lighthousecranbourne.vic.edu.au</a></b>
Email:	<b><a href="mailto:office@lccc.vic.edu.au">office@lccc.vic.edu.au</a></b>

## Acknowledgement:

**Lighthouse Christian College Cranbourne is grateful for the Australian Government's support of schools like ours.**

**Lighthouse Christian College Cranbourne was started and sponsored by TurningPoint Family Church and is a ministry arm of the Church. We are grateful for the support of the Church.**

**Lighthouse Christian College Cranbourne operates wholly for supporting Christian families, mainly those of Pentecostal and Charismatic persuasion, educate their children and as such all our students are Christians. We are grateful for the support from the Churches participating with us in raising our students in Christian character.**

**As a community we whole-heartedly support and promote the principles of Australian Democracy including a commitment to elected government and rule of law. The College is also committed to the Australian democratic values of equal rights for all before the law, freedom of religion, openness and tolerance and freedom of speech and association.**