

LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE
School Number: 2054

1785 South Gippsland Highway, Cranbourne, Vic. 3977

2015 Annual Report to the School Community



A time to remember those who have gone before and given so much for us. Clydesdale Square, ANZAC Day 2015

School Overview

Lighthouse Christian College Cranbourne (LCCC) is dedicated to helping Christian families (especially of Pentecostal persuasion) by providing 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 type of education for their children. 2015 was our 8th year as a school in its own right. Registered in 2008 for Prep to Year 8, we received approval to go up to Year 10 as of 2011 and approval for Year 11 and Year 12 as of 2012 and 2013 respectively. In 2015, we had our third cohort of Year 12 students. There were only 19 students in all. In terms of VCE subjects, we were able to offer 11 subjects and a few more by Distance Education. Over the years, God has helped us hold on to the heavenly vision and the school has continued to experience strong enrolment growth. Our staff numbers have also increased steadily. Our students continue to perform exceptionally well in the NAPLAN tests, showing that the school-home partnership is continuing to bear fruit. All our VCE students obtained a full VCE certificate. As most of the students who completed their VCE in 2015 began at LCCC in their upper secondary years, (year 9 or later), we did not have much time to prepare them for VCE. Hence our VCE scores might look mediocre to some but to us they are acceptable because we know the students and their backgrounds. We continued to work with indigenous students from Central Australia in the first semester, however they did not return in the second semester. Our vision to serve the indigenous community is not abated but we will look to the Lord for new inroads. The growth of our school population necessitated that we build more infrastructure in the form of a Multipurpose Hall and classrooms. Our new Multipurpose Hall was completed at the end of the year. The new sports oval has taken shape. We received a permit for 900 students and 100 staff on site. We give thanks to God, the Father of our Lord Jesus Christ, who has helped us thus far and to the school community that has stood by the vision of the school.

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

At census 2015, the school enrolment had increased from 631 to 698 students. The increase of 67 is in reality an intake of more than 100 new students when we take into account the students who exited from Year 12 and small numbers who exited other year levels. Our Prep intake of 69 students required us to double stream the Prep class. What began in the words of many as a bubble, has proven to be consistent growth instigated and sustained by God. Our growth to date for the last 8 years and into 2016 is tabulated below.

YEAR	2008	2009	2010	2011	2012	2013	2014	2015	2016
No. of students	128	174	200	286	377	495	631	698	770
% increase	41%	36%	15%	43%	32%	31%	27%	10.6 %	10.3%
No. of staff	17	25	26	34	59	65	85	100	112

Year level sizes for 2015 were as follows

Year level	Prep	1	2	3	4	5	6	7	8	9	10	11	12	
No. of students	69	59	62	62	69	46	67	61	48	52	49	35	19	698
Male	39	29	29	34	27	23	30	23	27	24	16	13	11	325
Female	30	30	33	28	42	23	37	38	21	28	33	22	8	373

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Class sizes over the years:

	P	G1	G2	G3	G4	G5	G6	Y7	Y8	Y9	Y10	Y11	Y12										
2008	26	25		27			24		26						128								
2009	31	29	28		29			22		35					174								
2010	25	37	33	27	23		25		30						200								
2011	34	30	35	34	32	30	36		31		34				296								
2012	42	35	35	40	40	37	38	42	20	18	15	15			377								
2013	46	50	45	46	50	50	43	41	46	26	21	17	14		495								
2014	54	55	58	59	49	33	30	25	40	53	22	26	26	21	33	24	18	626					
2015	54	15	59	62	62	30	39	46	32	35	16	45	18	30	38	14	19	30	35	19	698		
2016	46	24	50	29	50	26	38	20	35	31	35	39	47	26	47	21	39	39	24	31	38	36	771

We had composite grades from 2008 to 2011. From 2012, there were no more composite grades but rather large sized classes of 35 to 62 students due to lack of classrooms. We had up to three teacher's aides to help in the large classes. Almost all our teacher's aides are graduates (Bachelor and higher). Currently, almost every grade has been double streamed and when we have enough classrooms, they will be triple streamed.

'Word of mouth' continues to be our only form of advertisement and the rapid growth of enrolment is God's favour and partly a reflection of parent satisfaction with the schools vision.

Student Attendance

Average **student attendance** during the period of Student Attendance Data Collection (from January to June) was over 90 %. Preps and VCE students were not included in the survey. The attendance of students was 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.

Grade	1	2	3	4	5	6	7	8	9	10
Boys' %	91.01	91.49	90.55	91.22	93.35	92.51	92.47	91.75	96.1	89.91
Girls' %	90.58	91.04	91.82	92.93	92.11	92.15	92.31	93.96	91.56	89.08
Average %	90.8%	91.3%	91.1%	92.2%	92.7%	92.3%	92.4%	92.7%	93.7%	89.3%

Student non-attendance is carefully monitored by the marking of attendance twice a day (at 9.00am and at 2.00pm). If no phone call is received by 9.30am on the day of absence, the office staff will contact the parents to determine reason for absence. In addition, a note for absence must be written in the student's diary by the parent, to be presented to the class teacher. Daily whole school absences are 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 (non casual staff as per census day)

Staff		Teaching	Male	Female	Non Teaching	Male	Female
Full Time	51	25	6	19	26	4	22
Part Time	35	16	3	13	19	8	11
Total	86	41	9	32	45	12	33
FTE	72	34.2	7.4	26.8	37.8	8.5	29.3

There were no indigenous staff employed at the school in 2015.

Staff attendance in 2015 was excellent. The dedication of LCCC staff was exceptional. Once again no external casual relief teachers were employed as all absences were replaced internally. This was a financial saving to the school and also provided better continuity of study for our students. A few staff members were away on maternity leave which were not included as absences. All staff had over 90% attendance while 77% had over 95% attendance and 50 % of the staff had an attendance rate of over 99%

Attrition rate for 2015 was about 7%. As many as 10 of our ex students who were attending tertiary studies did part time work at the school.

Staff retention rate was 93%.

Teacher Qualifications

All LCCC teachers are registered with the Victorian Institute of Teaching and hence hold suitable qualifications to teach in Victoria. Teachers hold degrees ranging from Bachelors to PhD in their areas of speciality. Almost all our teacher's aides were holders of at least a Bachelors degree. Our team of teachers, with considerable years of teaching experience, are dedicated to making sure that students succeed academically. All our Literacy and Numeracy from Prep to Year 12 are taught by specialist staff (that is, they have majored in the area). Staff continued to offer after school classes to help the needy students and these were well attended. VCE teachers held after school and holiday classes to help our students succeed and the school is grateful for their dedication. Our teachers are also capable of caring for the whole person because of their spiritual commitment. They attended weekly staff meetings and various staff (professional development) in-services to improve their ability to serve the 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 form 2013 to 2015

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. For 2015 the socio-economic standard of our families was very close to that of 2014. The ICSEA value decreased slightly from 1080 to 1077. For the vast majority of families, English is not their first language.

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Student background 2015				
<u>Index of Community Socio-Educational Advantage (ICSEA)</u>				
School ICSEA value	1077			
Average ICSEA value	1000			
Data source	Parent information			
Distribution of students ²				
	Bottom quarter	Middle quarters		Top quarter
School Distribution	12%	20%	32%	36%
Australian Distribution	25%	25%	25%	25%
<i>Percentages are rounded and may not add to 100</i>				

Despite the disadvantage of being from non English speaking background, our students performed very well right across the board. The average performance of LCCC students has exceeded the national average in Reading Comprehension at all levels. This has, in the past, been our weakest area because a majority of our students' families have a non English speaking background.

The following is a tabulated summary of the primary and secondary school results as displayed on the 'My School' website.

2015	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	460 444-477		489 475-503		543 528-558		529 512-547		433 419-448	
	SIM 448 439-457	ALL 426	SIM 431 422-439	ALL 416	SIM 422 414-431	ALL 409	SIM 452 442-462	ALL 433	SIM 415 407-424	ALL 398
	523 504-542		548 530-565		576 558-593		635 614-655		558 542-575	
Year 5	SIM 518 509-527	ALL 499	SIM 496 487-504	ALL 478	SIM 511 503-519	ALL 498	SIM 521 512-530	ALL 503	SIM 510 502-518	ALL 493
	575 562-589		583 567-598		631 617-645		640 624-655		600 586-613	
	619 604-635		621 601-642		667 650-684		641 624-659		683 669-697	
Year 7	SIM 600 593-608	ALL 580	SIM 570 561-580	ALL 547	SIM 594 585-601	ALL 583	SIM 584 575-592	ALL 568	SIM 602 595-609	ALL 592
	575 562-589		583 567-598		631 617-645		640 624-655		600 586-613	
	619 604-635		621 601-642		667 650-684		641 624-659		683 669-697	
Year 9	SIM 600 593-608	ALL 580	SIM 570 561-580	ALL 547	SIM 594 585-601	ALL 583	SIM 584 575-592	ALL 568	SIM 602 595-609	ALL 592
	575 562-589		583 567-598		631 617-645		640 624-655		600 586-613	
	619 604-635		621 601-642		667 650-684		641 624-659		683 669-697	

LCCC average is in large bold and our range below it. SIM stands for similar schools and ALL stands for the average of all schools. The green shading makes it obvious that the average performance of our students is well above that of similar schools and the state in most areas of assessment. We give glory to God for such exceptionally good result. Special thanks to our teachers and parents.

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2014 results for our school can be viewed on the same site as follows:

2014	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	460 443-477		490 475-504		561 545-577		543 525-561		427 411-442	
	SIM 443 434-452	ALL 418	SIM 418 410-426	ALL 402	SIM 428 419-436	ALL 412	SIM 450 440-460	ALL 426	SIM 422 414-430	ALL 402
Year 5	530 515-545		545 530-560		571 557-585		585 568-602		510 497-513	
	SIM 523 514-531	ALL 501	SIM 483 475-492	ALL 468	SIM 510 502-518	ALL 498	SIM 524 514-533	ALL 504	SIM 505 497-513	ALL 488
Year 7	580 564-595		569 551-586		640 624-657		598 580-616		658 642-673	
	SIM 564 557-571	ALL 546	SIM 530 521-538	ALL 512	SIM 558 550-566	ALL 545	SIM 564 555-572	ALL 543	SIM 565 557-573	ALL 546
Year 9	606 590-621		608 587-628		653 636-670		615 597-632		653 638-667	
	SIM 602 594-609	ALL 580	SIM 576 567-586	ALL 550	SIM 599 591-607	ALL 582	SIM 596 588-605	ALL 574	SIM 608 601-616	ALL 588

The performance of students in 2013 is displayed below.

2013	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	523 503-543		482 465-499		554 536-573		534 512-555		456 439-473	
	SIM 430 421-439	ALL 419	SIM 424 416-432	ALL 416	SIM 418 409-426	ALL 411	SIM 439 429-449	ALL 428	SIM 407 399-415	ALL 397
Year 5	525 508-543		531 514-548		576 559-592		577 558-596		507 491-522	
	SIM 511 503-520	ALL 502	SIM 486 478-495	ALL 478	SIM 500 492-508	ALL 494	SIM 510 501-520	ALL 501	SIM 495 487-503	ALL 486
Year 7	571 543-557		605 586-624		650 633-668		621 601-640		642 626-658	
	SIM 550	ALL 541	SIM 529	ALL 517	SIM 556	ALL 549	SIM 547	ALL 535	SIM 551	ALL 542
Year 9	577 557-598		599 571-626		624 601-647		585 561-608		669 650-688	
	SIM 592 585-599	ALL 580	SIM 567 558-577	ALL 554	SIM 592 584-600	ALL 583	SIM 589 581-598	ALL 573	SIM 595 588-602	ALL 584

Students sit for NAPLAN in Grade 3, Grade 5, Year 7 and Year 9. To be able to judge the progress made by students in 2015, we need to compare their performance in 2013. This

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progress is an outstanding achievement for a school like ours where the majority only speak English as a second language. May I acknowledge the extra effort put in by our English teachers Mrs Simon, Mrs Alex, Mrs Kenneth, Mrs Wankadia, Mrs Brewart, etc. to achieve this progress.

Our Year 7's and Year 9's performed exceptionally well in Numeracy and Mrs Yong and Mrs Jacob are to be congratulated for their input in achieving this success. Our Grade 3's and Grade 5's have also done very well and Mrs Fang is to be thanked for working with them. (See 'My School' website for greater detail.)

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

A similar account can be given about the Year 7 students. In almost all areas of Literacy and Numeracy, the lowest performance of our students in Year 7 was above the highest achievement of students at schools similar (SIM) to ours.

We appear on various school ranking websites as one of the top Primary and Secondary school for academic success in Victoria. I sincerely thank the school community for their whole hearted support for the academic success of our children. Homework is part of the secret to our students' success. While many educationalist waste their time debating the benefits and detrimental effects of homework, our students have evidenced the benefits and are much more resilient to any sort of pressure including homework. There are negligible mental health issues amongst our students because our children are dependent on the Word and the Spirit which gives light and life. We encourage them to meditate on wholesome material and to avoid the viewing of movies and programs that disturb their mind. In this matter, you parents are a vital support for the well being of our students.

NATIONAL PARTNERSHIPS (Initiatives and their progress)

In 2015, we continued the initiatives started under National Partnerships including, 'Pause, Prompt and Praise' program which was a great strategy for staff and parents to use in helping children in their reading and comprehension skills.

We continued to use the PAT and other testings that were carried out as of 2011 to get a fairly objective understanding of student progress.

LEAD SURVEY

Lighthouse Christian College Cranbourne participated in the LEAD survey organised by ISV along with other independent schools in 2014. 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. We participate in the survey every alternate year. The next four pages are part of the report from the 2014 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, Year 12 Exit 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.

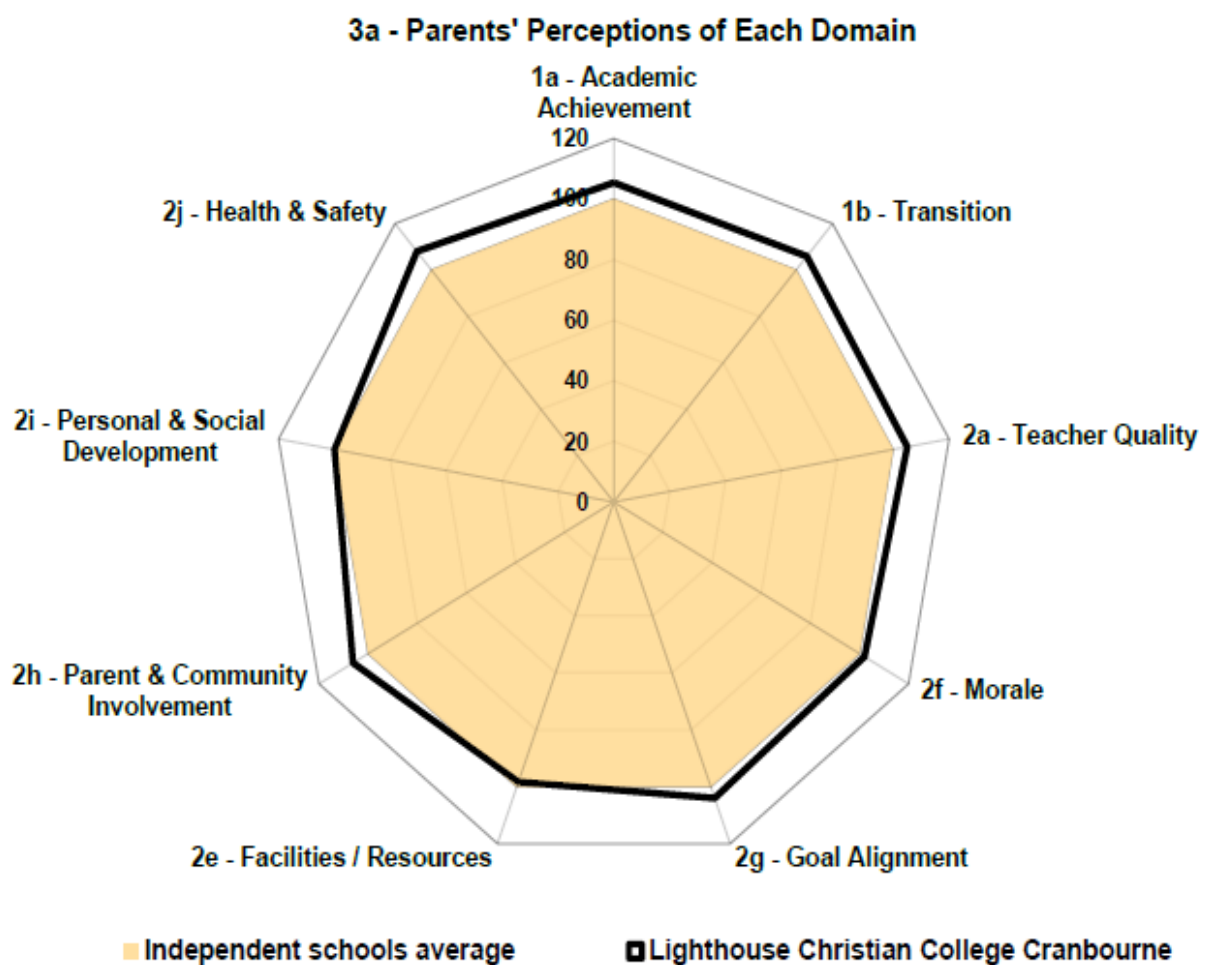
□□ Students are asked questions about how challenged they are; their confidence in basic skills; how well the school encourages them to be responsible for their learning; how motivated they are; whether they are encouraged to develop thinking and reasoning skills and to try their best.

□□ Year 12 Exit Students are asked questions to assess whether they were encouraged to attain the best academic results possible and to be responsible for their learning; how well the school developed their thinking and reasoning skills; how challenged they were; and whether the school helped them to develop good study habits.

□□ Teachers and School Leaders are asked the same questions as the parents and all students. In addition, teachers and school leaders 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.

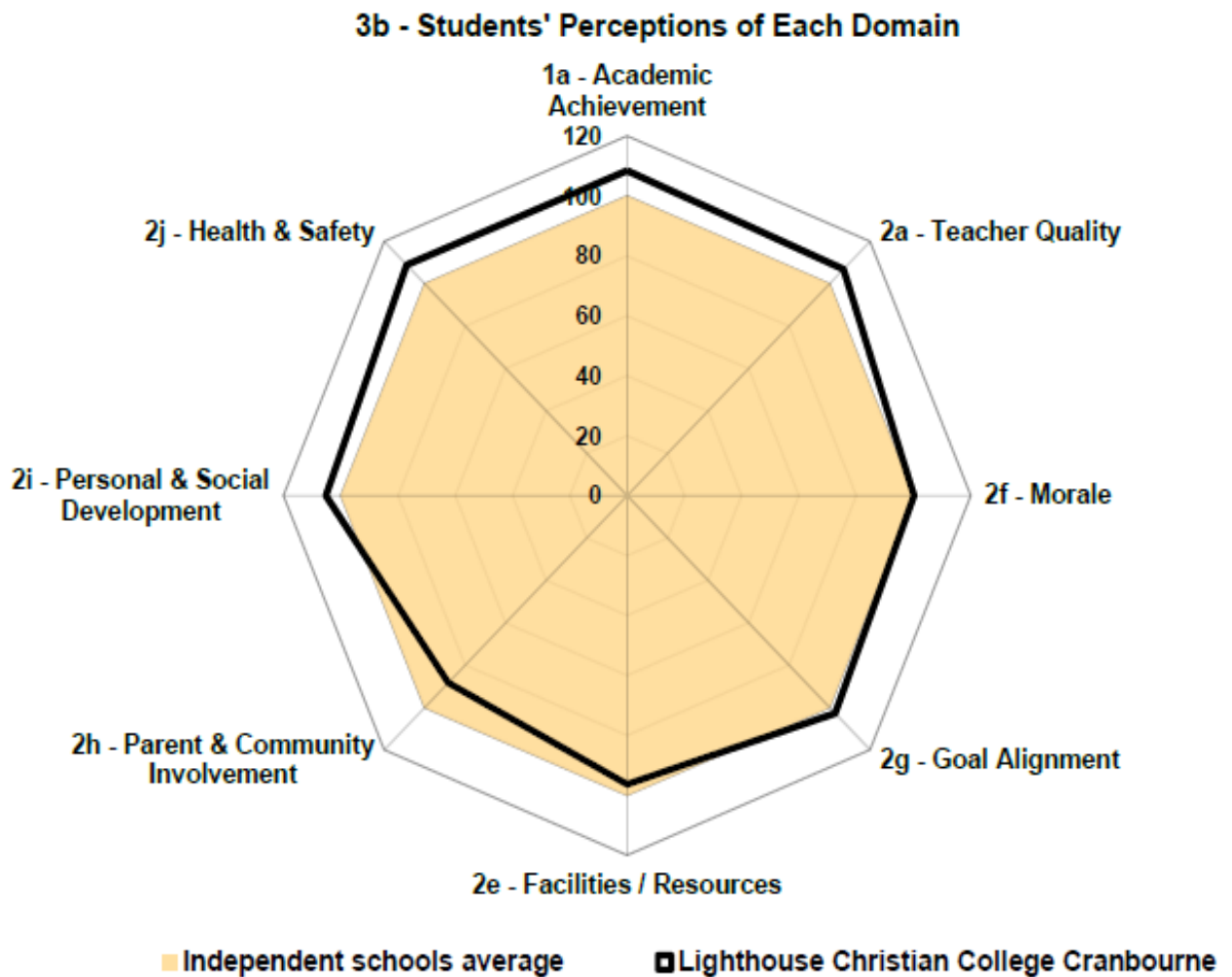
Radar Chart 3a: Parents' Perceptions

Chart 3a presents detailed perceptions of school quality for each of the *LEAD* 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.



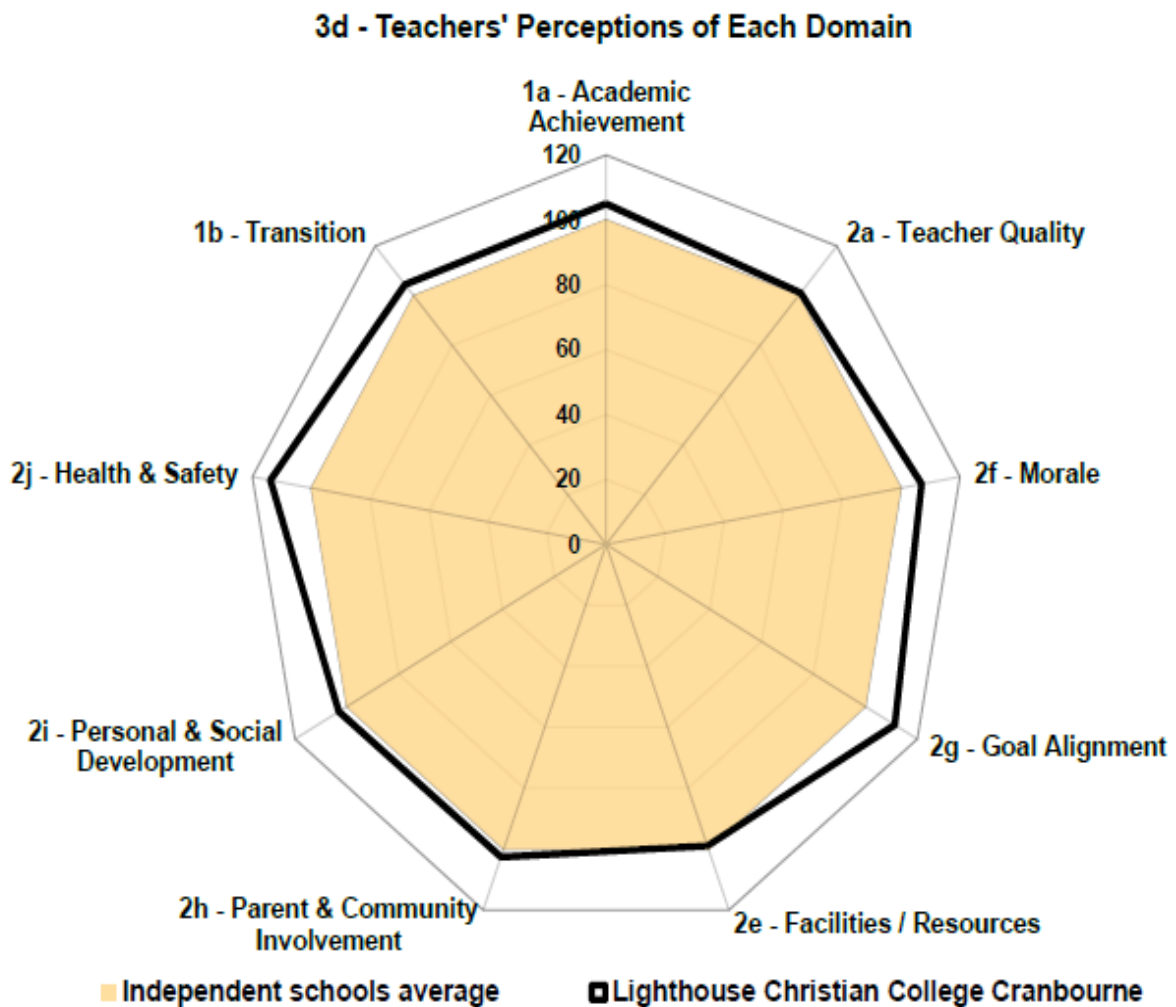
Radar Chart 3b: Students' Perceptions

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 *LEAD* domains of school effectiveness from the perspectives of the 2014 teaching staff. The results were derived from the 2014 Independent Schools Victoria Staff Satisfaction Survey. The questions used in each of the domains have been explained in Section 2 of this report.



VCE and POST-SCHOOL DESTINATIONS

We had 19 Year 12 students in 2015. All 19 students sat the VCE in 2015. Every one of them obtained a full VCE Certificate. The highest ATAR score was 83.5. One student moved on to New Zealand at the end of the year. Another student decided to do Bible College and enrolled into a Bachelor's degree course. The other 17 applied to tertiary institutions and all of them have entered tertiary studies. 11 entered University education while 3 entered TAFE and one enrolled in a private college. They are all going on in their faith and being effective witnesses for Jesus. About 5 of last year's exiting students are doing part time work at our College while doing their studies. We intend to keep in touch with this group (and our earlier two batches of VCE students) as they continue study and later as they enter the work force.

VALUE ADDED

In 2015, we completed a new Multipurpose Hall (Stage 4G). We also completed the road exit from the property and much of the drainage for Melbourne Water. We have been building steadily but there is still much more to be done.

Lighthouse Christian College Cranbourne continues to maintain a disciplined and caring environment and this has helped many students who might otherwise have been distracted or unmotivated. Character development is a major emphasis at the College and this has provided a good basis for leadership development. Students who exhibited good character were given responsibilities which further developed leadership in them. Daily homework has helped them master work done at school and to develop good study habits.

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 competition was encouraged both in class and at play. Students were expected to concentrate and work hard during lessons, however, they were all given 45 minutes of organised play time (as time-tabled into their program) on a daily basis to increase or maintain their fitness level.

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

We held our second Spelling Bee Competition which was a great success. Students were extremely enthusiastic and performed exceptionally. We also held our inaugural Bible Challenge and Public Speaking competitions. The competitors showcased a wealth of Bible knowledge and outstanding speeches were delivered from budding preachers.

Secondary school camp was separated into two groups. A camp was held for Year 7 and 8 students at the end of Semester One and another for Year 9 to 12 at the end of the year. Both camps were held at Kyneton. We thank the management and staff of Kyneton Bushland Resort for welcoming us and making our stay as enjoyable as can be.

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 families as well.

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

Sports and games in the form of table tennis, basketball, are played daily. Students from Prep to Grade 6 had a week of swimming training. We had our inaugural Athletics Carnival at Casey Fields track stadium and plenty of pizza afterwards.

We still continued to have Canteen one day a week, a special treat for our students and occasionally, we held a sausage sizzle. Special thanks to mums who volunteer to make this possible.

As part of community involvement, our students continue to serve the food support centre of TurningPoint Family Church. They enjoy physical work and they are always looking for opportunities to help others.

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

The students donated generously to support missionaries and 'Oak for Orphans' (the sale of Oak milk) enabled us to maintain our support for our sponsor children and sponsored orphans while having the pleasure of adding an additional two children to our 'Oak for Orphans' project.

Many students participated in the Australian Mathematics Competition which was organised by Mrs Yong, who also coordinates Numeracy. Some exceptional results were obtained by our secondary students.

'Jump Rope for Heart' at the end of Term 2 was exciting and full of energy. All the funds raised went to the Heart Foundation for research and to support community health and well-being initiatives.

The 'Prep 100 Days' was better than the last one and the 2015 Preps had a memorable day.

We also had our inaugural Science, Technology, Music and Art Night and the multipurpose hall was filled with displays of student work, displays of skills and interesting science experiments. The food was good too.

Grade 6 Graduation Ceremony at the end of 2015 school year saw Grade 6 students rise up to a new level of confidence and self esteem. Our new Multipurpose Hall was completed in time for this celebration. This helped us cope with over 400 people who attended the function as no restaurant would have been able to cope with our crowd. Everyone was very impressed by the behaviour and attire of graduates. Their speeches were very impressive. As usual, the preparation (by Mrs. Simon) that went into getting the students ready was commendable.

Our third Year 12 Valedictory Dinner was held at the Cuckoo Restaurant. Most of our students continued with us, assisting in a variety of capacities, right to the end of the academic year. The dinner was attended by the VCE staff and the student's families. It was a very honouring and joyous occasion as each of the students made speeches full of gratefulness to the Lord and those who had been a part of their journey and contributed to their success.

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Some of them expressed the fact that moving to Lighthouse saved them from leaving school early and finally obtaining the VCE certificate. They were also grateful for the school sponsored external head start and VCE revision programs.

Presentation Night was a very successful event. The proceedings went smoothly and every one acted responsibly making the occasion an enjoyable one for all. The new multipurpose hall was packed with over 1000 people including students. There was still plenty of empty room in the new hall, making it obvious that we have solved our assembly area problem at least temporarily.

Leadership and financial state of the school

I have been blessed to be the Principal of this school over all these years of growth but 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) both very experienced staff, played a key role in the day to day running of the school and continue to be great assets to the school.

Mrs Mathews, who is the Business Manager has continued to help families plan their finances, organised bus services for students, kept student enrolments and records and managed our finances 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 2015 is as on the next page. As you will notice our major contributor of funds is the Commonwealth Government, without which a school like us would not be able to help families who are disadvantaged financially. The State Government was the next biggest contributor to our income. As a community, we only contributed a small portion to our school's income.

As expected, our major expenditure (76.7%) 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 a considerable sum of money which we will hold in reserve for future projects that will benefit our children.

Miss Zoe who is our Administration Manager has helped streamline the school office and its procedures. She continues to make all our events extra special and memorable. Many students seek her for her words of wisdom.

Our College Council members are actively working behind the scenes to steer the college in the way God wants it to. They are a steadfast and dedicated team who are unwavering in making sure that we keep our God given course. We can thank them for their prayerful and wise decisions as well as their unity. The College Council is made up of Ps Phil Cayzer, Mr Jacob Mathews, Mr Michael Goode, Mr Darren Evans, Mr Gregory Ohlson, Ps I. B. Williams, Mrs Shanta Mathews and Mr Emanuele Cicchiello.

We made the decision to purchase land for our first campus near Marriot Waters. We have work to do in establishing campuses so let us seek God for wisdom and resources.

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Financial Performance and Position

Financial Performance for the year ended 31st December 2015	
Reporting Framework	
Recurrent Income	
School fees	\$ 1,009,184
Other Fee Income	\$ 206,546
Private Income	\$ 397,482
State Government recurrent grants	\$ 2,048,012 (21.88% of income)
Australian Government recurrent grants	\$ 5,693,371 (60.85% of income)
Other Commonwealth Government Grants	\$ 2,000
Total Recurrent Income	\$ 9,356,595
Recurrent Expenditure	
Salaries, allowances and related expenses	\$ 5,653,360 (76.7% of expense)
Non Salary expenses	\$ 1,717,189
Total Recurrent Expenditure	\$ 7,370,549
Capital Income and Expenditure	
Government Capital Grants	\$ 0
Capital Fees & Levies	\$ 130,600
Other Capital Income	\$ 7,970
Total Capital Income	\$ 138,570
Total Capital Expenditure	\$ 3,367,807
Loans	
Refundable Enrolment Deposits – Opening Balance	\$ 173,249
– Closing Balance	\$ 192,330
Loans Recurrent - Opening Balance	\$ 0
Closing Balance	\$ 0
Loans Capital - Opening balance	\$ 384,629
Principal Repayment	\$ 98,922
Drawdowns	\$ 0
Closing Balance	\$ 285,707

School Contact Information

Address:	1785 South Gippsland Highway, Cranbourne. P.O. Box 5693, Cranbourne. 3977
Principal:	Mr Jacob Mathews
School Council President:	Mr Philip Cayzer
Telephone:	03 59961588
Website:	lighthousecranbourne.vic.edu.au
Email:	office@lccc.vic.edu.au

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.