

LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE
School Number: 2054

1785 South Gippsland Highway, Cranbourne, Vic. 3977

2016 Annual Report to the School Community



Concert Night- Year 10 item – I know who I am

What an amazing journey with God! To God be the glory for the things He has done. From 25 students (who were struggling academically) in 2004 and being still a campus of Lighthouse Christian College in Keysborough using two rooms without windows in the Cranbourne Library and depending on public facilities for amenities and play area to being a school in its own right having 770 students who are performing exceptionally well

academically and with quality buildings of our own. We had 3 staff members then and now over 100 staff and all this without a school signboard or advertisement is indeed a miracle of God! We can truly say – Ebenezer.

School Overview

Having registered as an independent school in January 2008, Lighthouse Christian College Cranbourne (LCCC) completed its 9th year of existence at the end of 2016. 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. In 2008 LCCC only received registration 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 2016, we had our fourth cohort of Year 12 students graduate from our school. There were only 36 students in all. In terms of VCE subjects, we were able to offer 13 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, increased staff numbers, many new facilities etc. 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. Year 12 students of 2016 have set new records in academic performance something that those of future years can aspire to improve on. We did not have any indigenous students at our school in 2016. 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 classrooms so we are in the process of getting permits to build more classrooms. There has been interest shown by churches at other locations to start a school like ours and so campuses are a possibility. 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 2016, the school enrolment had increased to 770 students. The increase of 72 is in reality an intake of more than 100 new students when we take into account the 35 students who exited from Year 12 and small numbers who exited other year levels. Our Prep intake of 71 meant that Prep remained double streamed. We are running short of classrooms and will need to build another block to accommodate the growth. By the end of 2016, we had planning permission to build a double story block with 15 classrooms which is now almost at lock up stage.

Not only do we need more buildings but we need to seek Casey Council's approval to increase our enrolment ceiling of 900 students on site to 1200. 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 9 years and into 2017 is tabulated below.

LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE
2016 Annual Report to the School Community

YEAR	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
No. of students	128	174	200	286	377	495	631	698	770	855
% increase	41%	36%	15%	43%	32%	31%	27%	10.6 %	10.3%	11%
No. of staff	17	25	26	34	59	65	85	100	112	

Year level sizes for 2016 were as follows

Year level	Prep	1	2	3	4	5	6	7	8	9	10	11	12	
No. of students	71	79	77	59	68	72	50	71	60	38	53	36	36	770
Male	40	48	37	26	37	32	24	30	23	20	25	12	13	367
Female	31	31	40	33	31	40	26	41	37	18	28	24	23	403

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	48	23	50	29	51	28	38	21	36	32	35	37	50	26	45	21	39	38	24	29	36	36	770

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 tertiary 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 93 %. 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' %	93.3	96.3	93.2	94.1	92.2	92.9	95	95.2	93.7	91.5
Girls' %	90.1	94.4	93.2	91.9	93.1	92.7	91.8	94	93.4	88.5
Average %	92.0%	95.4%	93.2%	93.1%	92.7%	92.8%	93.1%	94.5%	93.6%	90.0%

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

LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE
2016 Annual Report to the School Community

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. Attendance is also maintained in electronic form for the purpose of reporting to the government.

Staff details (non casual staff as per census day)

Staff		Teaching	Male	Female	Non Teaching	Male	Female
Full Time	67	31	9	22	36	7	29
Part Time	33	13	2	11	20	8	12
Total	100	44	11	33	56	15	41
FTE	87.4	40.1	10.6	29.5	47.3	11	36.3

There were no indigenous staff employed at the school in 2016.

We had at least another 20 casual staff so the administration had to keep track of about 120 staff.

Staff signed in daily to show attendance and any absence required the completion of a leave form.

Staff attendance in 2016 was outstanding. 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. Staff attendance rate for 2016 was 98% (not taking into consideration leave taken without pay).

Attrition rate for 2016 was about 6.5%. Staff retention rate was 93.5%.

As many as 18 of our ex students who were attending tertiary studies did casual part time work at the school.

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 hold 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 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 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, various staff (professional development) in-services and external professional development meetings 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 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. The Australian newspaper has ranked us as number 21 in the state amongst all Primary schools and number 11 in the state amongst the Secondary schools. That is an excellent result and we can thank the Lord and our community for it. This is just another by-product of our commitment to the Lord Jesus Christ for He is the Lord of all wisdom and knowledge.

NAPLAN Results from 2013 to 2016

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 2016, the socio-economic standard of our families has dropped to 1049 from 1077 in 2015. The ICSEA value decrease implies that we are catering for more families who are needy. For the vast majority of families, English is not their first language. In reality, about 85% of our students

Student background				
<u>Index of Community Socio-Educational Advantage (ICSEA)</u>				
School ICSEA value	1049			
Average ICSEA value	1000			
Data source	Parent information			
<i>Distribution of students \geq</i>				
	Bottom quarter	Middle quarters		Top quarter
School Distribution	17%	26%	32%	25%
Australian Distribution	25%	25%	25%	25%
<i>Percentages are rounded and may not add to 100</i>				

probably will not use English except at school. This is one of the reasons why we offer free English tuition after school.

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 and we are implementing more strategies to make sure that the use of English does not stop with the school hours.

As most of you are aware, we have already started Bible comprehension on a daily basis after school. This was a God inspired strategy when I was about to be satisfied with what we were already achieving. God said that we can do better. I am sure this is going to bring many benefits in the lives of our children and that of our families. Improvement in English is going to be one of them.

The following is a tabulated summary of the primary and secondary school results as displayed on the 'My School' website starting with 2016 which is the most recent to 2013.

LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE
2016 Annual Report to the School Community

2016	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	455 438 - 472		472 457 - 486		501 486 - 517		527 508 - 545		460 445 - 475	
	SIM 435 426 - 444	ALL 426	SIM 429 421 - 437	ALL 421	SIM 428 420 - 437	ALL 420	SIM 447 437 - 456	ALL 436	SIM 410 401 - 418	ALL 402
	517 503-531		530 516-543		551 538-564		599 584-615		549 536-562	
Year 5	514 506-523		484 476-492		504 496-512		521 511-530		502 494-510	
	577 563-590		589 573-604		626 612-640		618 603-634		596 583-610	
	517 503-531		530 516-543		551 538-564		599 584-615		549 536-562	
Year 7	552 545-559		523 515-532		559 551-567		555 546-564		566 558-574	
	594 577-612		590 567-614		639 619-658		623 603-643		653 637-670	
	514 506-523		484 476-492		504 496-512		521 511-530		502 494-510	
Year 9	588 581-595		557 547-566		593 585-601		578 569-586		602 594-609	
	514 506-523		484 476-492		504 496-512		521 511-530		502 494-510	
	514 506-523		484 476-492		504 496-512		521 511-530		502 494-510	

Selected school's average is

- substantially above
- above
- close to
- below
- substantially below

- average of schools serving students from statistically similar socio-educational backgrounds (SIM box)
- average of all Australian schools (ALL box)

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	518 509-527		496 487-504		511 503-519		521 512-530		510 502-518	
	575 562-589		583 567-598		631 617-645		640 624-655		600 586-613	
	518 509-527		496 487-504		511 503-519		521 512-530		510 502-518	
Year 7	565 557-572		532 524-541		555 548-563		557 548-566		557 549-565	
	619 604-635		621 601-642		667 650-684		641 624-659		683 669-697	
	565 557-572		532 524-541		555 548-563		557 548-566		557 549-565	
Year 9	600 593-608		570 561-580		594 585-601		584 575-592		602 595-609	
	619 604-635		621 601-642		667 650-684		641 624-659		683 669-697	
	600 593-608		570 561-580		594 585-601		584 575-592		602 595-609	

LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE
2016 Annual Report to the School Community

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

The performance of students in 2014 displayed above and 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 419 416-432	SIM 424 416-432	ALL 416 416-432	SIM 418 409-426	ALL 411 409-426	SIM 439 429-449	ALL 428 429-449	SIM 407 399-415	ALL 397 399-415
Year 5	525 508-543		531 514-548		576 559-592		577 558-596		507 491-522	
	SIM 511 503-520	ALL 502 503-520	SIM 486 478-495	ALL 478 478-495	SIM 500 492-508	ALL 494 492-508	SIM 510 501-520	ALL 501 501-520	SIM 495 487-503	ALL 486 487-503
Year 7	571 543-557		605 586-624		650 633-668		621 601-640		642 626-658	
	SIM 550 543-557	ALL 541 543-557	SIM 529 521-538	ALL 517 521-538	SIM 556 550-566	ALL 549 550-566	SIM 547 540-558	ALL 535 540-558	SIM 551 543-557	ALL 542 543-557
Year 9	577 557-598		599 571-626		624 601-647		585 561-608		669 650-688	
	SIM 592 585-599	ALL 580 585-599	SIM 567 558-577	ALL 554 558-577	SIM 592 584-600	ALL 583 584-600	SIM 589 581-598	ALL 573 581-598	SIM 595 588-602	ALL 584 588-602

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

LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE
2016 Annual Report to the School Community

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.

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

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 2016, we need to compare their performance in 2014. This 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. Wesley, Mrs Burratto, Mrs Alex, Mrs Kenneth, Mrs Wankadia, Mr. Choi and Miss Tang, etc. to achieve this progress.

Our students have performed exceptionally well in Numeracy at all levels and Mrs Yong and Mrs Jacob, Mrs. Fang, Mrs. Joseph, Mrs. Padmaja are to be congratulated for their input in achieving this success. As can be observed from the tabulated figures given, we had an outstanding performance in Literacy and numeracy. In most areas the lowest figure in the range given to our results is above the highest figure given to similar schools. For instance our lowest figure given in the Grade 3 numeracy is 445 while the highest figure given in the range for similar schools' is 418, In Grade 5 numeracy, our lowest is 536 and similar schools' highest is 510. We can observe the same pattern in all the results except in Grade 3, 5 and Year 9 Reading. Let us work at our Reading comprehension while we maintain the rest and see our children perform better. All these good results could not have been possible if our Prep, Grade 1 and Grade 2 teachers had not laid such a good foundation in literacy and numeracy. (See 'My School' website for greater detail.)

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. Let us not be carried away by skewed research results and maintain what we know are tried and tested methods of teaching. We know that surveys can obtain any desired result depending on the questions asked. There are also too many Phd. students who need some new topic to work on. 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 2016, 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

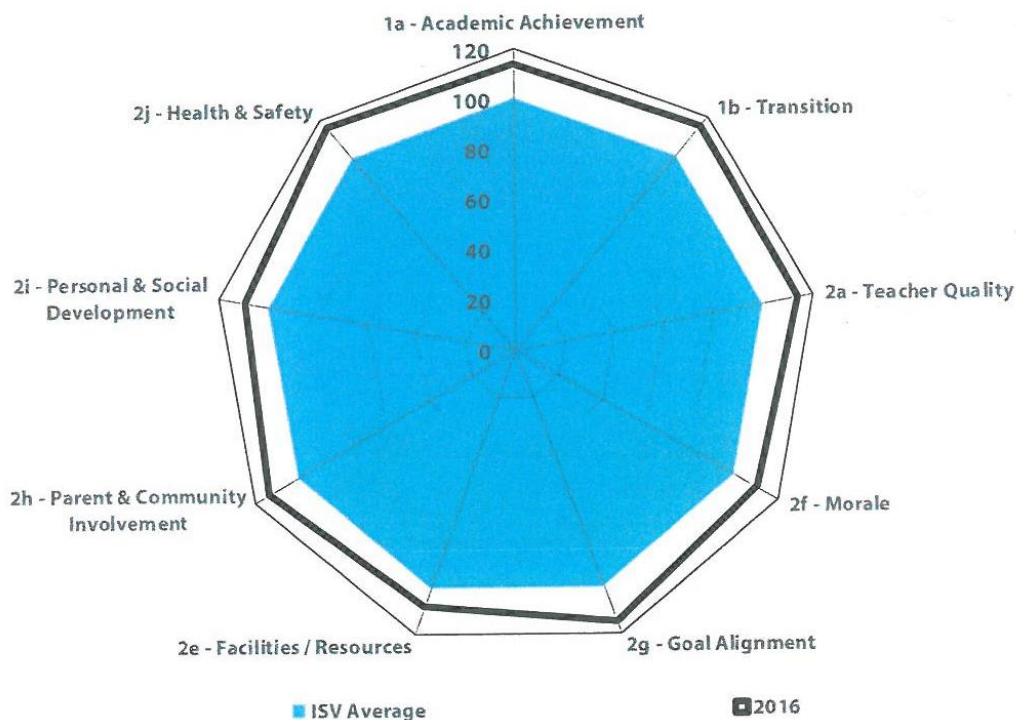
Lighthouse Christian College Cranbourne participated in the LEAD survey organised by ISV along with other independent schools in 2016. Staff, parents and students were asked to complete a questionnaire to determine the level of parent satisfaction, staff satisfaction and student satisfaction with the school in various areas. We participate in the survey every alternate year. The next eight pages are a summary of the report from the 2016 survey in chart format.

First chart gives us an overall view of how parents at LCCC view the College's performance in the different domains of school effectiveness.

PARENT PERCEPTIONS

The following two pages present detailed perceptions of school quality for each of the LEAD domains of school effectiveness from the perspective of the parents at Lighthouse Christian College Cranbourne.

The results were derived from the school's participation in the LEAD Parent Satisfaction Survey.

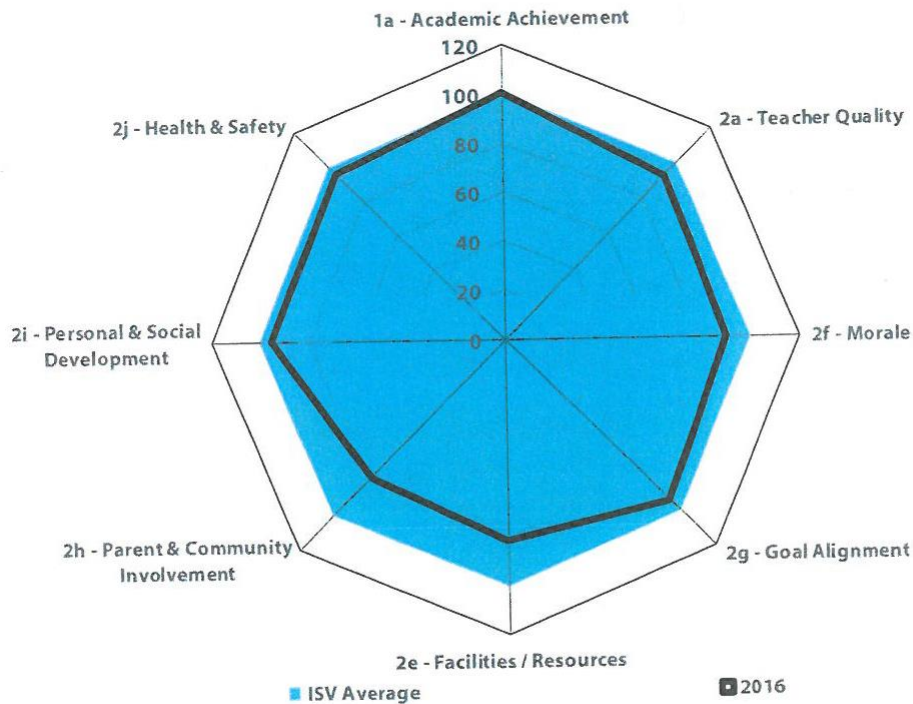


The radar chart above indicates that our parents are very satisfied with the school and would want us to keep going the way we are. 232 parents out of 384 participated in the survey and the margin of error is 4%.

STUDENT PERCEPTIONS

The following two pages present detailed perceptions of school quality for each of the LEAD domains of school effectiveness from the perspective of students at Lighthouse Christian College Cranbourne.

The results were derived from the school's participation in the LEAD Student Satisfaction Survey.

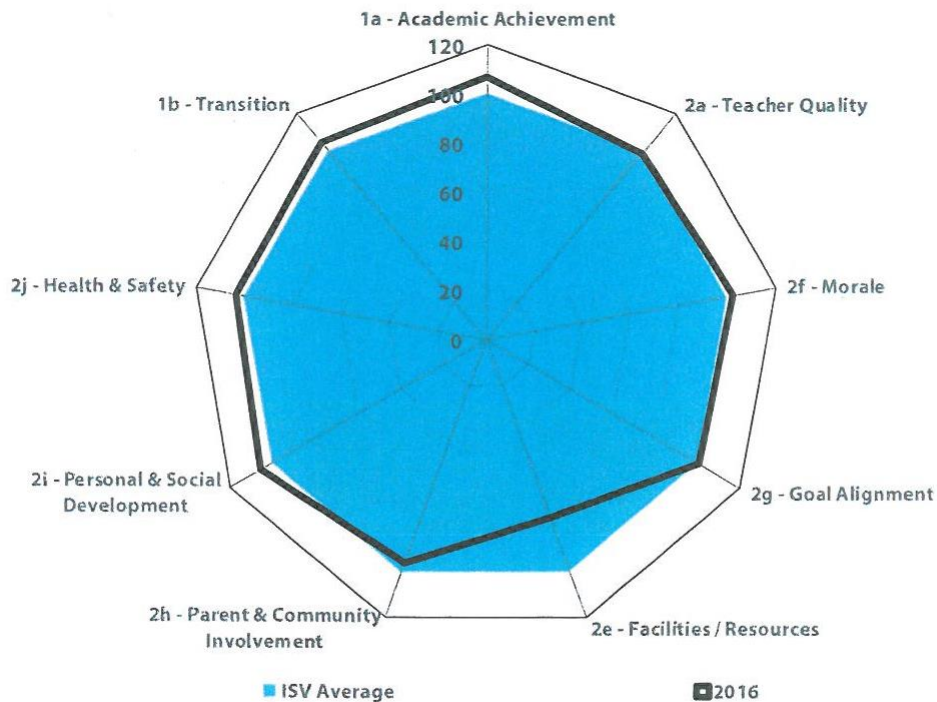


The student perceptions shows that they are expecting more of the College. The school intends to take on the challenge of meeting that expectation within the next couple of years. As we all know, young children especially during teenage years, don't always know what is good for them or even the blessings they are experiencing and are easily influenced by a society that is in an entitlement mode wanting all the fun and success without pain. We also know that without pain there is no gain. That is why we give them parental guidance. The next chart shows that by the time our students get to Year 12 most of them appreciate the pain of work they had to put in, in earlier years.

YEAR 12 EXIT STUDENT PERCEPTIONS

The following two pages present detailed perceptions of school quality for each of the LEAD domains of school effectiveness from the perspective of exiting Year 12 students at Lighthouse Christian College Cranbourne.

The results were derived from the school's participation in the LEAD Year 12 Exit Survey.



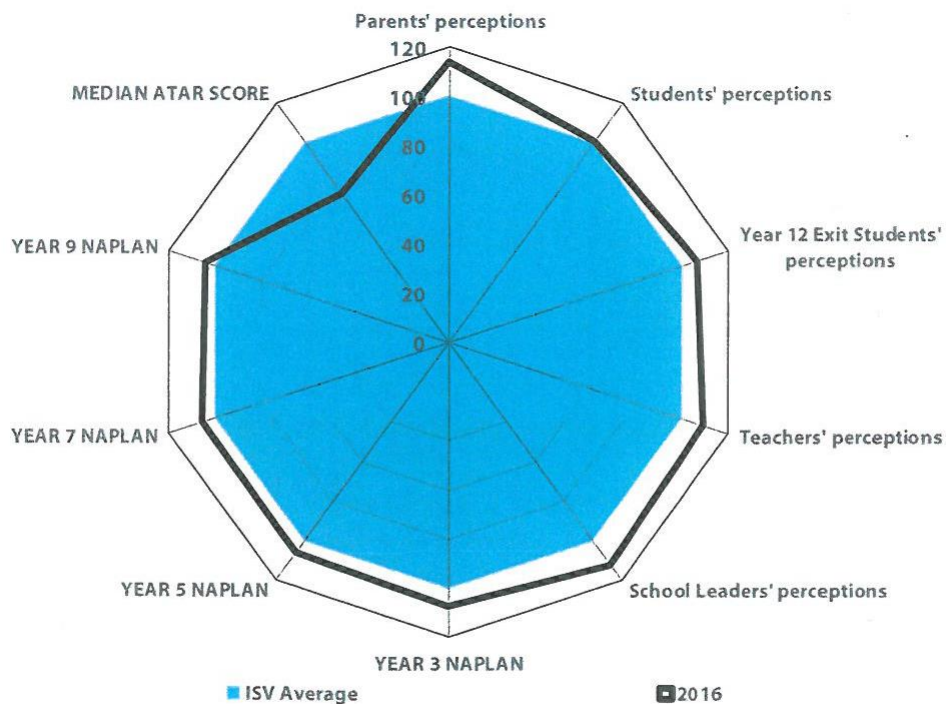
The perception of Year 12 students from the radar chart above indicates they are reasonably satisfied with all areas of the school except its facilities and resources. As a new school establishing itself, we are always upgrading our facilities and resources but we are still a long way from having all the bells and whistles that more affluent and established schools provide. This said, there is no disadvantage for students at our school as they are provided with everything they require to excel and be successful.

ACADEMIC ACHIEVEMENT

The following two pages show Lighthouse Christian College Cranbourne's Academic Achievement from the perspectives of the parents, students, teachers and school leaders (the subjective indicators).

motivated students are to learn; the development of thinking and reasoning skills; and how challenged students are in their studies. The five objective indicators are the school's NAPLAN results and median ATAR score.

Stakeholders were asked a series of compatible questions around how well the school teaches basic skills; how

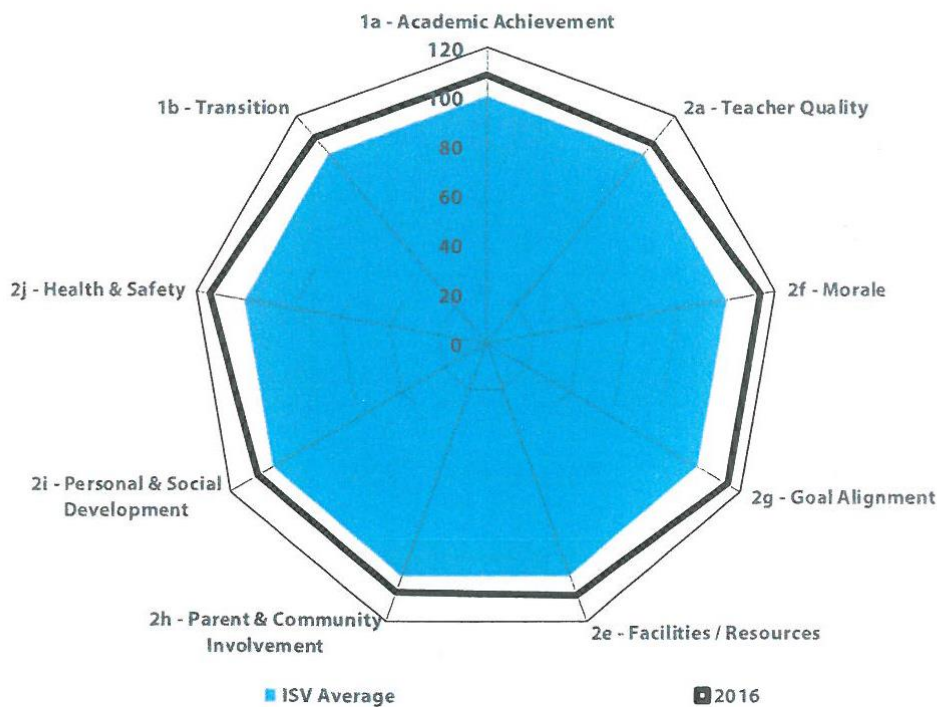


Excellent results in the Naplan and improved result in VCE are reflected above.

TEACHERS PERCEPTIONS: School Effectiveness

The following two pages present detailed perceptions of school quality for each of the LEAD domains of school effectiveness from the perspective of teachers at Lighthouse Christian College Cranbourne.

The results were derived from the school's participation in the LEAD Staff Satisfaction Survey.



Obviously the staff think that the school is one of the best they have worked at. Most staff consider it a privilege to work at LCCC. Its Godly atmosphere and students who work hard is very satisfying to the incredibly hardworking staff.

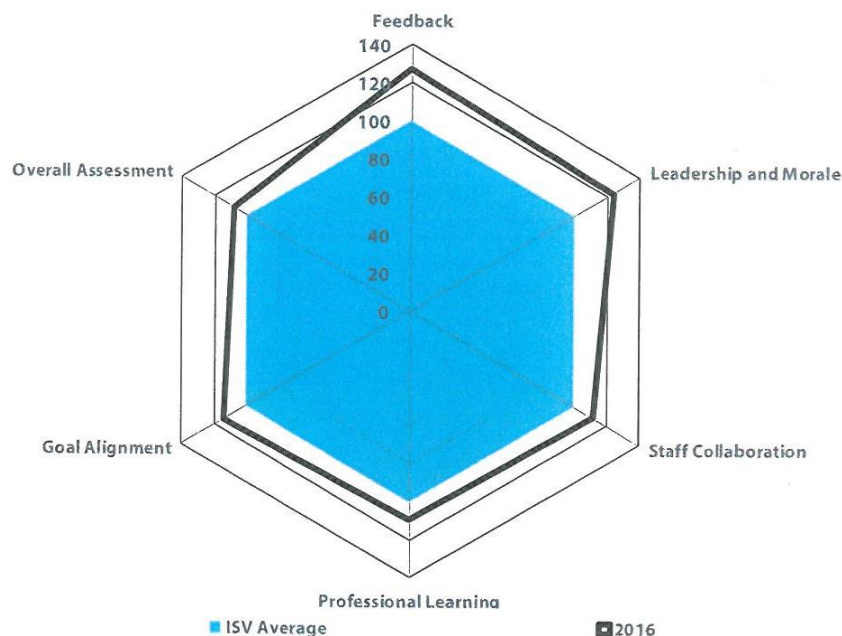
TEACHERS PERCEPTIONS: The Workplace

The following two pages present an overview of how teaching staff perceive the working environment at Lighthouse Christian College Cranbourne.

The results were derived from the LEAD Staff Satisfaction Survey, and are not included in the LEAD domains of school effectiveness.

The questions for each of these five domains are taken directly from the LEAD Staff Satisfaction Survey.

Please note that data in the LEAD Report have been treated differently to the Staff Survey in that all the benchmarks and your school's results have been averaged to a score of 100 to enable a straightforward comparison.



The staff feel well supported and like the work environment even though our facilities are not elegant. Good relationships, supportive and caring environment with a focus on a common vision make it a great place to work at.

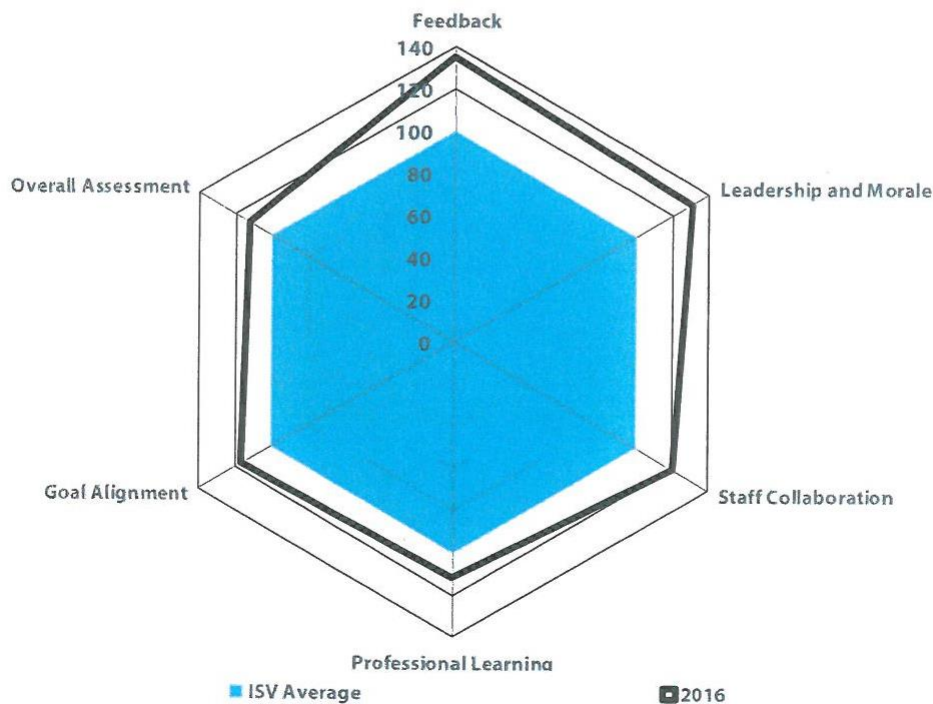
SCHOOL LEADERS PERCEPTIONS: The Workplace

The following two pages present an overview of how teaching staff perceive the working environment at **Lighthouse Christian College Cranbourne**.

The results were derived from the LEAD Staff Satisfaction Survey, and are not included in the LEAD domains of school effectiveness.

The questions for each of these five domains are taken directly from the LEAD Staff Satisfaction Survey.

Please note that data in the LEAD Report have been treated differently to the Staff Survey in that all the benchmarks and your school's results have been averaged to a score of 100 to enable a straightforward comparison.

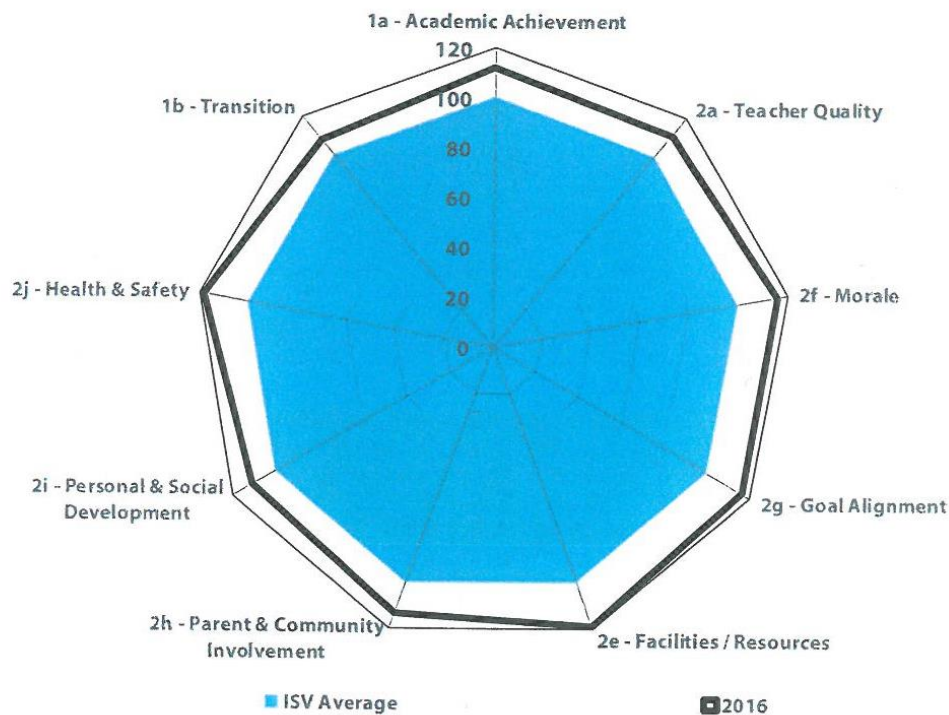


The school leaders who have had many years of experience and have seen many educational institutions are amazed at the cooperation that they receive from staff and students alike. They consider this school the happiest place to work in.

SCHOOL LEADERS PERCEPTIONS: School effectiveness

The following two pages present detailed perceptions of school quality for each of the LEAD domains of school effectiveness from the perspective of teachers at Lighthouse Christian College Cranbourne.

The results were derived from the school's participation in the LEAD Staff Satisfaction Survey.



We have had a very stable leadership maintaining continuity of vision. There has been great unity and friendship amongst the leaders thus far. The perspective of the leaders would give a better understanding of progress made as these school leaders have been there from early days and can see the achievements over the years. They tend to see the growth and achievements with greater awe than the other stakeholders at LCCC. Hence in their eyes this is a unique and outstanding school.

VCE and POST-SCHOOL DESTINATIONS

We had 36 Year 12 students in 2016. One student decided to complete VCE over two years. Four students went into the work force and one student received a basketball scholarship to America while another did not apply to the Universities. The remaining 29 students (80%) received places at the local universities. Courses offered included Accounting, Arts, Biomedical Science, Business, Criminal Justice, Engineering, Legal, Nursing and other medical courses, Science etc. Every one of the 36 students obtained a full VCE Certificate. The highest study score (out of 50) was 48 and that was obtained in VCD. The highest ATAR score was 96.25 which set a new record for the school and the student received the Victorian Baccalaureate as well. This was followed by a 94.55, 88.8, 86.15 etc. Many of our students who are doing tertiary studies also work for us at the school on a casual basis. The 2016 students have set a new record and standard for those yet to sit for VCE to aspire to.

VALUE ADDED

In 2016 there were no new building projects but work was done to the Melbourne Water Drainage requirements and permits obtained for Stages 4F, 6A, 6B and 7. Work is expected to be completed on some of these in 2017.

Much of rest of this report resembles the report for 2015 as similar activities and events were held in both years.

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 third Spelling Bee Competition which was a great success. Students were extremely enthusiastic and performed exceptionally. We also held our third 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.

LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE
2016 Annual Report to the School Community

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. At Chapel prayer and intercession 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. At PE students mastered tennis, volleyball, basketball and indoor soccer.

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 a large 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.

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' gave our prep children and families much joy. 2016 Preps had a memorable day. There were so many Prep children who had not missed a single day of school in the 100 days.

We also had our biannual concert and the multipurpose hall was filled to capacity with family and friends. Items were of exceptional quality. The food was good too.

In October we held a before school student breakfast which was well attended and much enjoyed by the student body.

Grade 6 Graduation Ceremony at the end of 2016 school year saw Grade 6 students rise up to a new level of confidence and self esteem. Everyone was very impressed by the behaviour and attire of graduates. Their speeches were very impressive. As usual, the preparation (by Mrs. Simon and Mrs Burratto) that went into getting the students ready was commendable. Our fourth 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

LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE
2016 Annual Report to the School Community

the Lord and those who had been a part of their journey and contributed to their success. 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 1200 people including students.

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 and Curriculum 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. We did not have any bad debts in 2016!

Our financial performance for 2016 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. We thank the Governments for their support in our efforts to make Australia a better nation and assure them that this is certainly one of their best investments.

As expected, our major expenditure (79%) 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.

LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE
2016 Annual Report to the School Community

Financial Performance and Position

Financial Performance for the year ended 31st December 2016	
Reporting Framework	
Recurrent Income	
School fees	\$ 1,055,694
Other Fee Income	\$ 233,991
Private Income	\$ 425,734
State Government recurrent grants	\$ 2,436,689 (22.9 % of income)
Australian Government recurrent grants	\$ 6,469,073 (60.8 % of income)
Other Commonwealth Government Grants	\$ 6,648
Total Recurrent Income	\$ 10,627,829
Recurrent Expenditure	
Salaries, allowances and related expenses	\$ 6,730,108 (79 % of expense)
Non Salary expenses	\$ 1,786,353
Total Recurrent Expenditure	\$ 8,516,461
Capital Income and Expenditure	
Government Capital Grants	\$ -
Capital Fees & Levies	\$ 146,093
Other Capital Income	\$ 9,330
Total Capital Income	\$ 155,423
Total Capital Expenditure	\$ 559,796
Loans	
Refundable Enrolment Deposits – Opening Balance	\$ 192,330
– Closing Balance	\$ 218,804
Loans Recurrent - Opening Balance	\$ -
Closing Balance	\$ -
Loans Capital - Opening balance	\$ 285,707
Principal Repayment	\$ 104,220
Drawdowns	\$ -
Closing Balance	\$ 181,487

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.