

LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE
School Number: 2054

1785 South Gippsland Highway, Cranbourne, Vic. 3977

2017 Annual Report to the School Community



Stage 4F completed and ready for use in 2018 – 2400sq.m. of floor space – 15 classrooms and new Administration.

Lighthouse Christian College Cranbourne completed 10 years as a school at the end of 2017. What an amazing journey with God! To God be the glory for the things He has done. We finished the year with the best VCE result so far. Praise the Lord! NAPLAN results still looking very good. Enrolment numbers increased from 770 to 863 and as we are close to our permitted 900 on site we have applied for an amendment. This year we went through a painful time when Xinyu and her mother Mei Li were killed as they were exiting our school after their mid-year Parent-Teacher Interview. That left all of us devastated for days and we were comforted by the fact that Xinyu and her mum are in heaven and we will see them one day. We completed a state of the art new building for use in 2018. Stage 4F as it is known consists of 15 classrooms and an administration wing. And we have laid the groundwork necessary to start a new school in Griffith, NSW.

School Overview

Having registered as an independent school in January 2008, Lighthouse Christian College Cranbourne (LCCC) completed its 10th year of existence at the end of 2017. 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 2017, we had our fifth 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. VCE students of 2017 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 2017. Our vision to serve the indigenous community is not abated but we continue to 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 2017, the enrolment at LCCC was 863 students. The increase of 93 students compared to 2016 enrolment is in reality an intake of more than 150 new students when we take into account the 36 students who exited from Year 12 and small numbers who exited other year levels. Our Prep intake for 2017 was 75 students. Having run short of classrooms we had to have a single classroom for our 77 Grade 6 students. By the end of 2016, we had planning permission to build a double story block with 15 classrooms which was completed in 2017

Not only did we need more buildings but we needed 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 10 years and into 2018 is tabulated below.

YEAR	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
No. of students	128	174	200	286	377	495	631	698	770	863	940
% increase	41%	36%	15%	43%	32%	31%	27%	10.6 %	10.3%	11%	8.9%
No. of staff	17	25	26	34	59	65	85	100	112	106	120

LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE
2017 Annual Report to the School Community

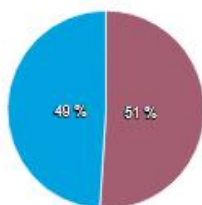
Year level sizes for 2017 were as follows

Year level	Prep	1	2	3	4	5	6	7	8	9	10	11	12	
No. of students	75	84	87	83	68	73	77	63	73	56	36	52	36	863
Male	36	42	50	41	32	41	38	32	33	22	19	25	12	423
Female	39	42	37	42	36	32	39	31	40	34	17	27	24	440

Students

Total enrolments: 863

Boys 423
Girls 440



Full-time equivalent enrolments: 863.0

Indigenous students



Language background other than English



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	
2017	50	25	50	34	48	39	46	37	40	28	43	30	77	45	18	45	28	38	18	36	29	23	36	863

We had composite grades from 2008 to 2011. From 2012, there were no more composite grades but rather large sized classes. In 2017 the Grade 6 was held in one large classroom due to lack of classrooms. We had up to two teachers and three teacher’s aides to help in the large class. 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 %. 80% of our students attended 90% or more of the days. Preps and VCE student attendance were not included in the data. 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. Attendance for the whole year for Grade 1 to Year 10 students are as follows:

Grade	1	2	3	4	5	6	7	8	9	10
Boys' %	88.9	92.4	93.3	94	91.9	91	94.8	92.4	93.1	93.7
Girls' %	93.0	92.5	92.6	92.5	88.7	92.1	91	90.7	91.2	91.4

LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE
2017 Annual Report to the School Community

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. 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	72	37	12	25	35	6	29
Part Time	34	11	2	9	23	11	12
Total	106	48	13	34	58	17	41
FTE	92.9	45.1	13.6	31.5	47.8	12	35.8

There were no indigenous staff employed at the school in 2017.

We had at least another 32 casual staff on top of the 110 staff who were permanent during the year so the administration had to keep track of over 140 staff.

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

Staff attendance in 2017 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 2017 was 99% (not taking into consideration leave taken without pay). Attrition rate for 2017 was about 8.8% not including casual staff. Staff retention rate was 91.2%. Only one teacher moved on at the end of the year. As many as 35 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.

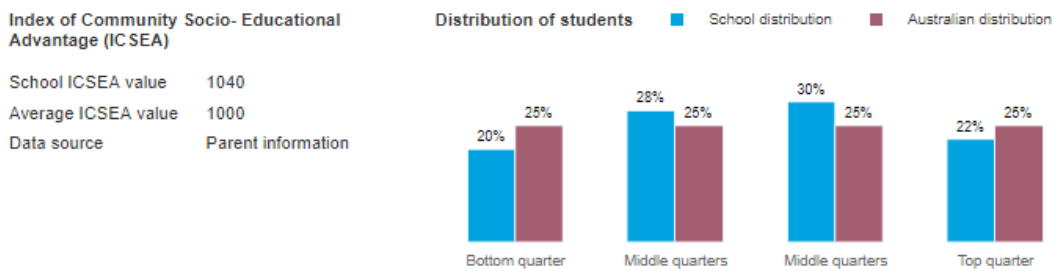
Student Progress & Achievements Student Learning

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.

NAPLAN Results from 2013 to 2017

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 2017, the socio-economic standard of our families has dropped to 1040 from 1049 in 2016. 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, probably about 85% of our students will not use English except at school. This is one of the reasons why we offer free English tuition after school.

Student background



Percentages are rounded and may not add to 100

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. As Reading has been our weakest area, we have implemented various 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 initiative that continues to bear fruit. Our students are getting more familiar with what the Bible says while they make progress in their Reading Comprehension. This is also drawing some families together to do their devotion around the Bible passage being read. We have also started intensive reading classes for younger students who are not making enough progress in reading.

LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE
2017 Annual Report to the School Community

The following is a tabulated summary of the primary and secondary school results as displayed on the 'My School' website starting with 2017 which is the most recent to 2013.

2017	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	443 429-457		483 471-496		483 470-496		496 481-511		451 438-463	
	SIM 436 427-445	ALL 431	SIM 415 407-423	ALL 414	SIM 422 413-430	ALL 415	SIM 445 436-455	ALL 439	SIM 416 408-424	ALL 409
	528 514-542		545 532-559		580 567-594		591 576-607		546 533-558	
Year 5	SIM 510 501-519	ALL 506	SIM 478 470-487	ALL 473	SIM 505 497-513	ALL 501	SIM 506 497-515	ALL 499	SIM 502 494-510	ALL 494
	551 537-565		581 565-596		635 620-649		613 597-629		610 596-623	
	SIM 549 541-556	ALL 545	SIM 518 510-527	ALL 513	SIM 552 544-560	ALL 550	SIM 546 538-555	ALL 542	SIM 553 545-560	ALL 554
Year 7	579 565-593		592 573-610		664 649-680		623 607-639		644 631-657	
	SIM 584 577-592	ALL 581	SIM 563 554-573	ALL 552	SIM 591 583-599	ALL 581	SIM 583 574-591	ALL 574	SIM 594 587-601	ALL 592
	551 537-565		581 565-596		635 620-649		613 597-629		610 596-623	

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)

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	SIM 514 506-523	ALL 502	SIM 484 476-492	ALL 476	SIM 504 496-512	ALL 493	SIM 521 511-530	ALL 505	SIM 502 494-510	ALL 493
	577 563-590		589 573-604		626 612-640		618 603-634		596 583-610	
	SIM 552 545-559	ALL 541	SIM 523 515-532	ALL 515	SIM 559 551-567	ALL 543	SIM 555 546-564	ALL 540	SIM 566 558-574	ALL 550
Year 7	594 577-612		590 567-614		639 619-658		623 603-643		653 637-670	
	SIM 588 581-595	ALL 581	SIM 557 547-566	ALL 549	SIM 593 585-601	ALL 580	SIM 578 569-586	ALL 569	SIM 602 594-609	ALL 589
	517 503-531		530 516-543		551 538-564		599 584-615		549 536-562	

LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE
2017 Annual Report to the School Community

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 565 557-572	ALL 546	SIM 532 524-541	ALL 511	SIM 555 548-563	ALL 547	SIM 557 548-566	ALL 541	SIM 557 549-565	ALL 543
	619 604-635		621 601-642		667 650-684		641 624-659		683 669-697	
	606 590-621		608 587-628		653 636-670		615 597-632		653 638-667	
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

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
	530 515-545		545 530-560		571 557-585		585 568-602		510 497-513	
Year 5	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
	580 564-595		569 551-586		640 624-657		598 580-616		658 642-673	
	606 590-621		608 587-628		653 636-670		615 597-632		653 638-667	
Year 7	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
	580 564-595		569 551-586		640 624-657		598 580-616		658 642-673	
	606 590-621		608 587-628		653 636-670		615 597-632		653 638-667	
Year 9	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 2015 displayed above and 2014 is displayed below.

LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE
2017 Annual Report to the School Community

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

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 results. Special thanks to our teachers and parents.

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 2017, we need to compare their performance in 2015 and 2013. Students in Grade 3 in 2013 would have sat for Grade 5 in 2015 and would have done their Year 7 in 2017. 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 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, Mrs Glory, 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 outstanding performances 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 438 while the highest figure given in the range for similar schools' is 424, In Grade 5 numeracy, our lowest is 533 and similar schools' highest is 510. We can observe the same pattern in all the results except in Reading. Let us continue to 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.)

LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE
2017 Annual Report to the School Community

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 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. Our track record of over 6 years of continued success in Naplan gives us great confidence that we are on the right track and we remain consistent in our teaching approach.

NATIONAL PARTNERSHIPS (Initiatives and their progress)

Our school continues to use 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. LCCC makes sure that initiatives using public funds are not wasted.

LEAD SURVEY

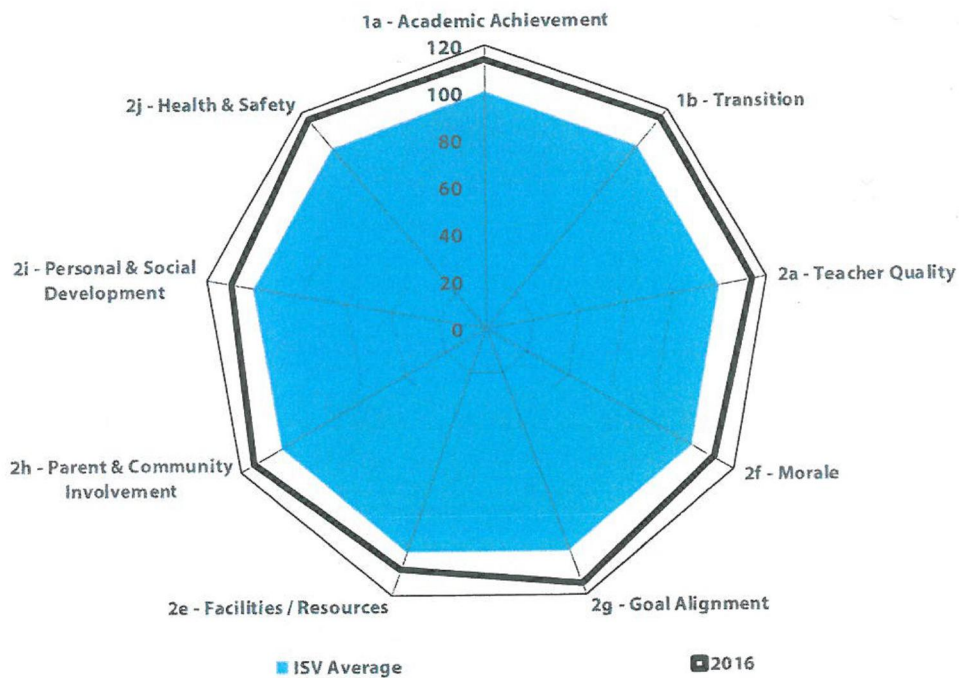
Lighthouse Christian College Cranbourne participated in the LEAD survey organised by ISV along with other independent schools in 2016. Staff, parents and students were asked to complete a questionnaire to determine the level of parent satisfaction, staff satisfaction and student satisfaction with the school in various areas. We participate in the survey every alternate year. We will participate in a whole school survey in 2018 so the school community satisfaction provided in this report is no different to that which we saw last year. It is being repeated in this report for the sake of our new families and as general community information.

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.

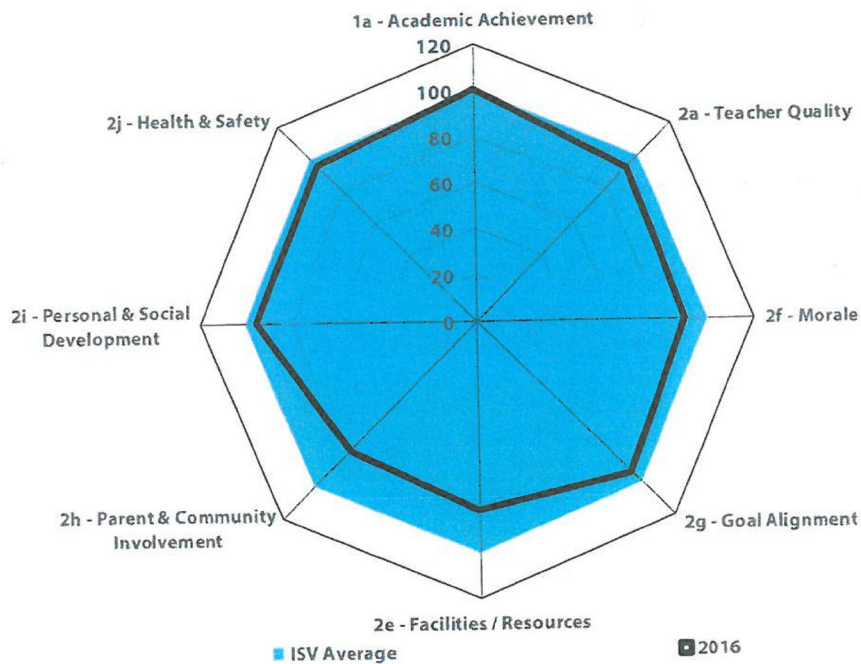


The radar chart above indicates that our parents are very satisfied with the school and would want us to keep going the way we are. 232 parents out of 384 participated in the survey and the margin of error is 4%.

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.

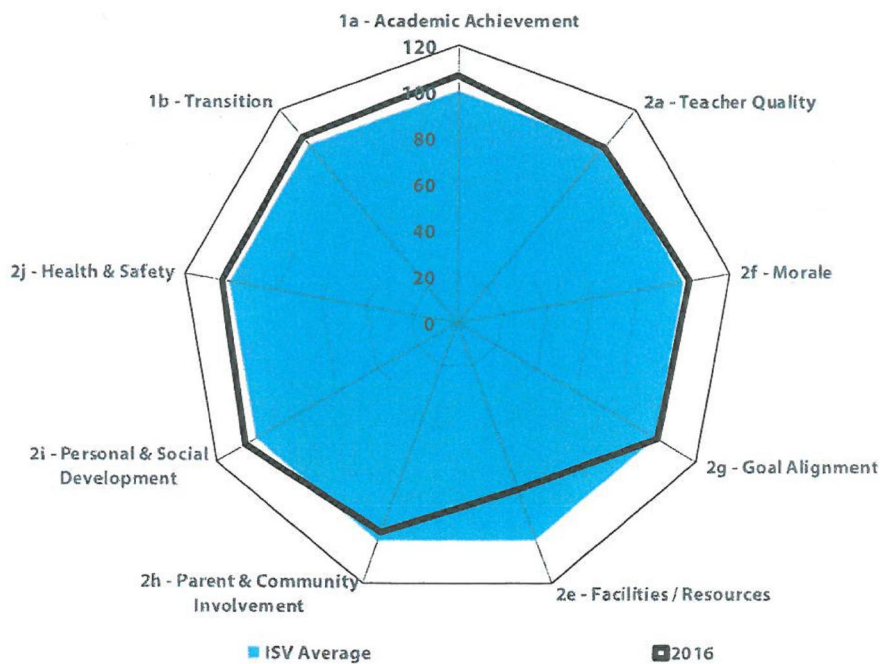


The student perceptions shows that they are expecting more of the College. The school intends to take on the challenge of meeting that expectation within the next couple of years. As we all know, young children especially during teenage years, don't always know what is good for them or even the blessings 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.



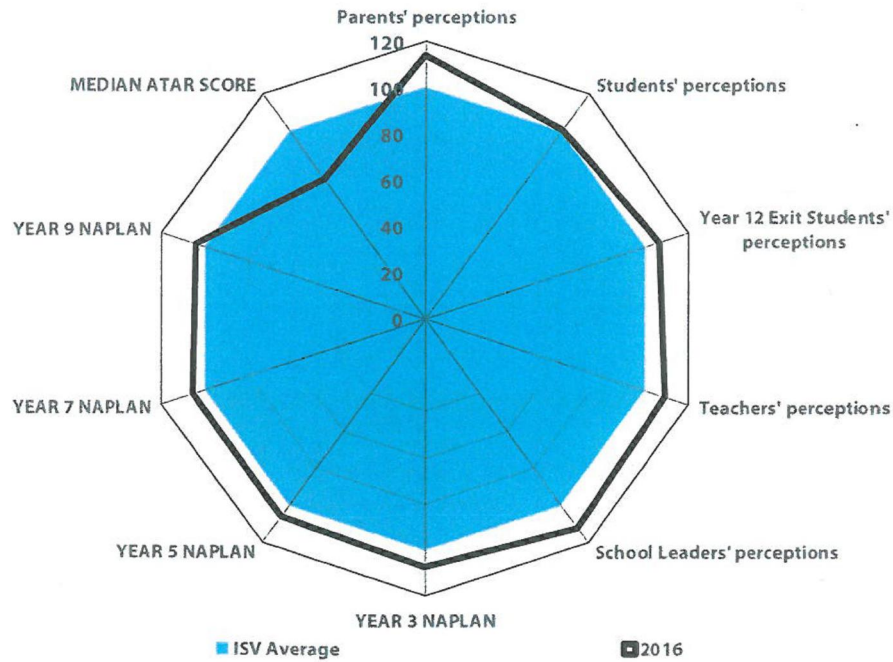
The perception of Year 12 students from the radar chart above indicates they are reasonably satisfied with all areas of the school except its facilities and resources. As a new school establishing itself, we are always upgrading our facilities and resources but we are still a long way from having all 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

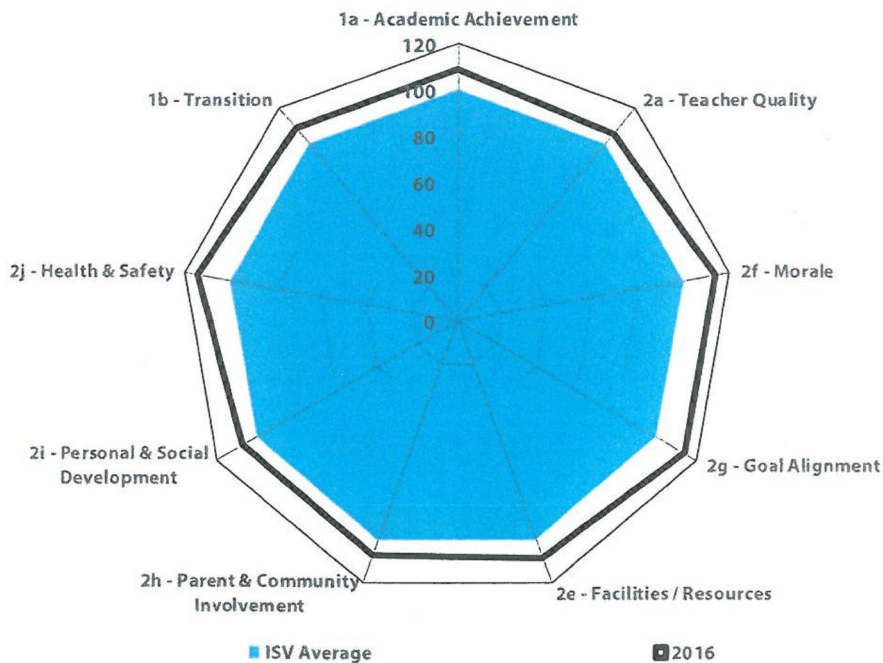


Excellent results in the Naplan and improved result in VCE are reflected above.

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.

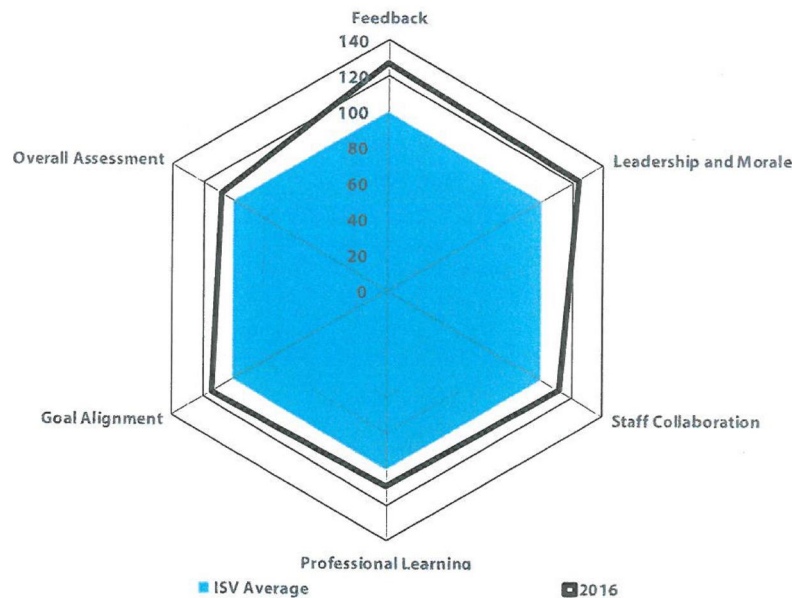
TEACHERS PERCEPTIONS: The Workplace

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.

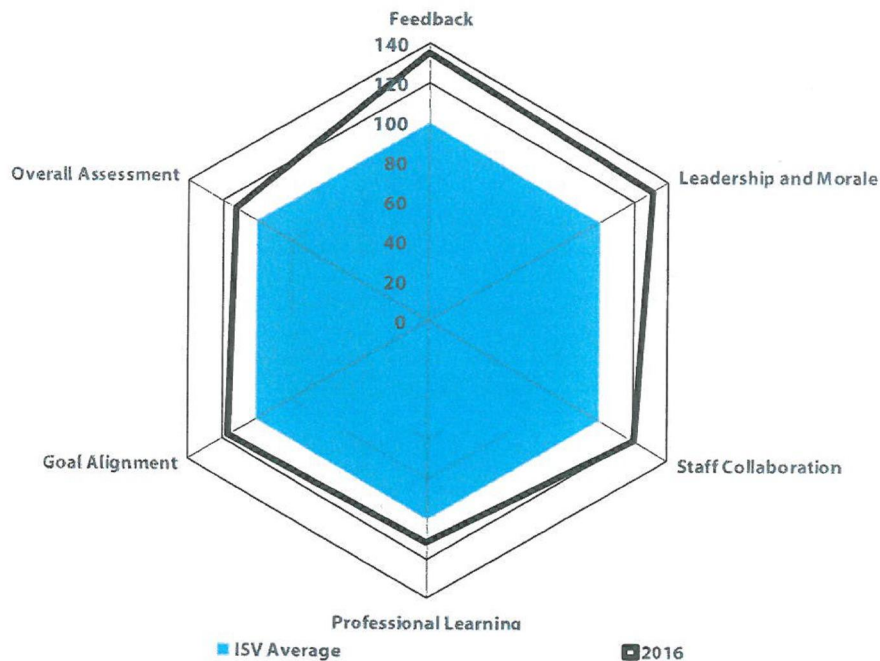
SCHOOL LEADERS PERCEPTIONS: The Workplace

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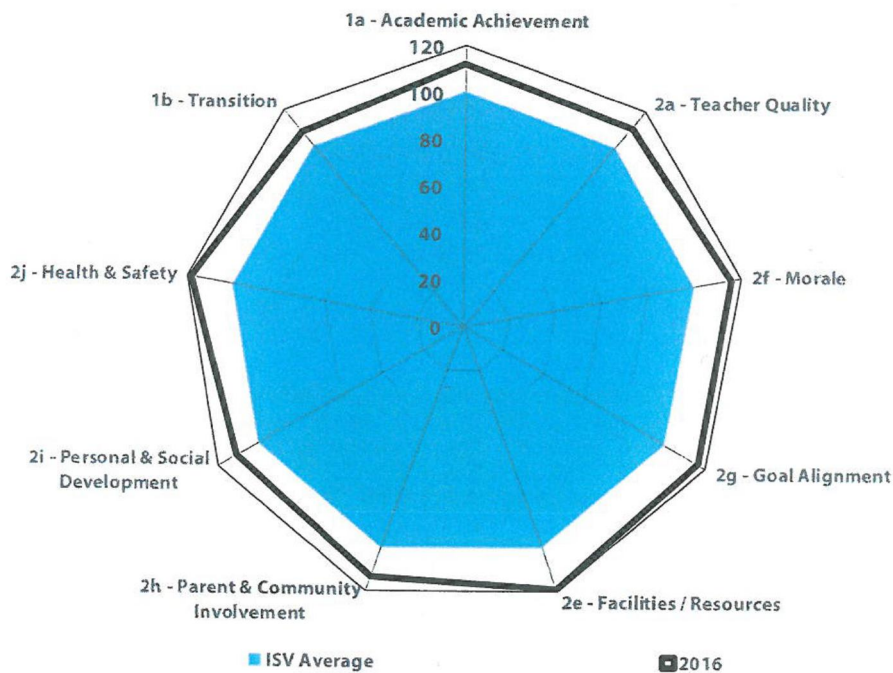


The school leaders who have had many years of experience and have seen many educational institutions are amazed at the cooperation that they receive from staff and students alike. They consider this school the happiest place to work in.

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 2017/2018

It is a privilege to thank God for our exceptional VCE results in 2017. We had thirty five (35) Year 12 students in 2017. Thirty one students applied for tertiary studies and all thirty one students achieved a place in tertiary institutions, giving our school a 100% success rate. The remaining three students chose to pursue full time work and vocational pathways in plumbing, aviation services and aged care. Due to unique personal circumstances and medical reasons one student did not complete the studies.

A major highlight in 2017 was the dedicated and disciplined student cohort, with ten of our students achieving an ATAR of 90 and above. The highest ATAR score- 98.7 set a new record for our 10 year old school and its 5th. cohort of VCE students.

Equally impressive were the twenty one (21) study scores over 40, which places our students in the top 9% of the state and is a testament to their hard work and determination in their study. The highest individual study score was a forty six (46) in English. The STEM (Science Technology Engineering and Maths) subjects performed outstandingly as a department with the following number of students achieving study scores over 40: Chemistry = 2, Further Mathematics = 3, Mathematical Methods = 3, and Physics = 2. In Humanities we were able to achieve the following number of study scores over 40: Business Management = 1 and Legal Studies = 1. It takes great perseverance and application to gain a study score over 40.

One of the success stories of our post school destinations was the 16 year old male Year 12 student who achieved a tertiary place in Medicine-School Leaver Entry at Monash University. Due to his age he was accepted under the direct tutelage and supervision of the Dean in the faculty of medicine. There were many other outstanding examples of students who achieved highly sought after places in the prominent universities in Victoria. The school community rejoices in God's faithfulness to those who have worked diligently including the VCE staff and the rest of the teachers before them.

LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE
2017 Annual Report to the School Community

Lighthouse Christian College Cranbourne Student Destinations 2018

Course name	Institution
Medicine - School Leaver Entry	Monash University
Arts	University Of Melbourne (The)
Youth Work	Victoria University
International Relations	La Trobe University
Science	University Of Melbourne (The)
Biomedical Science - Scholars program	Monash University
Physiotherapy (Honours)	Monash University
Secondary Education (Honours)/Science	Monash University
Business/Management	La Trobe University
Commerce	University Of Melbourne (The)
Primary Education (Honours)/Business	Monash University
Criminal Justice	Victoria University
Biomedicine	University Of Melbourne (The)
Engineering (Honours)/Science	Monash University
Nursing – Diploma	Swinburne University of Technology
Business	Victoria University
Accountancy (Degree)	RMIT University
Nursing	Victoria University
Criminology	La Trobe University
Aerospace Engineering (Honours)	Monash University
Arts	Monash University
Engineering - Mechanical Engineering (Honours)	Victoria University
Justice – Diploma	Swinburne University of Technology
Arts/Commerce	Deakin University
Business - Enterprise (Diploma)	Victoria University
Engineering (Honours)/Commerce	Monash University
Education (Secondary)	La Trobe University
Primary and Secondary Inclusive Education (Honours)	Monash University
Education (P-12)	Victoria University
Primary and Secondary Education (Honours)	Monash University
Legal and Dispute Studies	RMIT University
Engineering-Civil and Infrastructure (Honours)/Business	
Management	RMIT University
Social Science	Federation University Australia
Allied Health Assistance - Cert IV	Swinburne University of Technology
Biomedical Science	Monash University

VALUE ADDED

In 2017 Stage 4F was completed. The Double Storey Building accommodates all the administration, 15 classrooms, a staffroom and student amenities. We applied to increase the student population (set at 900) of the school to 1200 students and were forced by VicRoads to put in a traffic light system costing about \$2 million at our entrance. By God's help we were able to pioneer at Griffith NSW. God provided the staff and students needed.

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 fourth Spelling Bee Competition which was a great success. Students were extremely enthusiastic and performed exceptionally. We also held the Public Speaking competition.

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. 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 also held the Athletics carnival at the end of the year.

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.

LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE
2017 Annual Report to the School Community

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.

'Jump Rope for Heart' was held at the end of Term 2. 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. 2017 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 Expo Night and the multipurpose hall was filled to capacity with family and friends. Items were of exceptional quality. The food was good too.

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 2017 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 Mr. Surcel and Mrs Burratto) that went into getting the students ready was commendable.

Our fifth Year 12 Valedictory Dinner was held at the Amberlee Receptions in Cranbourne.. 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. Four of the students have continued to do apprenticeship teaching at our school while doing online university – the first of its kind!

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 to capacity with people including ex-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. 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 enrolment 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 2017!

Our financial performance for 2017 is as reported on the next page. As you will notice our major contributor of funds is the Commonwealth Government, without which a school like ours would not be able to help families who are disadvantaged financially. The State

LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE
2017 Annual Report to the School Community

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 (80.45%) 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. Already we have begun three major projects for 2018. The projects involved are 2500sq.m of undercover play area, a Technology Centre, and a swimming pool. We were able to build Stage 4F (2400sq. m.) for just over \$1000 per sq.m. It would have costed us \$2500 per sq. m. if we had gone with commercial builders. We were blessed to have Mr. Graeme Mahomed to project manage with Mr. Daniel Mathews as the Site Supervisor and chief negotiator in all matters relating to costs and quality. Daniel was also able to help with the modification and furnishing of the building.

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. She is also the first point of contact for parents seeking admission for their children. Being a good communicator she has helped communicate the vision of the school to both parents and students. Steadily she is taking over the enrolment process including the interviews.

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. All major decisions are made with the blessing and guidance of this team.

Financial Performance and Position

Financial Performance for the year ended 31st December 2017

LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE
2017 Annual Report to the School Community

Reporting Framework	
Recurrent Income	
School fees	\$ 1,234,222
Other Fee Income	\$ 263,940
Private Income	\$ 547,843
State Government recurrent grants	\$ 2,641,425 (21.7 % of income)
Australian Government recurrent grants	\$ 7,450,606 (61.3 % of income)
Other Commonwealth Government Grants	\$ 9,100
Total Recurrent Income	\$ 12,147,136
Recurrent Expenditure	
Salaries, allowances and related expenses	\$ 7,930,172 (80.45 % of expense)
Non Salary expenses	\$ 1,926,697
Total Recurrent Expenditure	\$ 9,856,869
Capital Income and Expenditure	
Government Capital Grants	\$ -
Capital Fees & Levies	\$ 167,316
Other Capital Income	\$ 8,180
Total Capital Income	\$ 175,496
Total Capital Expenditure	\$ 4,045,057
Loans	
Refundable Enrolment Deposits – Opening Balance	\$ 218,804
– Closing Balance	\$ 255,700
Loans Recurrent - Opening Balance	\$ -
Closing Balance	\$ -
Loans Capital - Opening balance	\$ 181,487
Principal Repayment	\$ 74,328
Drawdowns	\$ -
Closing Balance	\$ 107,159

School Contact Information

LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE
2017 Annual Report to the School Community

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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.