

## **LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE**

**School Number: 2054**

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

## **2021 Annual Report to the School Community**



The Technology Building was completed in 2021 and will be in use in 2022. It is a fine building which we were able to build at a good price.

Thanks to all who sacrificed to make this lovely facility a reality. Praise the Lord!

2021 ended up as the best year of academic achievement by LCCC students in spite of the lockdown and Covid. During the lockdown due to covid God has been very faithful to

## LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE

### 2021 Annual Report to the School Community

preserve all of the LCCC community. Our school is a miracle of God. From being a campus with just 25 students, 2 classrooms without windows and three staff members in 2004 we have become a larger school with about 1000 students employing more than 120 permanent staff members and about 40 casuals. God has been our help in giving us good teachers and hardworking students who are willing to obey their teachers. We have been able to build all the buildings on site without borrowing money from the banks and keep the school fees affordable. We thank God for the type of government that we enjoy. Their financial support has enabled us to produce this excellent school. As you go through this report you will notice that the academic progress of our students is second to none. The spiritual growth is unmatched and the character development of our students outstanding. Let us give all glory and praise to the Father of our Lord Jesus Christ for this miracle.

<b>VALUE FOR MONEY</b>			
<b>The 10 cheapest schools with a median VCE score of 31 or higher with fees of less than \$10,000</b>			
<b>NAME OF SCHOOL</b>	<b>SUBURB</b>	<b>MEDIAN VCE SCORE</b>	<b>AVERAGE ANNUAL FEE</b>
Lighthouse Christian College	Cranbourne	31	\$2061
Killester College	Springvale	31	\$2510
Sirius College	Broadmeadows	32	\$3559
Simonds Catholic College	West Melbourne	31	\$3523
Yesodel Hatorah College	Elwood	33	\$4232
Beth Rivkah Ladies College	St Kilda East	37	\$4389
Yeshiva College	St Kilda East	33	\$4389
Mount St Joseph's Girls' College	Altona	31	\$4941
St Aloysius College	North Melbourne	32	\$5075
Hume Anglican Grammar	Mickleham	31	\$5550
<b>SEE THE VCE SCORES AND FEES OF EVERY SECONDARY SCHOOL IN THE STATE <a href="http://HERALDSUN.COM.AU">HERALDSUN.COM.AU</a></b>			

LCCC appeared on page 5 of the Herald Sun dated Monday 22 March 2021 as the best value for money school among schools with VCE median study score of 31 and above. Again this is an outcome of our disciplined life and dependence on God. We might be cheap but we are not inferior in quality because we are focused on helping our students succeed. We seek to help the Christian families who struggle financially to give their children a God centred and high quality education. With 1000 students we have been told that we need to hold our numbers until a signalled intersection is provided at our entrance.

**THE OBJECTIVE OF EDUCATION AT LCCC IS FOR THE CARE AND WELL BEING OF MANKIND AND THE WORLD WE LIVE IN. IT IS NOT ROOTED IN SELFISH GAIN AND VAIN GLORY. WE SEEK TO GLORIFY OUR GOD AND CREATOR.**

### School Overview

Having registered as an independent school in January 2008, Lighthouse Christian College Cranbourne (LCCC) completed its 15<sup>th</sup> year of existence at the end of 2021. 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

## LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE

### 2021 Annual Report to the School Community

terms of the type of education for their children. In 2008 LCCC only received registration for classes from 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 2021, we had our ninth cohort of Year 12 students graduate from our school. There were 39 Year 12 students in 2021. In terms of VCE subjects, we continue to offer 13 subjects and a few more by Distance Education (Virtual School Victoria) and VSL. 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 VCE certificate. We did not have any indigenous students at our school in 2021. Our vision to serve the indigenous community is still strong and only God can enable us to help them. The growth of our school population is being restricted by VicRoads condition requiring a traffic signaled intersection for LCCC before any growth beyond 1000 students. We were given a permit to have up to 1000 students on condition that we construct a traffic light intersection for entry and exit. This could cost LCCC in excess of \$3 million for a project that is for the benefit of all travelers on South Gippsland Highway, Devon Road users and for those using our school. The increased traffic on the Highway is not mainly due to LCCC's growth instead it is mainly due to the accelerated growth of our Casey community. We have requested financial help from the state government in this matter but we are yet to hear conclusively of the amount they are willing to commit to this project.

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 2021, the enrolment at LCCC was 1015 students. Of these 520 were male and 495 female students. We did not have any indigenous students. We have many children who are on waiting list for a place at LCCC but cannot come in because of Department of Transport restrictions. What began in the words of many as a bubble, continues to be consistent growth instigated and sustained by God. Our growth to date over the last 13 years is tabulated below.

YEAR	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
No. of students	128	174	200	286	377	495	631	698	770	863	944	985	1006	1015
% increase	41	36	15	43	32	31	27	10.6	10.3	11	9.3	4.4	2.1	0.8
No. of staff	17	25	26	34	59	65	85	100	112	106	120	125	123	124

Year level sizes for 2021 were as follows

Year level	Prep	1	2	3	4	5	6	7	8	9	10	11	12	
No. of students	89	87	86	108	82	82	106	86	79	58	67	46	39	1015
Male	39	41	46	55	44	44	58	48	42	26	33	24	20	520
Female	50	46	40	53	38	38	48	38	37	32	34	22	19	495



# LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE

## 2021 Annual Report to the School Community

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	626
2015	54	15	59	62	62	30	39	46	32	35	16	45	18	698
2016	48	23	50	29	51	28	38	21	36	32	35	37	50	770
2017	50	25	50	34	48	39	46	37	40	28	43	30	77	863
2018	48	47	40	40	39	38	39	39	43	40	42	38	38	944
				15 + 20		Composite 2/3								
2019	42	42	54	48	39	41	42	30	43	40	43	43	43	985
				19		28		A third class of Grade 3 and Grade 4 students in 2019.						
2020	43	44	45	41	39	39	41	41	47	44	41	37	41	985
				30		26		A third class of Grade 2 and Grade 5						
2021	45	44	41	46	42	44	41	37	41	41	40	42	42	1015
				30		26		A third class of Grade 3 and Grade 6						

In 2021 all year levels were double streamed and there had to be a third class of Grade 3 and Grade 6 students to cope with the larger number of Grade 3 and Grade 6 students. We had up to two teachers and three teacher's aides to help in the large classes. Almost all our permanent teacher's aides are tertiary graduates (Bachelor and higher). When there are enough classrooms all the Primary classes will be triple streamed.

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

### Student Attendance

Average **student attendance** during the Student Attendance Data Collection period was 95%. 85% 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 were away only due to illness except in some cases where they had to visit families overseas but this was minimised by the COVID lockdowns. Many of our students have grandparents overseas but were not able to visit them. Attendance for the whole year for Grade 1 to Year 10 students were as follows:

Grade	1	2	3	4	5	6	7	8	9	10
Boys' %	95.8	95.2	96.5	96.4	94.7	96.3	95.3	93.1	96.8	93.6
Girls' %	96.5	94.6	96.7	95.5	97	95.6	91.9	94.4	96.4	93.5

**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. Whole school absences are recorded daily 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. During the lockdown attendance was taken by teacher aides making phone calls to check if the students were studying and

## LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE

### 2021 Annual Report to the School Community

supervising parents sent emails to notify that their children were doing their study. Teachers were also able to monitor student participation by viewing attendance on Microsoft Teams and by their completed homework. Overall we have proven that online attendance was better because of reduced sickness due to reduced contact between students. Students were happier because of the hot meals at home.

#### Staff details (non-casual staff as per census day 2021)

<u>Staff Comparison</u>								
This is a comparison of staff reported at this location by function and gender, compared to last year.								
	2020				2021			
	Primary	Secondary	Primary & Secondary	TOTAL	Primary	Secondary	Primary & Secondary	TOTAL
Principal	-	-	1	1	-	-	1	1
Teaching Staff	23	16	9	48	23	16	10	49
Specialist Support	-	-	1	1	-	-	1	1
Building Operations	-	-	15	15	-	-	16	16
Administrative and Clerical	34	12	12	58	34	9	14	57
<b>TOTAL</b>	<b>57</b>	<b>28</b>	<b>38</b>	<b>123</b>	<b>57</b>	<b>25</b>	<b>42</b>	<b>124</b>

<u>Staff Summary</u>					
This is a summary of reported staff at this location by function and gender.					
Type	Gender	ALL STAFF		Indigenous	
		Headcount	FTE	Headcount	FTE
Principal	Male	1	1.0	-	-
Teaching Staff	Male	10	10.0	-	-
	Female	39	34.3	-	-
Specialist Support	Female	1	1.0	-	-
Building Operations	Male	10	6.5	-	-
	Female	6	3.0	-	-
Administrative and Clerical	Male	8	7.0	-	-
	Female	49	43.3	-	-
<b>TOTAL</b>		<b>124</b>	<b>106.1</b>	<b>-</b>	<b>-</b>

There were no indigenous staff employed at the school in 2021.

We had another 40 casual staff on top of the 124 staff who were permanent during the year so the administration had to keep track of over 160 staff.

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

**Staff attendance** in 2021 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. Where staff were working from home during the lockdown they had to submit a report indicating the work done in detail. Average full-time teacher attendance rate for 2021 was 98.7% (not taking into consideration leave taken without pay) and that of Part time teachers was 98.2%. Average attendance rate for full time teacher aides was 97.7%. We lost 8 staff members over the 2021 year. Two were teachers, five teacher's aide and 1 bus driver. One teacher retired from work while the other left teaching to attend to full time home duties. The bus driver had a change of career. Two of the teacher's aides moved out of Victoria, one changed career, one qualified as a teacher and moved to another school, another left the teaching field. Attrition rate (leaving LCCC to work elsewhere) for 2020 was about 2.4% not including casual staff.

As many as 40 of our ex-students, most of whom 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). Some staff continued to offer after school classes to help students and these were disrupted by the COVID lockdown. When classes resumed at the school site we were able to use the state government Tutor Program financial grant to help students who had fallen behind due to working from home. 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. Due to the lockdown there was some amount of disruption to these sessions.

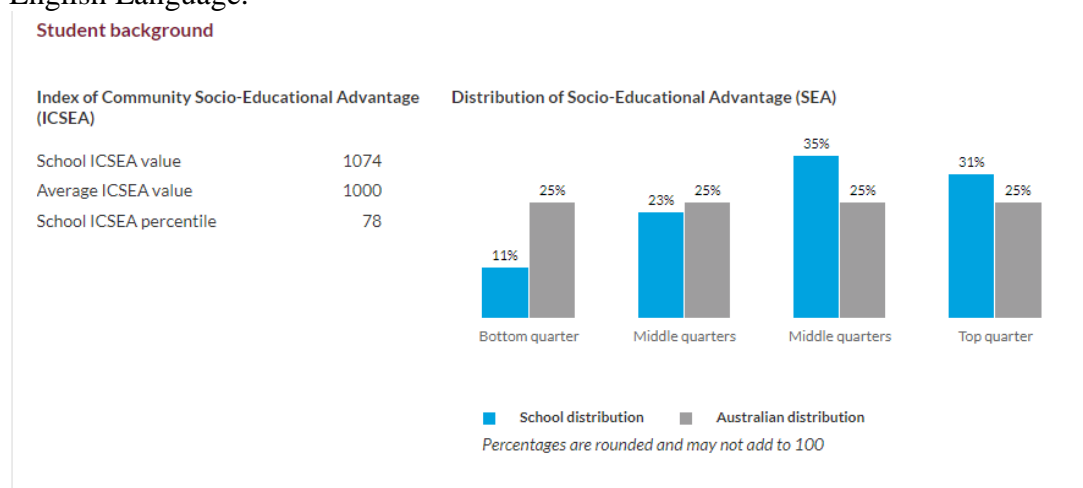
## Student Progress & Achievements

### Student Learning

Our students continued to make excellent academic progress due to the combined efforts of teachers and parents. Students had a good attitude to study and were committed to doing homework.

### NAPLAN RESULT

Data included in this section were obtained from the 'My School' website. Due to COVID-19 lockdown we did not have NAPLAN tests in 2020. For 2021, the socio-economic standard of our families was 1074 which is slightly above average. LCCC still caters for many needy families. For the vast majority of families, English is not their first language. In reality, 91% of our families are from language background other than English and more than 85% of our students will not use English except at school. This is one of the reasons why we continue to offer free English tuition after school. We also have allocated more lessons for teaching the English Language.



Despite the disadvantage of being from non-English speaking background, our students performed very well right across the board. We continue to work hard to help our students succeed. Doing such noble deed as helping our students succeed does not bring any financial benefit to the school. In Australia the converse is true. Schools with weaker performance are considered as needing more funding. Our major incentive is to fulfil the heavenly vision.

**LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE**  
**2021 Annual Report to the School Community**

As most of you are aware, we started Bible comprehension on a daily basis (as homework) 4 years ago. 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 continued the intensive reading classes for younger students who are not making enough progress in reading.

The following is a tabulated summary of the primary and secondary school results as displayed on the 'My School' website starting with 2021 which is the most recent to 2014.

2021	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	<b>488</b>		<b>498</b>		<b>528</b>		<b>546</b>		<b>490</b>	
	475-501		487-509		517-540		532-560		479-502	
	SIM 466	ALL 438	SIM 446	ALL 425	SIM 450	ALL 421	SIM 463	ALL 433	SIM 427	ALL 403
Year 5	<b>554</b>		<b>532</b>		<b>595</b>		<b>640</b>		<b>566</b>	
	541-568		520-545		583-607		626-655		554-578	
	SIM 537	ALL 511	SIM 501	ALL 480	SIM 530	ALL 504	SIM 503	ALL 503	SIM 519	ALL 495
Year 7	<b>596</b>		<b>567</b>		<b>651</b>		<b>636</b>		<b>608</b>	
	585-608		554-581		638-663		622-650		596-620	
	SIM 562	ALL 542	SIM 541	ALL 522	SIM 571	ALL 548	SIM 556	ALL 533	SIM 570	ALL 550
Year 9	<b>636</b>		<b>603</b>		<b>678</b>		<b>679</b>		<b>669</b>	
	622-650		584-621		663-693		663-695		656-682	
	SIM 605	ALL 577	SIM 578	ALL 551	SIM 610	ALL 580	SIM 606	ALL 573	SIM 611	ALL 588

**LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE**  
**2021 Annual Report to the School Community**

2019	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	472 458 - 485		481 470 - 493		513 501 - 526		506 491 - 520		481 469 - 493	
	SIM 455	ALL 432	SIM 440	ALL 423	SIM 442	ALL 419	SIM 466	ALL 440	SIM 429	ALL 408
Year 5	526 513 - 540		525 512 - 537		592 579 - 604		595 581 - 610		549 537 - 561	
	SIM 529	ALL 506	SIM 488	ALL 474	SIM 519	ALL 501	SIM 515	ALL 499	SIM 508	ALL 496
Year 7	573 560 - 586		571 557 - 585		668 655 - 681		619 605 - 634		611 598 - 623	
	SIM 560	ALL 546	SIM 530	ALL 513	SIM 569	ALL 546	SIM 562	ALL 542	SIM 570	ALL 554
Year 9	610 595 - 624		595 576 - 615		660 644 - 676		654 637 - 670		633 619 - 646	
	SIM 601	ALL 581	SIM 572	ALL 549	SIM 607	ALL 582	SIM 598	ALL 574	SIM 610	ALL 592



**LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE**  
2021 Annual Report to the School Community

2018	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	476 463 - 490		485 473-496		503 490-515		532 517-546		496 484-507	
	SIM 442 433 - 451	ALL 434	SIM 417 409-426	ALL 407	SIM 429 420-437	ALL 418	SIM 445 436-455	ALL 432	SIM 417 409-426	ALL 408
Year 5	532 517-546		529 516-543		575 562-588		575 560-591		557 544-570	
	SIM 516 507-524	ALL 509	SIM 474 466-483	ALL 465	SIM 510 502-518	ALL 502	SIM 514 504-523	ALL 504	SIM 501 493-509	ALL 494
Year 7	573 562-585		571 558-584		630 618-643		641 627-655		605 594-617	
	SIM 553 545-560	ALL 542	SIM 519 510-527	ALL 505	SIM 555 548-563	ALL 545	SIM 556 548-565	ALL 544	SIM 557 549-565	ALL 548
Year 9	617 604-630		620 603-638		662 648-677		643 628-659		637 624-650	
	SIM 589 582-596	ALL 584	SIM 549 539-558	ALL 542	SIM 588 580-596	ALL 583	SIM 588 580-597	ALL 581	SIM 599 592-607	ALL 596

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
Year 5	528 514-542		545 532-559		580 567-594		591 576-607		546 533-558	
	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
Year 7	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 9	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

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)

**LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE**  
**2021 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	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 9	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

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	
	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 557 548 - 565	ALL 543
Year 9	619 604 - 635		621 601 - 642		667 650 - 684		641 624 - 659		683 669 - 697	
	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 results are on the next page.



**LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE**  
**2021 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	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	
	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

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 all areas of assessment. LCCC students have continued to make great progress in reading over the last 3 years. 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 2021, we need to compare their performance in 2019, 2017 and 2015. Students in Grade 3 in 2015 would have sat for Grade 5 in 2017, Year 7 in 2019 and Year 9 Naplan in 2021. LCCC students have maintained their progress over the years due to the consistency of education at school and follow up at home. 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 Johnson, Mrs. Wesley, Mrs Burratto, Mrs Alex, Mrs Wankadia, Mr. Choi and Mrs Choi, etc. to achieve this progress.

Our students have also performed exceptionally well in Numeracy at all levels and Mrs Yong, Mrs Glory, Mrs Jacob, Mrs. Fang, Mrs. Joseph, Mr George and 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 average figure given to similar schools. For instance, by looking at the range for Grade 3 numeracy LCCC's low is 479 while the figure given as average for similar schools is 427, In Grade 5 numeracy, from looking at the range our low is 564 and similar schools' average is 519. We can observe the same pattern in all the results. 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**  
**2021 Annual Report to the School Community**

Below is a simplified table showing how LCCC has performed since 2017 at the different year levels in the different areas of assessment.

**GRADE 3 RESULTS**

<b>READING GRADE 3</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>National</b>	<b>431</b>	<b>434</b>	<b>432</b>	<b>-</b>	<b>-</b>
<b>State</b>	<b>446</b>	<b>448</b>	<b>447</b>	<b>-</b>	<b>452</b>
<b>School</b>	<b>443</b>	<b>476</b>	<b>472</b>	<b>-</b>	<b>488</b>
<b>WRITING GRADE 3</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>National</b>	<b>414</b>	<b>407</b>	<b>423</b>	<b>-</b>	<b>-</b>
<b>State</b>	<b>428</b>	<b>422</b>	<b>435</b>	<b>-</b>	<b>433</b>
<b>School</b>	<b>483</b>	<b>485</b>	<b>481</b>	<b>-</b>	<b>498</b>
<b>SPELLING GRADE 3</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>National</b>	<b>416</b>	<b>418</b>	<b>419</b>	<b>-</b>	<b>-</b>
<b>State</b>	<b>423</b>	<b>426</b>	<b>428</b>	<b>-</b>	<b>431</b>
<b>School</b>	<b>483</b>	<b>503</b>	<b>513</b>	<b>-</b>	<b>528</b>

**LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE**  
**2021 Annual Report to the School Community**

<b>GRAMMAR GRADE 3</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>National</b>	<b>439</b>	<b>432</b>	<b>440</b>	<b>-</b>	<b>-</b>
<b>State</b>	<b>450</b>	<b>441</b>	<b>454</b>	<b>-</b>	<b>446</b>
<b>School</b>	<b>496</b>	<b>532</b>	<b>506</b>	<b>-</b>	<b>546</b>
<b>NUMERACY GRADE 3</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>National</b>	<b>409</b>	<b>408</b>	<b>408</b>	<b>-</b>	<b>-</b>
<b>State</b>	<b>421</b>	<b>419</b>	<b>420</b>	<b>-</b>	<b>414</b>
<b>School</b>	<b>451</b>	<b>496</b>	<b>481</b>	<b>-</b>	<b>490</b>
<b>Student Count</b>	<b>81</b>	<b>92</b>	<b>94</b>	<b>-</b>	<b>107</b>



**LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE**  
**2021 Annual Report to the School Community**

**GRADE 5 RESULTS**

<b>READING GRADE 5</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>National</b>	<b>506</b>	<b>509</b>	<b>506</b>	<b>-</b>	<b>-</b>
<b>State</b>	<b>516</b>	<b>521</b>	<b>516</b>	<b>-</b>	<b>523</b>
<b>School</b>	<b>528</b>	<b>532</b>	<b>526</b>	<b>-</b>	<b>554</b>
<b>WRITING GRADE 5</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>National</b>	<b>473</b>	<b>465</b>	<b>474</b>	<b>-</b>	<b>-</b>
<b>State</b>	<b>486</b>	<b>479</b>	<b>487</b>	<b>-</b>	<b>489</b>
<b>School</b>	<b>545</b>	<b>529</b>	<b>525</b>	<b>-</b>	<b>532</b>
<b>SPELLING GRADE 5</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>National</b>	<b>501</b>	<b>502</b>	<b>501</b>	<b>-</b>	<b>-</b>
<b>State</b>	<b>504</b>	<b>508</b>	<b>506</b>	<b>-</b>	<b>506</b>
<b>School</b>	<b>580</b>	<b>575</b>	<b>592</b>	<b>-</b>	<b>595</b>

**LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE**  
**2021 Annual Report to the School Community**

<b>GRAMMAR GRADE 5</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>National</b>	<b>499</b>	<b>504</b>	<b>499</b>	<b>-</b>	<b>-</b>
<b>State</b>	<b>506</b>	<b>512</b>	<b>507</b>	<b>-</b>	<b>513</b>
<b>School</b>	<b>591</b>	<b>575</b>	<b>595</b>	<b>-</b>	<b>640</b>
<b>NUMERACY GRADE 5</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>National</b>	<b>494</b>	<b>494</b>	<b>496</b>	<b>-</b>	<b>-</b>
<b>State</b>	<b>503</b>	<b>504</b>	<b>507</b>	<b>-</b>	<b>506</b>
<b>School</b>	<b>546</b>	<b>557</b>	<b>549</b>	<b>-</b>	<b>566</b>
<b>Student Count</b>	<b>73</b>	<b>77</b>	<b>84</b>	<b>-</b>	<b>82</b>

**LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE**  
**2021 Annual Report to the School Community**

**YEAR 7 RESULTS**

<b>READING YEAR 7</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>National</b>	<b>545</b>	<b>542</b>	<b>546</b>	<b>-</b>	<b>-</b>
<b>State</b>	<b>552</b>	<b>548</b>	<b>552</b>	<b>-</b>	<b>552</b>
<b>School</b>	<b>551</b>	<b>573</b>	<b>573</b>	<b>-</b>	<b>596</b>
<b>WRITING YEAR 7</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>National</b>	<b>513</b>	<b>505</b>	<b>513</b>	<b>-</b>	<b>-</b>
<b>State</b>	<b>524</b>	<b>514</b>	<b>523</b>	<b>-</b>	<b>529</b>
<b>School</b>	<b>581</b>	<b>571</b>	<b>571</b>	<b>-</b>	<b>567</b>
<b>SPELLING YEAR 7</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>National</b>	<b>550</b>	<b>545</b>	<b>546</b>	<b>-</b>	<b>-</b>
<b>State</b>	<b>549</b>	<b>547</b>	<b>548</b>	<b>-</b>	<b>552</b>
<b>School</b>	<b>635</b>	<b>630</b>	<b>668</b>	<b>-</b>	<b>651</b>

**LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE**  
**2021 Annual Report to the School Community**

<b>GRAMMAR YEAR 7</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>National</b>	<b>542</b>	<b>544</b>	<b>542</b>	<b>-</b>	<b>-</b>
<b>State</b>	<b>548</b>	<b>549</b>	<b>546</b>	<b>-</b>	<b>539</b>
<b>School</b>	<b>613</b>	<b>641</b>	<b>619</b>	<b>-</b>	<b>636</b>
<b>NUMERACY YEAR 7</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>National</b>	<b>554</b>	<b>548</b>	<b>554</b>	<b>-</b>	<b>-</b>
<b>State</b>	<b>561</b>	<b>556</b>	<b>562</b>	<b>-</b>	<b>559</b>
<b>School</b>	<b>610</b>	<b>605</b>	<b>611</b>	<b>-</b>	<b>608</b>
<b>Student Count</b>	<b>67</b>	<b>80</b>	<b>78</b>	<b>-</b>	<b>85</b>

**LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE**  
2021 Annual Report to the School Community

**YEAR 9 RESULTS**

<b>READING YEAR 9</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>National</b>	<b>581</b>	<b>584</b>	<b>581</b>	<b>-</b>	<b>-</b>
<b>State</b>	<b>584</b>	<b>590</b>	<b>587</b>	<b>-</b>	<b>584</b>
<b>School</b>	<b>579</b>	<b>617</b>	<b>610</b>	<b>-</b>	<b>636</b>
<b>WRITING YEAR 9</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>National</b>	<b>552</b>	<b>542</b>	<b>549</b>	<b>-</b>	<b>-</b>
<b>State</b>	<b>561</b>	<b>551</b>	<b>558</b>	<b>-</b>	<b>554</b>
<b>School</b>	<b>592</b>	<b>620</b>	<b>595</b>	<b>-</b>	<b>603</b>
<b>SPELLING YEAR 9</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>National</b>	<b>581</b>	<b>583</b>	<b>582</b>	<b>-</b>	<b>-</b>
<b>State</b>	<b>581</b>	<b>586</b>	<b>585</b>	<b>-</b>	<b>586</b>
<b>School</b>	<b>664</b>	<b>662</b>	<b>660</b>	<b>-</b>	<b>678</b>



**LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE**  
**2021 Annual Report to the School Community**

<b>GRAMMAR YEAR 9</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>National</b>	<b>574</b>	<b>581</b>	<b>574</b>	-	-
<b>State</b>	<b>574</b>	<b>584</b>	<b>577</b>	-	<b>583</b>
<b>School</b>	<b>623</b>	<b>643</b>	<b>654</b>	-	<b>679</b>
<b>NUMERACY YEAR 9</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>National</b>	<b>592</b>	<b>596</b>	<b>592</b>	-	-
<b>State</b>	<b>597</b>	<b>603</b>	<b>599</b>	-	<b>593</b>
<b>School</b>	<b>644</b>	<b>637</b>	<b>633</b>	-	<b>669</b>
<b>Student Count</b>	<b>58</b>	<b>60</b>	<b>54</b>	-	<b>57</b>

In 2021 we have performed better than in the past and narrowed the gap with the top performing schools. We were ranked 12<sup>th</sup> best school by Better Education for Primary schools and as the 11<sup>th</sup> best school amongst secondary schools.

I sincerely thank the school community for your whole hearted support in enabling the academic success of our children. Homework is part of the secret to our students' success.


## **PARENT SURVEY**

In the past the school has participated in LEAD Survey through ISV and we have always had good reports from all our stakeholders. Due to Covid and lockdowns we did not participate in 2020 and 2021. In 2021 we ran our own survey amongst the parents of our school and we will probably do the same in 2022 before participating in the LEAD Survey in 2023.

The following was the result of our own survey in 2021 amongst the parent community.

# LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE

## 2021 Annual Report to the School Community

													
<b>Survey of Parents</b>													
<b>Parent - Teacher Interviews</b>													
16th - 18th March 2021													
Question	Total	Response										Responses	
		1	2	3	4	5	6	7	8	9	10	7 - 10	8 - 10
1 Students from different backgrounds and cultures are treated equally at this school	428	0.2%	0.7%	0.9%	1.2%	2.1%	0.5%	2.6%	11.7%	11.9%	68.2%	94.4%	91.8%
2 This school is a safe place in which to learn.	428	0.0%	0.0%	0.2%	0.5%	0.5%	0.7%	1.9%	6.8%	10.0%	79.4%	98.1%	96.3%
3 Students are treated fairly at this school.	428	0.5%	0.5%	0.7%	0.9%	3.5%	2.1%	4.7%	12.1%	12.6%	62.4%	91.8%	87.1%
4 The behaviour of students at this school is excellent	428	0.0%	0.2%	0.0%	0.7%	1.4%	2.3%	6.1%	16.1%	18.7%	54.4%	95.3%	89.3%
5 Bullying does not pose a problem at this school.	428	3.0%	1.2%	0.5%	1.2%	1.9%	2.6%	5.1%	6.8%	13.1%	64.7%	89.7%	84.6%
6 Racism is not a problem at this school.	428	2.6%	2.1%	0.2%	0.7%	1.6%	1.9%	4.0%	6.3%	13.1%	67.5%	90.9%	86.9%
7 The school clearly teaches safety when using social media.	427	0.5%	0.5%	0.2%	0.7%	1.9%	0.9%	4.2%	7.5%	10.8%	72.8%	95.3%	91.1%
8 The school deals appropriately with incidences of all kinds of bullying	428	0.7%	0.5%	0.0%	1.2%	2.1%	1.6%	3.5%	9.1%	13.1%	68.2%	93.9%	90.4%
9 This school ensures that students learn to make the right use of computers.	425	0.5%	0.5%	0.0%	0.5%	0.9%	1.6%	1.9%	11.1%	12.2%	70.8%	96.0%	94.1%
10 This school supported the education of my child very well during the lockdown period.	422	0.2%	0.2%	0.0%	0.2%	0.9%	0.5%	2.6%	12.8%	16.1%	66.4%	97.9%	95.3%
11 My child's education did not suffer significantly during the lockdown due to follow up by teachers.	424	0.9%	0.2%	0.7%	0.9%	3.8%	1.7%	4.7%	13.2%	14.2%	59.7%	91.7%	87.0%
12 I felt that my child was safe during the pandemic, when allowed to go to school.	424	0.7%	0.5%	0.7%	0.2%	1.9%	0.9%	4.7%	9.4%	13.2%	67.7%	95.0%	90.3%
13 I felt my child was cared for by the school even during the pandemic.	422	0.2%	0.5%	0.0%	0.2%	1.2%	0.9%	3.8%	9.0%	14.5%	69.7%	96.9%	93.1%
14 I am very satisfied by the response of the school to the Covid lockdown.	424	0.7%	0.0%	0.2%	0.5%	1.2%	1.2%	4.0%	11.8%	12.8%	68.2%	96.2%	92.2%
15 Teachers expect my child to do his or her best	426	0.2%	0.0%	0.0%	0.0%	0.5%	0.0%	0.2%	6.1%	16.0%	77.0%	99.3%	99.1%
16 Teachers in this school know and care about my child.	426	0.2%	0.2%	0.5%	0.0%	1.2%	0.9%	2.3%	10.6%	17.6%	66.4%	96.9%	94.6%
17 Teachers stay up-to-date in the subjects they teach	427	0.2%	0.2%	0.2%	0.2%	0.7%	1.6%	2.8%	12.4%	17.8%	63.7%	96.7%	93.9%
18 Teachers provide excellent help and support for students when it is needed	426	0.2%	0.2%	0.0%	0.0%	0.5%	1.4%	4.2%	13.1%	12.7%	67.6%	97.7%	93.4%
19 Teachers at this school are keen to help students of all abilities.	425	0.2%	0.2%	0.2%	0.0%	0.7%	1.9%	4.2%	12.0%	14.8%	65.6%	96.7%	92.5%
20 Students are well prepared for the next stage in their education	426	0.2%	0.2%	0.0%	0.7%	0.7%	1.4%	3.5%	12.4%	20.2%	60.6%	96.7%	93.2%
21 Students have access to high quality materials and resources that help them learn.	427	0.2%	0.2%	0.2%	0.9%	0.9%	2.3%	6.3%	13.6%	19.4%	55.7%	95.1%	88.8%
22 Students receive excellent support at the start of each school year.	427	0.2%	0.5%	0.0%	0.0%	1.2%	1.2%	4.7%	10.1%	17.1%	65.1%	97.0%	92.3%
23 Before the end of the last school year, students were well prepared for the next school year.	422	0.5%	0.5%	0.2%	0.0%	1.2%	1.2%	5.5%	14.5%	17.3%	60.0%	97.2%	91.7%
24 Students are supported in their starting and leaving at this school.	425	0.5%	0.2%	0.2%	0.0%	1.4%	1.9%	4.2%	14.1%	13.4%	64.0%	95.8%	91.5%
25 Students look forward to their next year at this school	424	0.2%	0.2%	0.2%	0.7%	1.9%	2.1%	5.4%	12.3%	16.5%	60.4%	94.6%	89.2%
26 Parents are kept informed of the academic performance of their child relative to the performance of others.	427	0.5%	0.5%	0.2%	0.7%	1.4%	2.1%	4.4%	12.2%	17.8%	60.9%	95.3%	90.9%
27 The school administrators take prompt action when problems occur.	425	0.5%	0.2%	0.2%	0.0%	1.6%	1.6%	4.2%	10.6%	15.8%	65.2%	95.8%	91.5%
28 Parents are kept well informed about the learning programs undertaken by students.	427	0.2%	0.7%	0.0%	0.2%	1.2%	1.6%	4.7%	14.5%	15.5%	61.4%	96.0%	91.3%
29 The school uses a broad range of communication types to keep parents informed - phone calls, emails, newsletter, diary, letters, etc	427	0.2%	0.5%	0.0%	0.5%	0.5%	0.5%	3.0%	11.0%	14.1%	69.8%	97.9%	94.8%
30 Parents are made to feel welcome to visit this school.	427	0.5%	0.5%	0.2%	0.0%	0.5%	1.6%	2.6%	8.4%	17.1%	68.6%	96.7%	94.1%
31 This school does a good job of teaching basic skills such as reading, writing, mathematics and science.	427	0.2%	0.2%	0.2%	0.5%	0.5%	1.4%	1.6%	8.4%	15.5%	71.4%	97.0%	95.3%
32 The school assists in the development of the students' social and personal skills.	427	0.7%	0.2%	0.5%	0.7%	1.2%	3.3%	6.3%	14.5%	16.6%	56.0%	93.4%	87.1%
33 The quality of teaching at this school is excellent	427	0.2%	0.5%	0.5%	0.0%	0.9%	2.3%	4.9%	14.3%	17.1%	59.3%	95.6%	90.6%
34 Students are challenged in their studies at this school	425	0.5%	0.5%	0.0%	0.2%	0.5%	1.9%	3.8%	11.1%	19.5%	62.1%	96.5%	92.7%
35 The school provides an excellent environment in which to learn.	427	0.2%	0.7%	0.5%	0.0%	1.2%	2.3%	5.2%	9.1%	18.3%	62.5%	95.1%	89.9%
36 The school provides good support for all students with special needs.	421	0.7%	0.5%	1.2%	0.5%	2.9%	2.1%	5.0%	15.7%	16.2%	55.3%	92.2%	87.2%
37 The school library/resource centre has outstanding resources for students.	423	0.2%	0.0%	0.9%	1.2%	1.9%	3.1%	7.6%	16.3%	17.7%	51.1%	92.7%	85.1%
38 This school teaches children about different cultures	425	0.7%	1.2%	0.5%	0.7%	1.4%	2.6%	7.8%	17.2%	14.6%	53.4%	92.9%	85.2%
39 This school offers value for money with regards to my child's overall education	427	0.7%	0.2%	0.0%	0.2%	0.5%	1.6%	3.0%	9.6%	16.2%	67.9%	96.7%	93.7%
40 The academic performances of the students at this school are excellent.	426	0.2%	0.2%	0.2%	0.2%	0.0%	1.6%	4.5%	13.8%	18.8%	60.3%	97.4%	93.0%
41 I am satisfied with my decision to send my child to this school	427	0.5%	0.5%	0.2%	0.2%	0.7%	1.9%	2.8%	12.4%	11.5%	69.3%	96.0%	93.2%
42 I recommend the school to other parents	426	0.9%	0.5%	0.2%	0.2%	0.9%	2.3%	3.3%	10.3%	11.5%	69.7%	94.8%	91.5%
43 The school buildings and grounds are attractive and well-maintained	424	0.2%	0.2%	0.2%	0.5%	0.9%	1.7%	3.1%	8.5%	17.5%	67.2%	96.2%	93.2%
44 The school teaches the danger of drugs, alcohol and cigarettes and tries to prevent dependence on them.	424	0.2%	0.5%	0.0%	0.7%	0.7%	1.7%	2.1%	7.8%	13.7%	72.6%	96.2%	94.1%
45 This school provides parents with good advice about their children's future.	425	0.2%	0.2%	0.2%	0.2%	1.2%	2.6%	3.1%	9.6%	16.5%	66.1%	95.3%	92.2%
46 I regulate the amount of time my child is allowed to use the computer/internet	426	0.2%	0.2%	0.5%	0.2%	2.3%	1.9%	4.9%	13.8%	14.6%	61.3%	94.6%	89.7%
47 I am aware of what my child is doing online with respect to school work	424	0.2%	0.0%	0.5%	0.0%	0.7%	0.7%	2.8%	12.0%	17.2%	65.8%	97.9%	95.0%
48 I attend most school functions where parents are invited to attend.	427	0.2%	0.0%	0.2%	0.0%	0.5%	0.9%	3.7%	9.4%	18.3%	66.7%	98.1%	94.4%
49 I read the school newsletter regularly.	426	0.2%	0.5%	0.2%	0.7%	1.6%	1.6%	3.8%	12.7%	18.1%	60.6%	95.1%	91.3%
50 I check my children's work (and sign their diary - Grade 2 & above).	427	0.7%	0.2%	0.0%	0.5%	2.1%	0.5%	2.8%	10.1%	19.9%	63.2%	96.0%	93.2%
51 We have family devotions and prayer daily.	427	0.5%	0.2%	0.0%	0.0%	3.3%	2.6%	4.0%	11.0%	13.1%	65.3%	93.4%	89.5%
		0.5%	0.4%	0.3%	0.4%	1.3%	1.6%	4.0%	11.4%	15.5%	64.7%	95.5%	91.6%

Parents were asked 52 questions. Majority (more than 95%) of our families were able to participate in it. In the second column are the questions that were asked. The third column gives the number of families that responded to the question. In question 1 parents were asked to rank the school on a scale from 1 to 10 as to if the school treats students from different backgrounds equally. The higher the ranking the more the respondent agreed with the statement. 68% rated the school at 10 meaning that 68% of the families agreed that there was equal treatment for students from different backgrounds. The last column shows the percentage of families that rated LCCC between 8 and 10 which in the case of the first question 91.8% did. Clearly the vast majority of our parents are very satisfied with the school and partner diligently with LCCC to help their children excel in their education.

## **VCE and Post-School Destinations 2021/22**

We give all glory to the Almighty God for the outstanding results that have been achieved this year. In 2021, we had our 9<sup>th</sup> cohort of students which consisted of 39 students. After completing one year in and out of remote learning in 2020, we had expected that schooling would return to normal this year. However, the continuation of the pandemic meant that we were once again plunged into learning from home at various points throughout the year. Despite all of the disruptions to their learning over the past two years, our students persevered, worked hard and excelled.

### **Australian Tertiary Admission Rank**

This year we recorded 10 students achieving an ATAR score over 90, this means that those students were ranked in the top 10% of the state in terms of their aggregate study scores. Our highest ATAR score was 97.15, which was achieved by Jianzhi Yew who had been awarded a Principal's award at the end of the year. Our median score of 78.15 was an improvement on the previous year. Additionally, 49% of our students achieved an ATAR over 80 which is an improvement on last year's record of 45%. Of the 39 students who satisfactorily completed their VCE this year, we had 4 students complete their VCE without an ATAR score.

### **Study Scores**

In 2021, we recorded our highest number of study scores over 40, there were 26 study scores over 40, bettering the 2017 record of 21 scores over 40. A score over 40 places our students in the top 9% of the state and is a testament to their hard work and determination in their study. This year over 12% of all our study scores were over 40, this was a significant improvement on the 6.5% we achieved last year. The highest individual study score was achieved by Christin Vigneswaran who received a study score of 49 in Business Management. For the second year in a row we have achieved a median study score of 31. A consistent median study score over 30 is an indicator of a strong VCE program. In four of the past five years we have been able to achieve a median study score of over 30. Better Education ranked us as the 114<sup>th</sup> best school in the state. An outstanding performance for a school like ours.

The following table details the number of scores over 40 by subject

<b>Subject</b>	<b>Scores over 40</b>
Accounting	4
Biology	1
Business Management	5
Chemistry	2
English	7
Further Maths	2
Health and Human Development	5

### **Academic Awards**

This year we had a number of students perform well academically. One award was presented on behalf of our local MP, Mrs. Pauline Richards, for academic perseverance, this award was received by Amal Sharma. Amal was able to achieve the second highest ATAR at 96.85. At the year 12 graduation he spoke of his great appreciation for his mother who raised him by herself. An additional two awards were bestowed by the Principal, Mr. Jacob Mathews, for academic excellence, these awards were received by Jianzhi Yew and Jinhao Wang. Both students worked diligently and excelled across all their VCE studies. In addition to these three awards, a subject award was presented to one student in each subject who had performed well throughout the year.

**LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE**  
**2021 Annual Report to the School Community**

### **Tertiary Admission Offers**

Of our cohort of 39 students, 36 students have applied for admission to tertiary institutions in 2022. At the conclusion of February round 2 offers, all of our students had received offers from tertiary institutions. The three students who did not elect to apply to university courses had decided to enter the workforce in 2022.

The following table details the offers currently received

<b>Course Name</b>	<b>Institution</b>
Advertising	Deakin University
Arts/Criminology	Monash University
Biomedical Science	Monash University
Building Design (Advanced Diploma)/Project Management (Honours)	RMIT University
Business	RMIT University
Business Administration	Australian Catholic University
Business/Information Technology	Monash University
Civil Engineering (Honours)/Architectural Design	Monash University
Commerce	University Of Melbourne (The)
Criminal Justice and Criminology	Swinburne University of Technology
Criminology and Criminal Justice	Federation University Australia
Digital Media	Deakin University
Engineering (Honours)	Monash University
Engineering (Honours)/Commerce	Monash University
Engineering (Mechanical) (Advanced Diploma)/Engineering (Mechanical Engineering) (Honours)	RMIT University
Fashion and Textiles Merchandising (Associate Degree)	RMIT University
Fine Art/Business	Monash University
Forensic Science	Deakin University
Health and Wellbeing (Diploma)	Torrens University Australia
Health Sciences (Diploma) / Nursing (Degree)	La Trobe College Australia
International Development Studies	Australian Catholic University
Marketing/Media Communication	Monash University
Music Performance (Diploma/Degree)	Collarts (Australian College of the Arts)
Music Production	Box Hill Institute
Nursing	Federation University Australia
Nursing First Year Entry	Monash University
Paramedicine	Victoria University
Pharmacy (Honours)	Monash University
Physiotherapy (Honours)	Monash University
Product Design (Diploma)/Industrial Design (Honours)	RMIT University
Psychological Sciences/Criminal Justice and Criminology	Swinburne University of Technology
Psychology (Honours)	Swinburne University of Technology
Science	Monash University
Secondary Education (Honours)/Business	Monash University
Secondary Education (Honours)/Music	Monash University
Teacher Education Preparation – Diploma	Swinburne University of Technology

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.

## **Value added**

Due to covid restrictions we missed out on many activities and events. Most events were cancelled and probably the most disappointing ones were the concert, school camps and excursions. We still managed to hold our Athletics carnival, Graduations and Prep celebration. I suppose the greatest value added was in the building of stronger ties between staff and students due to constant contact over the phone. The relationship of staff with parents also improved as there was greater involvement of parents in the education of their children.

## **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), Mrs Simon (In charge of development from Prep to Year 8) and Mr Niles (who has been responsible for the VCE years Year 9 to Year 12) has provided stable and strong leadership.

Mrs Mathews, who is the Business Manager has continued to help families plan their finances, and manage LCCC finances in such a way that we were able to give bonuses to all our staff and still have a positive balance. Once again we did not have any bad debts in 2021!

Our financial performance for 2021 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 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 school continues to be one of their best investments. As expected, our major expenditure was salaries.

Miss Zoe who is our Administration Manager continues to streamline the school office and its procedures. She also makes 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. We intend to make more of our administrative processes online and so Miss Zoe and Mr Jinil are continuing to work with a company to make more of our processes online.

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, Mr Anthony Fernando, Mr Blessing Nhliziyo, Mrs Shanta Mathews and Mr Emanuele Cicchiello. All major decisions are made with the blessing and guidance of this team. Please keep all those in leadership in your prayers as we are so dependent on God for His guidance and success.



## Financial Performance and Position

Financial Performance for the year ended 31 <sup>st</sup> December 2021	
Reporting Framework	
<b>Recurrent Income</b>	
School fees	\$ 2,002,338
Other Fee Income	\$ 0
Private Income	\$ 244,536
State Government recurrent grants	\$ 3,126,599
Australian Government recurrent grants	\$10,328,630
Other Commonwealth Government Grants	\$ 13,800
<b>Total Recurrent Income</b>	<b>\$15,715,903</b>
<b>Recurrent Expenditure</b>	
Salaries, allowances and related expenses	\$ 9,493,273
Non Salary expenses	\$ 3,041,215
<b>Total Recurrent Expenditure</b>	<b>\$ 12,534,489</b>
<b>Capital Income and Expenditure</b>	
Government Capital Grants	\$ 0
Capital Fees & Levies	\$ 199,700
Other Capital Income	\$ 195,357
<b>Total Capital Income</b>	<b>\$ 395,057</b>
<b>Total Capital Expenditure</b>	<b>\$ 1,243,234</b>
<b>Loans</b>	
<b>Refundable Enrolment Deposits</b>	<b>\$ 303,000</b>
– Opening Balance	
– Closing Balance	<b>\$ 303,400</b>
<b>Loans Recurrent - Opening Balance</b>	<b>\$ 0</b>
Closing Balance	<b>\$ 0</b>
<b>Loans Capital - Opening balance</b>	<b>\$ 0</b>
Principal Repayment	<b>\$ 0</b>
Drawdowns	<b>\$ 0</b>
Closing Balance	<b>\$ 0</b>

## School Contact Information

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Principal:	Mr Jacob Mathews
School Council President:	Mr Philip Cayzer
Telephone:	03 59961588
Website:	<a href="http://lighthousecranbourne.vic.edu.au">lighthousecranbourne.vic.edu.au</a>
Email:	<a href="mailto:office@lccc.vic.edu.au">office@lccc.vic.edu.au</a>

## 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.**