

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

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

**2013 Annual Report to the School Community**



**Inaugural VCE Graduating Class of 2013 and Staff**

## School Overview

Lighthouse Christian College Cranbourne (LCCC) is dedicated to helping Christian families (especially of Pentecostal persuasion) by providing affordable and good quality Christian education for their children. As an independent school we are committed to providing the choice that many Christian families are looking for in terms of the education of their children. This is our sixth year as a registered school in its own right. We received registration for Year 11 in 2012 and by the end of 2012, we were granted registration for Year 12 for the 2013 school year. In 2013, we had our inaugural Year 12 consisting of 14 students. We continued to experience strong enrolment growth. Our students have performed 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 and everyone who applied for tertiary study, received an offer in the first round. An outstanding performance for our pioneer group! We also had our first group of indigenous students from Central Australia. This was an initiative of TurningPoint Family Church under the leadership of Pastors Philip and Norma Cayzer. Most of the indigenous students have continued with us, having successfully adapted to the LCCC culture. 2013 has been a year of great progress and as a community we give all praise and glory to God the Father and our Lord Jesus Christ.

### Vision

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

### Enrolment

On Census Day 2013, there were 495 students enrolled at the College, an increase of 31% in enrolment numbers in 2012. This growth is on par with the 32% growth in 2012. Enrolment for the start of 2014 was 615 and hence the growth proves steady and continuous. 7 indigenous students were present on Census Day and the majority have continued with us and are progressing very well.

Primary	Prep	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total
Boys	21	25	18	24	22	19	23	152
Girls	25	25	27	22	28	31	20	178
Total	46	50	45	46	50	50	43	330
Indigenous	0	0	1 (Boy)	1 (Boy)	0	1 (Girl)	2 (1B, 1G)	5 (3B, 2G)

Secondary	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
Boys	20	18	14	12	10	9	83
Girls	21	28	12	9	7	5	82
Total	41	46	26	21	17	14	165
Indigenous	1 (Boy)	1 (Girl)	0	0	0	0	2

As we had reached the limit set by Casey Council, we sought to increase the student limit on the property from 500 to 700 so as to cope with enrolments for 2014. 'Word of mouth' continues to be our only means of advertisement and the rapid growth of enrolment is partly a reflection of parent satisfaction with the education and care provided by the staff as there is very little in terms of facilities to impress.

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The growth of the school from 2008 to date is as follows:

YEAR	2008	2009	2010	2011	2012	2013	2014
No. of Students	128	174	200	286	377	495	615
Increase	-	36%	15%	43%	32%	31%	24%

### Student Attendance

Average **student attendance** during the period of Student Attendance Data Collection (from January to June) was 93.9 %. Preps and VCE students were not included in the survey. The attendance of students and punctuality were excellent. Generally, students are away only due to illness or if visiting family overseas. Many of our students have grandparents overseas and have to take time off school to visit them.

Grade	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Year 7	Year 8	Year 9	Year 10
Attendance Rate (%)	92.9	95.1	94.8	93.1	95.4	94.3	94.9	92.9	91.4	92.2

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

### Staff details

Staff		Teaching	Male	Female	Non Teaching	Male	Female
<b>Full Time</b>	<b>41</b>	<b>20</b>	<b>5</b>	<b>15</b>	<b>21</b>	<b>3</b>	<b>18</b>
<b>Part Time</b>	<b>21</b>	<b>11</b>	<b>3</b>	<b>8</b>	<b>10</b>	<b>6</b>	<b>4</b>
<b>Total</b>	<b>62</b>	<b>31</b>	<b>8</b>	<b>23</b>	<b>31</b>	<b>9</b>	<b>22</b>
<b>FTE</b>	<b>51.2</b>	<b>25.1</b>	<b>5.9</b>	<b>19.2</b>	<b>26.1</b>	<b>5.6</b>	<b>20.5</b>

There were no indigenous staff employed at the school in 2013.

**Staff attendance** in 2013 was excellent. The dedication of LCCC staff was exceptional. One staff member was on extended sick leave due to a stroke but has recovered well and is back on, in a part time capacity. Two staff members took time off on maternity leave. Other absences were in the form of general sick leave or personal leave. The attendance rate for the 53 teachers and teacher's aides was as follows:

Staff attendance	Below 92.5%	92.6-94.9%	95-98.9%	99-100%
Number of staff	3	3	20	27

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.

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Staff retention rate was 94%. One teacher and a teacher's aide left to go into Christian ministry. A part time staff member serving between two schools decided to stay at the other school due to closer proximity to home. The fourth member opted for full time home duties. Staff satisfaction remains high as can be seen from the staff retention rate. All staff were involved in professional development, most of which was provided in-house.

**Teacher Qualifications**

All LCCC teachers are registered with the Victorian Institute of Teaching and hence hold suitable qualifications to teach in Victoria. One staff member holds a PhD and some hold a Masters degree in their subject areas. The rest of the teachers are holders of Bachelors degrees or other relevant qualifications. Our team of teachers, with considerable years of teaching experience, were dedicated to making sure that students succeeded academically. Staff continued to offer after school classes to help the needy students and these were well attended. VCE teachers held after school and holiday classes to help our students succeed and the school is grateful for their dedication. Our teachers are also capable of caring for the whole person because of their spiritual commitment. They have attended weekly staff meetings and various staff (professional development) in-services to improve their ability to serve the students. Our involvement in National Partnerships has brought about many staff in-services at our school. 2013 will be the final year of the National Partnerships program. The teaching staff have continued to focus on the character development of students.

**Student Progress & Achievements**  
**Student Learning**

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

**NAPLAN Results for 2013**

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 2013, there were more students in the NAPLAN years (Grades 3, 5, Years 7 & 9) from higher income families. For the majority of families, English is not their first language.

Student background 2013				
<a href="#">Index of Community Socio-Educational Advantage (ICSEA)</a>				
School ICSEA value			1054	
Average ICSEA value			1000	
Data source	Parent information			
Distribution of students	Bottom quarter	Middle quarters		Top quarter
School distribution	14%	25%	34%	26%
Australian distribution	25%	25%	25%	25%

Compared to 2012 the ICSEA value for LCCC has increased from 1035 to 1054. This indicates that our families were better off in 2013 in caring for the children's educational

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needs compared to 2012. In other words as a community we are less disadvantaged. Please note that the sample of families is limited to the NAPLAN testing years. Our students performed very well right across the board. Average performance of LCCC students has exceeded the national average in Reading Comprehension except at Year 9 level. This has, in the past, been our weakest area because a majority of our students families have a non English speaking background.

2013 results for our school can be viewed on the same site as follows:

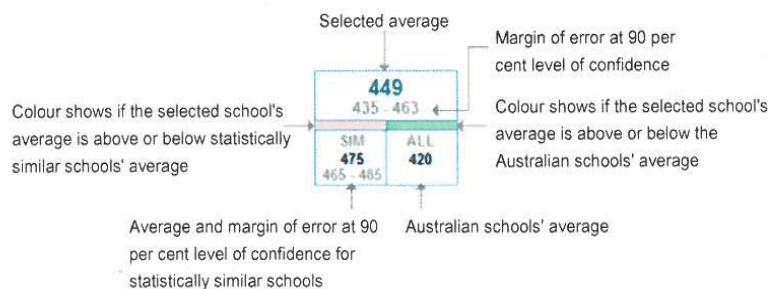
	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	<b>523</b> 503 - 543		<b>482</b> 465 - 499		<b>554</b> 536 - 573		<b>534</b> 512 - 555		<b>456</b> 439 - 473	
	SIM 430 421 - 439	ALL 419 416 - 432	SIM 424 416 - 432	ALL 416 416 - 432	SIM 418 409 - 426	ALL 411 409 - 426	SIM 439 429 - 449	ALL 428 429 - 449	SIM 407 399 - 415	ALL 397 399 - 415
	<b>525</b> 508 - 543		<b>531</b> 514 - 548		<b>576</b> 559 - 592		<b>577</b> 558 - 596		<b>507</b> 491 - 522	
Year 5	SIM 511 503 - 520	ALL 502 503 - 520	SIM 486 478 - 495	ALL 478 478 - 495	SIM 500 492 - 508	ALL 494 492 - 508	SIM 510 501 - 520	ALL 501 501 - 520	SIM 495 487 - 503	ALL 486 487 - 503
	<b>571</b> 554 - 588		<b>605</b> 586 - 624		<b>650</b> 633 - 668		<b>621</b> 601 - 640		<b>642</b> 626 - 658	
	<b>577</b> 557 - 598		<b>599</b> 571 - 626		<b>624</b> 601 - 647		<b>585</b> 561 - 608		<b>669</b> 650 - 688	
Year 7	SIM 550 543 - 557	ALL 541 543 - 557	SIM 529 520 - 537	ALL 517 520 - 537	SIM 556 548 - 563	ALL 549 548 - 563	SIM 547 539 - 556	ALL 535 539 - 556	SIM 551 544 - 559	ALL 542 544 - 559
	<b>577</b> 557 - 598		<b>599</b> 571 - 626		<b>624</b> 601 - 647		<b>585</b> 561 - 608		<b>669</b> 650 - 688	
	<b>577</b> 557 - 598		<b>599</b> 571 - 626		<b>624</b> 601 - 647		<b>585</b> 561 - 608		<b>669</b> 650 - 688	
Year 9	SIM 592 585 - 599	ALL 580 585 - 599	SIM 567 558 - 577	ALL 554 558 - 577	SIM 592 584 - 600	ALL 583 584 - 600	SIM 589 581 - 598	ALL 573 581 - 598	SIM 595 588 - 602	ALL 584 588 - 602
	<b>577</b> 557 - 598		<b>599</b> 571 - 626		<b>624</b> 601 - 647		<b>585</b> 561 - 608		<b>669</b> 650 - 688	
	<b>577</b> 557 - 598		<b>599</b> 571 - 626		<b>624</b> 601 - 647		<b>585</b> 561 - 608		<b>669</b> 650 - 688	

### How to interpret this chart

- SIM** schools serving students from statistically similar backgrounds
- ALL** Australian schools' average
- Student population below reporting threshold
- Year level not tested

- 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)








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The performance of this year's cohort of students can be compared with that of 2012 which is displayed below. The results at Grade 3 level show that our achievement remains consistently excellent across Literacy and Numeracy.

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

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

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At Grade 5 level, the performance in Comprehension improved while that in Numeracy declined. We have been working to improve the numeracy skills of the students concerned ever since and they should do better in 2015 when they sit NAPLAN in Year 7. Year 7 students performed exceptionally well in all areas. We will be seeking to help the Year 9's in Reading Comprehension and Grammar so that they will be sufficiently prepared for VCE. Our Year 9's performed exceptionally well in Numeracy and Mrs George is to be congratulated for her input in achieving the success.  
(See 'My School' website for greater detail.)

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

A similar account can be given about the Grade 5 students. In tests other than Reading and Numeracy, the lowest performance of our students in Grade 5 was above the highest achievement of students at schools similar (SIM) to ours. The Grade 5 reading result is better than that of last year and this is an indication that our reading strategy is working. Reading results have improved throughout the school. Even student results at Year 9 had gained new ground, stabilising around the state average. We will continue to make progress as we stick to our reading strategy. Being part of the National Partnerships has benefited us in this area.

On the Better Education website we appear as the 44<sup>th</sup> school (24<sup>th</sup> in 2012) in their ranking for top primary schools and as the 18<sup>th</sup> school in the state for top secondary schools. Even though we do not look to these data to affirm the educational standard of our school, it is encouraging to see that we are in the top one percent of the state when it comes to academic success. I sincerely thank the school community for their whole hearted support for the academic success of our children.

### **NATIONAL PARTNERSHIPS (Initiatives and their progress)**

Lighthouse Christian College Cranbourne has been participating in the National Partnership for Low Socio-Economic Status School Communities for the last 4 years. Commonwealth funding to support this initiative has provided opportunities for our staff and leadership team to participate in professional learning activities, to purchase targeted support materials and to engage external consultants.

In 2013, we continued the 'Pause, Prompt and Praise' program which was a great strategy for staff and parents to use in helping children in their reading and comprehension skills.

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

## **POST-SCHOOL DESTINATIONS**

At the end of 2013, our first group of Year 12 students exited the school. Of the 14 students in the Year 12 class of 2013, 8 did the full course and all obtained a VCE Certificate. These eight ceased full time study at LCCC. Of the 8, one student moved on to New Zealand and the others were offered places at local universities. One decided to defer and to work at the College for a year, whilst the 6 are at their respective universities. The remaining six students of the Year 12 class had intended to do their Year 12 over 2 years (having accelerated from Year 9 to Year 11) and hence are still with us. Two of these students had applied to universities (even though they had not completed their full course) and received offers which they deferred for a year so as to finish their full complement of subjects in 2014.

## **LEAD SURVEY**

Lighthouse Christian College Cranbourne participated in a survey along with other independent schools in 2012. 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. In 2013, we did not participate in the survey but intend to do this every alternate year. The next four pages are part of the report following the survey in 2012. Overall it shows that we are working together very well and all the key stakeholders are highly satisfied with the school in most areas.



## Radar Chart 1a – Academic Achievement

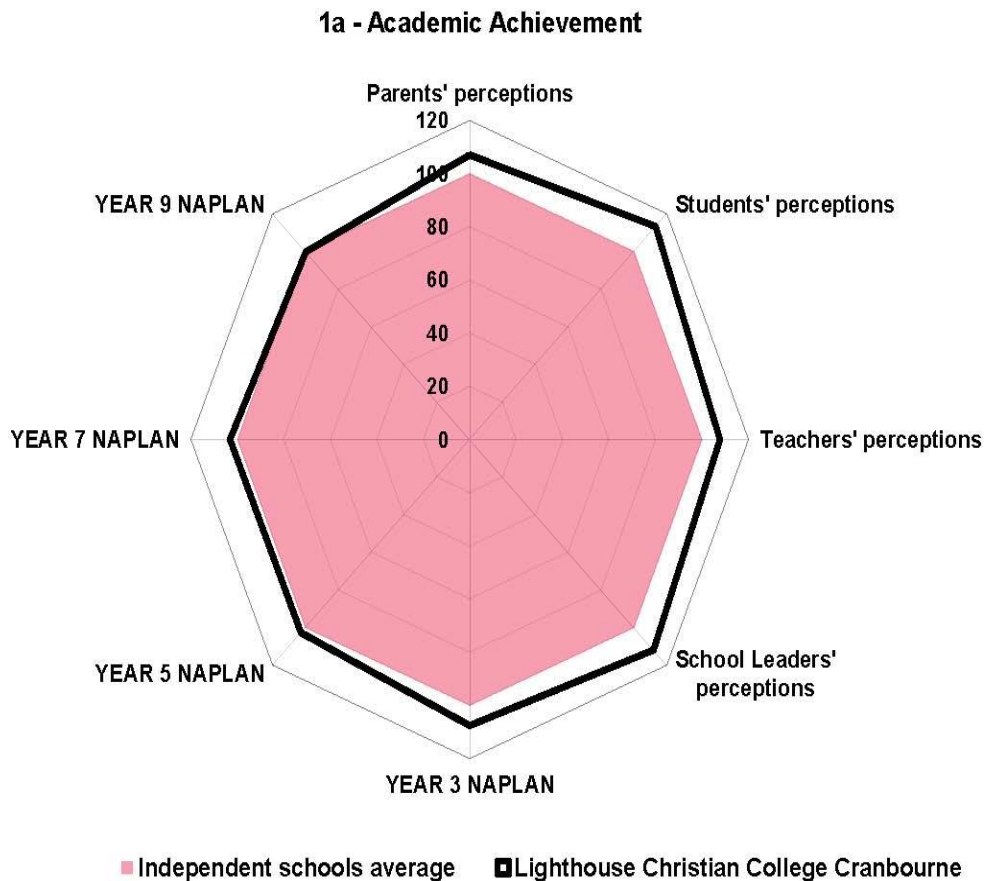
Chart 1a shows Lighthouse Christian College Cranbourne’s ‘Academic Achievement’ from the perspectives of the Parents, Students, Teachers and School Leaders (the subjective indicators).

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

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

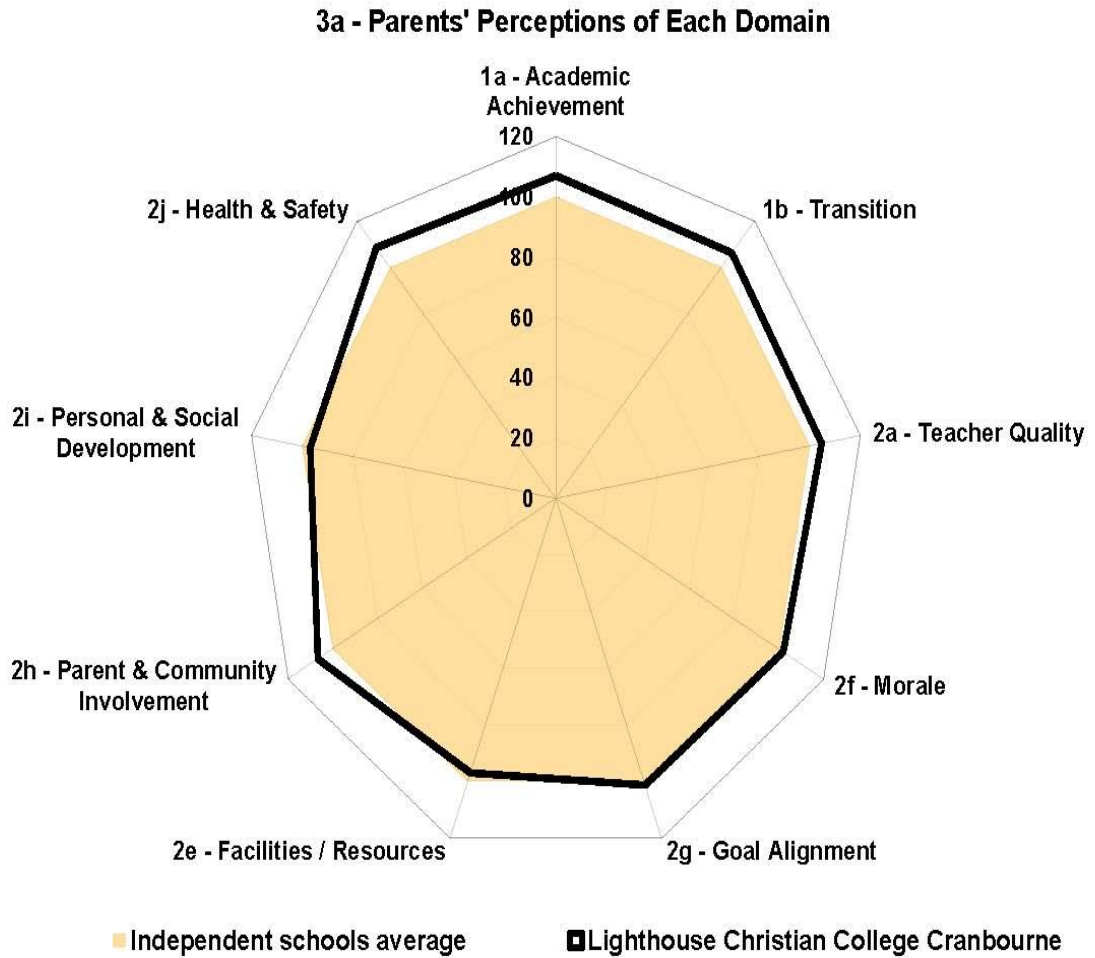
- Teachers and School Leaders were asked the same questions as the parents and students. In addition, they were also asked whether staff were dedicated to improving student learning outcomes; whether they gave students a variety of ways to show how well they had learned (for example portfolios, projects, presentations, tests); and whether they used the results of tests and other assessments to adjust instruction to individual students.

The objective indicators are the school’s NAPLAN results.



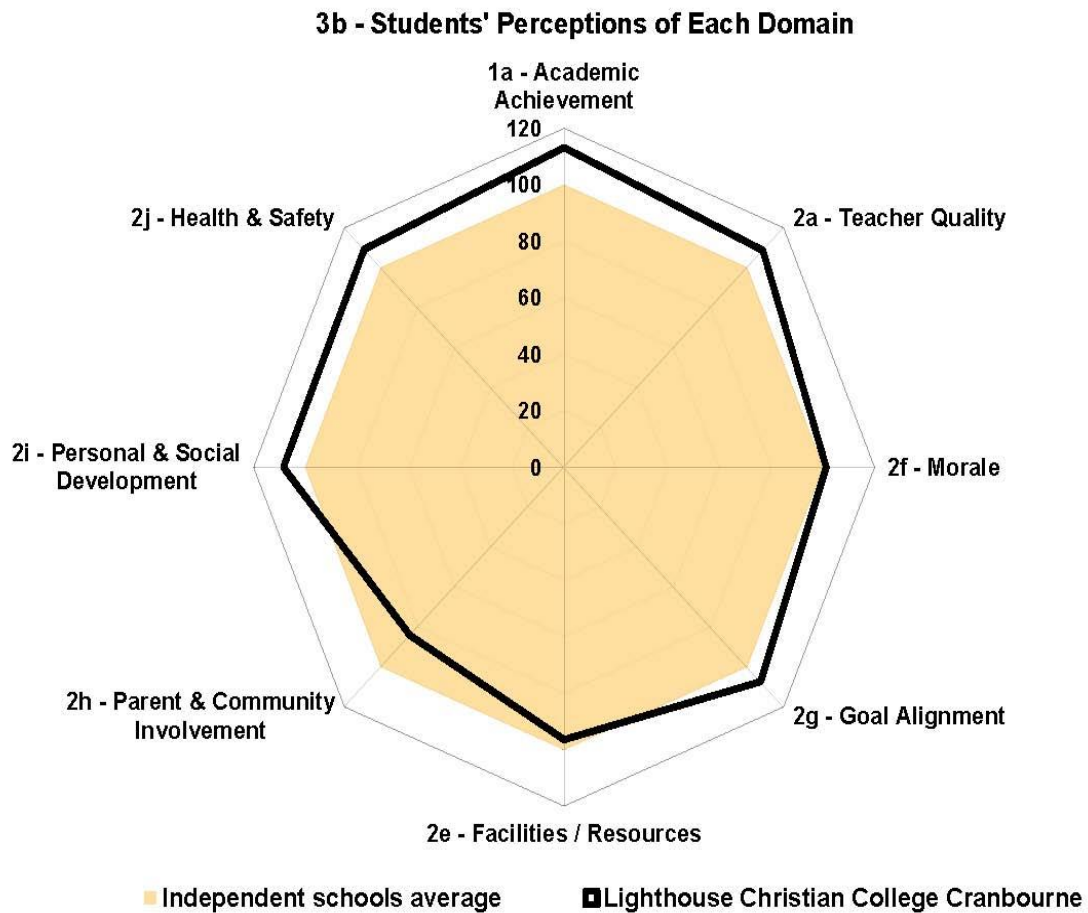
### Radar Chart 3a: Parents' Perceptions

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



### Radar Chart 3b: Students' Perceptions

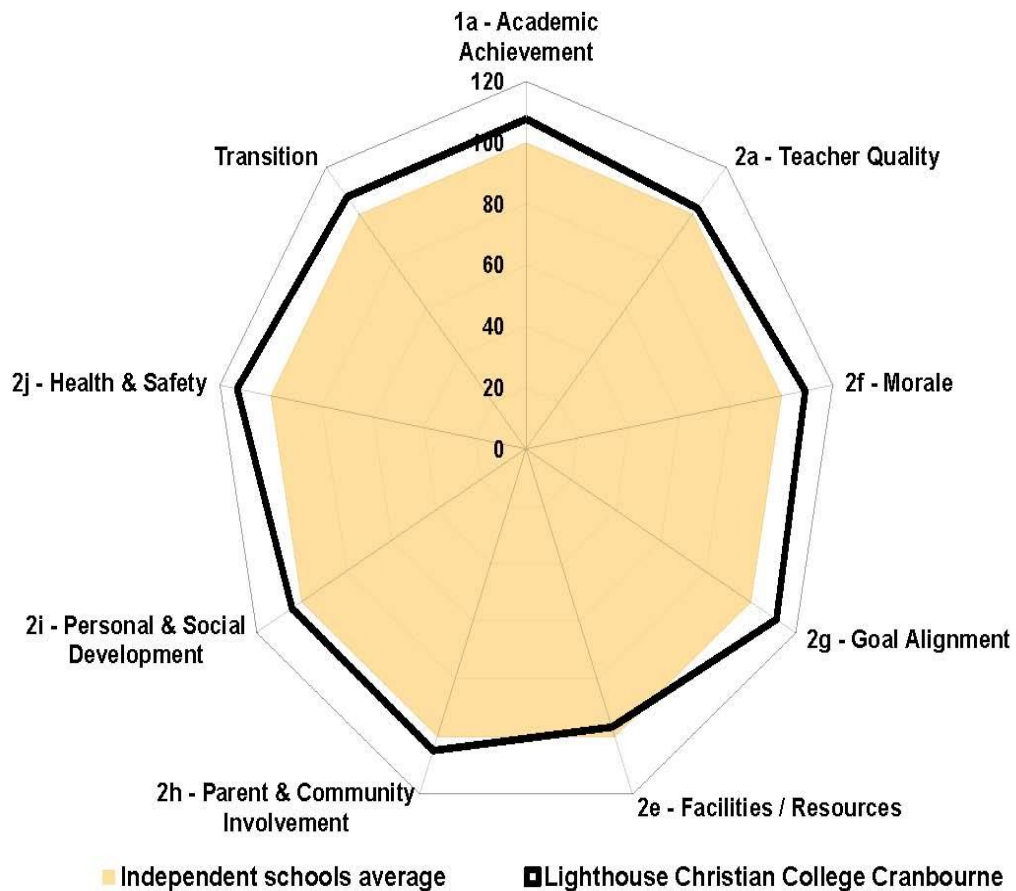
Chart 3b presents detailed perceptions of school quality for each of the *L E A D* domains of school effectiveness from the perspective of the students. The results were derived from the Independent Schools Victoria Student Satisfaction Survey. The questions used in each of the domains have been explained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



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

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

3d - Teachers' Perceptions of Each Domain



## **VALUE ADDED**

Lighthouse Christian College Cranbourne has a disciplined and caring environment and this 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.

The indigenous students were allocated a special staff member who followed up their academic progress. Exceptional progress has been made by these students.

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 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 inaugural Spelling Bee Competition which was a great success. Students were extremely enthusiastic and performed exceptionally. This will now become an annual event.

Secondary school camp had to be separated into two. 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. The theme of both camps was 'Priorities of Life'. The camps were partly sponsored by the resiliency component of the Targeted Program Funding received by the College. Students had an opportunity to serve the community at the camp site and this they did with great delight.

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.

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

Sports and games in the form of table tennis, basketball, touch rugby and volleyball are played daily. Students from Prep to Grade 5 had a week of swimming training.

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 helped pack food for the food support centre of TurningPoint Family Church. Our students clearly enjoyed physical work and they are always looking for opportunities to help others.

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

The students donated generously to support missionaries in Tunisia and 'Oak for Orphans' (the sale of Oak milk) enabled us to sponsor 6 children through Watoto and 4 through Compassion. The most generous class in both Primary and Secondary received a trophy of recognition at Presentation Night. The generosity maintained and enthusiasm with which the students gave was exceptional.

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

Many students participated in the Australian Mathematics Competition which was organised by Mrs Yong, who also coordinates Numeracy.

'Jump Rope for Heart' at the end of Term 2 was exciting and full of energy. All the funds raised went to the Heart Foundation for research and to support community health and well-being initiatives. The 'Skip-Off' was a time of healthy competition. In first place was Divine Samuela (Grade 5) who skipped continuously for 13 minutes, followed in second place by Isabella Cauneac (Grade 4) with a time of 12 minutes and 30 seconds. A special commendation was in order for Mr Fielding who skipped the longest amongst the staff and came second to Ezekiel Mathews in the Senior division. Mrs Melody once again did a great job with the arrangements and conducting the event.

The 'Prep 100 Days' celebration on Wednesday 31<sup>st</sup> July was a chance to see what God had done in the lives of the children in just 100 days. The Prep team, along with the parents, gathered together to praise God for the miracles He had worked in the lives of the Preps of 2013. The children showed their knowledge of counting to 100 by 1's, 5's and 10s, showcased 100 words they had learnt for their parents and gave praise to God through worship. During the sharing of lunch, parents also shared their joy and awe in the transformation that they had seen in their child's lives.

Grade 6 Graduation Ceremony at the end of 2013 school year saw Grade 6 students rise up to a new level of confidence and self esteem. We had to book the entire main hall of Food Star, Frankston to cater for about 300 people who attended. Everyone was very impressed by the behaviour and attire of graduates. Their speeches were very impressive. The preparation (by Mrs. Simon) that went into getting the students ready was commendable.

Our Inaugural Year 12 Valedictory Dinner was held at the Cuckoo Restaurant. Unlike other Year 12's, 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. The wholesome, engaging live 'Bavarian' entertainment that accompanied the evening was enjoyed by all. This wonderful formal event was followed by a fun day at Luna Park. The students were blessed with excellent weather and maximised their day out together.



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VCE students benefited from school sponsored external head start and VCE revision programs.

Presentation Night was a very successful event. The proceedings went smoothly and every one acted responsibly making the occasion an enjoyable one for all.

The excellent organisation and smooth running of the school can be attributed to the dedicated and responsible staff of the school. Mr. Cicchiello (Deputy Principal) and Mrs. Thomas (Staff Development Officer) both very experienced staff, played a key role in the day to day running of the school and are great assets to the school. They were involved in the five yearly VRQA audit which was held this year and completed without any hassles.

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

Our financial performance for 2013 is as on the next page. As you will notice our major contributor of funds (60%) is the Commonwealth Government, without which a school like us would not be able to help families who are disadvantaged financially. The State Government is next contributing 22.5% of our income. As a community, we only contributed a small portion of our income.

As expected, our major expenditure (75.7%) was salaries. We saved money in many ways especially by minimising cleaning expenditure with the help of parent working bees and student help during school. Many of the staff worked above the call of duty.

Overall, we were still able to carry forward a considerable sum of money which we will hold in reserve for future projects that will benefit our children.

We completed Stage 4E of our building program consisting of 4 classrooms, a canteen and a sit down eating area. The project was completed at a very economical cost. It was functional as of Term 3.

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2013 Annual Report to the School Community

## Financial Performance and Position

<b>Financial Performance for the year ended 31<sup>st</sup> December 2013</b>	
<b>Reporting Framework</b>	
<b>Recurrent Income</b>	
School fees	\$ 552707
Other Fee Income	\$ 132,264
Private Income	\$ 283,566
State Government recurrent grants	\$ 1,331,446 ( 22.5% of income)
Australian Government recurrent grants	\$ 3,574,587 ( 60% of income)
Other Commonwealth Government Grants	\$ 33,650
<b>Total Recurrent Income</b>	<b>\$ 5,908,220</b>
<b>Recurrent Expenditure</b>	
Salaries, allowances and related expenses	\$ 3,518,869 (75.7% of expense)
Non Salary expenses	\$ 1,126,543
<b>Total Recurrent Expenditure</b>	<b>\$ 4,645,412</b>
<b>Capital Income and Expenditure</b>	
Government Capital Grants	\$ 0
Capital Fees & Levies	\$ 87,700
Other Capital Income	\$ 5,883
<b>Total Capital Income</b>	<b>\$ 93,583</b>
<b>Total Capital Expenditure</b>	<b>\$ 624,848</b>
<b>Loans</b>	
<b>Refundable Enrolment Deposits – Opening Balance</b>	<b>\$ 85,508</b>
<b>– Closing Balance</b>	<b>\$ 114,200</b>
<b>Loans Recurrent - Opening Balance</b>	<b>\$ 58,000</b>
<b>Closing Balance</b>	<b>\$ 46,000</b>
<b>Loans Capital - Opening balance</b>	<b>\$ 217,803</b>
<b>Principal Repayment</b>	<b>\$ 43,583</b>
<b>Drawdowns</b>	<b>\$ 39,112</b>
<b>Closing Balance</b>	<b>\$ 213,332</b>

## School Contact Information

Address:	1785 South Gippsland Highway, Cranbourne. P.O. Box 5693, Cranbourne. 3977
Principal:	Mr Jacob Mathews
School Council President:	Mr Philip Cayzer
Telephone:	03 59961588
Website:	<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.