

LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE

School Number: 2054

1785 South Gippsland Highway, Cranbourne, Vic. 3977

2018 Annual Report to the School Community



Athletics Carnival 2018 – A predicted rainy day became sunny for us. Thank God for His faithfulness.
EVERY TRIAL, BECOMES AN OPPORTUNITY TO TESTIFY OF GOD'S FAITHFULNESS.

In 2018 we celebrated the completion of 10 years as a school and the opening of Stage 4F (the double storey building). We had yet another year of academic success and record achievements. We were audited by many agencies including the VRQA. Helped start Verity Christian College in Griffith. Broke the 900 limit and are well on our way to 1000 students.

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School Overview

Having registered as an independent school in January 2008, Lighthouse Christian College Cranbourne (LCCC) completed its 11th year of existence at the end of 2018. 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 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 2018, we had our sixth cohort of Year 12 students graduate from our school. There were 51 Year 12 students in 2018. In terms of VCE subjects, we were able to offer 13 subjects and a few more by Distance Education 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 full VCE certificate. We had 4 indigenous students at our school in 2018. Our vision to serve the indigenous community is slowly becoming a reality. The growth of our school population necessitated the use of our new double storey building. 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 up to \$2 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. We started Verity Christian College in Griffith this year but have since found out through VRQA that we are not allowed to have campuses interstate. VCC will have to stand on its own as soon as possible. We will have to keep any new campuses within Victoria and starting new campuses should be done in such a way that it does not detrimentally affect LCCC. 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 2018, the enrolment at LCCC was 944 students. Of these 931 were full time students and 13 were part time students. We began 2019 with 986 students. We will now have to construct the traffic lights before we can expand any further in terms of enrolment. What began in the words of many as a bubble, continues to be consistent growth instigated and sustained by God. Our growth to date for the last 11 years is tabulated below.

YEAR	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
No. of students	128	174	200	286	377	495	631	698	770	863	944	986
% increase	41%	36%	15%	43%	32%	31%	27%	10.6 %	10.3%	11%	9.3%	4.4%
No. of staff	17	25	26	34	59	65	85	100	112	106	120	125

Year level sizes for 2018 were as follows

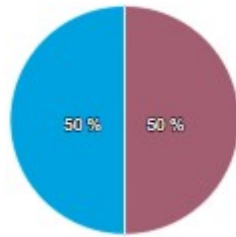
Year level	Prep	1	2	3	4	5	6	7	8	9	10	11	12	
No. of students	95	80	92	98	83	80	77	81	60	60	51	36	51	944
Male	49	39	46	55	45	40	42	36	31	28	21	15	24	471
Female	46	41	46	43	38	40	35	45	29	32	30	21	27	473

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Students

Total enrolments: 944

Boys 471
 Girls 473

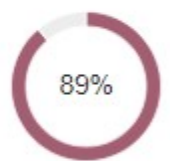


Full-time equivalent enrolments: 940.5

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		
2018	48	47	40	40	39	38	39	39	43	40	42	38	38	39	36	45	31	29	28	32	27	24	36	22	29	944
				15 + 20		Composite 2/3																				

In 2018 all year levels were double streamed except for Year 11. There had to be a composite grade of Grade 2 and Grade 3 students to cope with the larger number of Grade 2 and Grade 3 students. We had up to two teachers and three teacher's aides to help in the large classes. Almost all our 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 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 Student Attendance Data Collection period was 93% and 75% 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' %	93	90.31	92.42	92.55	92.96	89.64	91.84	93.32	87.89	90.83
Girls' %	90.12	93.55	90.31	92.59	90.96	90.56	90.95	91.92	90.57	89.69

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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 2018)

Staff		Teaching	Male	Female	Non Teaching	Male	Female
Full Time	80	39	12	27	41	6	35
Part Time	35	12	1	11	23	10	13
Total	115	51	13	38	64	16	48
FTE	101.7	47.5	12.8	34.7	54.2	11.9	42.3

There were no indigenous staff employed at the school in 2018.

We had at least another 30 casual staff on top of the 120 staff who were permanent during the year so the administration had to keep track of over 150 staff.

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

Staff attendance in 2018 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 2018 was 98% (not taking into consideration leave taken without pay). Attrition rate for 2017 was about 3.5% not including casual staff. Staff retention rate was 96.5%.

As many as 30 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 a 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.

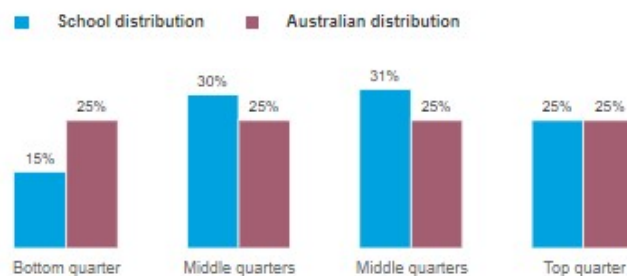
NAPLAN RESULT

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 2018, the socio-economic standard of our families was 1051 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, 89% of our families are from language background other than English and 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 to allocate more of our school instruction to the English Language.

Student background

Index of Community Socio- Educational Advantage (ICSEA)	
School ICSEA value	1051
Average ICSEA value	1000
Data source	Parent information

Distribution of students



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 Better Education Guide website has ranked LCCC as the 19th top primary school in Victoria (83rd in 2017, 62nd in 2016 and 36th in 2015) based on NAPLAN performance. It has ranked our secondary school as the 24th top performing school in Victoria for NAPLAN 2018. Whereas we were ranked 36th in 2017, 30th in 2016 and 17th in 2015. One thing is sure, we are working hard to help our students succeed. As most of you are aware, we started Bible comprehension on a daily basis (as homework) a year 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.

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The following is a tabulated summary of the primary and secondary school results as displayed on the 'My School' website starting with 2018 which is the most recent to 2014.

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)

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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 421 421 - 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	

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 557 549-565	ALL 543
Year 7	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
	523 504-542		548 530-565		576 558-593		635 614-655		558 542-575	

2014 results are on the next page.

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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 7	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
	580 564-595		569 551-586		640 624-657		598 580-616		658 642-673	
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
	580 564-595		569 551-586		640 624-657		598 580-616		658 642-673	

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. For the first time we no longer are weak in our reading! We have made great progress in reading over the last 2 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 2018, we need to compare their performance in 2016 and 2014. Students in Grade 3 in 2014 would have sat for Grade 5 in 2016 and would have done their Year 7 in 2018. 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. 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 highest figure given to similar schools. For instance our lowest figure given in the Grade 3 numeracy is 484 while the highest figure given in the range for similar schools' is 426, In Grade 5 numeracy, our lowest is 544 and similar schools' highest is 509. 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,

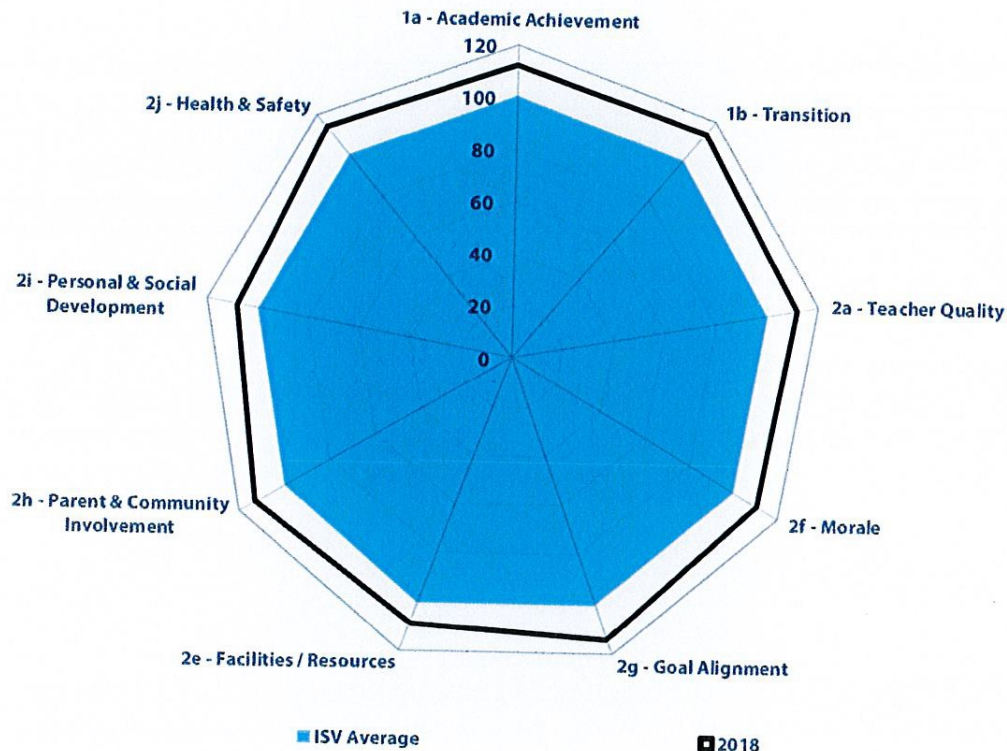
Grade 1 and Grade 2 teachers had not laid such a good foundation in literacy and numeracy. (See 'My School' website for greater detail.)

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 over the 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.

LEAD SURVEY

Lighthouse Christian College Cranbourne participated in the LEAD survey organised by ISV along with other independent schools in 2018. 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.

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

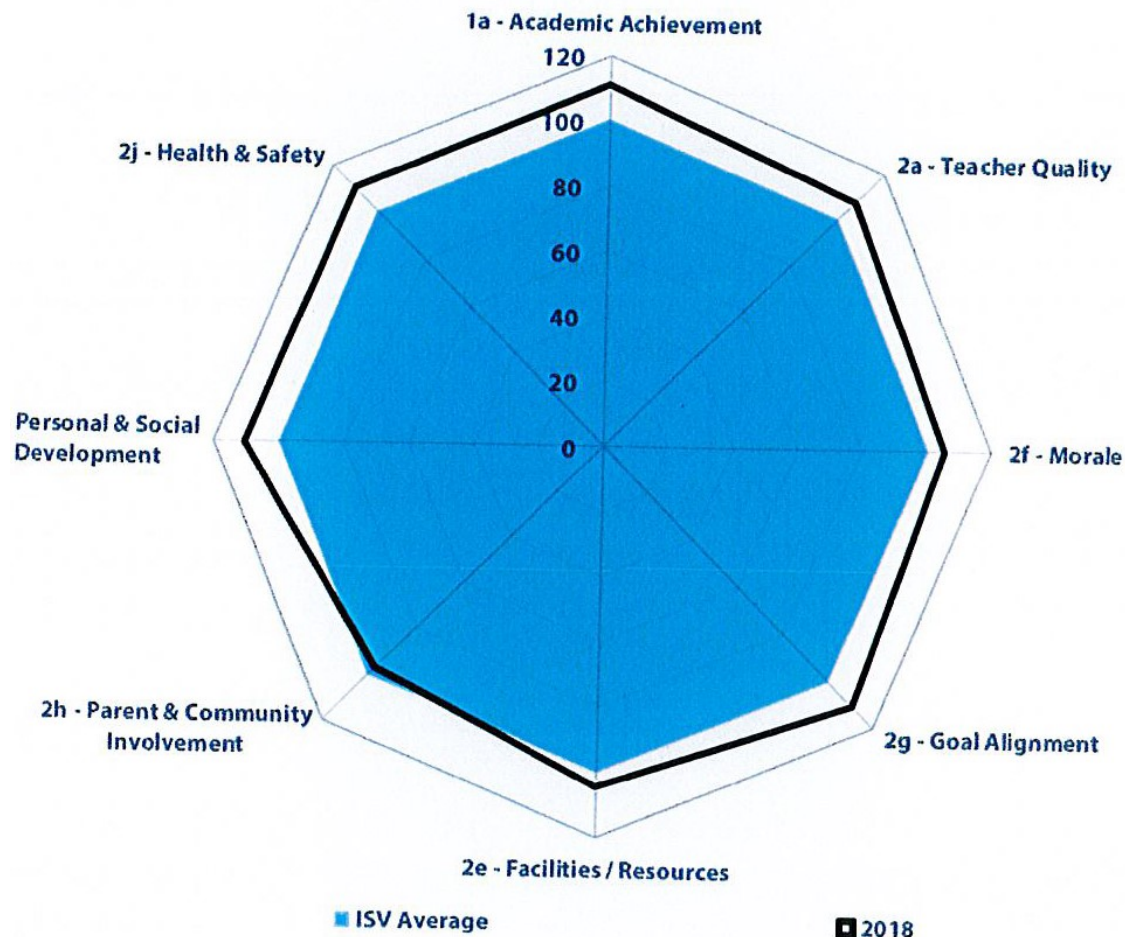


In the radar chart above the bold black line represents our school’s data while the edge of the blue shaded area represents the average scores all the schools who participated in this survey. The bold black line being above the shaded area shows that our parents are showing greater than average satisfaction with the school.

The radar chart above indicates that our parents are very satisfied with the school. 250 parents out of 491 participated in the survey which equates to a margin of error of 4% or 95% confidence level.

STUDENT PERCEPTIONS

The next chart is a summary of how LCCC students perceive school effectiveness compared to other Independent Schools.

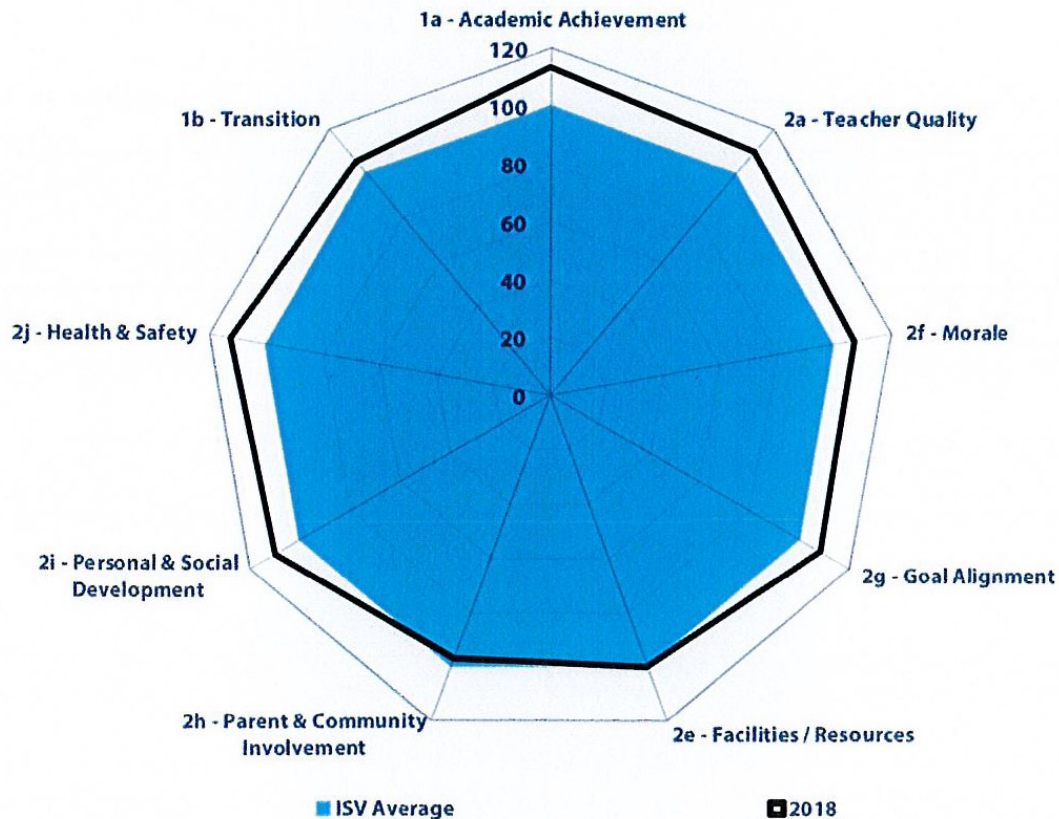


The student perceptions has improved when compared to the last survey. This shows that the students are reflecting the improved and increased facilities at LCCC. As we all know, young children especially during teenage years, don’t always know what is good for them or even the blessings they are experiencing and are easily influenced by a society that is in an

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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. Thanks to all the parents who make an effort to try and tell their children the benefits of being at LCCC. Again we do not intend to make policies to satisfy the whim and fancy of students but rather in a very thought out way to benefit the academic, physical and mental health of our students.

The next chart shows a summary of the response of our Year 12 students to their survey questions.



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.

The next two pages are taken from the LEAD REPORT as it appears in the report to show our academic achievement and the perspectives of our stakeholders.

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 objective indicators for this section 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

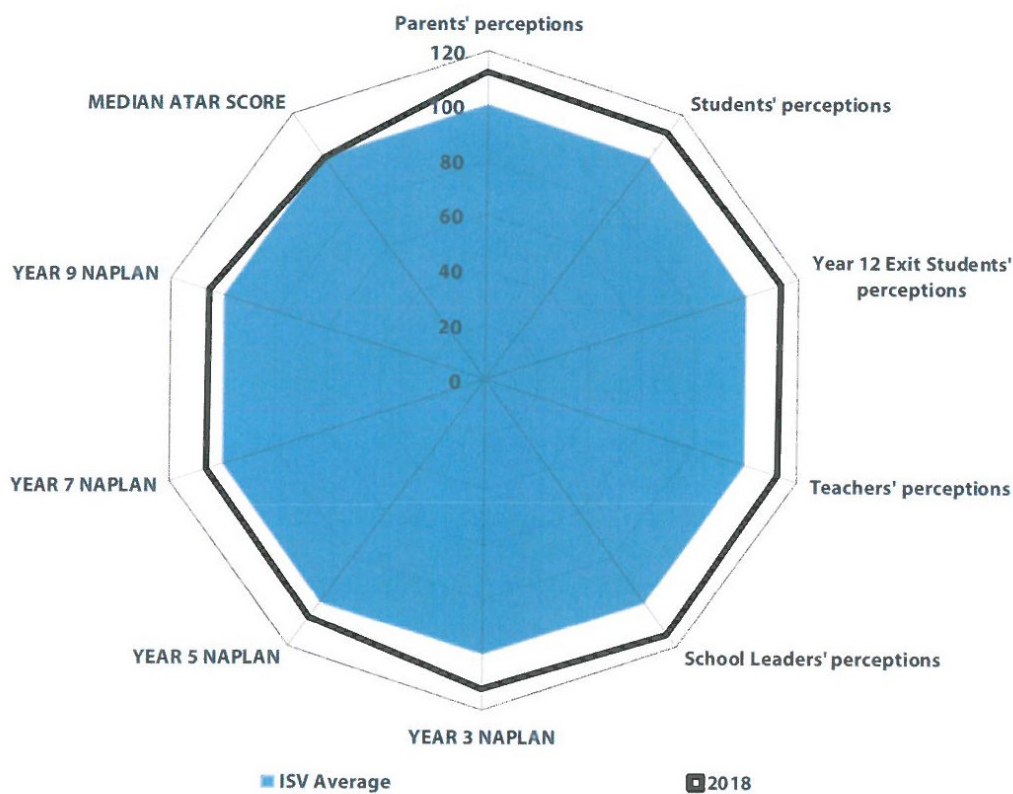


Figure 11: summary chart for indicators of Academic Achievement, Lighthouse Christian College Cranbourne.

School level results

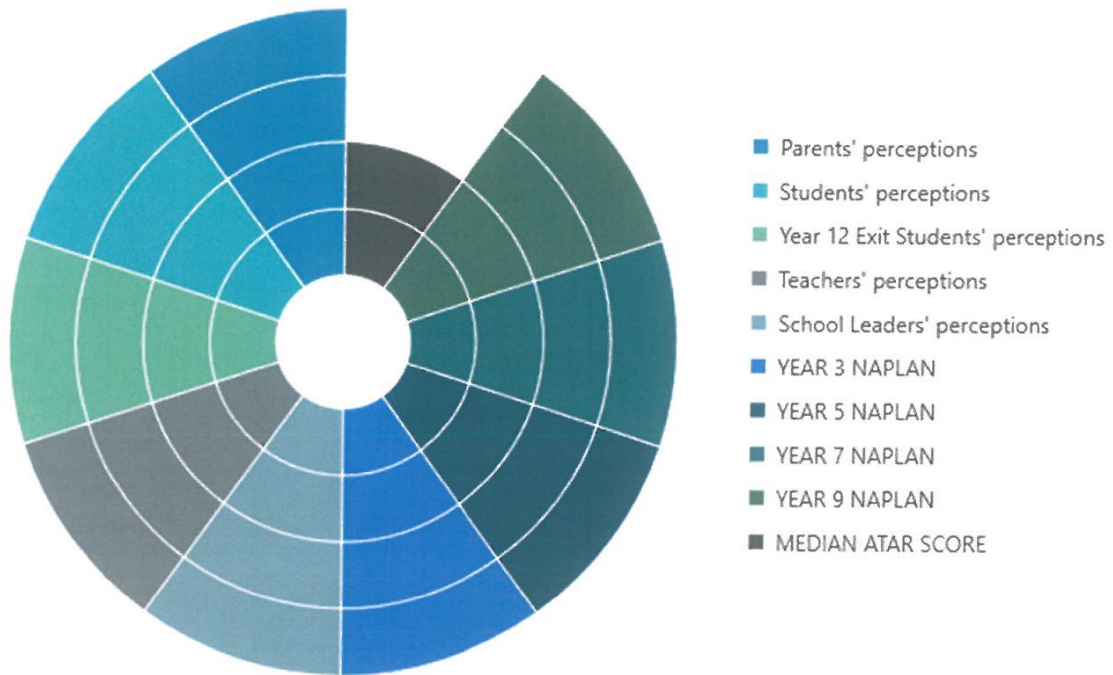


Figure 12: quartile distribution, Lighthouse Christian College Cranbourne, Academic Achievement.

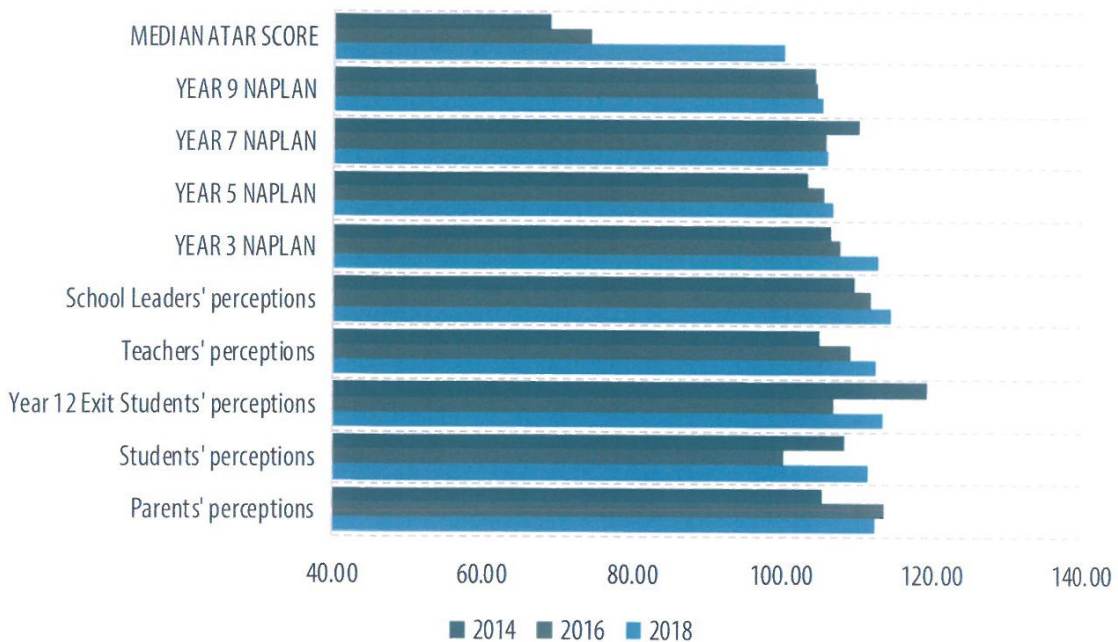
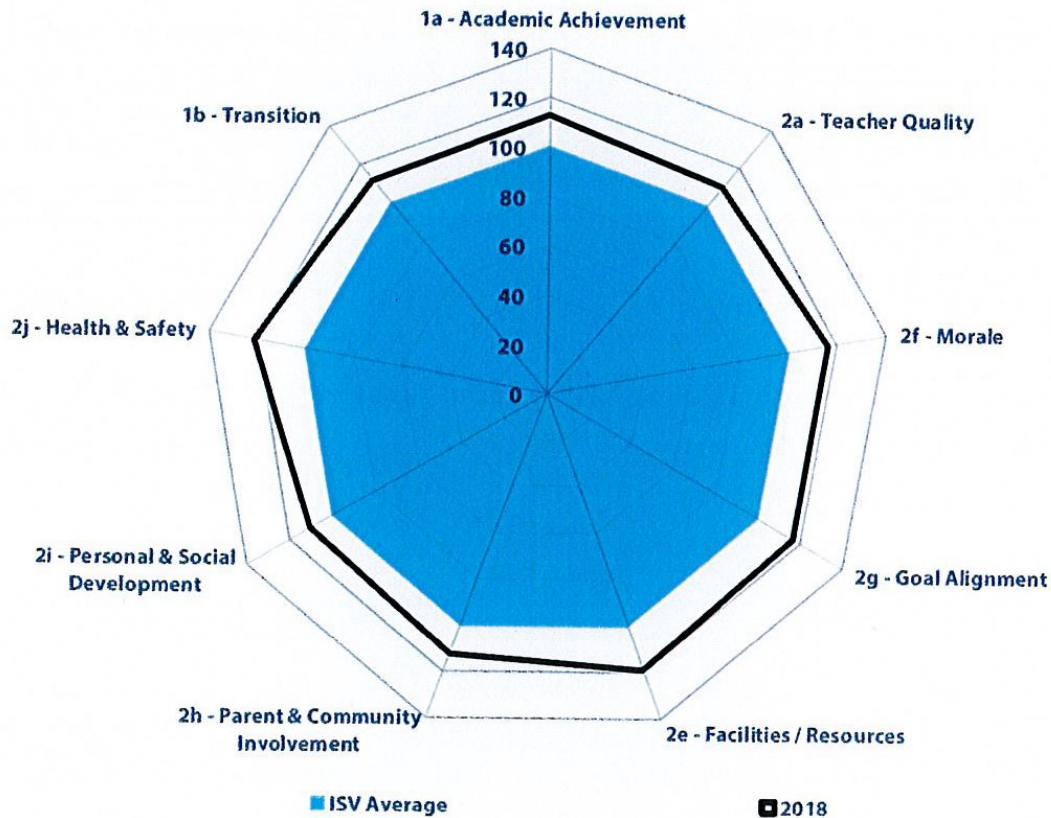


Figure 13: longitudinal data for Lighthouse Christian College Cranbourne (if available) showing average scores for Academic Achievement. The ISV mean is equal to 100. A score above 100 is above the ISV mean.

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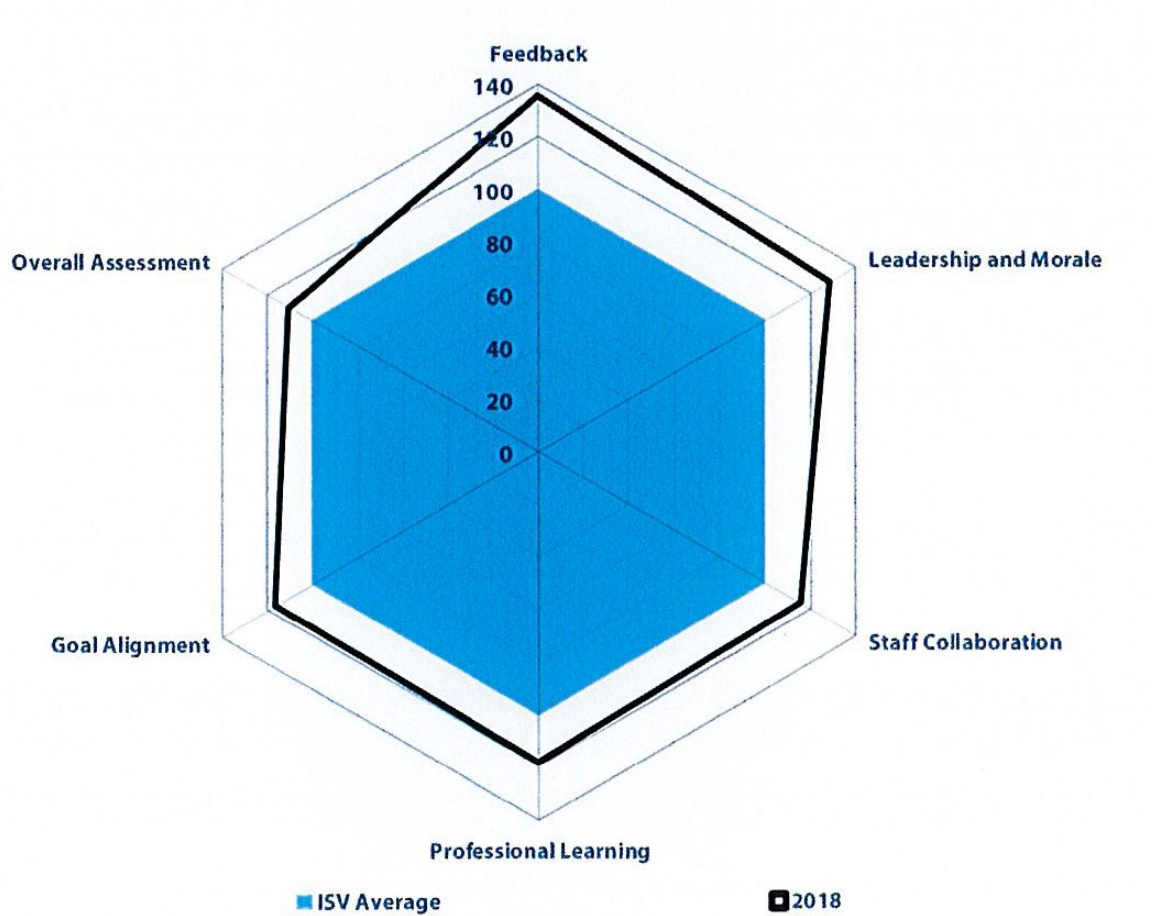
The next chart gives us an overall view of how staff at LCCC view the College's performance in the different domains of school effectiveness.



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.

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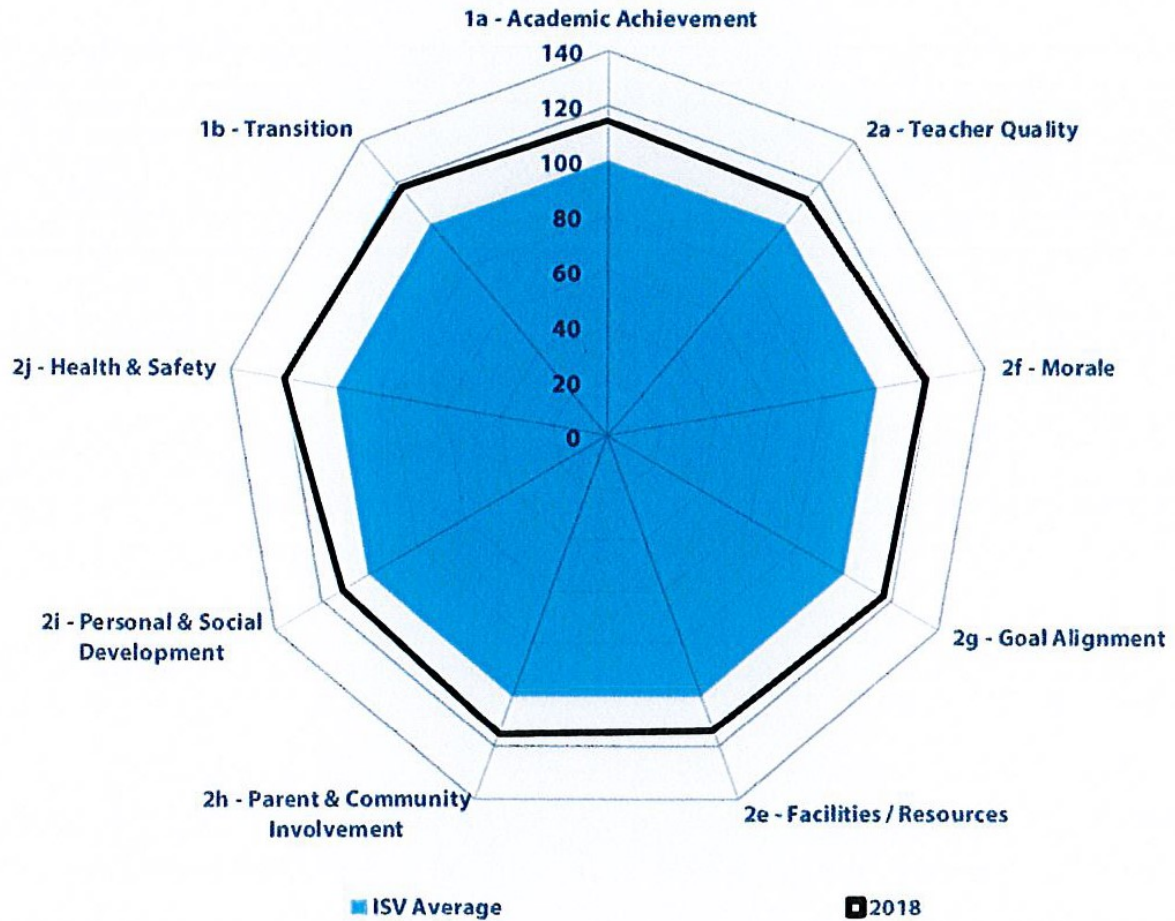
The next chart gives us an overall view of how staff at LCCC perceive their working environment.



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.

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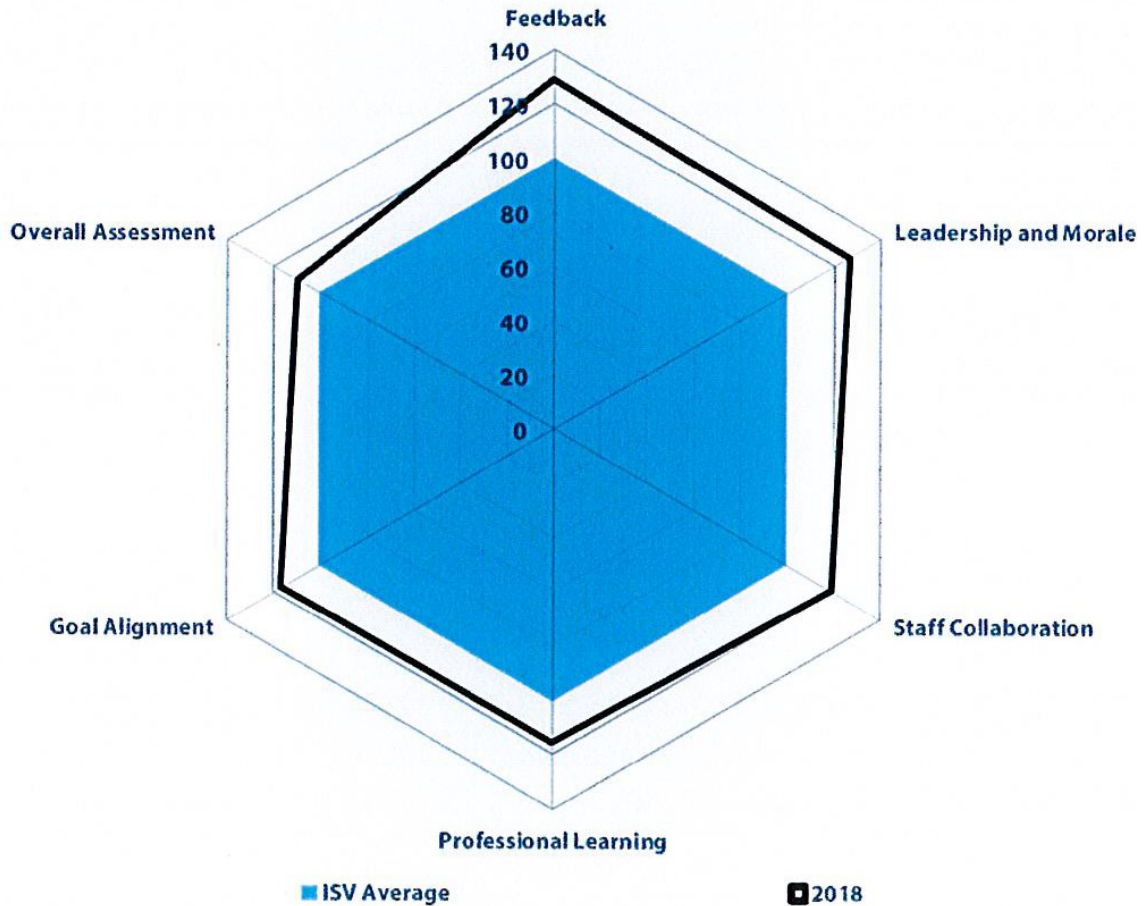
The next chart gives us an overall view of how school leaders at LCCC view the College's performance in the different domains of school effectiveness.



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.

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The final chart gives us an overall view of how the school leaders at LCCC perceive the working environment at LCCC



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 2018/2019

It is a privilege to thank God for our exceptional VCE results in 2018. We had fifty (50) Year 12 students in 2018. Forty-eight students applied for tertiary studies and forty-six students achieved a place in tertiary institutions, giving our school a 98% success rate. The remaining two students chose to pursue full time work and a vocational pathway at TAFE in construction.

A major highlight in 2018 was the dedicated and disciplined student cohort, with seven of our students achieving an ATAR of 90 and above. The highest ATAR score- 98.1 added to our list of high achievers for the school and the 6th cohort of VCE students.

Equally impressive were the thirteen (13) 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-three (43) in English and Business management. The STEM (Science Technology Engineering and Maths) subjects performed admirably as a department with the following number of students achieving study scores over 40: Chemistry = 1, Further Mathematics = 1, Mathematical Methods = 1, Biology = 1 and Systems Engineering = 1. In Humanities we were able to achieve the following number of study scores over 40: Business Management = 3. The English faculty produced an outstanding result with 5. It takes great perseverance and application to gain a study score over 40.

One of the success stories of our 2018 cohort was two of our Samoan students who achieved ATAR scores of 97.3 and 94.5 which is a record in our school community and amongst the Samoan families. Victoria Letoga who is studying Science at Monash University and Konelio Nonumalo who is doing Biomedicine with a full scholarship at Victoria University, have set a high standard for the rest of the Samoan students who can work hard to achieve similar results. Most of the students who achieved an ATAR of over 90 did not attend external tuition classes.

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 Student Destinations 2019 were as follows:

Course name	Institution
Science	Monash University
Early Childhood Education	Victoria University
Law/International Studies	Deakin University

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Criminology	Deakin University
Chiropractic/Health Science	RMIT University
Paramedicine	Monash University
Teaching-Secondary/Arts	Deakin University
Business	Monash University
Nursing	Monash University
Film, Television and Animation	Deakin University
International Business (Applied)	RMIT University
Engineering Aeronautical	RMIT University
Nursing/Midwifery (Honours)	Monash University
Biomedical Science-Scholars Program	Monash University
Biomedicine	University Of Melbourne (The)
Design	Monash University
Laws (Honours)/Commerce	Monash University
Engineering - Software	Deakin University
Electronics and Communications Engineering	RMIT University
Secondary Education (Honours) Science	Monash University
Aviation (Professional Pilots) (Associate Degree)	RMIT University
Physical Education and Sport Science	Victoria University
Arts	University Of Melbourne (The)
Criminology	Monash University
Business	Deakin University
Youth Work/Sport Management	Victoria University
Business	Victoria University
Engineering Technology (Associate Degree)	RMIT University
Business	Victoria University
Nursing/Psychological Science	Deakin University
Education (Secondary)	La Trobe University
Biomedical Science	Monash University
Arts (Sociology Stream)	Monash College
Health Sciences (Associate Degree)	RMIT University
Information Technology Networking - Certificate IV/Diploma	Swinburne University of Technology
Arts (Psychology)	Deakin University
Science	Deakin University
Diploma of Higher Education – Education	Monash University
Science (Applied Sciences)	RMIT University
Business	Monash University
Educational Studies	ACU
Foundation Studies	Federation University
Civil Engineering Honours	Victoria University

VALUE ADDED

In 2018 we moved into the Double Storey Building which accommodates all the administration, 15 classrooms, a staffroom and student amenities. By God's help we were able to pioneer at Griffith NSW. God provided the staff and students needed.

LCCC produced its very first hard cover diary in 2018 which was very impressive and less susceptible to damage. It is the desire of the school to print many more of our own books in future.

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 sixth Spelling Bee Competition which was a great success. 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.

The greatest progress that we desire to see in our students is their spiritual progress. Almost all other progress stems from the spirit. At LCCC the students worship the Lord in songs and shouts of praise on a daily basis. We also started reading the word of God and doing comprehension questions on a daily basis as of 2017. Our children memorize scriptures and in 2018 they memorized Matthew 5, Psalm 91, Psalm 27 and Psalm 23. Even our Prep students were able to memorize these and recite them. Further we started the fortnightly trip into Cranbourne with about 12 students and 2 teachers to preach the gospel to willing listeners in Cranbourne. Most weeks there would be up to 9 salvations from their presentations which is limited to just one hour. Details of those who accept Jesus are given to TPFC to follow up. We thank Mr Tony McLennan who started the Australia for Jesus movement for training our students to evangelize. We have continued the Wednesday prayers under Ps. Norma and our children join her in prayer. They have also begun to take prayer seriously by making it a habit to kneel before God in their prayer times. Many started to pray 2 times a day and many also pray in tongues. We have had days of fasting and also feasting. Our students give willingly to the work of the Lord and to the needs of His people. In 2018 we raised in excess of \$40000 which was distributed to various works. The largest contribution was towards Bibles in South African schools which came to over \$20000. This project is bearing much fruit amongst South Africa's young people. Machine Gun Preacher's visit was a highlight and so was the ministry of Ps. Rob and Liz Bailey. Many visiting ministers have imparted into the lives of our children. I would like to thank Ps Phil and Ps Norma for their spiritual input and oversight. Chapel services continue to be exciting and

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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.

Athletics carnival was another event many of our students enjoyed very much. Our students are not just academic but also athletic even from a young age. At the carnival past athletic records were broken and the display of strength and skill evident. Some of our students do play sports in leagues and some of our rugby players are already being offered contracts. All our students from Grade 5 to Year 10 had Tennis coaching for two terms. We had table tennis competitions, basketball competition and swimming training for primary students.

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

As part of community involvement, our students continue to serve the Food Support Centre of TurningPoint Family Church. They enjoy physical work and they are always looking for opportunities to help others. The 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. 2018 Preps had a memorable day. There were about 17 Prep children who had not missed a single day of school in the 100 days. We also had our biannual Concert 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 student breakfast with Mr Sam Childers (MGP) which was well attended and much enjoyed by the student body. They had many questions for him which he answered in a way that built resilience against drugs, alcohol and other forms of addictions in the students.

Grade 6 Graduation Ceremony at the end of 2018 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. The ceremony was held in our New Multipurpose Hall as there was no venue large enough to cater for the numbers. The decorations transformed the hall into an outstanding venue for the event and the food excellent and abundant. What a night!

Our sixth Year 12 Valedictory Dinner was held at the Trios Sports Club in Cranbourne. 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.

Presentation Night was a very successful event. The new multipurpose hall was packed to capacity with people including ex-students. Some of the one off events we had in 2018 were the opening ceremony for Stage 4F building and the 10th anniversary celebrations. Our students enjoyed these, especially the fun rides, free ice cream, fairy floss and sausage sizzle during the 10th anniversary celebration.

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

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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, 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. We did not have any bad debts in 2018!

Our financial performance for 2018 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 (80.75%) 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. Three major projects have begun but will require most of 2019 to complete. 2018. The projects involved are 2500sq.m of indoor play area, a Technology Centre, the redevelopment of the oval and the area around the dam. It looks like we will also need to upgrade our electrical supply early 2019. Mr. Graeme Mahomed continues to project manage with Mr. Daniel Mathews as the Site Supervisor and chief negotiator in all matters relating to costs and quality. Mr. Daniel Mathews has also negotiated the electrical upgrade and purchase of the large Scania bus at no cost to the school. 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.

VRQA Audit of LCCC in 2018

VRQA did two separate audits on our school. First one involved the day to day running of the school and the policies and academic offering of the school. After that they had an external financial auditing firm to look at our financial management and management structure of LCCC. Of course we had much time and money spent to meet all the requirements of VRQA. The audit was not concluded at the end of 2018 as VRQA was still looking at the report by the financial auditors which had given us 10 out of 10 for our financial record keeping but only 5 out of 10 for our management structure. Anyway the audit is ongoing into 2019 and we will give the school community clearer feedback in the annual report of 2019.

The College Council members have been a great help in maintaining good records and in helping me reply to VRQA's questions. Overall even though it cost us much time and money this process has helped us improve the structure and functioning of our school.

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Financial Performance and Position

Financial Performance for the year ended 31st December 2018	
Reporting Framework	
Recurrent Income	
School fees	\$ 1,671,196
Other Fee Income	\$ 0
Private Income	\$ 388,664
State Government recurrent grants	\$ 2,756,953
Australian Government recurrent grants	\$ 8,825,729
Other Commonwealth Government Grants	\$ 8,100
Total Recurrent Income	\$13,650,642
Recurrent Expenditure	
Salaries, allowances and related expenses	\$ 8,961,126
Non Salary expenses	\$ 2,135,251
Total Recurrent Expenditure	\$ 11,096,377
Capital Income and Expenditure	
Government Capital Grants	\$ 0
Capital Fees & Levies	\$ 192,534
Other Capital Income	\$ 55,703
Total Capital Income	\$ 248,237
Total Capital Expenditure	\$ 3,143,791
Loans	
Refundable Enrolment Deposits	\$ 255,700
– Opening Balance	
– Closing Balance	\$ 289,500
Loans Recurrent - Opening Balance	\$ 0
Closing Balance	\$ 0
Loans Capital - Opening balance	\$ 107,159
Principal Repayment	\$ 74,530
Drawdowns	\$ 0
Closing Balance	\$ 32,629

School Contact Information

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School Council President:	Mr Philip Cayzer
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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.