

LIGHTHOUSE CHRISTIAN COLLEGE CRANBOURNE
School Number: 2054

1785 South Gippsland Highway, Cranbourne, Vic. 3977

2014 Annual Report to the School Community



Out of the mouth of babes and nursing infants you have ordained strength, because of your enemies...Psalm 8:2

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. 2014 was our seventh year as a 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 2014, we had our second group of Year 12 students. There were 23 students in all. We were able to offer 11 subject choices. We continued to experience strong enrolment growth. 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 and university entrance. We continued to work with indigenous students from Central Australia. The enrolment of the school has continued to grow to the point that it is imperative that we build more infrastructure in the form of Multipurpose Hall and classrooms. We have finally completed our sports oval which will be operable in 2015. Having only just received permit to increase student numbers to 700 we have to reapply to Casey Council sometime in 2015 to increase this ceiling to 900 students and 100 staff on site. 2014 has been a year of great progress and consolidation for our relatively young school. 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

On Census Day 2014, there were 631 students (equivalent to 629.1 full time students) enrolled at the College, an increase of 27% over the enrolment numbers in 2013. This growth is consistent with the growth experienced over the last few years. Enrolment for the start of 2015 was 693 indicating that there is still much demand for Christian Education in our community. There were 8 indigenous students enrolled at the school on Census Day. They consisted of 2 male and 3 female students in the primary and 2 male and 1 female student in the secondary.

Primary	Prep	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total
Boys	28	26	29	22	24	27	25	181
Girls	26	29	29	37	25	36	40	222
Total	54	55	58	59	49	63	65	403
Indigenous	0	0	0	2 (Boy)	0	0	3 (Girls)	5 (2B,3G)

Secondary	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
Boys	29	26	17	16	13	13	114
Girls	24	22	30	17	11	10	114
Total	53	48	47	33	24	18	228
Indigenous	2 (1B,1G)	1 (Boy)	0	0	0	0	3

As mentioned above, the college was permitted to increase student numbers to 700 and we started 2015 with close to 700 students. 'Word of mouth' continues to be our only means of

publicity and the rapid growth of enrolment is partly a reflection of parent satisfaction with the schools vision.

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	631
Increase	-	36%	15%	43%	32%	31%	27%

Student Attendance

Average **student attendance** during the period of Student Attendance Data Collection (from January to June) was 91.75 %. Preps and VCE students were not included in the survey. The attendance of students and punctuality was excellent. Generally, students are away only due to illness or if visiting family overseas. Many of our students have grandparents overseas and have to take time off school to visit them.

Grade	1	2	3	4	5	6	7	8	9	10
Boys' %	94.52	92.88	96.58	93.13	93.85	97.89	81.31	85.62	95.33	84.95
Girls' %	92.88	93.83	96.38	90.63	94.18	93.6	96.31	98	91.95	86.21
Average %	93.64	93.36	96.46	91.87	94.04	95.25	87.31	91.27	93.1	95.64

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 (as per census day)

Staff		Teaching	Male	Female	Non Teaching	Male	Female
Full Time	50	23	5	18	27	5	22
Part Time	26	12	3	9	14	6	8
Total	76	35	8	27	41	11	30
FTE	65.6	30.2	6.4	23.8	35.4	8.2	27.2

There were no indigenous staff employed at the school in 2014.

Staff attendance in 2014 was excellent. 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. A few staff members were away on maternity leave which were not included as absences. Only 4 permanent staff members moved on from LCCC last year.

Staff retention rate was 95%. One teacher left to get married interstate and another found employment at a TAFE. One teacher's aide could not obtain permanent residency in Australia and returned to country of origin while another resumed home duties. Staff satisfaction remains high as can be seen from the staff retention rate and staff satisfaction under the

LEAD survey. All staff were involved in professional development, most of which was provided in-house. We have at least 10 days of professional development a year.

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, are dedicated to ensuring students succeed academically. All our Literacy and Numeracy from Prep to Year 12 are taught by specialist staff in that they have majored in those specific areas. Staff have 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.

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 2014

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 2014, there were more students in the NAPLAN years (Grades 3, 5, Years 7 & 9) from higher income families. For the vast majority of families, English is not their first language.

Student background 2014

Index of Community Socio-Educational Advantage (ICSEA)				
School ICSEA value			1080	
Average ICSEA value			1000	
Data source	Parent information			
Distribution of students	Bottom quarter	Middle quarters		Top quarter
School distribution	10%	18%	32%	40%
Australian distribution	25%	25%	25%	25%

Compared to 2013, the ICSEA value for LCCC has increased from 1054 to 1080. This indicates that our families were better off in 2014 in caring for their children's educational needs compared to 2013. 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. The average performance of LCCC students has exceeded the national average in Reading Comprehension at all levels. This has,

in the past, been our weakest area because a majority of our students' families have a non English speaking background.

The following is a tabulated summary of the primary and secondary school results as displayed on the 'My School' website.

	Reading		Persuasive 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
Year 5	530 515 - 545		545 530 - 560		571 557 - 585		585 568 - 602		510 497 - 524	
	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
Year 7	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 above that of similar schools and the state in most areas of assessment. We give glory to God for this exceptionally good result. Special thanks to our teachers and parents.

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

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

How to interpret this chart

SIM schools serving students from statistically similar backgrounds

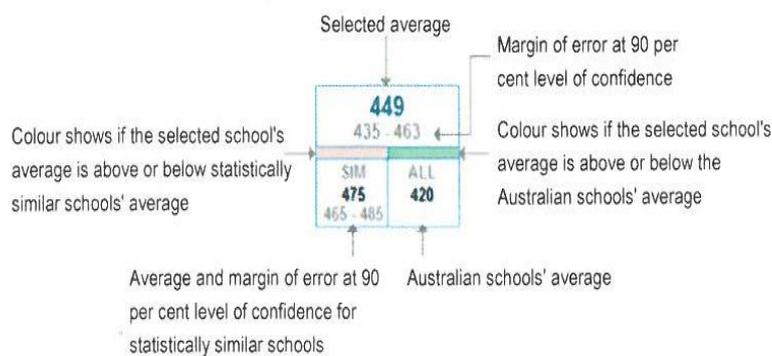
ALL Australian schools' average

- 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)



[Tell me more](#)

The performance of students in 2012 is displayed below.

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

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 2014, we need to compare their performance in 2012. In all areas of literacy, our students have maintained steady progress but in Reading they have been able to close the gap to rise above the national average. In 2012 our Grade 5's and Year 7s' were just at the national average but over the 2 years to 2014 they have risen to "above average". That 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 Alex, Mrs Kenneth, Mrs Brewart, etc. to achieve this progress. Our Year 7's and Year 9's performed exceptionally well in Numeracy and Mrs Yong and Mrs George are to be congratulated for their 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 Literacy at the Grade 3 level. The lowest performance of our students in Grade 3 was above the highest achievement of students from schools similar (SIM) to us in all areas of Literacy. The performance is partly due to the exceptional effort of our teachers and the hardworking nature of the students. This is the fourth year in a row that we have had such excellent results.

A similar account can be given about the Year 7 students. In all areas of Literacy and Numeracy, the lowest performance of our students in Year 7 was above the highest achievement of students at schools similar (SIM) to ours.

On the Better Education website we are in the top one percent of the state when it comes to academic success in Primary and Secondary. I sincerely thank the school community for their whole hearted support for the academic success of our children.

NATIONAL PARTNERSHIPS (Initiatives and their progress)

In 2014, we continued the initiatives started under National Partnerships. 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, was introduced to the Preps of 2014.

We continued to use the PAT and other standardised tests to get a fairly objective understanding of student progress.

LEAD SURVEY

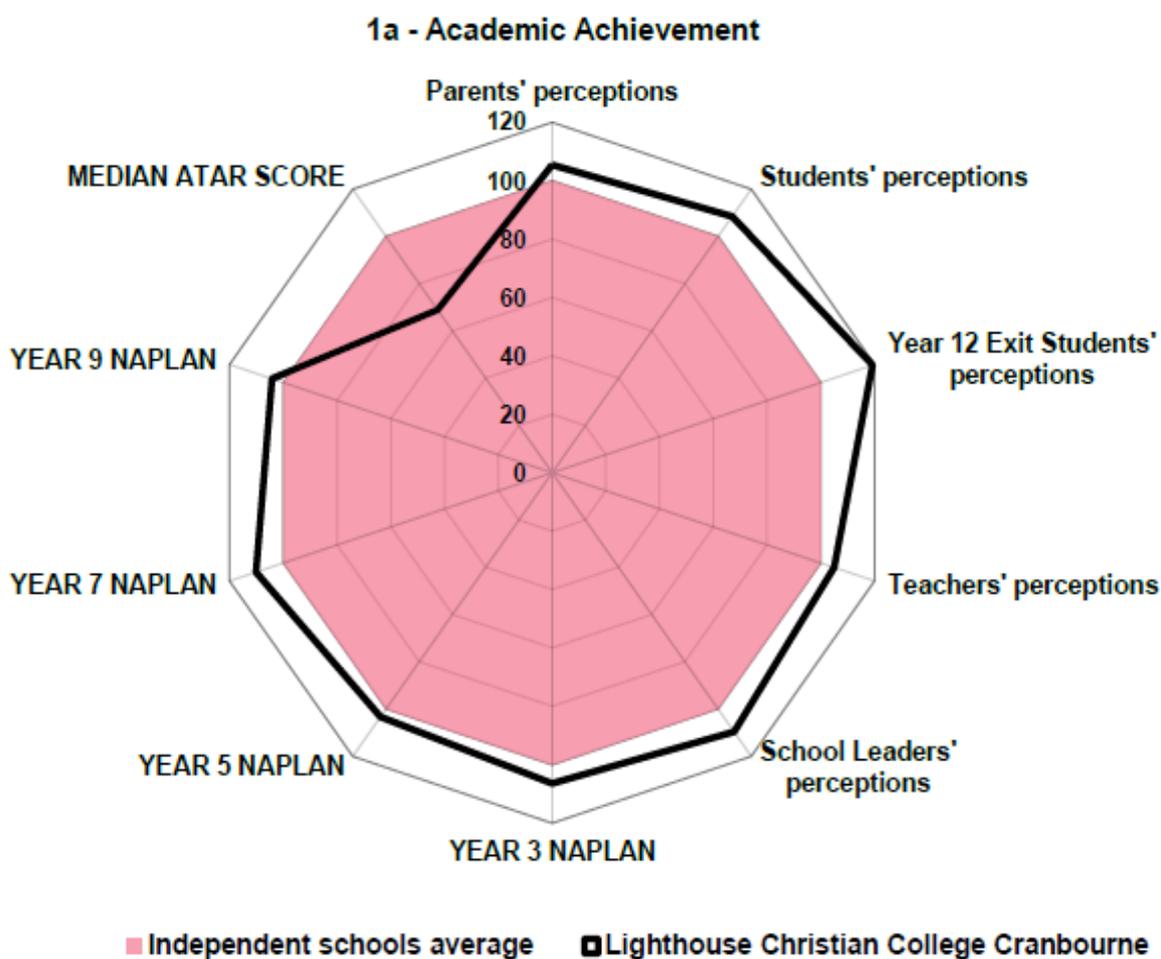
Lighthouse Christian College Cranbourne participated in the LEAD survey organised by ISV along with other independent schools in 2014. Staff, parents and students were asked to complete a questionnaire to determine the level of parent satisfaction, staff satisfaction and student satisfaction with the school in various areas. We participate in the survey every alternate year. The next four pages are part of the report from the 2014 survey. 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, Year 12 Exit Students, Teachers and School Leaders (the subjective indicators).

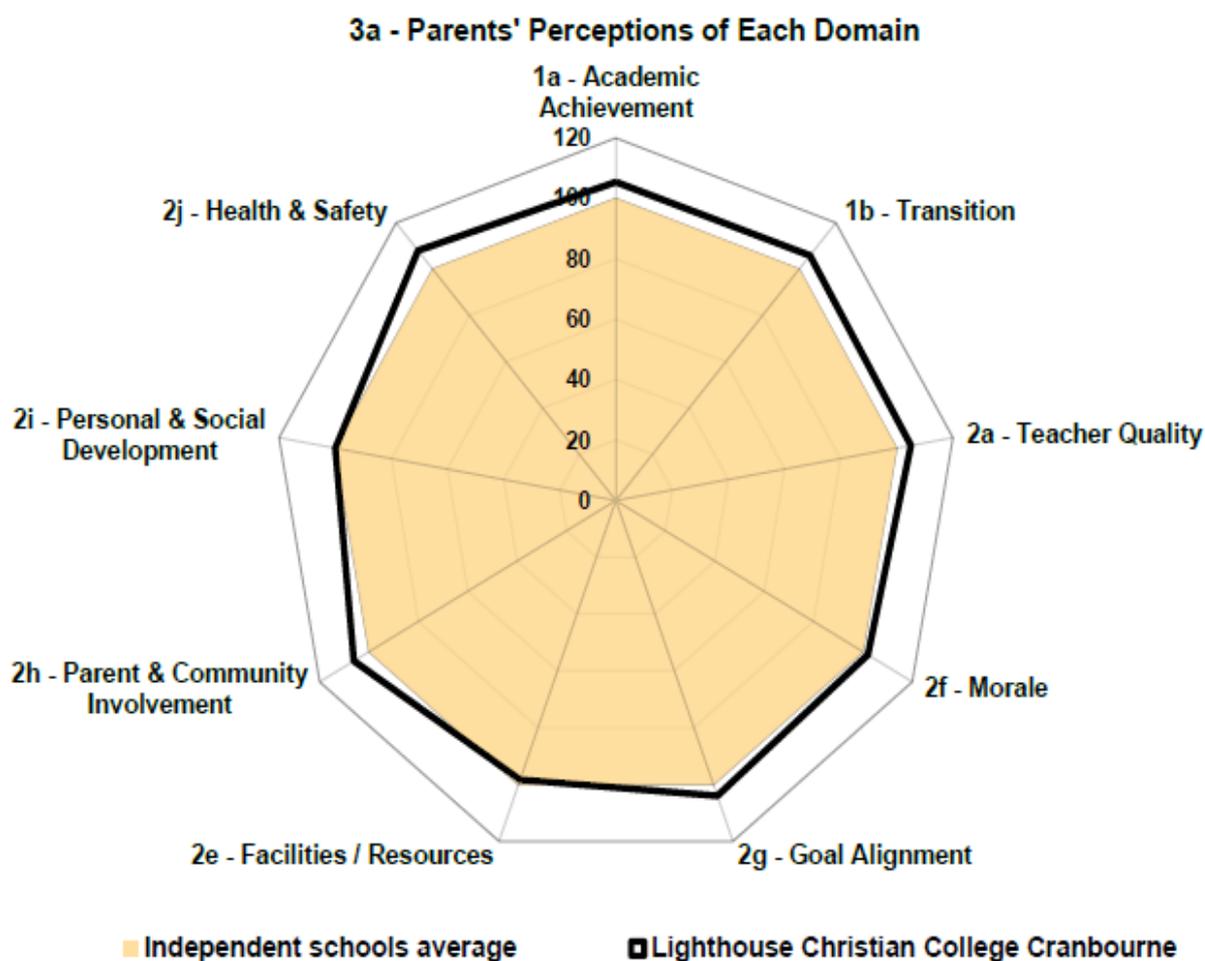
- Parents are asked questions assessing whether the school encourages students to be responsible for their own learning; how well the school teaches basic skills; how motivated students are to learn; the development of thinking and reasoning skills; and how challenged students are in their studies.
- Students are asked questions about how challenged they are; their confidence in basic skills; how well the school encourages them to be responsible for their learning; how motivated they are; whether they are encouraged to develop thinking and reasoning skills and to try their best.
- Year 12 Exit Students are asked questions to assess whether they were encouraged to attain the best academic results possible and to be responsible for their learning; how well the school developed their thinking and reasoning skills; how challenged they were; and whether the school helped them to develop good study habits.
- Teachers and School Leaders are asked the same questions as the parents and students. In addition, teachers and school leaders are also asked whether staff are dedicated to improving student learning outcomes; whether they give students a variety of ways to show how well they have learned (for example portfolios, projects, presentations, tests); and whether they use the results of tests and other assessments to adjust instruction to individual students.

The five objective indicators are the school's 2014 NAPLAN results and the 2014 median ATAR score.



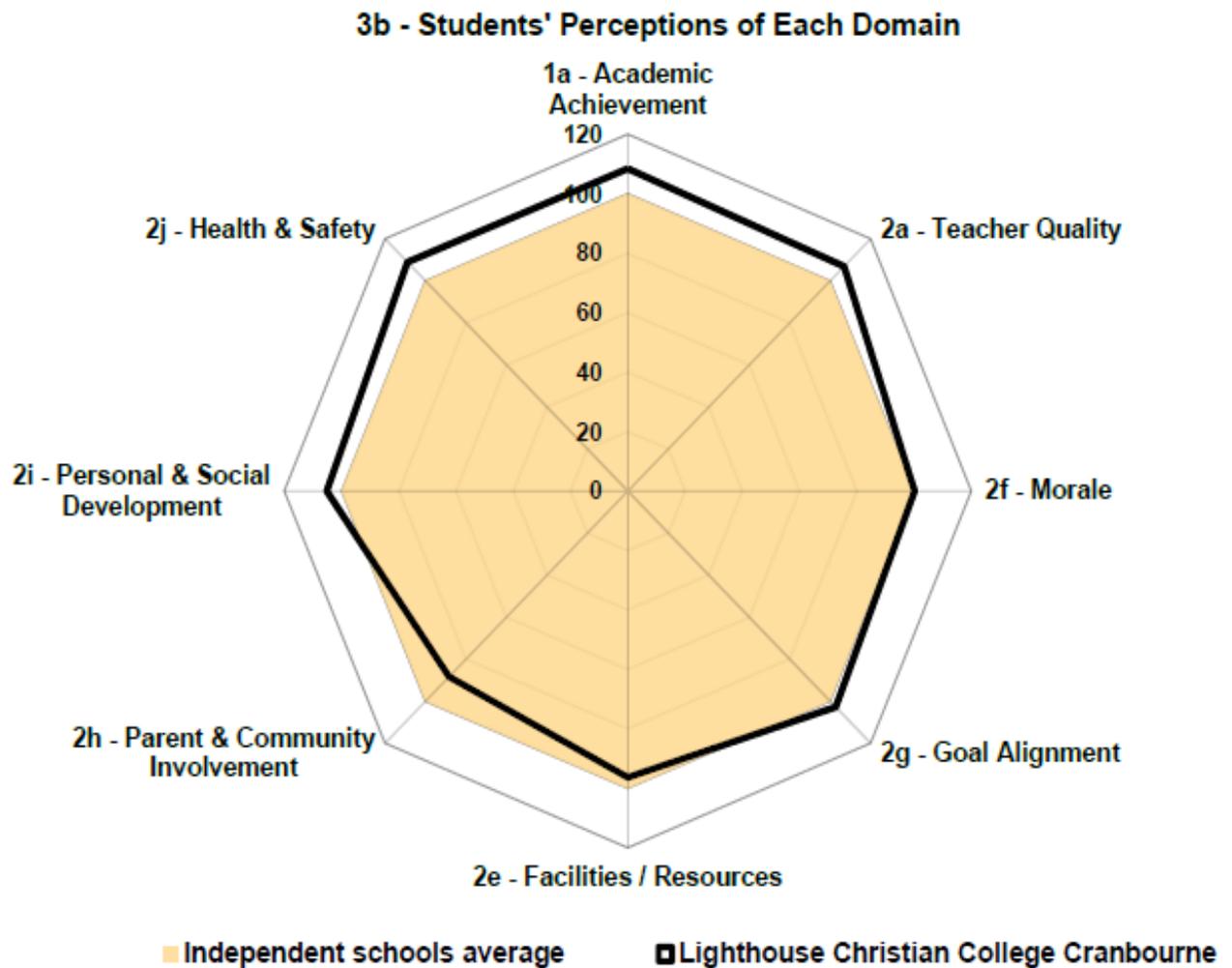
Radar Chart 3a: Parents' Perceptions

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.



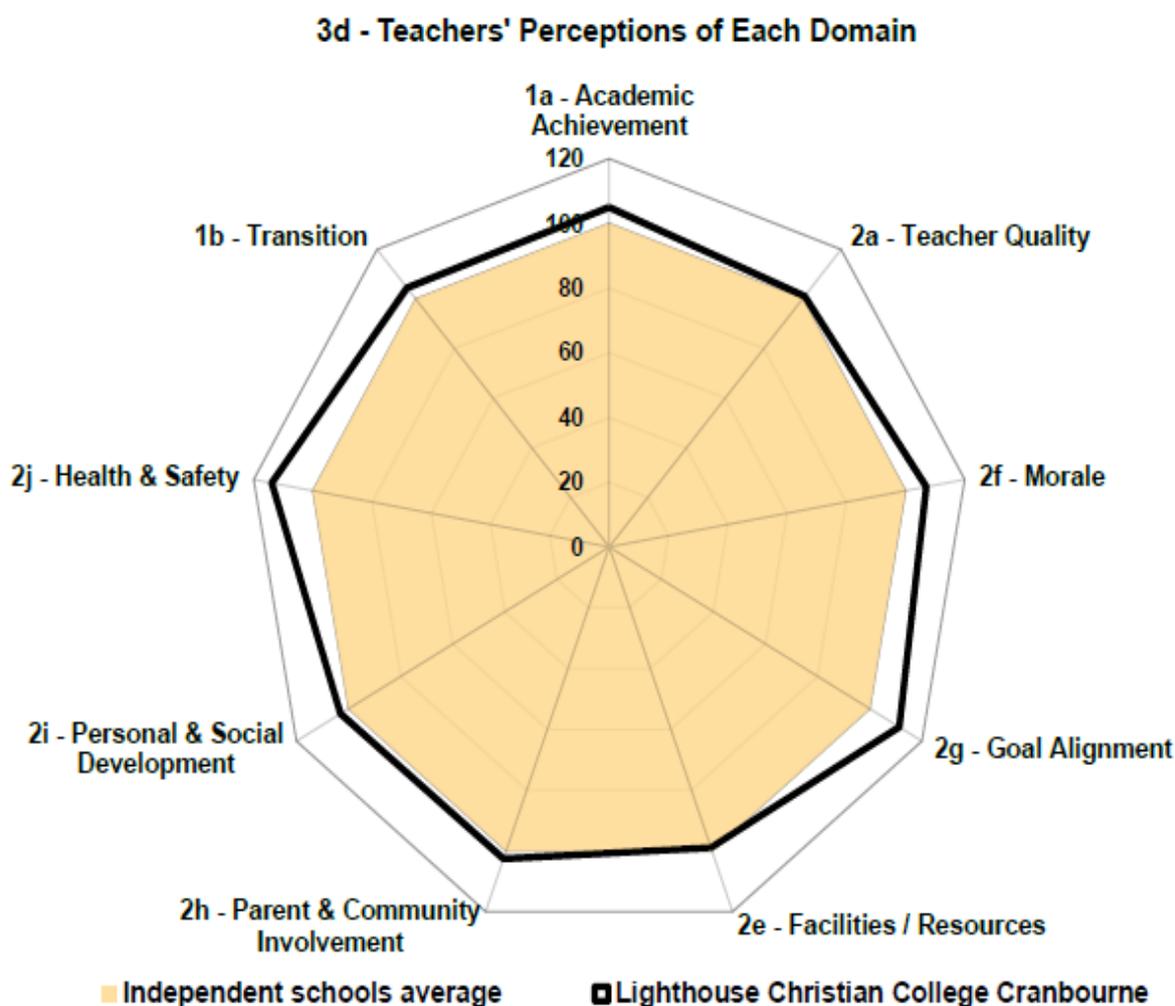
Radar Chart 3b: Students' Perceptions

Chart 3b presents detailed perceptions of school quality for each of the *LEAD* 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 *LEAD* domains of school effectiveness from the perspectives of the 2014 teaching staff. The results were derived from the 2014 Independent Schools Victoria Staff Satisfaction Survey. The questions used in each of the domains have been explained in Section 2 of this report.



VCE and POST-SCHOOL DESTINATIONS

All our Year 11 students of 2013 stayed on at school and all 23 students sat the VCE in 2014. Every one of them obtained a full VCE Certificate. The highest ATAR score was 88.3 and six of them obtained a score above 80. 21 students applied to Universities and obtained a place to study. One has not decided being a NZ citizen. Another went on to do a Certificate course. They are all going on in their faith and being effective witnesses for Jesus. About 6 are doing part time work at our College while doing their study. We intend to keep in touch with this group (our second batch of VCE students) as they continue study and later as they enter the work force.

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. Daily homework has helped them master work done at school and to develop good study habits.

The indigenous students were allocated a special staff member who followed up their academic progress. Exceptional progress has been made by these students. By the end of the year there were only 4 left as the rest did not come back after term break.

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 which was 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 2nd Annual Spelling Bee Competition which was once again a great success. The hall was abuzz with students and vibrant with colour. All competitors performed exceptionally well and our students continue to improve in this learning area.

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.

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. We had a few special speakers come and share with our students, they included Ps Alejandro Arias, Lord Monckton, evangelist Thomas George, Ps Dalia, Ps Phil Matthews, as well as a team of young people from Institute in Basic Life Principles. There were many others, but one note-worthy event was a visit from the 'Machine Gun Preacher', Sam Childers. We held a fundraising breakfast for him and with the combined effort of the breakfast and the Oak Milk funds we blessed his ministry with \$6,300.

Prayer is the backbone of our school. Once again, the parent prayer and intercession team was lead by Ps. Norma Cayzer. Ps Norma also helped students develop their prayer life and grow in faith on Wednesday mornings. Answered prayers brought enthusiasm and great joy.

Sports and games in the form of table tennis, basketball, are played daily. Students from Prep to Grade 6 had a week of swimming training.

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 Turning Point Family Church. They enjoy physical work and they are always looking for opportunities to help others.

The school participated in Operation Christmas Child sending out a 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 (6S) and Secondary (9J) received a trophy of recognition at Presentation Night. The generosity that was maintained and the enthusiasm with which the students gave was exceptional!

Testing of all students was conducted for Literacy and Numeracy and students who 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. Some exceptional results were obtained by our secondary students.

'Jump Rope for Heart' at the end of Term 2 was exciting and full of energy. All the funds raised went to the Heart Foundation for research and to support community health and well-being initiatives.

The 'Prep 100 Days' celebration on 29th July was a chance to see what God had done in the lives of the children in just 100 days. It was a grand occasion with food and items performed by the Prep students in the Multipurpose Hall. 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 2014. The Prep students did a guard of honour for their parents. 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. Special thanks to Mrs Parkinson and her Prep team of staff.

The loss of Vanessa Martinez in October was a very sad time for our school community. Nevertheless, it was wonderful to see the school community unite and support Vanessa's family financially and with an abundance of love. The Thanksgiving Service was held in our Multi-Purpose Hall and it was beautiful to hear our students honour Vanessa and serve the guests.

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, Berwick to cater for about 320 people who attended. Everyone was very impressed by the behaviour and attire of graduates. Their speeches were very impressive. As usual, the preparation (by Mrs. Simon) that went into getting the students ready was commendable.

Our second Year 12 Valedictory Dinner was held at the Cuckoo Restaurant. Most of our students continued with us, assisting in a variety of capacities, right to the end of the academic year. The dinner was attended by the VCE staff and the students' 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.

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 hall was packed with over 1000 people including students. We have to think seriously how to hold our next Presentation Night with so many people.

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 continue to be great assets to the school. Most of our VCE subjects have had an audit and all passed scrutiny.

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 2014 is as on the next page. As you will notice our major contributor of funds is the Commonwealth Government, without which a school like us would not be able to help families who are disadvantaged financially. The State Government was the next biggest contributor to our income. The school community only contributed to a small portion of our income.

As expected, our major expenditure (74%) 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 all appreciate Miss Zoe who has become our Office Manager. She makes all our events extra special and memorable.

We completed the oval at the end of the year and started on a new Multipurpose Hall (Stage 4G). There is the road exit from the property to be completed and drainage for Melbourne Water. We have been building steadily with more to be done.

Financial Performance and Position

Financial Performance for the year ended 31st December 2014	
Reporting Framework	
Recurrent Income	
School fees	\$ 767,816
Other Fee Income	\$ 175,296
Private Income	\$ 387,523
State Government recurrent grants	\$ 1,808,343 (22.3% of income)
Australian Government recurrent grants	\$ 4,981,917 (61.3% of income)
Other Commonwealth Government Grants	\$ 2,400
Total Recurrent Income	\$ 8,123,295
Recurrent Expenditure	
Salaries, allowances and related expenses	\$ 4,700,685 (74% of expense)
Non Salary expenses	\$ 1,653,650
Total Recurrent Expenditure	\$ 6,354,335
Capital Income and Expenditure	
Government Capital Grants	\$ 0
Capital Fees & Levies	\$ 111,750
Other Capital Income	\$ 5,720
Total Capital Income	\$ 117,470
Total Capital Expenditure	\$ 522,315
Loans	
Refundable Enrolment Deposits – Opening Balance	\$ 114,200
– Closing Balance	\$ 173,249
Loans Recurrent - Opening Balance	\$ 46,000
Closing Balance	\$ 0
Loans Capital - Opening balance	\$ 213,332
Principal Repayment	\$ 58,198
Drawdowns	\$ 229,495
Closing Balance	\$ 384,629

School Contact Information

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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.