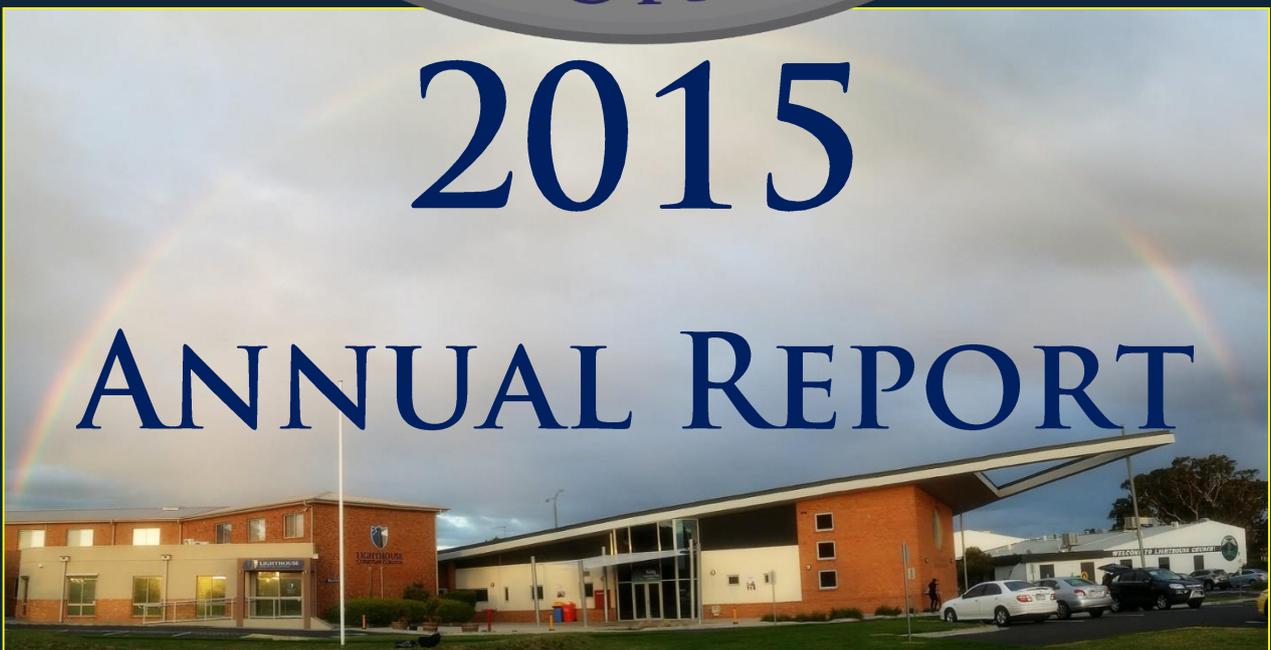




2015

ANNUAL REPORT



THE CHRISTIAN CHOICE FOR EXCELLENCE IN EDUCATION

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1: Message from the President

So far, the Lord has Helped Us!

(1 Samuel 7:12)

Then Samuel took a stone and set it up between Mizpah and Shen. He named it

Ebenezer,^[a] saying, "Thus far the LORD has helped us."

Congratulations to the Principal, Leadership Team and Staff of LCC for the unprecedented year of good success in 2015. These achievements included:

1. A record number of over 600 students were enrolled
2. Successful opening and progress of ELC 3 yr old kinder
3. NAPLAN scores well above the State and National benchmarks
4. VCE scores taking us to an all-time high of ATAR scores (highest ATAR score 98.75)
5. Facilities improvement included the following:
 - Basketball court being upgraded
 - Second primary playground constructed
 - Additional learning space in the ELC (2 x 4 yr old groups)
 - Additional classrooms to cope with increased numbers – triple streams in Years 7 and 8
6. VRQA (2015) audit – passed with flying colours and our high reputation confirmed

7. Continued to increase our reputation as minimising our carbon footprint – now 100k watts of solar power installed at Keysborough campus
8. General branding of school in the public and educational arena is at unprecedented high level
9. The prevailing morale of all staff is high

Last, but not least – we have birthed a new 'baby' via Southern Lights Church – Australis Christian College (not forgetting our prospectful Point Cook Campus we hope for 2017).

Indeed, we have entered a Golden Age! From humble beginnings and a topsy-turvy journey over the years, Lighthouse has now 'come of age'. Personally I am finding it amazing how God has led us to some heights of honour recently:

- We are being consulted for advice in many areas
- Our enrolment policy and praxis is being sought after by others
- Our Principal (Mrs Avril Howard) now has the honour of being on the CSA State Council
- We are looking at further expansion – acquisition of land in the near future
- We are also looking at planting more new schools in the future

When David in the Bible entered a “Golden Age” he had to learn some hard lessons – and in most cases, due to his carelessness, he never enjoyed the heights of honour and glory again. From this I note the following:

- Ensure the ‘Ark’ rests amongst us – the presence of God
Stay true to the Vision – do not compromise
- Listen carefully to the Advocate – the Holy Spirit – He is the wisdom of God
- Continue to lean on God’s Wisdom – His word and Godly counsel
- Ensure unity between Governance and Management
- Careful choice of all staff – academically and spiritually
- Always remain Humble (giving God the glory) – Never boast! Stay alert and committed to the Biblical Christian Worldview

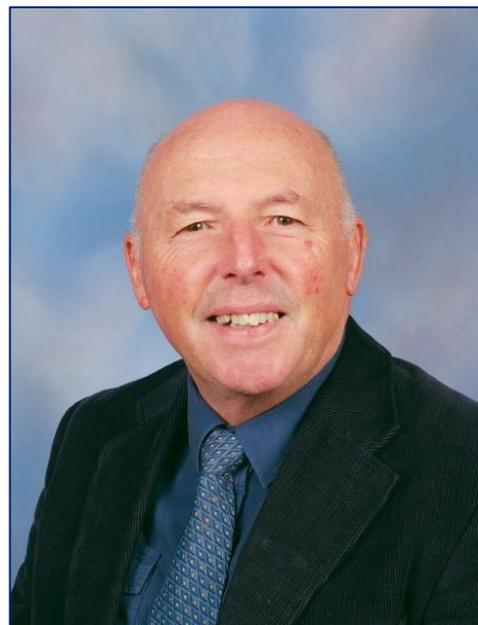
I see Christian Schooling as an important avenue of bringing a strong Godly footprint on our nation. The Christian Church overall is losing a high percentage of our young people. We must get our families back to church. We need infectious churches, filled with Godly parents training their children to do likewise. A Christian School can be a vital aid to this process.

Can I firstly thank our parents for their wonderful support at Lighthouse – but also exhort them all to increase their efforts in training their children in the ways of the Lord and taking them to their local church regularly on Sundays! This completes the circle of cooperation that will attract God’s blessing both in the home and the nation.

Finally, I commend our staff, leadership, council and our esteemed Principal – Mrs Avril Howard for their unswerving commitment to vision and duty. Together we can say: So far, has the Lord helped us – and may it ever continue!

Pastor Richard Warner

Founding President



Introduction from the Principal

The Australian and Victorian Governments require schools to report to their communities on a number of mandatory and optional criteria. These government initiatives are designed to provide open and transparent reporting on school outcomes. I trust that you will find this report enlightening and, should you wish to discuss any aspect of it, please do not hesitate to contact me.

The College was established in 1989 and has since grown to become a multi-campus school renowned for its caring multicultural community. The campus is a place of academic challenge and students are encouraged to engage fully in the learning and enrichment programs of the school calendar. There is pride in the wearing of the uniform, the College badge and in what we stand for in the wider community.

Our Alumni (Lightkeepers) often visit the school to share on their successes and how their school days helped create foundations for success at tertiary and

career levels. We now have graduates sending their own children to the school and Alumni (Lightkeepers) on the staff team.

Our aim is not just to provide great education but also to enhance life opportunities. We reference all learning to the Biblical Christian worldview and challenge students to develop their gifts and talents to the full. Learning occurs in a supportive environment and, at senior school there are many additional after school and vacation tutorial classes available. The teachers see themselves as being “enablers of dreams”, which means in practice they work with students to hold the attainment bar high in terms of standards, so students can enter the tertiary institution of their first choice on graduation and move towards the vocation of their dreams.

The teachers work in partnership with the home and local churches to which our students belong. In no way does the College seek to usurp the authority vested



in these two vital institutions. Like a three stranded rope, we seek to work as one of three vital life forces contributing to spiritual development, and shaping the development of the mind, character, attitudes and physical prowess of our students. While we enjoy fine facilities and educational resources to support learning, the teacher remains the vital key and emphasis is put on recruiting and retaining quality staff members. Through regular professional development staff stay on the cutting edge of new pedagogical developments. Our core values are integrity, community, excellence, courage, responsibility, friendship, humility, compassion, respect and love. These values listed above are used to guide and challenge our students throughout their schooling at Lighthouse Christian College. Integrity challenges our students to consider, "Who are you when no one is looking?" Excellence highlights our aim to develop students' desire to be extraordinary and live inspirational lives. Humility focuses on the attitude Christ displayed when He became like us and our endeavour to follow in His steps. Community represents the atmosphere and relationships that have been developed at the College over a long period of time.

The foundation vision of the College is "*to create a Godly and skilled generation to transform their world*". In mission terms this means that we are about enabling learners to achieve worthy intellectual accomplishments and the nurturing of character growth patterned on the life of Jesus. Evidence of success in this mission is seen when students transfer their learning with understanding to significant

tasks, and demonstrate that vital habits of mind and heart are internalized.

I wish to acknowledge and thank the parents and guardians of our students. Thank you for entrusting us with your children. This is a responsibility that we do not take lightly. I wish to acknowledge the staff who play such a pivotal role in the everyday experience of each child at our school. We are also blessed to have a dedicated team of office administration staff, committed maintenance team and a supportive team of casual workers. I appreciate everything each of these people has contributed. The College is also guided by a School Council who is passionate about Christian education. It is my intention that Lighthouse Christian College will continue to flourish. In 2016, the College will improve facilities, extend the range of elective studies, co-curricular programs, and use of digital learning technologies. This will reflect the continuation of growth and development at the College.

I look forward to leading this multi-campus school from being good schools to excellent schools.

I would also encourage you to visit the campuses and explore the great educational service we provide at our beautiful Christian College in Keysborough and Skye.

Avril Howard

Principal



3: Significant Achievements In 2015

As in former years, 2015 proved to be a favourable and fulfilling year. God blessed our community in many ways. A comprehensive outline of the year is not possible in this report; to learn more about the highlights you are referred to the 2015 College Journal.

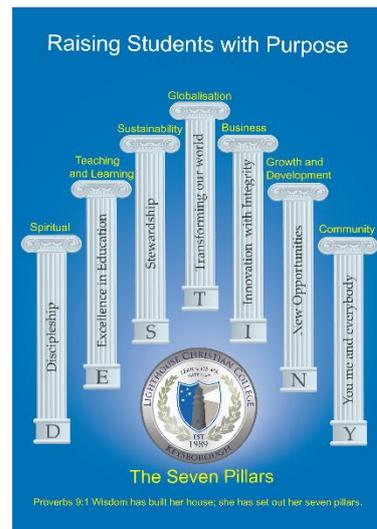
Our theme for the year 2015 was “God is King” based on the scripture: Psalm 145 “*I will exalt you, my God the King I will praise your name for ever and ever. Every day I praise you and extol your name for ever and ever. Great is the Lord and most worthy of praise; his greatness no one can fathom. One generation commends your works to another; they tell of your mighty acts...*”

GOALS AND PRIORITIES FOR 2015

The objectives of the Strategic Plan – **Roadmaps to Destiny 2025** is to place the students at the center of learning and prepare them for their God given destiny.

The College leadership team worked with the entire staff to reach the targets set in the LCC 2015 Operational Plan. This has seven pillars which unite all efforts in every sector of the school:

- Spiritual
- Teaching and Learning
- Sustainability
- Globalisation
- Business
- Growth and Development
- Community



A major accomplishment in 2015 was that the College passed the VRQA desktop audit with great success. This is a credit to our dedicated and professional staff team.

A significant historical moment in the College was achieving a record number of over 600 students.



Celebrating a milestone achievement of 600 students

3.1 Highlights – 2015

God is King

The theme for 2015 was **God is King**, based on the Scripture Psalm 145.

This theme served to unify the College as we glorified and honoured God in all areas of College life.

The College Strategic Plan, **Roadmaps to Destiny 2025** maps out the future direction of the College and contains 7 pillars. The seven pillars have been reflected as an acronym, **DESTINY** and the report below highlights the major accomplishments in 2015 under each of these pillars:

Discipleship

During 2015 we saw continued increase in the effective discipleship of our students across the College through our integrative Discipleship Framework. The year began with 100 hours of prayer during our Week of Prayer and continued throughout the year with volunteers praying for an hour every morning in The Prayer Room. Partnering together with parents and local churches, our students were encouraged, empowered and inspired to grow in their relationship with God and knowledge of His Word through weekly chapels, Christian Studies classes, homeroom devotions, national and international missions trip opportunities and more. Of particular note was our fourth annual Year 7-12 Christian Studies Camp which saw over 100 students mightily impacted by God through the ministry of international speakers from the USA and Fiji. Chapel services were especially well led by our courageous 2015 Worship Band exemplified in their Final Mega Chapel, which many staff members and students noted was an extremely powerful time in the Presence of God led by authentic young passionate Christian leaders. Overall chapel engagement continued to improve and our three Christian Studies Days exploring our annual spiritual theme “God is King”, followed by “Lordship” and “Kingdom Culture” were extremely impacting.

Mission trip to Fiji



Students have therefore been equipped for service, citizenship and mission as an expression of their Christian faith.

Excellence

Our goals for this year were aligned to the Education Act 2013 focused on quality teaching and learning and on providing an environment in which students could flourish.

The newly developed structure of the school around the age and stage of child and adolescent development resulted in significantly improved student learning outcomes. This structure comprised of ELC; Beam (P-4); Navigate (5-8) Launch (9-10) and Zenith (VCE – 11-12). The new sub-school structure has had profound benefits for the teaching and learning program and the emergence of sub school identity has been consolidated.

I am therefore delighted to say that we achieved stellar results on National tests and assessments. Our VCE students also performed exceptionally well on assessments.

Stewardship and Sustainability

Our endeavours to future proof LCC resulted in the following initiatives being taken:

Installation of 100kw solar panels to reduce our carbon footprint; a vegetable garden for students to acquire basic horticulture skills and an increase of designated recycling bins for waste disposal.

A review of the canteen was undertaken and the recommendation to have the canteen opened five days per week was investigated.

A far greater awareness of sustainable practices is now evident across the College.

Transforming our World

The implementation of Chinese Mandarin into the curriculum has been very successful. Students have been provided with multiple opportunities to learn and experience an international language and culture which will position them well to engage fully in society.

Overseas missions trips to Fiji, local missions trips to Palm Island and participation in community service has seen our students grow in leadership capacity and service. College values such as compassion, humility, friendship and responsibility have been given expression through these activities. All communities that our students have engaged with have reported most favourably on the powerful impact and significant contribution LCC students have made to their lives bringing hope and joy.

Innovation

The College has introduced the Lenovo ThinkPad as the official laptop for students. Students are able to purchase these devices via our school portal. The ICT department is looking to expanding our suppliers to benefit our students.

Growth and Development

A major achievement in 2015 was the VRQA registration of our new campus, Australis Christian College in Skye. The new campus is fully operational in 2016.

To accommodate growing enrolments for this year, we added three more well-appointed portable classrooms for Year 7 students. Planning commenced to transform the basketball court into a second undercover/indoor sport facility which will cater for a variety of sporting activities.

Security was enhanced by the installation of CCTV cameras and a new keyless system for the College.

Community

Parent engagement within the school continued to increase with the introduction of 4 Parent Seminars during the year. These events were held on a Thursday evening and covered important topics such as cyber bullying and depression.

LightKeepers Alumni evenings were also introduced in 2015 where we invited back previous Year 12 students to attend their 10 year reunion. We intend to continue to hold these events every year on the eve of Foundation Day in term 3.

The Parents and Friends Network continued supporting our students through fundraising for missions trips, school banking and financial literacy and hosting events such as our Winter Warmers. Thank you also to all the parents for your participation in College events during this year and supporting your young people in their educational journey.



“2015 Parents and Friends Network”

3.2 Goals and Priorities - 2016

Spiritual

Our theme for the 2016 year is “Take a Stand” (Romans 1:16) which serves to remind us of the importance of taking a stand for righteousness, truth and justice according to God’s Biblical way. Spiritual goals include:

- Facilitating the continual growth of Christian faith and character in students and partnering with parents and local churches for the discipleship of each student.
 - Excellence in Christian education from a Christian Biblical worldview.
 - Students equipped for mission service, citizenship and mission as an expression of their Christian faith.
 - A Christian community where every person is valued and nurtured in their faith and healthy relationships are promoted.
- Introduction of a growth coaching model.
 - Students achieving personal excellence in academic, social, physical cultural and spiritual outcomes.
 - A culture of continuous improvement, professional development and pastoral support among staff and the school community.
 - Consolidation of the new school structure. The school was divided into sub-schools under the leadership of a Coordinator, and each sub-school was given a name for identity purposes.
This structure was developed in alignment with the National curriculum.
 - Improvement in student engagement and continuous improvement of student learning outcomes and results.

Teaching and Learning

Development and Implementation of a schoolwide Pedagogical Framework:

- To introduce instructional rounds.
- Enhanced partnerships between parents, students and staff, strengthening the teaching and learning process.
- The broadening of VCE offerings to include Physical Education and VCAL.
- The provision of high quality facilities and resources.
- A continued focus on literacy and numeracy.
- Introduction of the GRIN program (Get Ready in Numeracy).

Technology

A new telephone system based on Voice Over Internet Protocol (VOIP) to be installed in 2016. One telephone will control two campuses i.e. Lighthouse Christian College and Australis Christian College. This system will be installed with an alternative ISDN in case of internet failure. This system will include 100 handsets with colour screens and Bluetooth headsets to accept calls. All audio systems in classrooms have been upgraded including the Language Express. Language Express to be converted to be a big Conference Room with full sound system and cordless microphone and an additional 60 inch Smart TV for rear viewers.

Fulltime staff have been allocated brand new Laptops for school use and we have a secure web filter and a Learning Management System rollout plan.

Sustainability

- Solar panels (100kw) to reduce the carbon foot print of the College.
- To make more use of digital technology to reduce the amount of paper being used.



Solar Panels on the Primary building

Globalization

To implement a program of overseas missions trips for student leaders across all year levels and staff members.

Business, Growth and Development

To increase and improve College facilities through a new building program in response to student numerical growth. This includes completion of a second undercover sport facility, a State of the art double storey building for VCE (Zenith) students and an additional learning space for a 3 year old program. A Launch Centre (Yrs 9-10) is part of future anticipated plans in the school masterplan.



Using drama to present the message of the Gospel in Fiji

Community

- Improved Alumni (Lightkeepers) and parent engagement
- Increase events for parents and Alumni (Lightkeepers) involvement
- Effective communication with parents of non English speaking communities and cultures.
- The continued introduction of direct electronic communication for all events, notifications through the Skoolbag App.



Lightkeepers 10 year reunion Class of 2005 Alumni

4: Staff Attendance and Staff Retention

4.1 Staff Attendance

In 2015, our staff had a 96.0% attendance rate at work. A low absence rate in our school demonstrates a high level of personal integrity among our staff and strong commitment to the mission of the school.

4.2 Staff Retention

86.00% of our staff continued their employment with the school at the start of the school year in 2015.

4.3 Workforce Composition

School Staff 2015

Teaching Staff	48
Full-time equivalent teaching staff	38.7
Non-teaching staff	25
Full-time equivalent non-teaching staff	19.05
Indigenous staff	0

5: Literacy and Numeracy Testing Results

Annual literacy and numeracy tests are undertaken by students in Years 3, 5, 7 and 9 across the country in government and non government schools. These tests are called National Assessment Program – Literacy and Numeracy (NAPLAN). NAPLAN tests have been developed in a collaborative process between states and territories, the Australian government and non-government school sectors. Students participate in NAPLAN tests in mid-May of each year. Students in the same year level are tested on the same items in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy. NAPLAN test design includes a single national scale of achievement across 10 bands from Years 3 to 9. This scale indicates how much progress in Literacy and Numeracy a student attained over the years from Years 3 – 9 and it provides a means of monitoring that progress.

Our 2015 results are excellent reflecting our efforts to improve literacy and numeracy skills across the school. Our strengths are highlighted by results in Year 3 Spelling, Year 5 Reading, Persuasive Writing, Spelling, Grammar and Punctuation, Numeracy Year 7 Persuasive Writing, Spelling, Grammar and Punctuation, Numeracy Year 9 Persuasive Writing, Spelling and Numeracy where our results were significantly above those of both 'like' and 'all schools'. For all domains except Year 3 Reading and Persuasive Writing and Year 9 Reading and Grammar and Punctuation, we performed better than 'like schools' and 'all schools'.

Over 80% of students are from a Language Background Other Than English (LBOTE) and when compared to state averages, our students' results are impressive. The five year trend data report indicates significant continuous improvement of results.

The teaching staff conducted detailed analysis of students' results and collaborated with each other to identify and address learning gaps in delivering the curriculum and to employ teaching methods that address the various learning needs of students to ensure the students achieve greater heights in literacy and numeracy.

NAPLAN data trends also demonstrate continuous academic improvement and progress by students.

Further information about the College NAPLAN results, including a graphical representation can be accessed on the My School website:

<http://www.myschool.edu.au/>



5.1: Special Education Provision

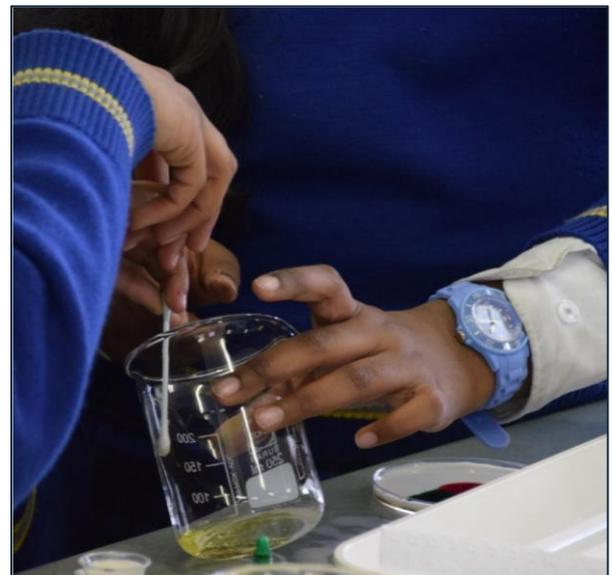
In 2015, there were 27 students attending Lighthouse Christian College who were eligible to receive learning support from the Commonwealth Government through funding provision for students with disabilities. Students require an official diagnosis with certain guidelines to be eligible for funding.

There were also 8 students receiving funding from the State Support Services for speech therapy. Our visiting speech pathologist, continued to provide quality intervention for these students



Many students had an Individual Learning/Education Plan that was implemented by teachers and learning support staff. The support staff and teachers are offered professional development to help them best meet the needs of students with disabilities.

Students receiving learning support are generally reassessed every few years to ascertain whether support is still required or whether they are able to function independently in their classes. Educational assessment is a partnership with parents to discover the most appropriate strategies for helping their child to develop at their best.



6: Academic Staff Qualifications

Principal:	Mrs. Avril Howard M.Ed B.A. B.Ed. (Hons) Higher Dip.Ed (Post Grad); Dip Bus Admin
Deputy Principal:	Mr Vernon Clark B.A. HDE (Post Grad)
Director of Teaching And Learning:	Mrs Margaret Jewell M.Ed B.ED Grad.Dip Adolescent Health and Welfare
Chaplain	Mr Mark Goode B.A. B.Ed
<u>Department Leaders:</u>	
ELC Rainbow	Mrs Royena Lotriet Dip Teaching (Prim) Grad Dip Librarianship
Launch Yr 9 — 10	Mr Chris Ellis B.A. Grad.Dip (Sec) (T.D.V.A.)
Zenith Yr 11 — 12	Mr Paul Donovan B.A. Grad.Dip (Sec) (Teaching English)
Learning Assistance Coordinator:	Mrs Rosemary Alley B.Agr.Sc. Grad. Dip. Tchg. (Primary)
BEAM Prep—Yr 4	Mrs Vivienne Andrew Dip Teach (Prim) B.Ed
Navigate Yr 5 — 8	Mr Wing Leong B. Science Dip Ed Dip Department Management

Primary Staff Qualifications

Mrs. Vivienne Andrew	Dip Teach (Prim), B.Ed
Mrs Lara Hansen (Birse)	P.Grad Dip Ed (Prim) B.Bus Commerce (Tourism Major) B.Communications
Miss Michelle Bryan	B.Art Grad Dip Ed
Mr Tristan Forrest:	B.Biblical Studies B.Performing Arts
Mr Joachim Ghosh	P.Grad B.Ed B.Science
Mrs Kim Kamper	Dip.T (Prim) Dip Community Services Adv Dip Community Services Work
Mrs Michelle Kannemeyer	Dip. Sec. Ed., Dip. S.N.
Mr. Vincent Kippen	B.Ed (Prim)
Mr Wing Leong	B. Science Dip Ed Dip Department Management
Mrs. Royena Lotriet	Dip.TGrad.Dip (Librarianship)
Miss. Carrie Maher	B.TChLN, Cert (Learning Support)
Mr Christian Morabito	Grad Dip Teaching (Secondary) B.A. Cert IV Training and Assessment Adv Dip of Screen
Mrs. Marlene Naidoo	B.A. Dip Ed B.Ed
Mrs Madeleine Porter	B.Ed (Prim)
Miss Kathryn Price	B.Ed (Prim)
Mrs Laura Robinson	B.Ed B. Teaching
Mrs Venlo Sage	Dip Ed B.Ed
Mrs Crystel Shinkfield	B.Ed (Prim)
Mr Philip Sookun	B.Ed (Prim), B.A. (Christian Ministry)

Secondary Staff Qualifications

Mr Sam Aboagye	B.Sc (Hons) Maths Grad.Cert.Ed Grad.Dip (Operations Research) M.Ed Studies
Mr. Phillip Andrew	Dip.Teach (Prim)
Mrs. Hazel Ashley	Grad.Dip.Ed B.Commerce Cert.IV Christian Ministry
Mr. Alan Baldry	B.Sc Grad.Dip.Ed Grad.Dip (Computer Ed)
Mrs Nouda Berends	B.A Dip of Teaching Grad Dip TESOL
Mrs. Petra Bracken	B.Ed (Physical Education)
Mrs. Lucille Donovan	B.Sc (Hons) Chemistry H.D.E
Mr. Paul Donovan	B.A. Grad.Dip (Sec) (Teaching English)
Miss. Carin Eastburn	B.Ed (Physical Education)
Mr. Christopher Ellis	B.A. Grad.Dip (Sec) (Teaching Drama and Visual Arts)
Mrs Rebecca Felici	B.A. Dip Ed Cert (Integration Aide)
Mr. Evan Fisher	Dip Ed B.A (Physical Ed)
Mr. Ferdinando Genovese	B Accounting, Grad Dip. Adv Dip (Accounting) (Information Technology) Cert I (Work Place Training & Education)
Miss Catherine Han	B.Teaching Cert IV (Assessment & Training) B.Arts
Miss Kelly Howard	B.A. (English)
Mr. Sunui Magele	B.Ed. Dip.Teach (Prim) Cert. Teach
Mr Steven Szrich	Grad.Dip.Ed B (English Film) B. Social Sciences Cert IV Christian Ministry
Mrs Reena Thomas	B.Sc.B.Ed. Grad.Dip M.Sc.
Mrs Raymonda Togany	B.ScB.Ed (Sec) MA (Counselling)
Mr. Tim Webster	Grad.Dip.Ed (Sec) B. Music
Mr Steve Young	B.Ed. Grad.Dip.Ed

7: Professional Development Expenditure

Professional development of staff is a high priority for our school because we believe that every staff member should be in the process of developing and refining his/her gifts and skills. All members of staff have access to professional development opportunities and the school spent \$57,143.79 in 2015 on professional development costs of the staff plus CRT's employed to release staff.

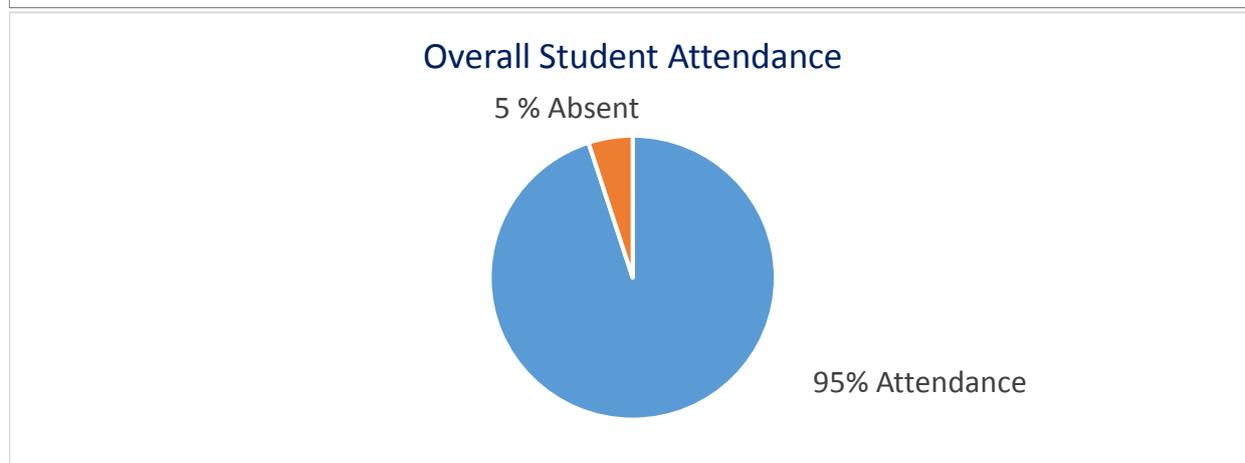
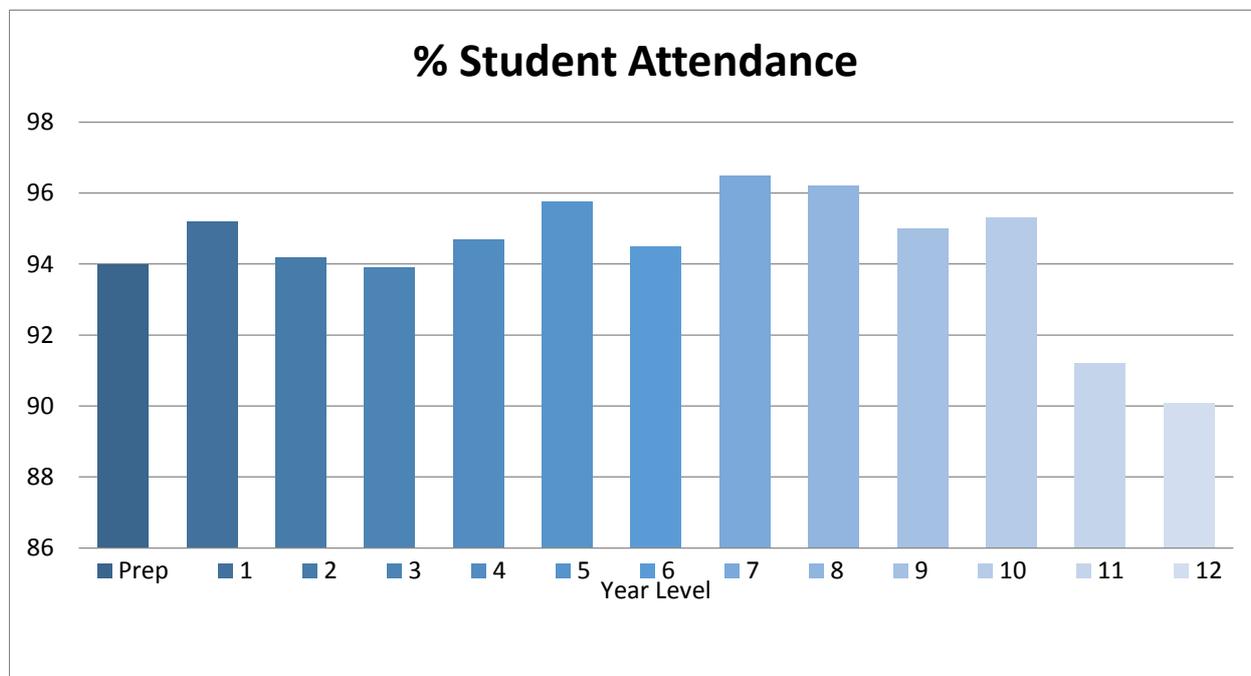
All office, grounds, aide, and other ancillary staff are given opportunities for professional development through training or conferences including the annual CSA Training Day.



8: Student Attendance Patterns

The school had 540 students enrolled in years P — 12 as at August 2015.

The attendance pattern of these students is described by the following data:



Student attendance is taken in the morning administration lesson electronically via TASS before period one, and all absences are recorded on our central administration database system, along with other information such as whether it is a known or unexplained absence. If by 10:30 am we have not heard from a parent, the College will contact a parent either by mobile phone (sms or call), home number, work number, etc. until we are able to establish the reason for the student's absence. A follow-up note from a parent in the students

School diary is required. The roll is also taken in the afternoon in period 5 after lunch. Patterns of absence or lateness are monitored weekly by each Head of School and either dealt with by them or brought to the attention of the Deputy Principal or Principal for more serious concerns regarding absenteeism. Parents, along with teachers, play an important role in ensuring students are in attendance for each lesson of each school day. Punctuality and respect for the time of others, are matters the College puts emphasis on.

9: Value Added

In 2015 our spiritual theme was “*God is King*” from Psalm 145:1, “*I will exalt you, my God and King, and praise your name forever and ever.*” Through homeroom devotions, Christian Studies Days, Chapels and Christian Studies classes, students discovered the truth of God’s Kingship, their identity in Christ as sons and daughters of the King and what it means to follow Him as Lord of their lives.

Our annual Coming of Age program at Year 10 facilitated the building of autonomy, confidence, resilience, direction, faith and purpose in our students. The program culminated in a renewed “Blessing Night” at an exciting new venue which saw each student celebrated, blessed, empowered and released in to adulthood by their parents, teachers and mentors.

For the first time our annual Secondary Christian Studies Camp featured international guest speakers, from both the USA and Fiji. Over 100 students and the largest group of alumni we have ever had were greatly impacted through the teaching and ministry and were touched and transformed by the power of God during camp. Of special note was the unity across year levels created through the camp which contributed positively to the increasingly all-inclusive culture of the school.

Our annual mission trips to indigenous communities (Year 9) and remote Fiji (Year 11) continued to be major catalysts for personal growth, leadership and discipleship in our students. Planning and preparation also began for our inaugural leadership development missions trip to Thailand.

Character and leadership development were pursued diligently across the school with many additional opportunities for student leadership at primary and secondary level including on the Student Representative Council.

Students excelled in drama and the arts through our annual theatrical production and high quality work produced at VCE level. Opportunities to serve were many including community service, public speaking, worship bands, lunchtime prayer, mentoring and other activities. Social justice causes and fund raisers were also engaged in and students grew in their awareness of issues and causes beyond themselves and their world.

Science Week in Secondary and Book Week in Primary continued to be highlights and an Anti - Bullying program served to empower our young people to stand for justice and righteousness in their school and also in their wider community. Our sense of togetherness and community continued to grow amongst the students and staff with teamwork and team building opportunities across the school.

NAPLAN trends data shows continuous improvement and excellent results. The General Achievement Test benchmarks a student’s expected study score in each subject. Our 2015 VCE results when compared to the GAT revealed impressive value added across the board and particularly in chemistry and further maths and legal Studies where between 72 – 73% of students achieved above expectations.

Our Year 12 students graduated confident in their future prospects and vocational opportunities.

10: Senior Secondary Outcomes

The College congratulates the graduating class of 2015. The graduates, in the main, gained entry to the university degree and TAFE course of their preference. They chose all the main universities and a variety of professions.

VCE Study Scores and ATAR Scores 2015:

100% of students successfully completed their VCE.

30% of students achieved an ATAR of higher than 80.

10.7% achieved study scores of 40 and above.

3% achieved VCE Bacalaureate.

Vocational Education and Training (VET) 2015

Students undertaking vocational training – 2

Students attaining a VET qualification – 1

Selected students in Year 11 participate in Certificate III in Christian Ministry which enables them to graduate with a dual certificate being their VCE Certificate and VET Certificate

Many of the graduating students performed better than their academic profile as measured in the 2015 General Achievement Test, GAT.

All graduates become members of the College Alumni Association called LightKeepers and their careers will be tracked carefully in the coming years. Those who particularly distinguish themselves are awarded a place on the College Board of Honour.



11: Post School Destinations

Tertiary applications and offers through VTAC.

Total number of applicants with preferences	21
Number of applicants who received an offer	20
Number of 1st round offers	19

On Track data is provided by the Department of Education and Early Childhood Development of post Year 12 destinations.



12: Retention Rates Year 9 to Year 12

In our 2015 Year 12 cohort, 78.1% of our students had been at our school since year 9. This is a 49.04% increase since 2012.

We are pleased to see this figure increase; students now choose to complete their VCE at Lighthouse Christian College. Our VCE results have been very good, and we now have ample evidence to demonstrate that any of our students who work hard will be rewarded with a VCE result, and the ATAR score that will be in keeping with his/her abilities. Lighthouse can now offer students a broader selection of subjects and vocational pathways enabling viable choices to all students.

13: Satisfaction Survey Results

Survey Feedback

Last year Lighthouse Christian College engaged the ISV to conduct all of its Satisfaction Surveys under the LEAD Report. The results of this survey are presented below:

Parent Satisfaction Survey

The Parent Satisfaction Survey consisted of 55 questions on 8 domains: e.g. Curriculum Academic Program, Quality of Teaching, Learning Outcomes, Pastoral Care, Discipline and Safety, etc. Parents were asked to rate the 55 questions on a scale from 'strongly disagree' to 'strongly agree'. This data was obtained from 114 respondents, 55% of mothers, 44% of fathers and 1% were guardians. The results are presented in the table below:

Curriculum/Academic Program	8.00		Parental involvement	8.32
Quality of Teaching	8.03		Resources	8.60
Learning Outcomes	8.03		Year Transition	8.06
Pastoral Care	8.13		Global Item Rating	8.43
Discipline and Safety	8.25		Recommend the School To Others	8.40

Staff Satisfaction Survey

The Staff Satisfaction Survey measured 92% of staff perceptions of the Work Environments with 61 of the 71 nominated staff responding to questions on the 6 key domains, namely, Feedback, Goal Congruence, Leadership and Morale, Staff Collaboration, Professional Development and Overall Satisfaction. The results were as follows:

Feedback	8.29		Staff Collaboration	8.41
Goal Alignment	8.87		Professional Development	8.36
Leadership and Morale	8.26		Overall Satisfaction	8.73

Student Satisfaction Survey

The General Student Satisfaction Survey involved 252 students and 252 respondents. The General Survey focused on 9 key areas and the overall results per domain were as follows:

Academic Program	8.70		Resources	7.90
Learning Outcomes	9.00		School Ethos/Values	8.90
Pastoral Care	8.50		Peer Relationships	8.90
Personal Development	8.90		Transition	8.90
Discipline and Safety	8.70			

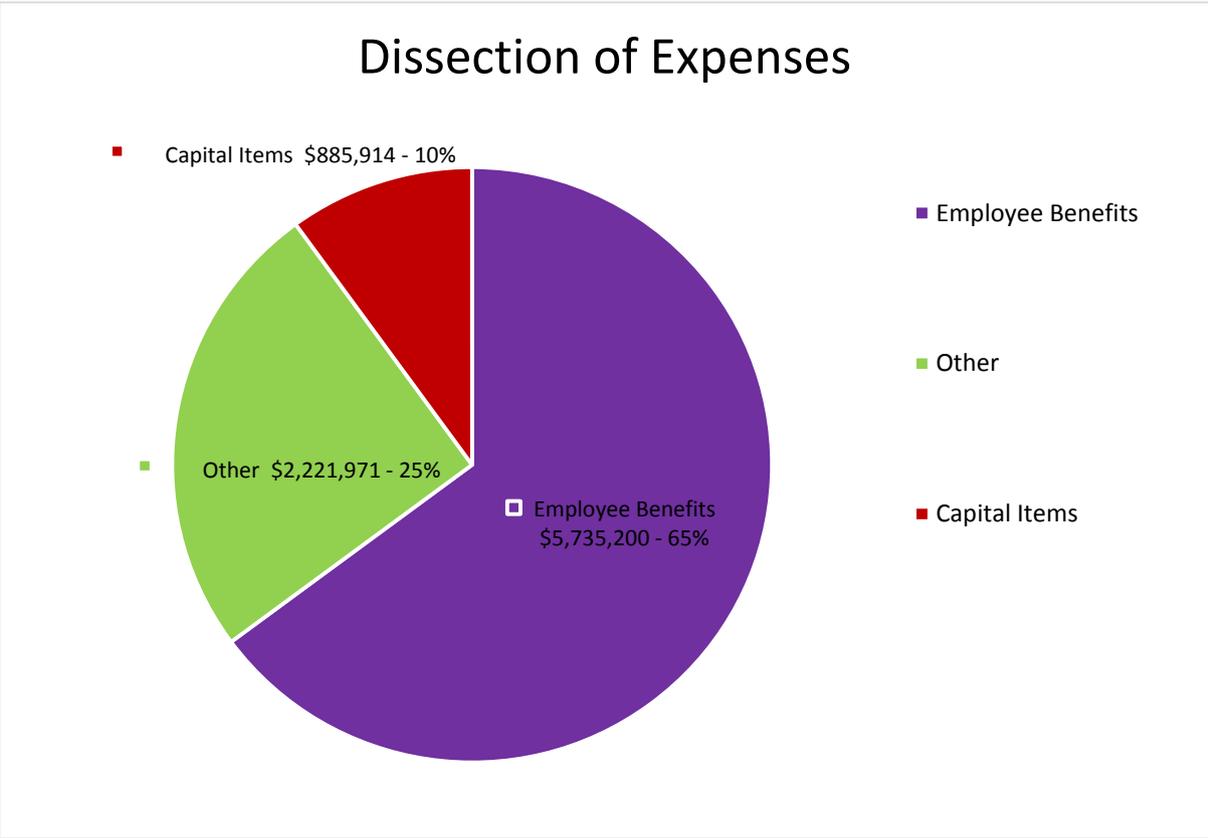
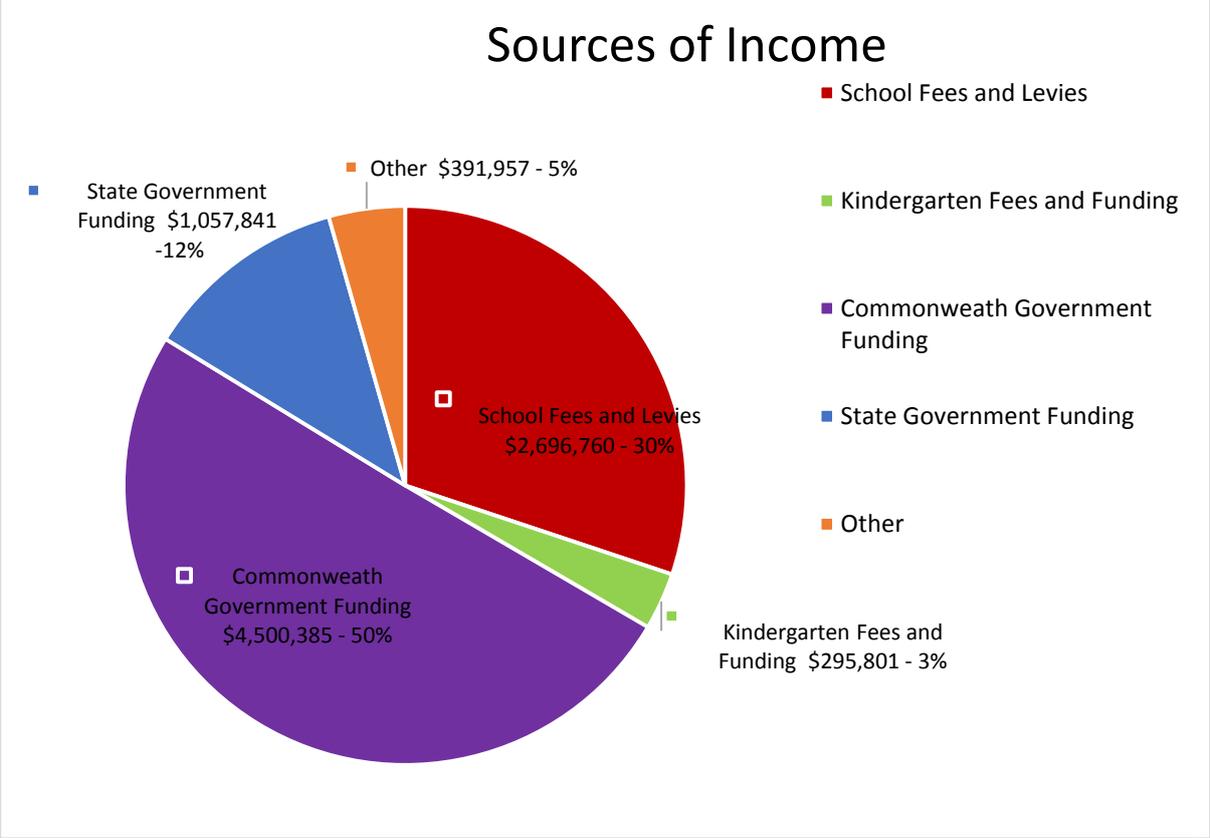
The distribution of responses per domain on the Quality of Teaching was completed by 194 students. This Survey evaluates the extent to which students believe effective school practices are apparent across 5 different domains. The results were as follows:

Academic Rigour	9.00		Teacher Practice	8.80
Feedback	8.30		Teacher/Student Rapport	8.80
Teacher Knowledge	8.70			

Comment by way of response:

Overall the results show a very good level of satisfaction with the College. In 2015 the College reviewed areas for improvement such as resources and facilities and planned to close the gaps. Plans for a new building program and additional playground equipment are scheduled to be implemented in 2016.

14: Financial Data



Lighthouse Christian College acknowledges and appreciates the Commonwealth and State government funding received.



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