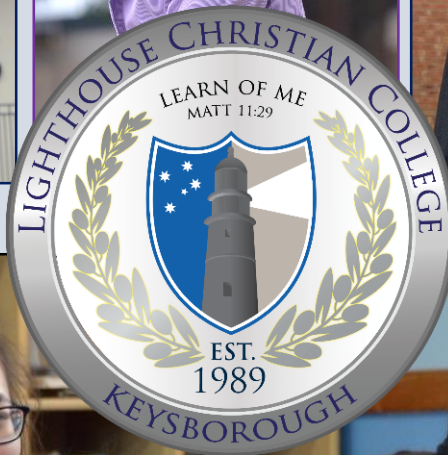


# LIGHTHOUSE CHRISTIAN COLLEGE Annual Report 2017



THE CHRISTIAN CHOICE FOR EXCELLENCE IN EDUCATION

KEYSBOROUGH



SKYE - AUSTRALIS



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VCE Dux 2017  
ATAR Score 98.45

We are a Child Safe employer, with a zero tolerance for child abuse.  
VIT registration or a valid Working with Children Check is mandatory for all staff.

# 1. Message from the President

## No Vision Drift for Lighthouse!

There is a deadly disease that attacks Faith Schools – especially Christian Schools – “**Vision Drift**” has caused many a vessel to shipwreck.

At Lighthouse we are now entering our 30<sup>th</sup> year of operation and I am happy to say that our Vision is as clear and strong as ever – may that continue! But the sad story for so many Christian Institutions and schools is that the next generation forget the founder’s vision and begin to ‘drift’. It can be said: *The **passion** of the first generation can become the **preferences** of the second and **peripheral** to the third.* (God forbid!). A Biblical example of this (of which there are plenty) is found in Exodus 1:6-8:

- *Now a new king arose over Egypt, who **did not know** Joseph*

The king changed things around and forgot God’s vision and mission for the Israelites. It seems that the Israelites (God’s people) also forgot and they suffered as a result. History abounds with Vision Drift and we are warned to avoid this deadly disease:

- *We must pay the most careful attention, therefore, to what we have heard, so that we do not **drift** away (Hebrews 2:1).*

There are several antidotes to prevent Vision Drift and we will continue to employ every one of them as we journey on at Lighthouse. Whilst we want to be flexible, tolerant and gracious about many things, we will continue to be ‘mean’ about our vision!

What is our vision and how did we get it?

In broad terms, it is **to restore God’s kingdom through Christian schooling**

- His Kingdom was **born** on earth – then **lost** through our sin, then **ignored** throughout history. But it can be **restored** through the wonderful Gospel of Jesus!

In more specific terms, it is ***To Train a Godly and Skilled Generation to Impact our World.***

What a privilege! What a challenge amidst a falling world, the influence of which is like perpetual gravity pressing upon us to dilute and compromise our vision.

Our vision demands that we express our standards with excellence – academically, morally, and spiritually with our students and staff. I am so thankful for our staff and leaders who are at one in this regard. It is my prayer and commitment to keep things this way, to avoid Vision Drift and ensure the greatest realisation of our vision possible. After all, we have high accountability. We answer to parents – over 500 families, to our students – nearly 800, to our Victorian Government (VRQA), to our world, and ultimately, to Almighty God.

I thank all our stakeholders for your continued support. I thank our Principal – Mrs Avril Howard – for her stalwart leadership. I thank all of our staff for their faithfulness to the cause. I thank our Government for its guidance and endorsement. I thank God for His blessing and grace.

## No Vision Drift at Lighthouse!



**Richard Warner – Founding President and Chairman of the College Council**

## 2. 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 the College.

The College was established in 1989 and has since grown to become a multi-campus school renowned for its Christian mission and 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 attitudes and 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 on 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 also appreciate the leaders and staff who play such a pivotal role in the everyday experience of each child at our school. We are blessed to have a dedicated team of office administration staff, a 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 that is passionate about Christian education.

It is my intention that Lighthouse Christian College will continue to flourish. In 2017, the College improved facilities and extended the range of elective studies, co-curricular programs, and use of digital learning technologies. This reflects the continuation of growth and development at the College.

It has been a joy and privilege to lead the College to become a multi-campus school of excellence.

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



Avril D. Howard

**Principal**

# 3. Report on Campus Australis Christian College

2017 was a year of flourishing! We saw a significant increase in enrolments which resulted in an increase in staffing, learning spaces and greater social opportunities for the students. Early on in the year, we grew from two classes to three. We gained a Chaplain and a Computer Technician and had three full time teachers, five part-time specialist teachers and a full time Administration Officer / Integration Aide.

At Australis Christian College throughout 2017, we had the terrific opportunity to cater for students in all primary year levels from Prep - Year 6, compared to the Prep - Year 4 enrolments in our first year, having received VRQA registration for Years 5-6. Although our numbers increased, the school culture continued to be intimate and focussed on the individual needs of each student.

Highlights for students throughout the year were exploring robotics, the installation of our monkey bars and climbing frame, EM science sessions, Genius Hour Integrated Studies programs, our whole school punch card reward system, and Sporting Schools funded programs including rugby lessons and gymnastics classes.

Staff and students enjoyed participating in additional inter-campus events with the Keysborough campus such as Chapel, camps and primary school athletics.

The Parents and Friends Network continued to support school events and co-curricular initiatives such as the school banking program and school beautification, which was greatly supported by the school community.

Throughout 2017, Psalm 27 was a key scripture as we embraced the theme '*The One Thing*.' Staff and students regularly discussed, reflected and prayed over this scripture as we, as a school community, continued to exalt Jesus to his rightful place as Lord and King over our life, our school and our nation.





# 4. Significant Achievements In 2017

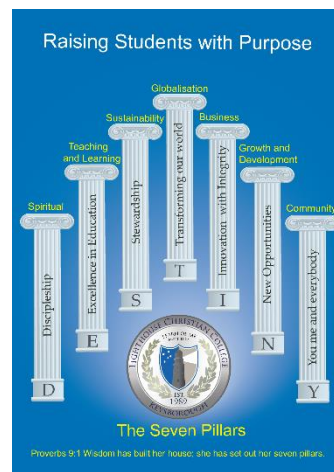
As in former years, 2017 proved to be a favourable and fulfilling year. God blessed our community in many ways. A comprehensive outline of the year is not possible in this report; to learn more about the highlights you are referred to the 2017 College Journal.

Our theme for the year 2017 was “One Thing” based on the scripture: Romans 1:16 *“I am not ashamed of the Gospel, because it is the power of God to salvation.”*

## GOALS AND PRIORITIES FOR 2017

The objectives of the Strategic Plan – **Roadmaps to Destiny 2025** are 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 2017 Operational Plan. This has seven pillars which unite all efforts in every sector of the school:



A major accomplishment in 2017 was the establishment of a second campus, Australis Christian College, in Skye with VRQA registration Prep – Year 6.

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



# 4.1. Highlights – 2017

## *One Thing*

Our overarching theme for 2017 was “**One Thing**”, based on the Scriptures Psalm 27:4 and John 15:5.

This theme served to unify the College as we deliberately sought to prioritise time spent with God, as it is in this place that all life, purpose, strength and grace flow from.

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 2017 under each of these pillars:

### Discipleship

During 2017 we saw a continued increase in the effective discipleship of our students as we partnered together with parents and local churches in the faith development of our children and young adults. 2017 saw an increase in the Chaplaincy Team from 1 to 4 Chaplains operating throughout the College. The year began with 150 hours of prayer during our annual Week of Prayer and continued throughout the year with Days of Prayer each term and daily prayer every morning in The Prayer Room led by the Chaplaincy Team.

Throughout the year our students were encouraged, empowered and inspired to grow in their relationship with God and knowledge of His Word through weekly Chapel services, Christian Studies (CST) classes, CST Days, homeroom devotions, national and international missions trip opportunities and more. Additional highlights included our first Years 4-6 CST Camp led in part by our Year 11 students and under the supervision of staff, our

sixth annual Years 7-12 Christian Studies Camp which saw over 100 students powerfully impacted by God through the ministry. The Leadership Development Thailand Mission Trip (taking place at the start of 2017) and our seventh annual Fiji Mission Trip also proved very impacting for our students. Through our annual Easter Chapel services, regular weekly chapel services, CST Days and specialised lunchtime discipleship programs, children and young adults took ownership of their faith and explored relevant spiritual themes for their age and stage of development. Effective discipleship also took place at our new campus, Australis Christian College, through weekly Chapel Services and lunchtime discipleship programs led by the Chaplain, and CST classes.

As in previous years, each Year 12 student was assigned a mentor to help them throughout their final year of schooling. These mentors are teachers and staff from the College who have volunteered to provide encouragement and accountability for each of the Year 12 students.

### Excellence

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

I am delighted to say that we have maintained our stellar results on National tests and assessments and continue to be ranked as a top Christian school in the vicinity of Greater Dandenong and Kingston. As a school who aims to be at the cutting edge, we participated in the ACARA Trial Online NAPLAN tests which was an excellent learning experience for both staff and students, as we prepare to equip

our students for future online learning and assessments.

Our VCE students also performed very well on their internal assessments (SACs) and their final results. We pray God's blessing upon our graduates and wish them every success for their future plans.

### Technology

In 2017 new interactive projectors were installed in all secondary classes at LCC and Australis. A new redundancy server was installed to remain active in case the main virtual server was offline. Wireless access points were installed to cover the MP Hall and Church to enable both students and staff to access the College network from three locations.

Some members of the leadership team were issued new laptops with high specs to meet their specific needs. Both the LCC and Australis websites were upgraded with new interfaces and mobile friendly usage.

One of the technicians was assigned to Australis on a part time basis to support and tend to any needs around the campus.

All virtual servers have been backed up on the cloud. The new VCE building was designed with the highest technology including interactive technology and wireless networks covering. A virtual system (VR) has also been installed to let the students interact with 3D educational material and tasks.

### Stewardship and Sustainability

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

Last year the College was operating on 100kw of solar energy to reduce our carbon footprint. We did lose our Coordinator of the vegetable garden but continued with our recycling bins for waste disposal.

The SWEP system has been operating as usual and has effectively alerted us regarding water usage and water losses at the College.

A review of the canteen was undertaken and the recommendation to have the canteen opened five days per week was accepted and is now fully operational bringing much satisfaction to the school community.

The Finance Team implemented a paperless solution from mid-2017 with very encouraging results. The Team achieved not only reduced printing, but also the associated benefits such as: less storage requirements, no time spent filing printed documents, quicker access to the required files through electronic document searches, improved interaction with the Auditors. The paperless solution was also extended to Governance records.

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

### Transforming our World

An overseas mission trips to Fiji, local outreaches to Palm Island and participation in community service such as Samaritan's purse have 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.

Once again, the College participated in the Japanese Exchange Program, hosting 12 students from Shibuya High in Tokyo. It is the help of our Host Families, parents and teachers from the College community that makes this program viable. The College also began its inaugural Chinese Exchange

program, with 10 students from Hangzhou spending a week at Lighthouse Christian College.

## Innovation

It was with great excitement that we launched two programs centered on empowering leadership.

- The first of this was a coaching program for the senior leadership team which supported their growth as leaders in the areas of capability, capacity, competence and consistency. The program also enhanced team performance.
- The second program was the Developing New Leaders Program which provided the opportunity for the next tier of school leaders to develop leadership skills through a 12 session program. It was delightful to see the concept proposals submitted by the emerging leaders and their plans to add value to the College through their specific school based projects.

Both programs will continue into 2018.

This year we implemented Phase 2 of the new digital eLearning Management System (LMS), SEQTA, which enhanced pastoral care services for our students, online Academic Reporting and Parent access via Parent Engage. This initial process will be refined in 2018.

Co-curricular programs enjoyed at the College included our ongoing participation in the Premier's Active April program to encourage students to keep fit and healthy, and by offering instrumental music lessons, creativity and musical talent was fostered.

## Growth and Development

It was with great delight and in glory and honour to God that Australis Christian College campus entered its second year having doubled in student enrolments.

The staff and Parents and Friends group have all made a significant contribution and sacrificially given to see our new campus be established as the "Christian choice for excellence in education". Australis campus expanded to include Years 5-6 in 2017 having received VRQA registration for these year levels.

Our new Sport Centre has provided an excellent undercover outdoor learning space for students who really appreciate and are enjoying their new sport facility (former basketball court) both for timetabled classes and co-curricular activities.

We also finalised the plans for a double storey building which will provide VCE students with a state of the art learning facility. Construction of this building commenced in 2018 which is another wonderful step forward for the College.

A significant increase in student numbers has made the drop-off and pick up times much busier than in previous years. We are grateful to parents for responding cooperatively and respectfully to traffic wardens and the relevant traffic signs around the College whilst driving on the property.

This co-operation has ensured the safety of our students in the carpark. Students have also been asked to use the Zebra Crossings at all times, which will be appreciated. The opening of the new staff carpark has significantly helped to reduce congestion around the College during peak times.



**Alumni Class of 2007 “Lightkeepers”**

### Community

It has been most encouraging to see the level of parent engagement within the school increase to new levels this year, especially at our Parent Seminars. The feedback provided by parents through events, for example communication mornings has been valuable in shaping our school improvement plan. Many parents have reported on how valuable the parent seminars have been in strengthening the parent partnership relationship and how beneficial and relevant the topics that have been presented have been, for example, on technology and the session conducted by Focus on the Family and the session conducted by Eric Weikmann on Parenting.

Thank you to the Parents and Friends Network for your labour of love in supporting our students through fundraising for mission trips, school banking and financial literacy. Your assistance at events e.g. Spring Fair, has also been highly appreciated. 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. This year we welcomed back the Alumni Class of 2007 “LIGHTKEEPERS”. The class of 2007 expressed their gratitude to the staff for building such a strong Christian foundation in their lives thereby setting them up for success in life. We look forward to many more “LIGHTKEEPERS” reunions each year.



**Parents and Friends 2017**

## 4.2. Goals and Priorities - 2018

### Spiritual

Our theme for the 2018 year is “Transformed” based on (Romans 12:1-2, 2 Corinthians 5:17 and Ephesians 4:17-3) which encourages us to keep growing and developing our Christian character, leadership and in service to others.

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 leadership, 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.
- Differentiation in faith development will be increased with additional opportunities provided for students to grow in their understanding of the Christian faith, both for students from families new to Christianity and for students who have been followers of Christ for a long time.
- The new student diary which includes a resiliency program to foster students’ health and wellbeing will be implemented for Prep – Year 12.

### Teaching and Learning

- Introduction of Professional Learning Teams.
- Participation in NAPLAN Online for Years 3, 5, 7 and 9.
- A whole school literacy approach.
- To continue instructional rounds and coaching.
- Enhanced partnerships between parents, students and staff, strengthening the teaching and learning process.  
The broadening of VCE Unit 3/4 offerings to:

- include Geography, History, Food Studies, Religion and Society, and Health and Physical Education. The provision of high quality facilities and resources.
- Differentiation.
- Continuation of the GRIN program (Get Ready in Numeracy).
- Enhanced teaching through the Christian Biblical Worldview.
- Continuation of a Growth Coaching model.
- Continuation of Beginning Teachers Fellowship with ISV to provide coaching and support for new teachers.
- 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.
- Improvement in student engagement and continuous improvement of student learning outcomes and results.

### Technology

- SEQTA Training was conducted for the Secondary and Primary teachers. The following features were set up on SEQTA:
  - Cover Page
  - Assessment
  - Curriculum
- The College will increase the number of laptops for primary students.
- In response to parents request to see more of student assessments while viewing Parent Engage on SEQTA, the College will embark on uploading formative assessments as part of online academic reporting.
- Teachers will continue the second year of online Report Writing on SEQTA. For the first time this year the Progression Points will be added to the reports on SEQTA.
- This year we are also investigating trialling Automated Student Attendance with a company called LoopView. The College is

in the very preliminary stages of exploring this process.

## Sustainability

- We are currently working on the ResourceSmart Schools Program and looking at assigning a staff member as the school's Sustainability Coordinator.
- The Finance Team was fully paperless by the end of 2017 and will build a case of best practice that is to be further promoted in the College, starting with the Administration team. The College Learning Management System SEQTA will provide the infrastructure for paperless communication by staff with parents and students.
- In 2018, reporting on the carbon footprint (Ecological reports) will be provided to staff through the PaperCut application inbuilt in our Toshiba multi-function printers and mid-2018 we plan to introduce staff printing quotas aiming to further reduce unnecessary printing.
- The teams from the Developing New Leaders program will implement their projects to value add to the College. The five projects are:
  - Healthy Habits
  - Networking Group
  - Literacy
  - NAIDOC Week
  - Careers Program 'Naviance'

## Globalization

Mission trip opportunities will continue to be an integral part of our Discipleship Framework with trips to the indigenous community of Palm Island at Year 9 and the rural villages and urban slums of Fiji at Year 11, and the Thailand Leadership Development Missions Trip.

## Business, Growth and Development

### Facilities Improvement:

- Construction of a state of the art double storey building for VCE (Zenith) students has commenced with plans to be completed before the end of 2018.
- The College was awarded a State Capital Grant of \$1,302,000 towards the construction of the Launch Centre (Years 9-10). Construction of this building is scheduled to commence in October 2018 which is part of the College masterplan.

## Community

### Goals include:

Continued Alumni (Lightkeepers) and parent engagement  
Alumni magazine twice a year  
Events for parents and Alumni (Lightkeepers) involvement  
Effective communication with parents of non-English speaking backgrounds  
The continued application of direct electronic communication for all events and correspondence.  
Parental engagement through evenings and information sessions.



## 5. Staff Attendance and Staff Retention

### 5.1 Staff Attendance

In 2017, our staff had a 98.0% 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.

### 5.2 Staff Retention

98.00% of our staff continued their employment with the school at the start of the school year in 2017.

### 5.3 Workforce Composition

Teaching Staff	52
Full-time equivalent teaching staff	44.7
Non-teaching staff	30
Full-time equivalent non-teaching staff	19.1
Indigenous staff	0



# Australis Christian College Campus

## 5.4 Staff Attendance

In 2017, our staff had a 99.0% 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.

## 5.5 Staff Retention

100.0% of our staff continued their employment with the school at the start of the school year in 2017.

## 5.6 Workforce Composition

Teaching Staff	4
Full-time equivalent teaching staff	3.1
Non-teaching staff	1
Full-time equivalent non-teaching staff	1
Indigenous staff	0

## 6. 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 2017 results were excellent reflecting our efforts to improve Literacy and Numeracy skills across the school. Our strengths were highlighted by results in Year 3 Spelling, Writing, Reading and Numeracy, Year 5, Spelling, Year 7 Reading, Spelling Grammar, Punctuation and Numeracy, Year 9 Writing, and Numeracy where our results were significantly above those of both 'like' and 'all schools'.

Over 80% of our students are from a Language Background Other Than English (LBOTE) and when compared to state averages, our students' results were 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 therefore 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/>



## 6.1. Australis Christian College Campus Literacy and Numeracy Testing Results

In 2017 we had eight students enrolled in Year 3 and 4 students in year 5. All of our Year 3 students completed NAPLAN testing. In accordance with the National Disability standards, three of our Year 5 students completed NAPLAN. Due to the campus having an enrolment of less than one hundred students, our achievements are not listed on the My School website. However, we are pleased with the results obtained by all our students for the 2017 NAPLAN period.

From our Year 3 cohort, four students achieved at or above national average for reading, all students achieved at or above national average for writing, seven students received at or above the national average for spelling, four students achieved at or above the national average for grammar, and six students achieved at or above national average for numeracy. We are very proud of our Year 3 cohort as many entered the College below the expected level in literacy.

From our Year 5 cohort, all students achieved at or above the national average in reading, writing and spelling. In grammar, one student achieved above the national average and two students achieved results within band 5. In numeracy two students achieved above national average, and one achieved a result in band 5.

Across the whole school, the academic achievement of all students is tracking at or above expected. Students with identified areas of academic difficulty receive an individual learning improvement plan targeting their specific learning needs. Teachers cater for all students using a differentiated learning approach in the core subjects and regular assessment ensures all progress is closely monitored. Although we have no students who receive additional funding through the students with disabilities program, we have nine students who are registered on the Nationally Consistent Collection of Data on School Students with Disabilities, each receiving supplementary to substantial adjustment to their curriculum.

Whilst academic achievement is at the forefront of the agenda of the College, a holistic approach drives the values and culture of the College. Students regularly participate in social skills, Christian studies, music, visual and performance art, sport (including additional sporting schools coaching programs each term), cybersafety sessions, science (using the STEM approach incorporating Technology, Engineering and Mathematics into Science lessons), and AUSLAN (Australian sign language) as our additional language.

The school continues to embed the VCOP writing approach and the CAFÉ/Daily 5 reading approach as the main delivery of our literacy program across the school, and continues to deliver Integrated studies using a student driven research project Genius Hour approach for students in the middle and senior primary school.

In 2017 the introduction of student purchased Thinkpads for Year 5 and 6 students saw an increase in technology used to enhance learning. The introduction of take home devices enabled greater collaboration between home and school.



## 6.2. Special Education Provision

In the 2017 Census, there were 26 students attending Lighthouse Christian College, Keysborough, who were eligible to receive funding for the provision of learning support from the Commonwealth Government for *Students with Disabilities*. No students at Australis were eligible for this provision of funding. While there is a much larger cohort of students that the Learning Support Department or external specialists have identified as requiring significant learning support, students require an official diagnosis within certain guidelines to be eligible for funding.

There were 4 students in P-4 receiving funding from the State Support Services for speech therapy. Our visiting speech pathologist continued to provide quality intervention on a fortnightly basis for these students.

The Learning Support staff team also provided support prioritizing according to student need and the primary years. The main method of delivery was in-class support and withdrawal of small groups for guided reading sessions under the direction of the classroom teacher. Numeracy support was provided in Secondary.

Since the appointment of a new part-time Learning Support Coordinator much work has gone into aligning Learning Support and school-wide processes and practices in preparation for the implementation of the new funding model for students with disabilities: The Nationally Consistent Collection of Data on School Students with Disabilities (NCCDSSD),

which will take effect in 2018. The new model for funding will place greater emphasis on documented implementation of provision and support for students who are believed to have disabilities and not on an official diagnosis alone.



**Music is offered as a co-curricular program at the College**

## 7. Academic Staff Qualifications

### Keysborough Campus

<b>Principal:</b>	Mrs. Avril Howard M.Ed. B.A. B.Ed. (Hons) Higher Dip.Ed. (Post Grad); Dip Bus Admin
<b>Deputy Principal:</b>	Mr Vernon Clark B.A. HDE (Post Grad)
<b>Director of Teaching And Learning:</b>	Mrs Margaret Jewell M.Ed. B. ED Grad. Dip Adolescent Health and Welfare
<b>Chaplain</b>	Mr Mark Goode B.A. B.Ed.

### Sub-School Leaders:

<b>ELC Rainbow</b>	Mrs Christine Kwok B.A. Ed Early Childhood. Cert.EC.Ed
<b>Launch Yr 9 — 10</b>	Mr Chris Ellis B.A. Grad. Dip (Sec) (T.D.V.A.)
<b>Zenith Yr 11 — 12</b>	Mr Paul Donovan B.A. Grad. Dip (Sec) (Teaching English)  Mrs Reena Thomas M.Sc. Chemistry; B.Sc.; B.Ed.; Grad.Dip.Ed (Sec) Mathematics
<b>BEAM Prep—Yr 4</b>	Mrs Vivienne Andrew Dip Teach (Prim) B.Ed.
<b>Navigate Yr 5 — 8</b>	Mr Wing Leong B. Science Dip Ed Dip Department Management
<b>Learning Assistance Coordinator:</b>	Mrs Rosemary Alley B.A.Sc. Grad. Dip. Chg. (Primary)  Mrs Karen Lloyd Post Grad.Dip.Psychology, Bach.Arts Maj.Psy Bach Teach (Prim)

# Primary Staff Qualifications

Mrs. Vivienne Andrew	Dip Teach (Prim), B.Ed.
Miss Michelle Bryan	Bart Grad Dip Ed
Mr Tristan Forrest:	B.Biblical Studies B.Performing Arts Grad Dip Ed.
Mr Joachim Ghosh	P. Grad B.Ed. 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)
Mrs. Melanie Kumar	B.Ed. (Prim)
Miss Aniela Lamott	B.Ed. (Prim) B. Arts (Major in Psychology)
Mr. Sebastian Lim	
Mr Wing Leong	B. Science Dip Ed Dip Department Management
Mrs. Royena Lotriet	Dip.TGrad. Dip (Librarianship)
Mrs. Jessica Lucerne	B.Ed. (Prim)
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.
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 Phillip Sookun	B.Ed. (Prim), B.A. (Christian Ministry)
Miss Jing Tang	B.(Early Childhood) Ed

## Secondary Staff Qualifications

Mr. Phillip Andrew	Dip. Teach (Prim)
Mrs. Hazel Ashley	Grad.Dip. Ed B. Commerce Cert.IV Christian Ministry
Mr. Alan Baldry	B. ScGrad.Dip. Ed Grad. Dip (Computer Ed)
Mrs Nouda Berends	B.A Dip of Teaching Grad Dip TESOL
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 Tegan Hartwich	B.Ed. B.Sc.
Mrs Jean Hereford	B. Ed Sc; B.Ed. Teach (Maths and English)
Miss Kelly Howard	B.A. (English) Post Grad Dip Ed
Mr. David Howard	B.A. Grad Dip Ed, Dip Health Science Cert 111 Christian Ministry
Mr. Sunui Magele	B.Ed. Dip. Teach (Prim) Cert. Teach
Mr. Ivor Marillier	B.A.Ed. Secondary (Geography) (English)
Mr Steven Srzich	Grad.Dip. Ed B (English Film) B. Social Sciences Cert IV Christian Ministry
Mrs Reena Thomas	B.Sc.B.Ed. Grad. Dip M.Sc.
Mr. Tim Webster	Grad.Dip. Ed (Sec) B. Music
Mr Steve Young	B.Ed. Grad.Dip. Ed



## 7.1. Australis Christian College Campus Primary Staff Qualifications

Ms Lynne Graham

Dip.Ed.(Prim), Grad.Dip.Sp. Ed, Grad.Dip.St.Welfare,  
M.Sp. Ed, Grad.Dip. Psych

Miss Elizabeth Jackson

Grad. Dip Ed (Prim)

Mrs Madeleine Porter

B.Ed. (Prim)

Mrs. Jessica Richards

Dip Teach (Prim), B.Ed.

Mr. Sebastian Lim

B.A. Dip.Ed. (Physical Education)

Mr. Tim Webster

Grad.Dip. Ed (Sec) B. Music



## 8. 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 \$90,322.16 for LCC and \$436.36 for ACC in 2017 on professional development costs of the staff plus CRT's employed to release staff.

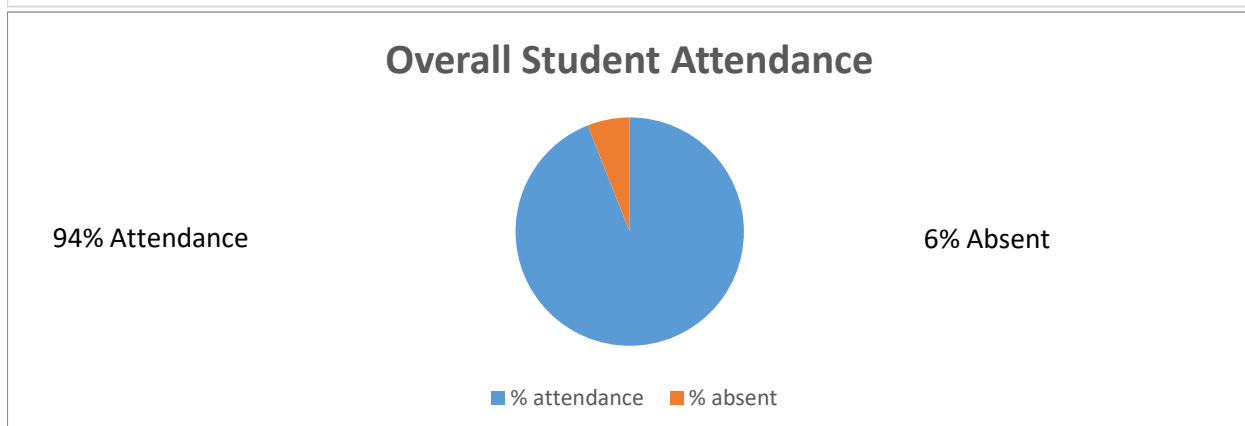
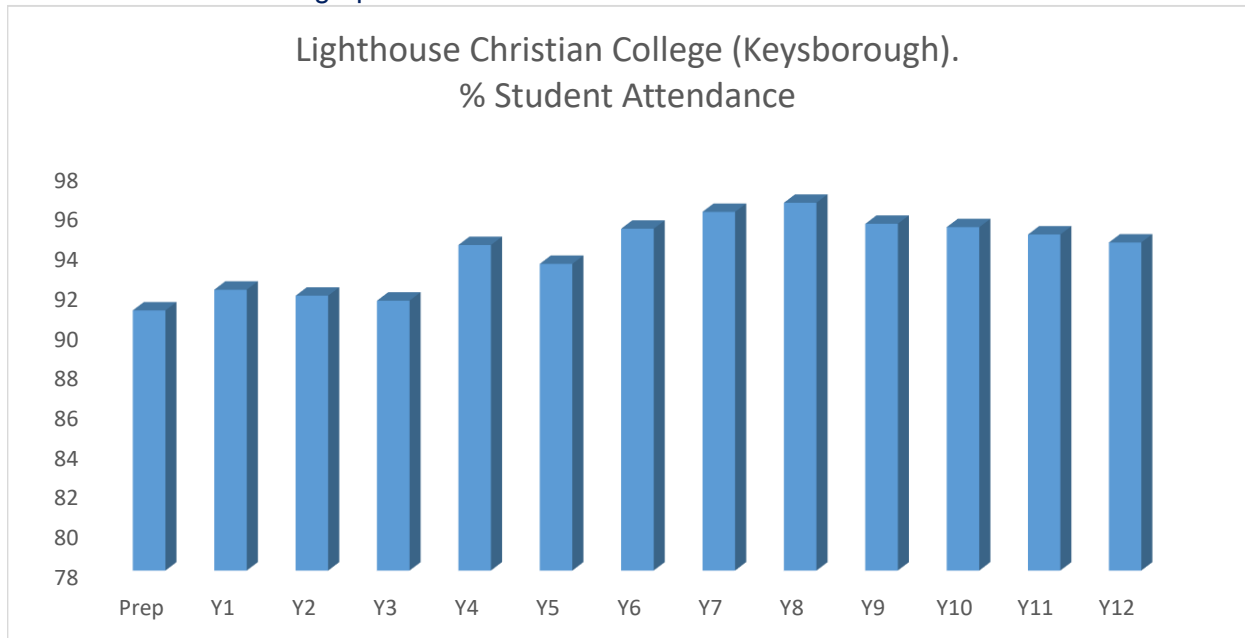
All office, grounds, aide, and other ancillary staff are given opportunities for professional development through training or conferences including the annual CSA Training Day.



## 9. LCC Student Attendance Patterns

The school had 674 students enrolled in years P — 12 as at August 2017 at Lighthouse Christian College (Keysborough) and campus Australis Christian College.

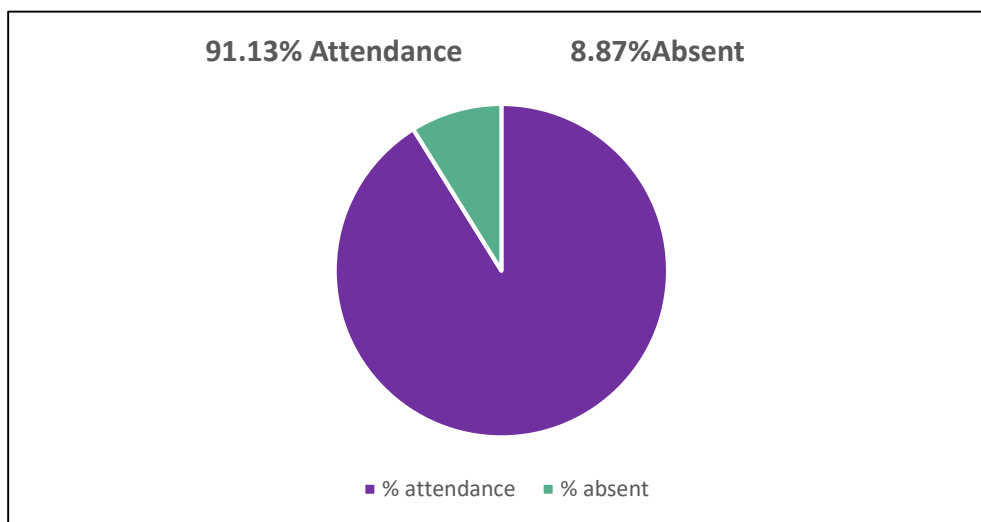
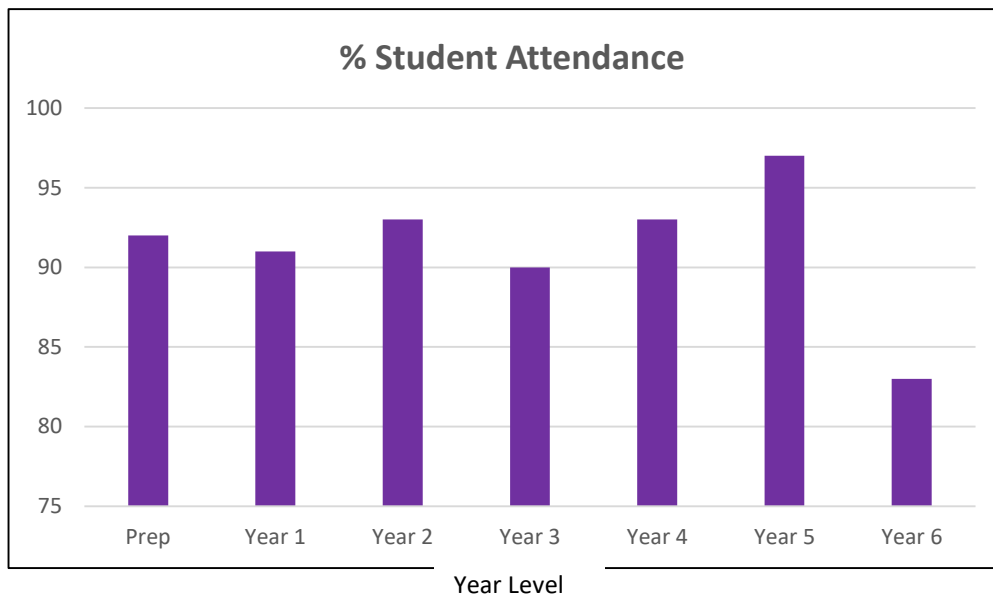
The attendance pattern of these students at both Keysborough and Australis campuses is described in the graphs below:



Student attendance is taken in the morning administration lesson electronically via SEQTA 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 student's School diary is required. The roll is also taken the afternoon in period 5 after

lunch. Patterns of absence or lateness are monitored weekly by each sub school Coordinator 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.

# ACC Student Attendance Patterns



- Australis Christian College had an average of 53 students from January 2017 – December 2017.
- Attendance is recorded on Seqta during the first period of the day and again in the period immediately after lunch.

## Managing attendance

- Once a student is marked absent, an electronic text message (SMS) is sent out to notify the parent
- Parents can respond to this text with a reason for the absence which is then adjusted accordingly by the attendance officer
- A follow up email or phone call will take place soon after if there are any unresolved absences.
- The following is recorded on a daily base and followed up through Seqta
  - Students who are late
  - Medical reasons for absence/lateness
  - Personal or family reasons resulting in a student being absent.

## 10. Value Added

In 2017 our spiritual theme was *“One Thing”* based on Psalm 27:4 and John 15:5, *“One Thing I have asked from the Lord, that I shall seek: That I may dwell in the house of the Lord all the days of my life, to behold the beauty of the Lord and to meditate in His temple.”* (Psalm 27:4) And *“I am the vine, you are the branches; he who abides in me and I in him, he bears much fruit, for apart from me you can do nothing.”*(John 15:5) Through homeroom devotions, CST Days, Chapel services, CST classes and other avenues, students discovered the truth of what it means to be a disciple of Jesus Christ.

Targeted programs for Year 8 students were run by the Chaplains to help develop resilience, self-worth and identity. Each program ran for 6 weeks in small gender groups to allow for greater unity, friendship, support and trust establishment.

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” held at a charming venue which saw each student celebrated, blessed, empowered and released into adulthood by their parents, teachers and mentors.

Our Secondary CST Camp featured international guest speakers from the USA. Over 100 students were greatly impacted through the teaching and ministry and were touched and transformed by the power of God during the camp. Our first ever intercampus Years 4-6 CST Camp was a powerful time for our students as they were greatly impacted by guest ministry as well as worship times and workshops led by the Year 11 students, who acted as mentors throughout the camp.

Our annual Year 9 outreach to indigenous communities and Year 11 mission trip to remote Fiji continued to be major catalysts for personal growth, leadership, character and

discipleship in our students. Our inaugural Leadership Development Missions Trip to Thailand proved to be a great success and an impacting time for the students and staff involved.

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 2017 VCE results when compared to the GAT revealed impressive value added across the board and particularly in Maths Methods, Biology and Further Maths where between 70 – 72% of students achieved above expectations.

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

# 11. Senior Secondary Outcomes

The College congratulates the graduating class of 2017. 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 2017:

100% of students successfully completed their VCE.

Top three ATAR scores were: 98.45, 97.30 and 93.40.

18.92% of students achieved an ATAR of higher than 80.

10.81% of students achieved study scores of 40 and above.

2.7% achieved VCE Bacculaureate.

## Vocational Education and Training (VET) 2017

Students undertaking vocational training – 6

Students attaining a VET qualification – 6

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 2017 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.



## 12. Post School Destinations

Tertiary applications and offers through VTAC.

<b>Total number of applicants with preferences</b>	<b>35</b>
<b>Number of applicants who received an offer</b>	<b>31</b>
<b>Number of 1st round offers</b>	<b>29</b>

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



## 13. Retention Rates Year 9 to Year 12

In our 2017 Year 12 cohort, 80.0% of our students had been at our school since year 9. This is a 14.30% increase since 2016.

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 their abilities. Lighthouse can now offer students a broader selection of subjects and vocational pathways enabling viable choices for all students.

# 14. Satisfaction Survey Results

## Survey Feedback

Lighthouse Christian College engaged Brand and Associates and, Independent Schools Victoria (ISV) who conduct all of its Satisfaction Surveys under the LEAD Report. The tables below show the domain averages of the LEAD survey:

## 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:

<b>Resources/Offerings</b>	<b>7.75</b>	<b>Technology</b>	<b>8.08</b>
<b>School Ethos/Values</b>	<b>8.25</b>	<b>Student Behaviour</b>	<b>8.37</b>
<b>Discipline</b>	<b>8.35</b>	<b>Learning Support</b>	<b>7.85</b>
<b>Pastoral Care</b>	<b>8.61</b>	<b>Parent Involvement</b>	<b>8.33</b>
<b>Quality of Teaching and Learning</b>	<b>8.30</b>	<b>Teaching Practice</b>	<b>8.61</b>
<b>Feedback</b>	<b>8.06</b>	<b>Goal Alignment</b>	<b>8.73</b>
<b>Leadership and Morale</b>	<b>8.26</b>	<b>Peer Support</b>	<b>8.59</b>
<b>Professional Development</b>	<b>8.40</b>	<b>Overall Satisfaction</b>	<b>8.54</b>

Staff were most satisfied in the area of goal alignment followed by teaching practice and pastoral care.

## 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:

<b>Academic Program</b>	<b>6.84</b>	<b>Quality of Teaching</b>	<b>6.94</b>
<b>Learning Outcomes</b>	<b>7.11</b>	<b>Pastoral Care</b>	<b>7.23</b>
<b>Discipline and Safety</b>	<b>7.22</b>	<b>Parent Involvement</b>	<b>7.32</b>
<b>Resources</b>	<b>6.71</b>	<b>Year Transition</b>	<b>6.92</b>
<b>Recommend to others</b>	<b>7.36</b>	<b>Overall Satisfaction</b>	<b>7.36</b>

Parents were most satisfied in the areas of parent involvement followed by pastoral care, discipline and safety.



## Student Satisfaction Survey

<b>Academic Program</b>	<b>7.26</b>	<b>School Ethos/Values</b>	<b>7.51</b>
<b>Learning Outcomes</b>	<b>7.33</b>	<b>Pastoral Care</b>	<b>7.27</b>
<b>Discipline and Safety</b>	<b>7.35</b>	<b>Peer Relationships</b>	<b>7.50</b>
<b>Resources</b>	<b>6.87</b>	<b>Year Transition</b>	<b>7.43</b>
<b>Personal Development</b>	<b>7.16</b>	<b>Overall Satisfaction</b>	<b>7.06</b>

Students were most satisfied in the areas of school ethos/values followed by peer relationships, year transition, discipline and safety.

## Governance Survey

This year the College Council undertook the LEAD Governance Survey. This survey is usually done bi-annually. The headline indicators which give a snapshot of the Council's effectiveness read as follows:

<b>Board Structure and Role Clarity</b>	<b>7.04</b>
<b>Board Composition</b>	<b>7.20</b>
<b>Board Processes</b>	<b>8.07</b>
<b>Board Tasks</b>	<b>8.83</b>

Analysis of the Council results showed the Council to be functionally effective on most areas with some opportunities for improvement in other areas to enhance overall effectiveness.

Overall Comment on the LEAD Satisfaction Surveys

This Survey reveals that the College was progressing well in the following areas: Teaching and General Staff, Students, the School Ethos and Pastoral Care. Areas for improvement as identified in the parent survey were the need to improve resources and facilities. These results could have been skewed by the limited number of parents that participated, however, the focus would be addressing this aspect of the survey through parent focus groups in 2018. The College has already embarked on its building program and a VCE (Years 11-12) Center will be fully constructed by 2018 and a Years 9-10 Center by 2019. The very strong performance of the staff survey, especially in the work domain, has been exceptional when measured against the ISV median scores!

Additional surveys conducted during 2017 included:

- 1) Student Feedback Survey conducted in Terms 1 and 3.

## Student Feedback Survey

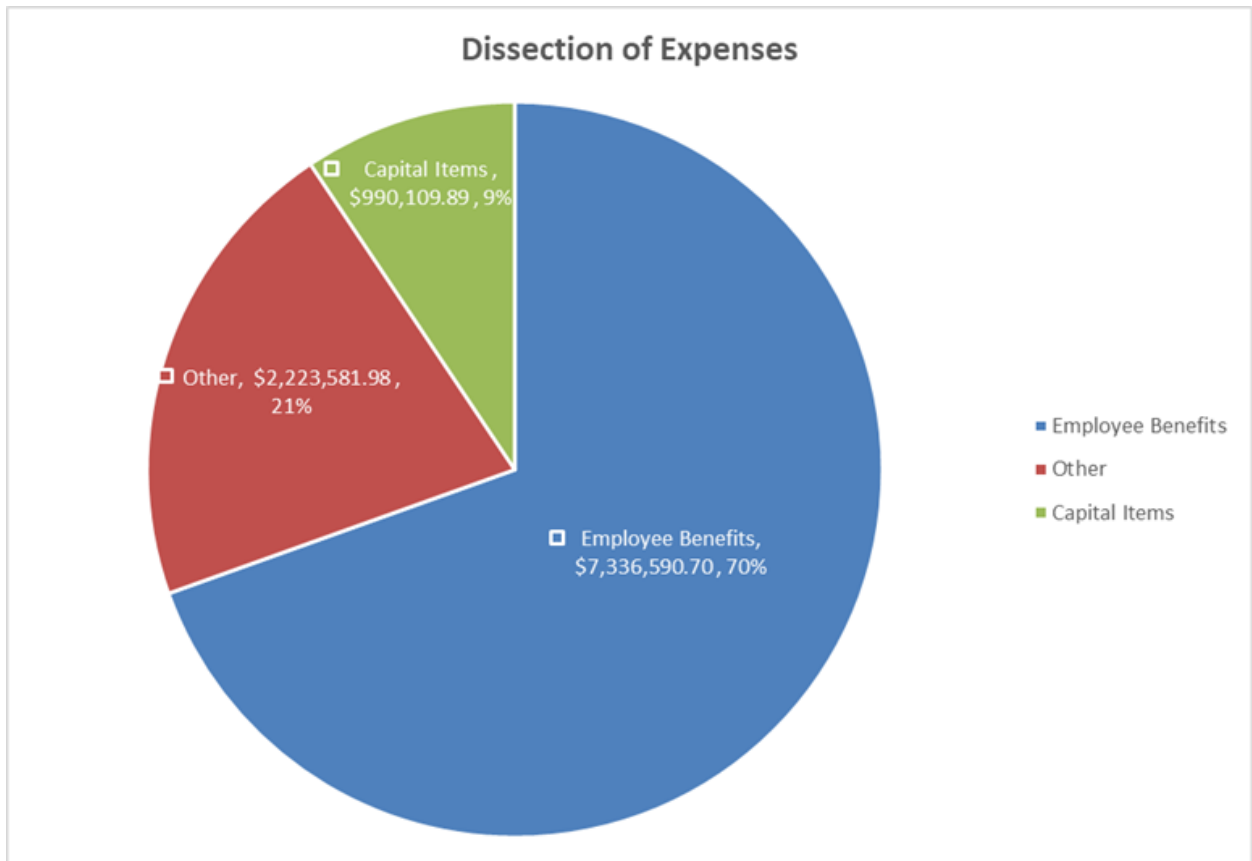
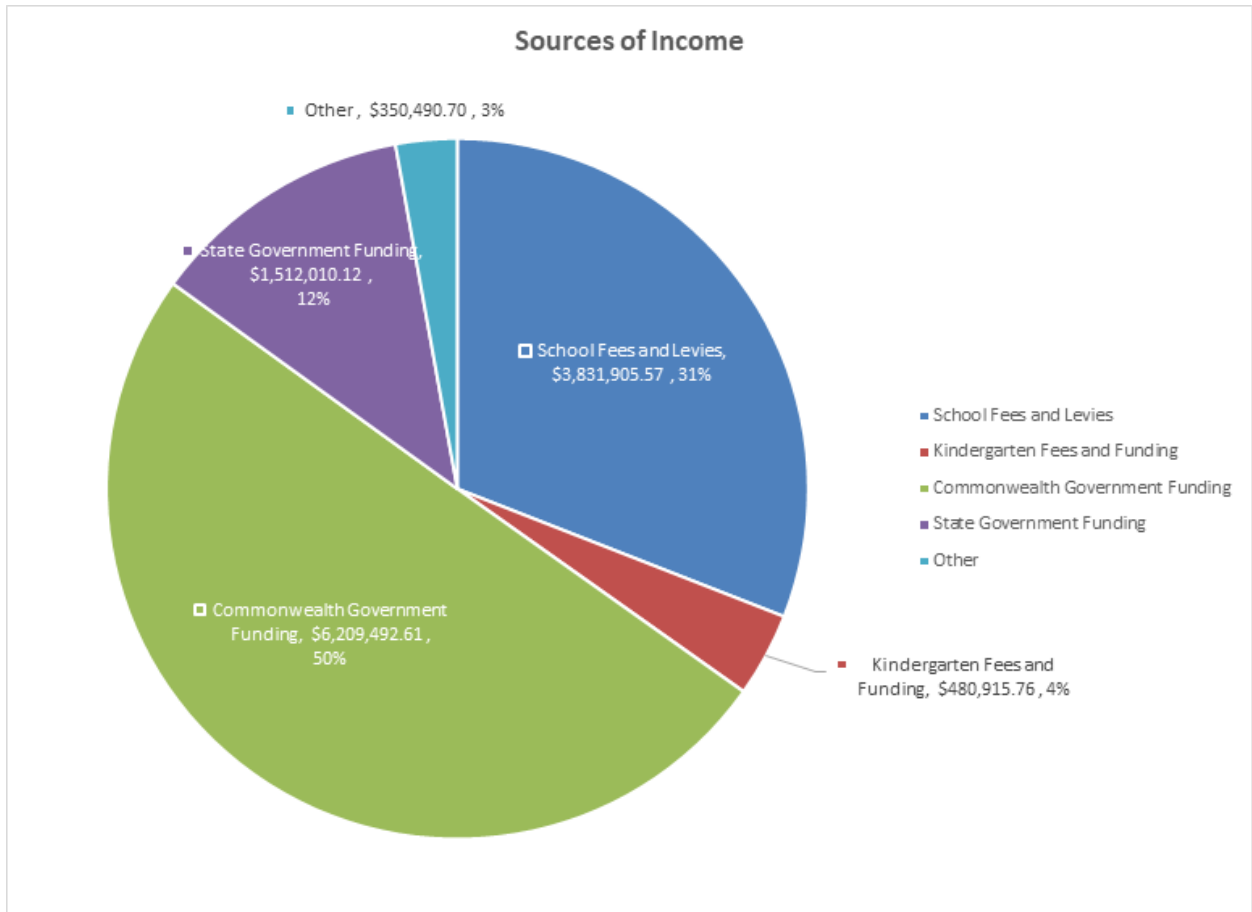
Two of these surveys were conducted in 2017, the first in April and the second in September. This allowed students to respond to 9 questions about their teachers, for example, "My teacher is well-prepared and well organised and My work is corrected promptly." The overall results indicated a very positive outcome with an average score of 75.35%. Students were most satisfied in the area that their *teacher is an expert and knows a lot about what is taught*.

- 1) Melbourne University Survey on Goal Alignment

## Melbourne Graduate School of Education

Lighthouse Christian College staff participated in a PHD Research Project conducted by the Melbourne Graduate School of Education that investigated how the interplay between the teacher and the school influences job satisfaction, organisational culture and commitment in a faith-based school. The overall results were very impressive with a very strong positive correlation of 4.1 on a 5 point likert scale shown between global staff job satisfaction, alignment and commitment to the Christian mission of the College. This result supported the ISV LEAD Survey results for staff on goal alignment and job satisfaction.

# 14. Financial Data



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



Mary sat at the Lord's feet, listening to what he taught...

[Jesus said,] "There is only **one thing** worth being concerned about. Mary has discovered it, and it will not be taken away from her." (*Luke 10:39,42*)

The **one thing** I ask of the Lord—the thing I seek most—is to live in the house of the Lord all the days of my life, delighting in the Lord's perfections and meditating in his Temple. (*Psalms 27:4*)

[Jesus said,] "I am the vine; you are the branches. Those who remain in me, and I in them, will produce much fruit.

**For apart from me you can do nothing."** (*John 15:5*)



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