

LIGHTHOUSE CHRISTIAN COLLEGE



ANNUAL



REPORT

2018

KEYSBOROUGH



SKYE AUSTRALIS

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VCE Class of 2018

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

It has been a pleasure to chair and lead the Council over 2018. I begin my report this year by acknowledging the Council, as the Council members are the unsung heroes of Lighthouse Christian College. Each of them spend many hours each month in reading information pertinent to the next council meeting as well as attending each monthly meeting. They also attend other functions and Sub-Committees that are necessary for the school's progress which also ensures they are the best Councillors to govern our College. Council meetings have often not finished until well into the evening which has meant many late nights and sacrifice of family time etc. The council carries the load of responsibilities such as: vision, compliance, branding, financial management, budgeting, risk management, empowering the principal, new innovations and best practices. (All this on a voluntary basis!) Council members are hard to find which makes our present Councillors even more valuable. I commend and thank each Councillor at this time – namely:

- Avril Howard – Principal
- Michael Goode – Deputy Chair
- Robert Barnabas – Secretary
- Andrew Stevens – Treasurer
- Pastor Sherad Samuel – Member
- Ricky Singh – Member

Not forgetting our tireless ex-Officio Members Mr Dinu Stamatescu and Mr Vernon Clark. In addition, thanks are due to Mr Ranjith Kumar who served many years and retired late in 2018.

The school has progressed wonderfully over the last year – in increased numbers, increased buildings (especially Zenith for VCE) and increased staffing – all without adversely affecting our vision which is:

To train a godly and skilled generation to impact our world for Christ.

The greatest achievement at Lighthouse though is not buildings, numbers, financial buoyancy etc. but the development of Godly lives in our students and staff. There has been so much evidence of this throughout the school. Of particular note was the result of the Relational Schools Survey where Lighthouse performed “off the scale” resulting in a camera crew visiting us and making a conference video to inspire other schools. We are quietly proud of this achievement and congratulate all that helped achieve this benchmark.

Lighthouse has truly “come of age.” 30 years marks a point of maturity, exemplary standards, and reproduction of more schools. To God be the glory!

My thanks also goes to all staff – teaching and non-teaching - and especially to the school leadership and executives – Mrs Avril Howard our Principal, Mr Vernon Clark our Deputy Principal and Mr. Dinu Stamatescu our CFO. They head up a wonderful team. We also welcome Mr David Lepileo in 2019 as Deputy Principal for Academic, knowing he will add some real quality and strength to our leadership.

In conclusion – a little poem from me:

*What is the vision? They ask
What is the vision? I exclaim?
The vision is to bless lives with heaven's touch
To change them from ordinary to so much
I see the king in the shepherd boy
I see the prophet in the servant girl
I see the Masterpiece in the lost one
I see Jesus in everyone
To this end we will serve at LCC
Our reward is not down here but in heaven you see
We are called by the King
We are empowered by the Spirit
We are loved by the Father
Our vision has no limit
There's nothing more exciting to do
Fulfilling God's vision for Terra
Espirito Santo*

God bless you all!

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. We are delighted that in 2019 we celebrate our 30th birthday anniversary. This celebration marks a significant milestone achievement of Lighthouse Christian College as a provider of excellence in Christian education and is captured by our theme: to glorify God, honour the pioneers and inspire the next generation.

The College, which expands over two campuses, 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 and caring 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, emotional and social wellbeing 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 and 21st century teaching and learning principles. Our core values are integrity, community, excellence, courage, responsibility, friendship, humility, compassion, respect and love. These values as 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, a responsibility 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 technology and maintenance team and a supportive team of casual workers. I appreciate everything each of these people have 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 2018, the College improved facilities and extended the range of elective studies and VCE subject offerings, co-curricular programs, and use of digital learning technologies. This reflects the continuation of improved growth and development at the College.

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

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



Avril D. Howard

Principal

3. Report on Campus Australis Christian College

2018 was a year of consolidation. We maintained our enrolment of 62 students ranging from Prep to year 6. Although we continued with a three classroom model, we added an additional portable to further utilise the space and provide an enhanced teaching and learning environment for our students. We continued to see students flourish with small class sizes and individual attention as staff worked cohesively to nurture every child along their journey to reach their God - given potential.

While our 2017 Year 6 students became the inaugural graduating class in Australis Christian College's proud history of pioneers, it was the Year 6 cohort in this year of 2018, from which students who had been with us from the very beginning, graduated. The regular connections students had with the main campus, Lighthouse Christian College Keysborough, equipped students and families with a clear pathway to secondary school, with many enrolling into Year 7 at the Keysborough campus.

In 2018, our third year of establishing quality Christian Education in our local community, we continued to celebrate many more firsts including additional community involvement opportunities, particularly performing choir items for the elderly at our local nursing home. As well as expanding our physical education programs to include our own House Colours Athletics Day, school community

events included a Dads and Lads family event and a Mums and Daughters High Tea.

Our wonderful staff consisted of two full time graduate teachers, one full time lead teacher, three-part time specialist teachers, a Chaplain, Computer Technician and a full time Administration Officer. We also welcomed to our team a full time Learning Support staff member, focused purely on the foundational years of Prep and Year 1.

Highlights throughout the year included our combined camp programs for Years 4, 5 and 6 with our Keysborough campus, an expansion in robotics education with workshops running each term for every class and the establishing of the new portable to include a spacious classroom, Lead teacher's office, a centralised sport equipment storage area and additional shade provided by the portable's balcony.

Throughout 2018, our school community was immersed in our theme 'Transformation.' Romans 12 was a key scripture in driving our school culture and values. As it is written in verse 5, 'We are many parts of one body, and we all belong to each other.' We will surely look back fondly on the year that transformed us all to be more Christ-like says Mrs J. Richards, Lead Teacher.

4. Significant Achievements in 2018

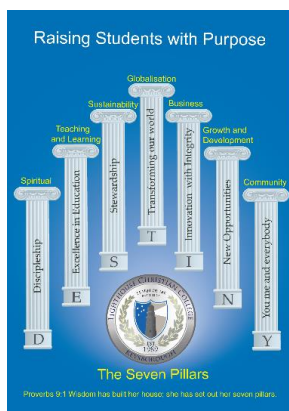
As in former years, 2018 proved to be a favourable and fulfilling year. God blessed our community in many ways. A comprehensive outline of the year is not possible in this report; to learn more about the highlights you are referred to the 2018 College Journal.

Our theme for the year 2018 is “Transformed” based on the scriptures: Romans 12:1-2, 2 Corinthians 5:17 and Ephesians 4:21-24.

GOALS AND PRIORITIES FOR 2018

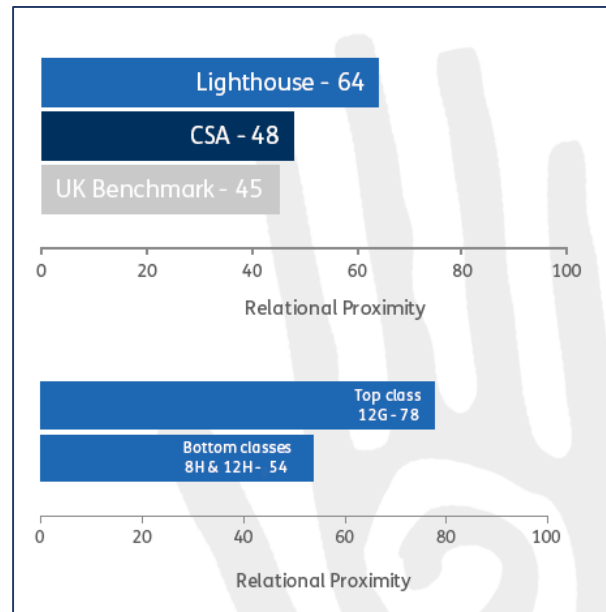
The objectives of the Strategic Plan – **Roadmaps to Destiny 2025** in essence are to place the students at the centre of learning and prepare them for their God given destiny.

The College leadership team worked with the entire staff to reach the targets set in the LCC 2018 Operational Plan and resourced as per the Business Plan 2018. Our strategic plan has seven pillars which unite all efforts in every sector of the school:



Spirituality, Teaching and Learning, Sustainability, Globalisation, Business, Growth and Development and Community.

A major accomplishment in 2018 was being recognised as the most relational school in a study conducted by the Relational Schools Survey in the UK and Australia.



“The Relational Proximity index score of student to student relationships at Lighthouse is 64.2 out of 100, almost 20 points higher than the UK average, and 1st out of the 16 CSA schools sampled. It represents one of the most relational schools we have ever encountered, and is a major success story that the rest of CSA, and other Australian schools, can learn from” (Dr R. Loe, *Connecting Stories, Lighthouse Christian College Student Relational Report*, p.2).

4.1. Highlights – 2018

Spiritual

Transformed

Our overarching theme for 2018 was “**Transformed**”, based on the Scriptures Romans 12:1-2, Ephesians 4:21-24 and 2 Corinthians 5:17.

This theme served to unify the College as we intentionally sought to prioritise time spent with God, as it is believed that in God’s presence life, purpose, strength and grace flow. 2018 saw staff, students and our school transformed more and more into God’s bigger picture.

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 2018 under each of these pillars:

Discipleship

During 2018 we saw an increase in the effective discipleship of our students as we partnered together with parents and local churches in the faith development of our students. A new Head of Chaplaincy and Student Wellbeing was appointed. The year began with 160 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 and Wellbeing 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. A key highlight throughout the year was that over 100 students made decisions to commit or recommit their lives to following Jesus. Additional highlights included our second annual CST Camp Jr for student in years 4 – 6. CST Camp Jr was led in part by our Year 11 students under the supervision of staff. Our seventh annual Senior CST Camp (Years 7-12) was also held. Our 8th annual Fiji Mission Trip and 11th annual Palm Island Outreach also proved to be very impacting for our students. Through our annual Easter Chapel services, regular weekly chapel services, Youth Alpha sessions, 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 campus, Australis Christian College, through weekly Chapel Services, CST classes, days of prayer, cross campus CST Days, CST Camp Jr, and lunchtime discipleship programs led by the Chaplain.

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 and Lighthouse Church who are approved volunteers to provide encouragement and support 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.

Relationships and Wellbeing

A notable achievement in 2018 was our College being ranked as the most relational school amongst like Christian schools in Australia and the UK. It is right to focus on improving relationships at Lighthouse, as students with closer relationships have a significantly higher level of personal well-being which impacts positively on academic achievement. These students feel they have more purpose, are more respected, are more able to contribute to the needs of others, and enjoy their daily lives more, than those with less close relationships. Well-being doesn't vary across year groups but female pupils report higher on some aspects of well-being than male students.

I am also delighted to report 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 successfully participated in the ACARA NAPLAN on-line tests and achieved excellent results.

Our VCE students also performed very well against external benchmarks and received tertiary offers of their choice. The DUX of the College was awarded the Monash University Vice-Chancellor's scholarship for excellence. We pray God's blessing upon our graduates and wish them every success for their future plans.

Technology

In 2018 the internet was upgraded from 100 Mbps to 1 Gigabyte. A new wireless network system was installed in our Zenith (VCE) building to control all devices from a single

platform which is fully compatible with the existing network. Laptops for staff were upgraded and a further 15 staff laptops were purchased.

Stewardship and Sustainability

The College was still operating on 100kw of solar energy to reduce our carbon footprint. This amount of solar is the limit and cannot be exceeded. Investigations were being made to change our electricity supplier to achieve the best reduction in our energy bill because of our solar power.

The SWEP system implemented to alert the College either about its water usage or water losses continued to operate.

The recommendation to have the canteen opened five days per week was effected and this proved successful. New food suppliers were also introduced and trialled last year and this too was embraced by the College community.

FACTS, LCC's official on-line payment portal, was introduced to our College in 2018. FACTS is an online and mobile way of taking care of tuition fees and makes payments affordable to parents by providing them with payment plans to suit different kinds of challenges that life may bring about.

The Finance Team was fully paperless by the end of 2017 and modelled a case of best practice that was promoted during 2018 in the College, starting with the Administration team and extending to governance records.

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) was available to staff

through the PaperCut application inbuilt in our Toshiba multi-function printers and mid-2018 staff printing quotas aiming to further reduce unnecessary printing was being introduced

Staff engaged with Complispace, the College e platform for staff training on policy.

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

Transforming our World

An overseas mission trip to Fiji, local outreach to Palm Island and participation in community service areas such as Samaritan's Purse and the Greater City of Dandenong's Conservations Programs 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.

Innovation

It was with great excitement that we successfully completed two staff programs centred on empowering leadership.

The Growth Coaching International training program saw all but 12 teachers fully trained as coaches. The Leadership Team fully supported their growth as leaders in the areas of capability, capacity, competence and consistency, investing both time and money in the beginnings of a coaching culture at LCC. The skills learned will enhance teacher interactions on various levels.

The second program, *Developing New Leaders Program* skilled the next tier of school leaders in the development of leadership skills through an effective 12 session program

together with the opportunity to further develop their leadership skills through a 12-month practical project. It was pleasing to see almost of these participants apply for and secure leadership roles for 2019.

Both programs will continue into 2019.

The Learning Management System (LMS), SEQTA, continued to be implemented and training continued in areas of Curriculum, Pastoral Care services for our students, online Assessment and Academic Reporting and parent access via Parent Engage. This training is ongoing and will continue to be refined in 2019.

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

Growth and Development

Our long awaited state of the art double storey building for VCE students reached the final stage of construction with plans to occupy the building in Term 2 2019. This has been another progressive step forward in the area of facilities improvement for the College.

In addition, we were awarded with a State Capital Grant of \$1,302,000 to support us in building a Centre for Years 9-10, the Launch Centre. As a result of this partnership between government funding and school investment, staff and students will enjoy a teaching and learning facility designed according to 21st century teaching and learning principles.

Our newly established Sport Centre was equipped with an electronic score board, much to the delight of staff and students. This

dedicated space continues to provide an excellent undercover outdoor learning space for students, where it is used both for timetabled classes and co-curricular activities.

It was with great delight and to the glory and honour of God that Australis Christian College campus successfully entered its third year as a growing school of Prep – Year 6.

In addition, the College plans on commencing a new campus in Point Cook, having purchased land in this area.

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, yard duty staff and the relevant traffic signs around the College whilst driving on the property and for exercising patience as we upgrade our traffic plans and roadworks.

This cooperation has ensured the safety of our students in the carpark. The opening of the new staff carpark has also significantly helped to reduce congestion around the College during peak times.

The College has also been working with our immediate neighbours and our parents in managing both parking and driving during these busy times. Our traffic wardens are truly to be commended for their skill and equilibrium in managing this growing traffic.

The staff and Parents and Friends group have all made a significant contribution and sacrificially given to see our campus be established as the “Christian choice for excellence in education”.



Parents and Friends 2018



Alumni Lightkeepers 2018

Community

Our level of parent engagement within the school continues to increase to new levels through the use of social media such as Facebook and our Parent Seminars. The feedback provided by parents through events, for example community high teas held by a group of our developing new leaders and parent focus groups, has been valuable in shaping our school improvement plan. Parents have reported on how valuable the parent seminars have been in strengthening the parent partnership relationship and how helpful the topics being presented have been, for example the seminar on Digital Health by Dr Lalith Mendis which explained the physical and psychological effects that constant exposure to high resolution screens is having on the growing child's brain.

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 such as our Spring Fair and parent information evenings has been highly appreciated. Thank you also to all the parents for your participation in College events during this year such as the *Coming of Age Blessing Night* and for supporting your young people in their educational journey. This year we welcomed back the Alumni Class of 2008 "LIGHTKEEPERS" and launched the first edition of our Lightkeepers Connexions magazine to keep all of Alumni up to date with what is happening within the College and the broader Alumni community.

4.2. Goals and Priorities – 2019

Spiritual

Our theme for the 2019 year is “Led by the Spirit” (based on Romans 8:14, Galatians 5:25 and Psalm 119:105) which encourages us to keep growing and developing our Christian character and leadership in service to others.

A significant milestone and achievement that we will celebrate in 2019 is the 30th birthday anniversary of Lighthouse Christian College as a multi campus school (P-12).

Spiritual goals include:

- The formation of a spirituality sub-committee which in addition to staff includes parents and students
- Supporting the continual growth of Christian faith and character in students and partnering with parents and local churches for the discipleship of each student
- Equipping staff on how to embed a Christian Biblical worldview into everyday practice by partnering with local theological colleges to deliver professional development
- Equipping staff on how to support students in the development of the College’s graduate attributes
- 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 a sense of belonging within the school community is fostered

- Differentiation in faith development programs will be expanded 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 student diary which includes a resiliency component will be used to foster students’ health and wellbeing Prep – Year 12

Teaching and Learning

- The appointments of a Deputy Principal (Academic) to bolster teaching and learning outcomes and a Pathways Coordinator to support students in mapping out their vocational pathways
- Dedicated time for staff to meet in Professional Learning Teams (PLT’s) will be embedded within the timetable
- Further staff training in our learning management system (SEQTA) to support academic and pastoral care outcomes
- Participation in NAPLAN Online for Years 3, 5, 7 and 9 will continue
- A whole school literacy approach will continue with a focus on literacy strategies beginning, with the integration of the program, “Literacy unlocks Learning.” This program includes a focus on annotations, holding thinking and tier 2-3 words. Teachers will begin to embed

these strategies within their curriculum documentation and pedagogy

- To embed growth / peer coaching into the school culture to support feedback and professional learning
- Enhanced partnerships between parents, students and staff, strengthening the teaching and learning process
- Consolidation of the newly introduced VCE Unit 3 / 4 offerings which include Geography, History, Food Studies, Religion and Society, and Health and Physical Education
- The provision of high quality facilities and resources such as the VCE double storey building (Zenith Centre)
- To embed best practice pedagogical strategies, for example differentiation and an increase in support staff to assist with implementing individual Learning Plans
- To expand the Learning Support department so as to bolster the services for students with special needs
- All staff to be engaged in PAT data training and compliance for the NCCDSSD
- Continuation of the GRIN program (Get Ready in Numeracy)
- Connecting Learners with God's Big Story: Enhancing teacher connection with Christian Schools Australia framework 2.0
- 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 Teacher training was conducted for the Secondary and Primary teachers. The following features were included:
 - Pastoral Notes
 - Assessment and Feedback
 - Curriculum
 - Reporting
 - Parent/Student engagement
 - Report Writing on SEQTA

Sustainability and Stewardship

- The College has added another feature to the Complispace platform for policy, this being a staff learning system (SLS). This will provide training materials and videos to improve the quality of induction, on-boarding and off-boarding processes and staff training on policy and updated regulations
- We are currently working on the ResourceSmart Schools Program, in order to improve our on-going sustainable practices
- The teams from the Developing New Leaders program will embed their projects to continue to value add to the College. The five projects are:
 - Healthy Habits
 - Networking Group
 - Literacy
 - NAIDOC Week
 - Careers Program "Naviance"

Globalisation

Mission trip and Outreach opportunities will continue to be an integral part of our Discipleship Framework with trips to the indigenous community of Palm Island at Years 9 and 10, and the rural villages and urban slums of Fiji at Year 11, and the establishment of an annual Leadership Development Mission Trip, with Africa as a possible destination. Our annual Mission Trips are fantastic opportunities for students to outwork their faith and practically serve others.

Business, Growth and Development

Facilities Improvement:

- Occupancy of our state of the art double storey building for VCE (Zenith) students by Term 2 of 2019
- The College was awarded a State Capital Grant of \$1,302,000 towards the construction of the Launch Centre (Years 9 - 10) to occur over 2019

Community

Goals include:

- Continued Alumni (Lightkeepers) and parent engagement
- Launch of Year 13 Alumni afternoons
- Alumni magazine twice a year
- Events for parents and Alumni (Lightkeepers) involvement
- Effective communication with parents of non - English speaking backgrounds such as the continuation of our High Teas.
- The application of direct electronic communication regarding all events

and correspondence, including the increased and updated use of SEQTA

- 30th birthday anniversary ball and events throughout the year involving Alumni and parents



Launch Centre (Years 9-10) groundbreaking



Zenith Centre (VCE) construction

5. Staff Attendance and Staff Retention

5.1 Staff Attendance

In 2018, our staff had a 99.0% attendance rate at work. A low staff 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

90.00% of our staff continued their employment with the school at the start of the school year in 2018. This figure reflects both the high level of integrity among our staff and their strong commitment to the mission of the school but also takes into account the restructure of the Finance area.

5.3 Workforce Composition

Teaching Staff	54
Full-time equivalent teaching staff	48.35
Non-teaching staff	38
Full-time equivalent non-teaching staff	26.64
Indigenous staff	0

Australis Christian College Campus

5.4 Staff Attendance

In 2018, our staff had a 99.0% attendance rate at work. A low staff 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 2018.

5.6 Workforce Composition

Teaching Staff	5
Full-time equivalent teaching staff	3.82
Non-teaching staff	2
Full-time equivalent non-teaching staff	1.8
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 in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy. The 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.

In 2018 we participated in NAPLAN online and our results were comparable to the State and reflective of our strengths in grammar and punctuation in Years 3 and 5. Spelling, Numeracy and Reading were benched evenly with the State, which highlighted some areas of improvement within the primary sector. Likewise, Numeracy in Years 7 and 9 displayed our strengths as our results were significantly higher. A greater focus is required in literacy at Years 7 and 9. Overall our results were pleasing, as the results for Years 7 and 9 were above the average State mean and our ‘matched school group’ was comparable.

Over 80% of our students are from a Language Background Other Than English (LBOTE) and

students’ results were impressive. The five-year trend data report a steady improvement of results.

In 2019, a four-week program will be developed to enhance students’ engagement with NAPLAN Online and to encourage a stronger response. The school has begun to embed a whole school approach to literacy, “*Literacy Unlocks Learning*,” with a goal to focus on literacy improvement. Similarly, the faculty leaders will investigate an extension program for numeracy in the middle school to improve the school’s overall results. The teaching staff conducted a 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.

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 2018 we had eleven students enrolled in Year 3 and seven students enrolled in Year 5. All of our students completed NAPLAN testing. 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 2018 NAPLAN period.

As a cohort, the Year 3 students at Australis Christian College achieved results above the state average in Spelling and Numeracy, and were comparable to the state average in Writing and Reading.

The Year 5 cohort data was unable to be compared to the state as it was below the minimum ten participants. However, individual student results showed common strengths in Grammar and Punctuation, Spelling and Reading. Several students also achieved well above the national average in every assessment area.

Our dedicated staff use the NAPLAN data as one of our assessment tools to reflect on, adjust and enhance the delivery of education for all students at Australis Christian College.

Across the whole school, the academic achievement of all students is tracking at or above the expected levels. Students with identified areas of academic difficulty continue to receive an individual learning improvement plan targeting their specific learning needs. This plan is reviewed per term and communicated to parents through additional Parent and Teachers conferences.

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 and AUSLAN (Australian sign language) as our additional language.

The school continues to embed the VCOP writing approach and the CAFE / Daily 5 reading approach as the main vehicle for 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 2018, the school has continued to utilise technology to enhance the learning of every individual. Student purchased Thinkpads for Year 5 and 6 students have continued to increase 21st Century teaching and learning pedagogy. The use of take home devices enables greater collaboration between home and school, and further provides a safe online platform for students to become responsible digital citizens.





6.2. Special Education Provision

In 2018, the Nationally Consistent Collection of Data on School Students with Disability (NCCDSSD) was the method used to determine Commonwealth Government funding for *Students With Disabilities*. The NCCD replaced the previous funding model and allowed for broader inclusion of students. Lighthouse included 70 students in this count, in which students were allocated to one of four categories. Thirty-three students were in Category 2 and two students were in Category 3 and consequently attracted the 2 lower levels of funding. There were no students in the Category 4 that attracts the highest level of funding. Thirty-three students were also allocated to Category 1, the level for which no funding is given. At the Australis Campus, twelve students were included in the NCCD: nine in Category 2, and three in Category 3. A larger number of students received support through the Learning Support Department in addition to those included in the NCCD.

There were 3 students in P- 4 receiving funding via State Support Services Funding (speech therapy and visiting teacher service). Our visiting Speech Pathologist who was funded through this service continued to provide quality intervention on a fortnightly basis for these students. The services of a Visiting Teacher (Hearing Impaired) were also utilised.

The Learning Support Staff team grew to include additional part-time staff, allowing for Secondary students to receive direct in-class support, which had been an area of lack in previous years. Australis also gained a Learning Support Staff member to work in the Junior class.

The primary method of delivery across the College continued to be a combination of in-class support and withdrawal for guided reading sessions or small group work under the direction of the classroom teacher. A literacy intervention program was also trialled for a select group of students in Yr 1 with high needs. The key priority areas for Learning Support across the College have included students with diagnosed or imputed disabilities, and Literacy and Numeracy support. Some lunchtime programs were started to cater for students with additional needs, such as Secondary Study Club and Games Club (social skills development).

The Learning Support Department staff work collaboratively with the Student Support Groups, including the Well-being Team, class teachers and Sub-School leaders, in order to provide care and support that is meaningful and targeted. This was in part achieved through the use of the school management system, SEQTA, to assist in preparing Individual Learning Plans across the College for students who required them.



7. Academic Staff Qualifications

Keysborough Campus

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

Sub-School Leaders:

ELC Rainbow	Mrs Christine Kwok B.A. Ed Early Childhood. Cert.EC.Ed
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
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) Mrs Reena Thomas M.Sc. Chemistry; B.Sc.; B.Ed.; Grad.Dip.Ed (Sec) Mathematics
Chaplain:	Mr Joshua Rodriguez Dip Ministry
Learning Assistance Coordinator:	Mrs Karen Lloyd Post Grad.Dip.Psychology, Bach. Arts Maj. Psy Bach Teach (Prim)

Primary Staff Qualifications

Mrs. Thereza Almon	PGED (Post Graduate Diploma in Education), B.Comm
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	B. Ed. (Physical Education)
Mr Wing Leong	B. Science Dip Ed Dip Department Management
Mrs. Royena Lotriet	Dip.TGrad. Dip (Librarianship)
Mrs. Monique Annetta	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
Mrs. Lydia Van	Cert IV TESOL; Grad Dip Ed (Primary); Bac App Sc (Consumer Science)
Miss Maree White	Dip Teach (Prim), M. Art and Music Dip Christian Ministries

Secondary Staff Qualifications

Mr. Phillip Andrew	Dip. Teach (Prim)
Mrs. Hazel Ashley	Grad.Dip. Ed B. Commerce Cert.IV Christian Ministry
Mrs. Petra Bracken	B.Ed (Physical Education)
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
Mrs Tegan Tinsley	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
Mrs. Chin Ee Lor	Grad.Dip.Ed B.Law B.Arts
Mr. Sunui Magele	B.Ed. Dip. Teach (Prim) Cert. Teach
Mr. Ivor Marillier	B.A.Ed. Secondary (Geography) (English)
Mr Steven Szrich	Grad.Dip. Ed B (English Film) B. Social Sciences Cert IV Christian Ministry
Mrs Reena Thomas	B.Sc.B.Ed. Grad.DM.Sc.
Mr. Tim Webster	Grad.Dip. Ed (Sec) B. Music
Mrs Esther Wong	Master of Teaching B. Sc

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. Alina Lennon

B.A. Ed Early Childhood. Ed (Primary), Dip. Christian
Ministry

Mrs Madeleine Porter

B.Ed. (Prim)

Mrs. Jessica Richards

Dip Teach (Prim), B.Ed.



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 \$112,253.22 for LCC and \$3,590.53 for ACC in 2018 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 722 students enrolled in years P — 12 as at August 2018 at Lighthouse Christian College (Keysborough) and campus Australis Christian College.

The attendance pattern of these students at both Keysborough (figure 1) and Australis (figure 2) campuses is described in the graphs below:

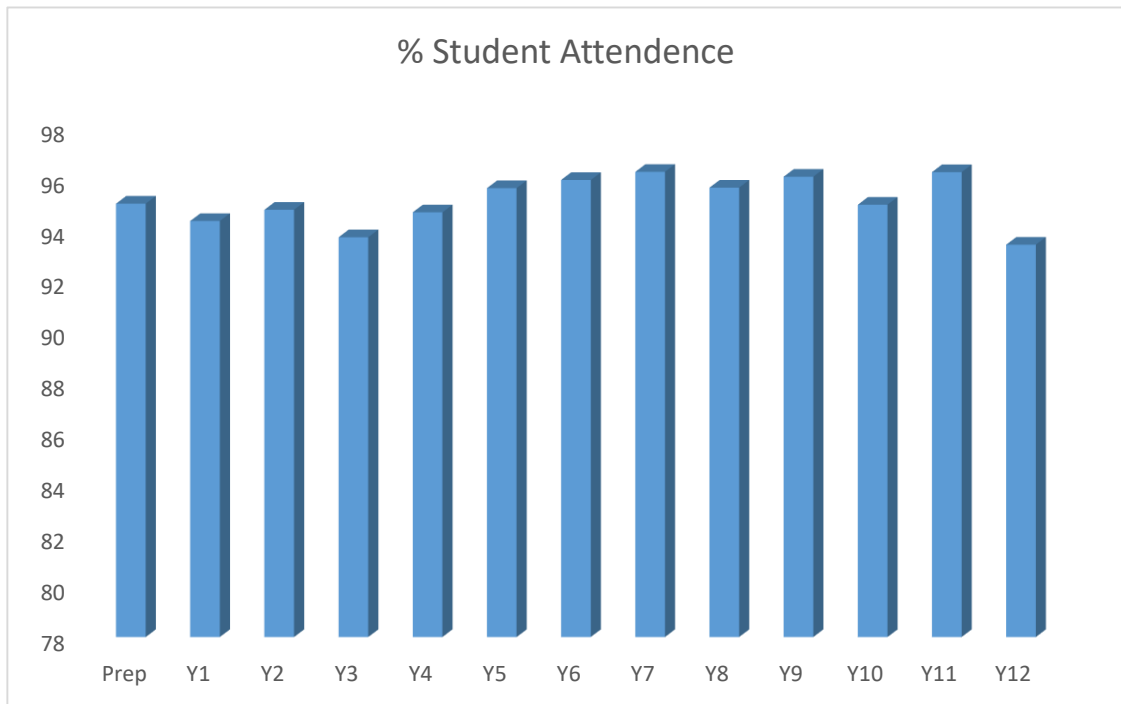


Figure 1

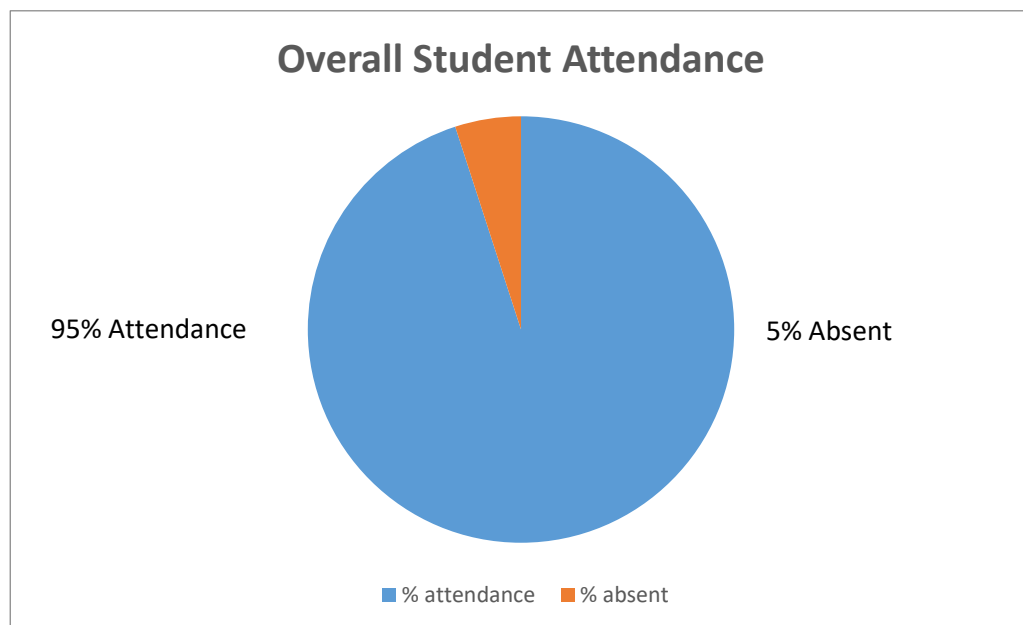


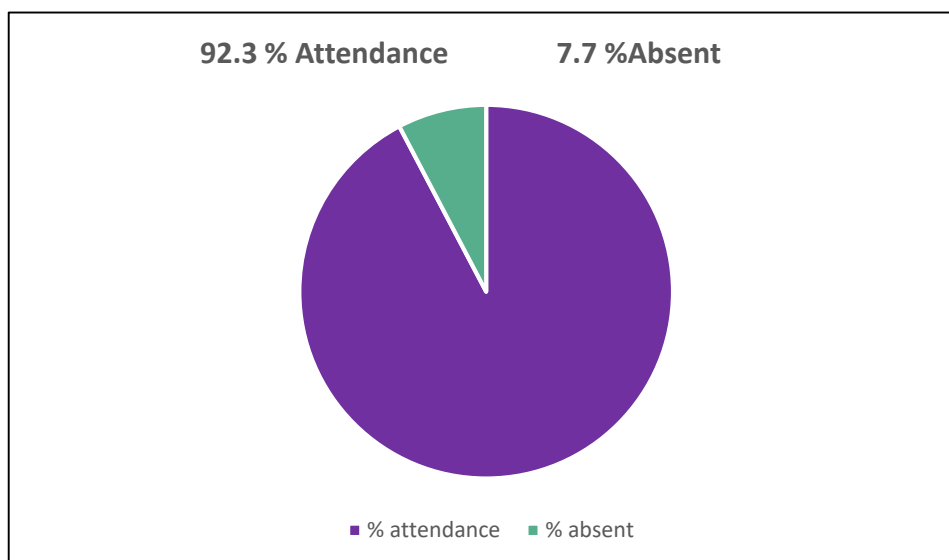
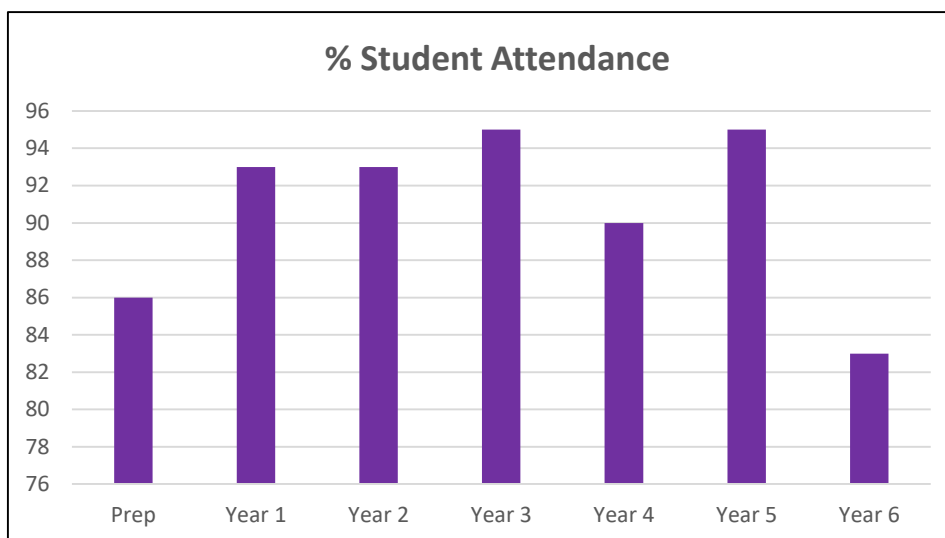
Figure 2

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 monthly 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 58 students from January 2018 – December 2018
- 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 2018 our spiritual theme was “Transformed” based on Romans 12:2, Ephesians 4:21-24 and 2 Corinthians 5:17, Chapel times, Youth Alpha, Christian Studies (CST) Classes, CST Days, Mission Trips and CST Camps have provided many opportunities for students to grow in faith and discover purpose and meaning to life in God and as a follower of Jesus.

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-based groups to allow for greater unity, friendship, support and trust establishment throughout Term 3.

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 The Princes on Grand which saw each student celebrated, blessed, empowered and released into adulthood by their parents, teachers and mentors.

Our annual Year 9 Palm Island Outreach and Year 11 mission trip to remote Fiji continue to be major catalysts for personal growth, leadership, character and discipleship in our students.

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 and debating, 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 and Beam Speaks public speaking event 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.

The General Achievement Test benchmarks a student’s expected study score in each subject. Our 2018 VCE results when compared to the GAT revealed some progressive value as many teachers were able to add to their students’ expected results. Across the board and particularly in Biology, Business Management and Further Maths, the VCE results were impressive as the highest subject performers in the school’s VCE offerings were in: Health and Human Development, Legal Studies and Geography. The newly introduced VCE studies of Religion and Society and Geography achieved impressive individual student results of 47 and 48 /50 respectively. Further Maths achieved an individual study score of 49 / 50.

11. Senior Secondary Outcomes

The College congratulates the graduating class of 2018. 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 2018:

100% of students successfully completed their VCE.

Top three ATAR scores were: 96.70, 95.55 and 89.90.

22.73% of students achieved an ATAR of higher than 80.

15.91% of students achieved study scores of 40 and above.

Vocational Education and Training (VET) 2018

Students undertaking vocational training – 2

Students attaining a VET qualification – 0 (they are continuing in 2019)

Many of the graduating students performed better than their academic profile as measured in the 2018 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.

Total number of applicants with preferences	42
Number of applicants who received an offer	41
Number of 1st round offers	41

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 2018 Year 12 cohort, 86.0% of our students had been at our school since year 9. This is a 6% increase since 2017.

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 ISV 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:

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

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:

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

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

Student Satisfaction Survey

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

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

Governance Survey

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

Board Structure and Role Clarity	7.04
Board Composition	7.20
Board Processes	8.07
Board Tasks	8.83

Analysis of the Council results showed the Council to be functionally effective in most areas with 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, this was addressed by conducting parent focus groups in 2018. Some of the key issues which came out of these focus groups are stated below with actions to be taken by the College to remediate such issues.

Parent Focus Group Feedback

Communication

Too many Apps/Platforms: Parents preferred one platform e.g. SEQTA. The College has been working towards streamlining this to one platform and has since terminated the use of Skoolbag app in preference for SEQTA.

Resources

Parents were very pleased with the Zenith Building (VCE Centre) and the news about our Launch Centre, a state of the art building for Years 9-10. The Zenith Building will be a valuable asset as the College continues to grow.

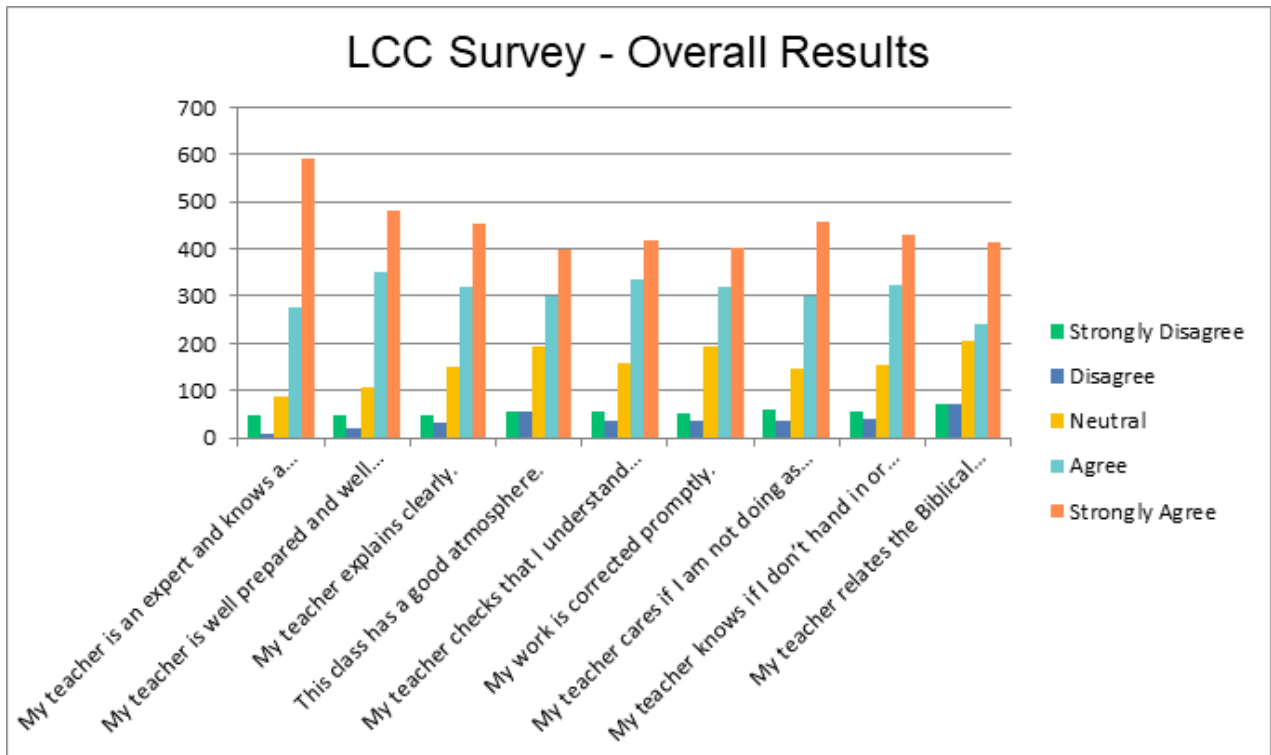
Transition

Book lists – parents would prefer that these be given out earlier and the College will now adjust the calendar date for distribution of the booklists accordingly.

Positive Aspects were: Strong values; good balance of academic and spiritual education; proactive follow up by teachers/school leadership on issues and invitation for parents to be involved in school life.

Student Feedback Survey

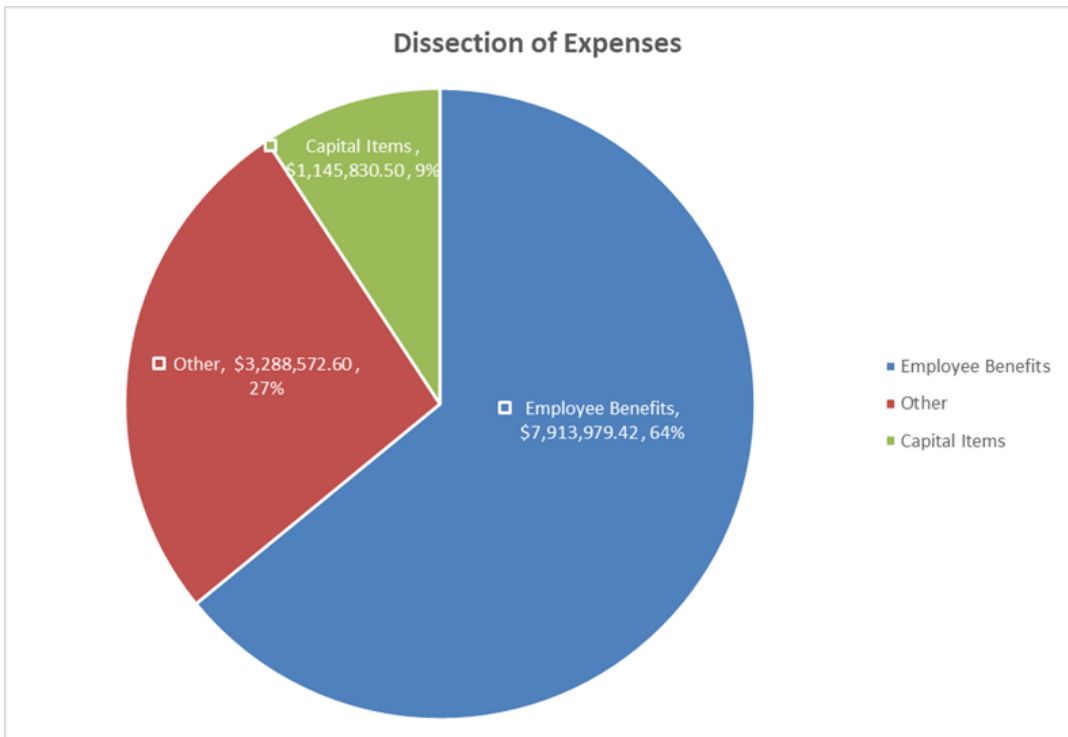
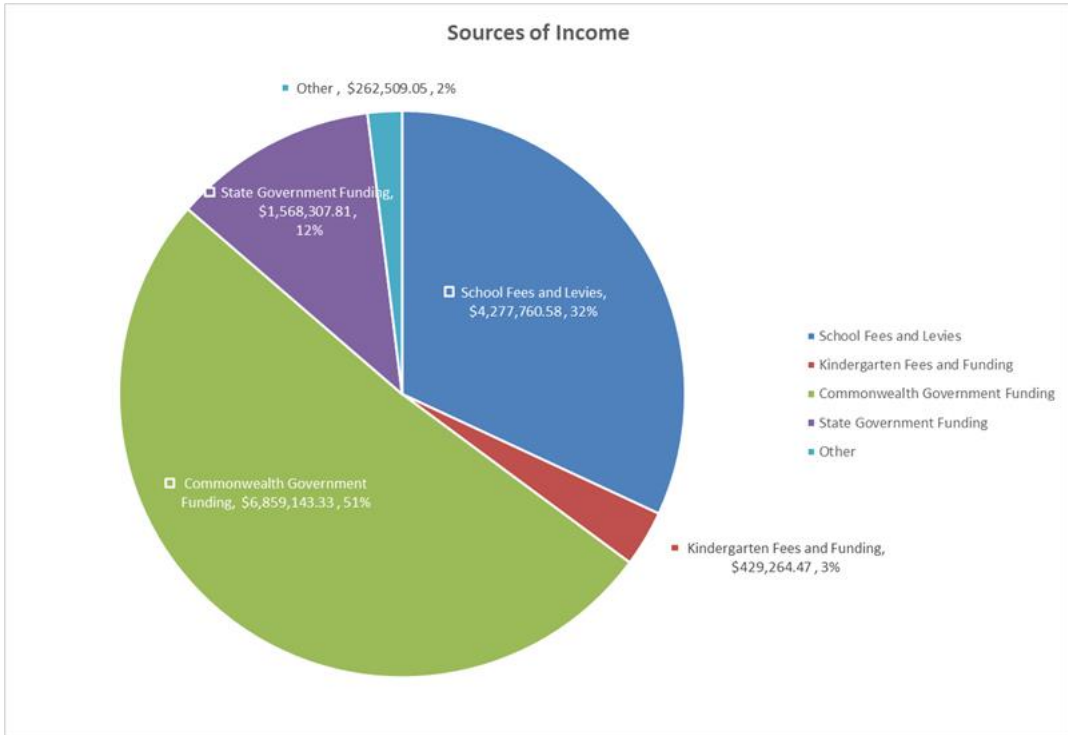
Two of these surveys were conducted in 2018, the first in April and the second in September. This allowed students to respond to 9 questions about their teachers, for example, “My teacher is well-prepared and well organised and my work is corrected promptly.” The overall results indicated a very positive 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.



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.



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Don't copy the behaviour and customs of this world, but **let God transform you into a new person** by changing the way you think. Then you will learn to know God's will for you, which is good and pleasing and perfect.

Romans 12:2

This means that **anyone who belongs to Christ has become a new person**. The old life is gone; a new life has begun!

2 Corinthians 5:17

Since you have heard about Jesus and have learned the truth that comes from him, throw off your old sinful nature and your former way of life, which is corrupted by lust and deception. Instead, **let the Spirit renew your thoughts and attitudes. Put on your new nature, created to be like God—truly righteous and holy.**

Ephesians 4:21-24



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