



# LIGHTHOUSE CHRISTIAN COLLEGE

Celebrating *25* years of  
Christian Teaching & Learning



*Shining Light Into Darkness*  
*An Illustrated History of*  
*Lighthouse Christian College*  
*1989 - 2013 Third Edition*  
*By Avril D Howard*



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Lighthouse Christian College  
1989 – 2013  
(Third Edition)**

*BY AVRIL D. HOWARD*

*“SHINING LIGHT INTO DARKNESS”*



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**Published by Lighthouse Christian College  
927 Springvale Road  
Keysborough Victoria 3173  
ISBN: [978-0-9808550-0-5]**

**First published 2008  
Second edition 2010  
Third edition 2013  
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**E-book format: Wael Elias (2013)**

## Acknowledgments

*I thank God for his leading and direction in the writing of the history of Lighthouse Christian College. The interest expressed by the school council; and the contribution made by so many of the people involved in the development of the college over its 20 year existence is gratefully and humbly acknowledged.*

*The encouragement, support and prayer of my family has been invaluable; I thank my husband, Mark and my children, Kelly-Laine, Ross and David for their indulgence on the many occasions I should have been with them but was preoccupied or absent because of this work. This e book is dedicated to them.*

**To God be the glory!**

# Author's Preface

- From the 1970's onwards rapid growth occurred in the number of alternative Christian schools being established in Australia.
- A favourable political, religious and societal climate provided the enabling conditions for groups of Christian people, including clergyman, parents and educators, to initiate and bring into being alternative Christian schools at the local level.
- Such factors together with conditions unique to Lighthouse Christian College (LCC) made possible the commencement of this college in 1989 in Keysborough, Victoria.
- Courageous and obedient pioneers in the Springvale Christian Community Church, Assemblies of God, acted on a God inspired vision to purchase a remote block of land in Keysborough and commence a school.
- From humble beginnings in 1989, the school ministry has grown and today has a strong student population from diverse ethnic backgrounds who are receiving a high quality Christian education.

## **Methodology:**

- This e book is not an in-depth investigative study, but rather a broad coverage of the history of Lighthouse Christian College which I believe is one way of bringing its incredible story of faith, hope and fulfilment of a vision to a vast number of people.
- It has been my greatest joy to devote my time, despite working within immense time constraints, to reveal the miraculous power of God, His mercy and grace and above all His Masterly Hand at work at Lighthouse Christian College.
- It should be noted that, from the point of view of the educational historian, the quality of record-keeping used by the school has not been entirely satisfactory due to limited personnel and financial resources.
- Therefore oral history accounts have been extensively used to bridge the gaps.
- The history is presented using a conventional approach of chronological order; however, this is done within a modern format of multimedia.

# Chapter 1

## From Vision to Reality

*Go ye therefore, and teach all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Ghost: Teaching them to observe all things whatsoever I have commanded you: and, lo, I am with you always, even unto the end of the world. Amen (Matthew 28:19-20).*

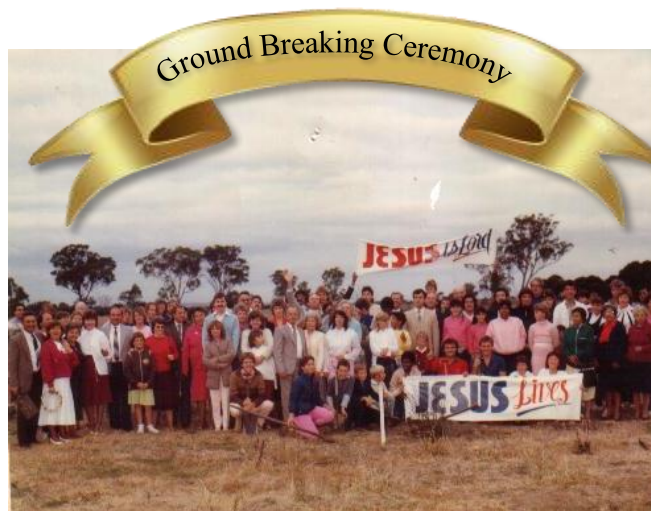
Over twenty years ago, the Lighthouse Christian Church under the leadership of Pastor Richard Warner and his wife Pauline, was motivated towards starting a Christian School, originally to be named as, 'Springvale Christian Community School.' By 2008 the Lord had guided and established this school as the 'Lighthouse Christian College' as a Kindergarten to VCE Year 12 College (K-12) in Springvale Road, Keysborough.

"It all began in my heart..." says Pastor Richard Warner as he reflects on how Lighthouse Christian College came into existence. After the birth of his own two children, Karen and Richard, in the 1970s, Pastor Warner began to seriously consider not just their educational future, but their God given destiny. Whilst in Queensland, Townsville, he was inspired by the establishment of an "adventurous" school called Calvary Temple Christian College headed by the Senior Pastor, David Cart ledge and the passion and enthusiasm of the local parents as they worked towards building what was the first Assemblies of God Christian School in Australia. Eventually Pastor Warner was to leave Townsville to become an itinerant minister but this did not stop his journey into Christian education. During this time he was exposed to the benefits of the Accelerated Christian Education program and while his attempts to start a Christian school in Devonport, Tasmania were not to come to fruition, the dream remained alive.

In moving to Springvale South the possibilities of the dream becoming a reality were further realised as Ps Warner, driven by the desire to fulfil God's plans and purposes, began the search for a block of land (about 7-10 acres) which would accommodate the buildings necessary for a church and school. His vision, while at Springvale, was to have a centre which would cater for the whole of life, "from the cradle to the grave." God's providence can be seen in the eventual acquisition of this property as Pastor Warner describes it below:



Pastors Richard and Pauline Warner, and family



*“Nevertheless we began to search the surrounding areas and out of many options we found a more suitable block of land at lots 4 and 5 Springvale Road Keysborough (which is the present block of land) which we occupy. At that particular time (1987) the 2 adjacent 5 acre blocks were sold to the Catholic Croatian Centre opposite, but they were having difficulties raising the finance towards their future soccer fields and recreational plans. The project fell through for them and we immediately came into the arena offering \$170,000 dollars for the two blocks of land (a total of 10 ½ acres). Our offer was accepted and **an exciting journey began**” (Richard Warner, 2008).*

Initially there was little confidence and even opposition shown by the church congregation to commence a Christian School, especially after the unsuccessful attempts by others to start Christian schools in Victoria, but after three years of sowing the vision to the congregation, coupled with a fast growing church, “it was decided at an AGM meeting to launch proceedings to start a Christian School” (Les Clarke, 2008) and to sell the property in Springvale South and move to Keysborough.

With this hurdle being overcome the next challenge was a financial one, to not only purchase the 10 ½ acre block of land but to also commence a building project. Approximately \$200 000 was available in equity from the buildings in Springvale but this was significantly insufficient for the project that lay ahead. By an amazing miracle \$186 000 was pledged by the church congregation towards the project thereby enabling the planning of the new project to commence.

The objective of the first building plan was to build a multipurpose building that would be suitable both for church and school use. Pastor Richard, together with his Assistant Pastor, Uwe Kruthoff, then drafted a design for the present church building measuring 40 x 60 metres. Having one million dollars available for the building project, they were horrified by the quotes they received from several builders of between 1.5 and 2 million dollars for the building. The search then began for a builder who would construct the building for one million dollars. God’s provision at this time was, Alan Fraser, who agreed to take on the project at the price the church could afford. In 1988 the church moved into their new building with “*great fun fair and celebration.*” A year later, after much promotion, planning and faith, Lighthouse Christian College (1989) was birthed.



## The First Year (1989)

Driven by the belief that it is the church's responsibility to assist parents to: *"train up a child in the way he should go, and when he is old he will not turn from it"* (Proverbs 22:6), (L Clarke, 2008), the school started with approximately 43 students all of whom were from member families in the church; three Christian teachers who taught composite grades and who worked in poor facilities.

*"We had vision, we had heart, we had passion, though lacking in many material resources and comforts"* (R. Warner 2008).

The School council originally consisted of Pastor Richard Warner as the President; Pastor Les Clark as the Chairman, Mr Colin Lowder as Secretary and Mr Geoffrey Armstrong as Treasurer. Parents included Mrs Pauline Warner, Mr John Rose, and Mr and Mrs Joe and Lyn Aggromito. The senior teacher was Mrs Judy Linossier all who sacrificially devoted their time and energy to leading this God inspired vision of establishing a Christian School.

*'As the school has grown, the relationship between the Church Board and the School Council has changed. In the pioneer stages the Church was very involved in the running of the school for practical reasons but as the school has become larger and as it has more internal resources, this involvement has become less. The Church, however, remains the moral owner of the school as per the Resolve Consulting Four Quadrant Governance model'* (M. Goode 2008). This is further explained in chapter 3.

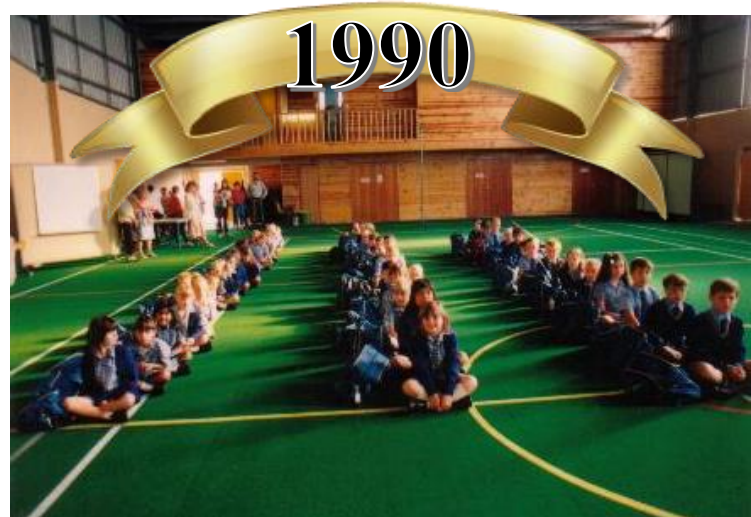
In the first year of its existence the school was without a Principal for a time, hence one of the teacher's (Mrs Judi Linossier) became the lead teacher. Mrs Linossier took on the main leadership of the School, in a middle management style, between the teachers and the Council. Pastor Les Clark became the School's Principal, Bursar, and Chaplain and worked tirelessly in the first two years to complete the myriad of jobs necessary including government requirements, council requirements and health and safety compliance.

In its unrefined form the original philosophy and character of the school partially arose from a desire to protect young people from the 'statistics of sociological ills' and worldly influences (R. Warner, 2008). The centrality of the Scriptures with Jesus Christ as Lord was to permeate all school

operations. The pursuit for excellence in academic standards; character development; behaviour standards; and personal presentation as it relates to dress and uniform standards were all to shape the school's development. During the embryonic year of 1988 Pastor Warner had been influenced by a Christian School in Brentwood Essex, England (Penile Christian academy) who without government aid, established a strong quality and high achieving Christian School. These standards were to influence the development of Lighthouse Christian College (LCC) in its formative years and by 2000 the school leadership team was able to confidently declare the school's goal as:

## MULTIPURPOSE HALL

Lighthouse Christian Church building



***'To build a great school that will touch the world and transform children, enabling them to fulfill their potential and reach their destiny. This is our God-given goal. We must not deviate from it...'*** (R Warner, Footprints, 2000).



Pastor L. Clarke recalls how he had taken the motto, which forms part of the school logo, from the scripture Matthew 11:29 *'...learn of me...you will find rest in your souls'* The Lighthouse symbol was



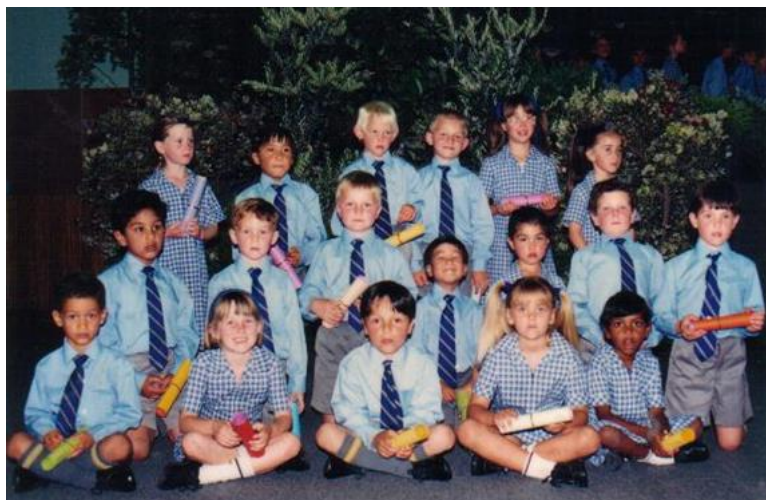
also chosen by him because it reflected the link with the church. It would take two years after its official launch for the school to receive its accreditation (#1923) and become official on the 10 acre property on which it was being built. The symbol of the Lighthouse would remain as a reminder of the close connection between church and school.

The practical implications for the school being on the church premises meant that facilities could be shared for eg. toilets, kitchen area, main church hall for functions and offices for staff. The original classes were situated at the southern end of the Multipurpose Hall and were partitioned by curtains thereby creating two classrooms in the first year. Philip Andrew recalls how the classes were very conscious of the need to work quietly but when *Happy Birthday* was sung everyone joined in. Much parental support was provided as parents were involved in the sewing of the curtains for the classrooms, sanding desks that had been purchased from other schools and generally preparing the three 'rooms' that the students would use. Parents also assisted on excursions and helped drive the school 'van' to such activities. However, more importantly, parents formed a strong prayer group for the school without which the school may never have witnessed the supernatural provision of God in establishing it.

To maintain the Christian identity of the college, all students were from strong Christian families; the original set of students came from Springvale, Keysborough, Noble Park and surrounding areas where church members lived. The school was initially accredited with a day care centre for children aged 0-5 years for up to 55 children which meant that children from the day care would flow into the school. Pastor Les Clarke was proprietor of the child care centre '*Lighthouse Day Care Centre*' and Anne Ioannou was Day Care Directress in 1989. At present the school has a successful kindergarten operating which continues to feed the primary school but this thriving department has its genesis with the church who had originally offered daycare to families. The minor hall was the original premises for the daycare service and part of this area had been designed to cater for children under 4

years of age. In the late 1990's the school took over the running of the daycare under the oversight of Mrs Janine Aldin. Mrs Aldin was also responsible for overseeing the design of the current kindergarten facility which was built by 2004 (M. Goode, 2008). Today the Lighthouse Kindergarten functions as an integral part of the school.

There was no maximum number placed on enrolments in the early years and the school would enrol all students who met the college's enrolment criteria. Teachers were also employed on the basis of having a solid Christian faith, a heart for Christian education, teaching experience, staff had to be approved by the school council and "*happy with the LCC facilities*" in their then present condition. The



pioneering teachers within the first year were: Miss K. Bain followed by Mrs Eddy who taught a composite prep and grade 1 class (also Art teacher); Mrs Nada Arvaj who taught a composite class comprising grades 2 and 3 followed by Mr G. Taylor, and Mrs Lonossier grades 4 and 5, with grade 6 to

follow in 1990 taught as a composite grades 4-6 by Mr Philip Andrew. Some teachers, became members of the church up to and including 2008 which has contributed to maintaining the close inter-relationship between church and school.

Hence with much sacrificial labour, endless meetings with various government bodies such as the Department of Education etc. LCC was miraculously granted approval as a Christian school with registration number '1923'. An enormous effort then went into organising the school: from uniforms, literature for enrolments and advertising, curriculum accreditation, finances, policy development etc. As the first year drew to a close, some staff changes occurred and the council then began the search for a leader who would both accept the challenge and wholeheartedly embrace the vision and mission of the college. That leader was to be 'Sir', God had sent Mr Philip Andrew to be the newly appointed 'Headmaster' of LCC.

# Chapter 2

## Symbols of the College

*Take my yoke upon you, and learn of me; for I am meek and lowly in heart: and ye shall find rest unto your souls (Mathew 11:29).*

On Monday, 6 February 1989, LCC held its opening and dedication service. Subsequently a school Bible verse and song were developed. Other symbols included the school logo and carefully selected school colours representing the attributes of God. By 1990 a college Handbook had been developed by Pastor Les Clarke and Mr Philip Andrew which provided parents with the essential information about the school's operations for eg. fees and uniforms. By 2008 a school hymn was voted in by staff and students and added to the set of school symbols and themes.

### SCHOOL NAME

#### Lighthouse Christian College

The name *LIGHTHOUSE* evolved from 1981 to 1989 through the prayer life of the church. Prompted by the Holy Spirit the church found themselves being led to pray '*Lord, make us a lighthouse to South East Melbourne*' (P.Warner, 2008), and so it became a natural progression for the church to eventually refer to themselves as Lighthouse Christian Centre, or Lighthouse Christian Community Centre. In designing the new buildings the large circular window on the western front of the church "*cried out for an emblem*" and so for the first 20 years a Lighthouse was painted on it. When the school was registered Pastor Les Clark took the initiative and named it Lighthouse Christian College as it would serve as a reminder of the link between the church and the school and the call to be a Lighthouse to the world around and the nations.

### COLLEGE VERSE

"All your children shall be taught by the Lord, and great shall be the peace of the children."(Isaiah 54:13).

### COLLEGE COLOURS

These colours were chosen as a reminder of:  
Gold - the deity and the sovereignty of the Godhead.

Silver - our redemption through Jesus Christ.

Blue - the heavenly places we are in through Jesus Christ.



## COLLEGE SONG

We want to rise,  
We want to shine  
We want to stand up for you Lord.  
We want to grow,  
We want to learn,  
We want to hear your mighty Word.

So teach us Lord your way,  
To honour and obey.  
Oh Jesus we love you, unite our hearts we pray.

The world is dark and dying, but you are the light of the world,  
So we will shine like a lighthouse, to those who've never heard (written by Richard Warner, 1989).

## COLLEGE EMBLEM

The logo, figure 1, illustrates the revelation that we all have access to the light from God's Word. It is also a reminder of the light that we are to the world because our foundation is His Word. By 2004 the school logo was modified to a more contemporary look as depicted in figure 2 and then again in 2009, see figure 3.

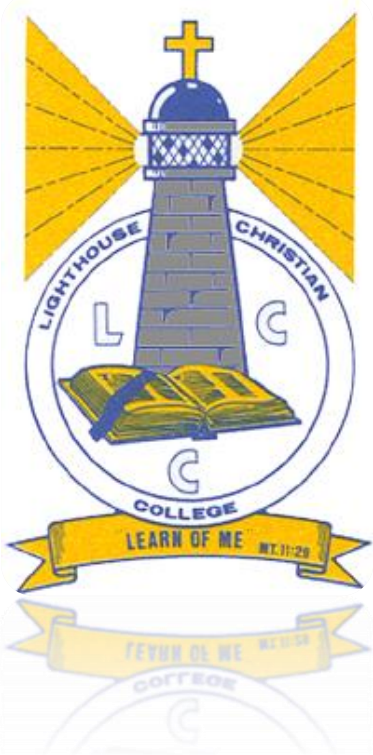


Figure 1

Original College Logo on blazer pocket

Figure 2

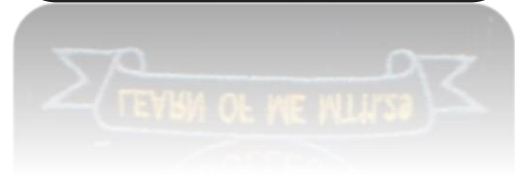
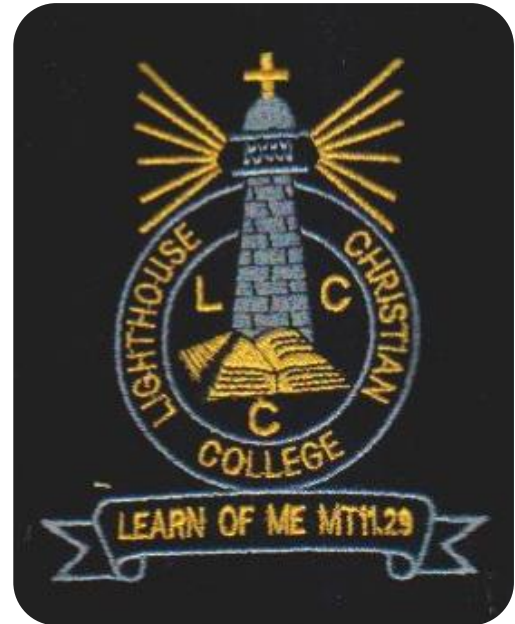


Figure 3

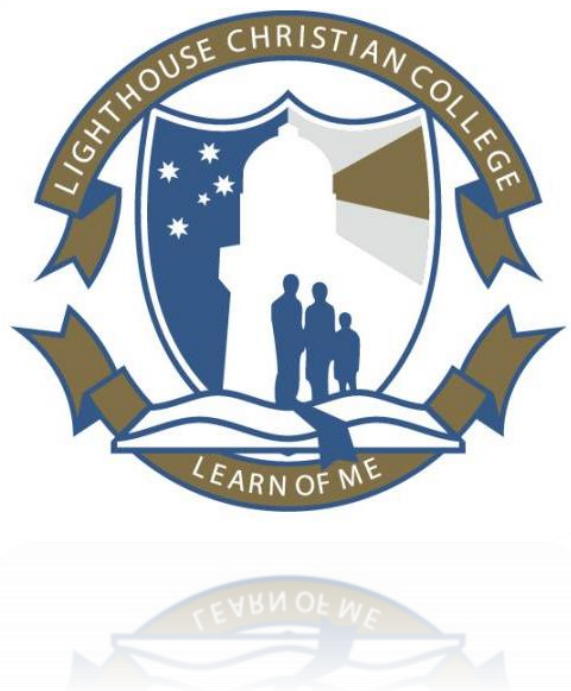


Figure 4



# LIGHTHOUSE CHRISTIAN COLLEGE

## COLLEGE HYMN

The college hymn was voted in at a whole school assembly by staff and students in September 2008. It was chosen from a short list of five hymns.

### Joyful, Joyful, We Adore Thee

*Text: Henry Van Dyke*

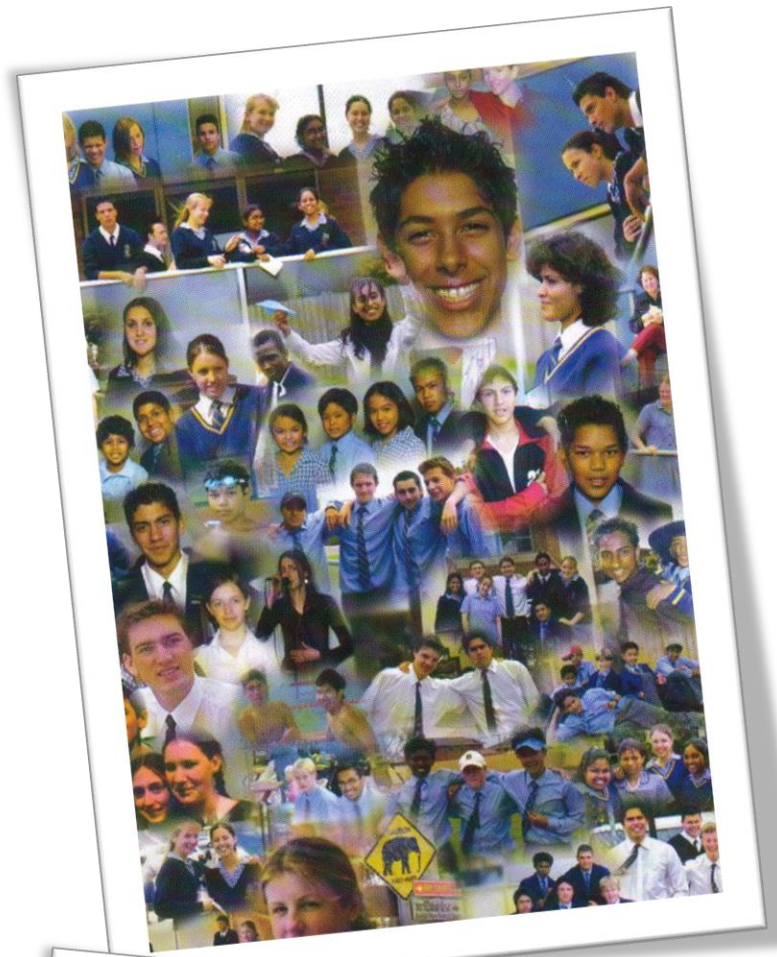
*Music: Ludwig van Beethoven; Arr. by Edward Hodges*

*Tune: HYMN TO JOY*

1. Joyful, joyful, we adore thee,  
God of glory, Lord of love;  
hearts unfold like flowers before thee,  
opening to the sun above.  
Melt the clouds of sin and sadness;  
drive the dark of doubt away.  
Giver of immortal gladness,  
fill us with the light of day!
2. All thy works with joy surround thee,  
earth and heaven reflect thy rays,  
stars and angels sing around thee,  
center of unbroken praise.  
Field and forest, vale and mountain,  
flowery meadow, flashing sea,  
chanting bird and flowing fountain,  
call us to rejoice in thee.
3. Thou art giving and forgiving,  
ever blessing, ever blest,  
well-spring of the joy of living,  
ocean depth of happy rest!  
Thou our Father, Christ our brother,  
all who live in love are thine;  
teach us how to love each other,  
lift us to the joy divine.
4. Mortals, join the mighty chorus  
which the morning stars began;  
love divine is reigning o'er us,  
binding all within its span.  
Ever singing, march we onward,  
victors in the midst of strife;  
joyful music leads us sunward,  
in the triumph song of life.

<http://www.hymnsite.com/lyrics/umh089.sht>

**People Honoured With A Plaque Of Appreciation  
From The School At Its 10<sup>th</sup> Anniversary  
Celebration. (refer ebook)**



# Chapter 3

## Pioneering Years (1990 – 1995)



*Except the LORD build the house, they labour in vain that build it: except the LORD keep the city, the watchman stays awake in vain (Psalm 127:1).*

In 1990 Mr Philip Andrew joined LCC as 'Headmaster', to continue the work of Pastor Les Clarke the founding Principal. Mr Philip Andrew was to further develop the mission of the college by setting his goals to raise academic standards, character development which included high behaviour standards, attention to uniform standards which represented the school's image in public (P. Andrew, 2008); and a focus on the Christian faith and heritage. Mr Andrews worked closely with Pastor Richard Warner and Pastor Les Clarke who assisted him in managing chapels, assemblies and administration.

Mr T. Field later joined the school as administrator to replace Pastor Les Clarke in this role.

In these years student numbers were steadily growing at a rate of 10-20% and the school was, therefore, fast outgrowing the petitioned classrooms in the Multi purpose hall (MPH). Buildings were urgently and desperately needed to accommodate the staff and students. It was at this time that the church was able to provide a financial subsidy to the school for buildings and other areas of need as limited government funding was available for student education.

Mr Andrews recalls how, "We had to pack all the children's books away each night because the MPH was used for other activities at night and the weekends. We set up pool tables and table tennis tables for activities in the hall. The outside grounds were quite rugged, and were like a swamp at times,

*with some heaps of dirt. There was not much playing area. There were no portables, no basketball court, and no other buildings apart from the church. The only other place to play was the car park, however, this usually had cars in it. Occasionally we played a game there..."*

The church then added the multipurpose sports court/basketball facility which the school still enjoys today. Second hand portables were purchased for 5,000 dollars or less from other schools as well as the playground equipment. These buildings were then transported to a position on the grounds to give practicability and installed at a rapid rate with the help of parents. Installation costs were far higher than purchase costs but nevertheless the old portables became adequate accommodation for the first few years of the school. It meant that four classrooms were now available; assembly would be held in one of the classrooms and sometimes in the MPH. An additional portable purchased was to be converted and refurbished into a Science laboratory to enable the college to have secondary registration for year 7.

### Portables



The school council continued to make a significant contribution to the development of the college along with a few families who were ardent supporters of the vision. Mr John Rose who was a council member (assisted with the construction of the Wood Technology room) the Ioannos's family, the Aggromito family, the Giarratana family (Mr J Giarranta built the Lighthouse which stands as a landmark at the front of the property on Springvale Road) and the Salvo family are but some of the families involved in pioneering LCC into existence. Mrs Stuart who worked in the church office also assisted the school in a variety of ways including

school uniform matters. Later, Mrs Schleusener was placed in charge of uniforms and played a key role in this important area of servicing the school community.

As the school continued to grow and develop the Church remained as the custodian of the vision and liaised with the School council to ensure that the school remained faithful to the vision and mission of being a provider of Christian education. In later years, after much negotiation and deliberation the inter relationship between Church and School Council was further refined by the adoption of the Resolve Consulting Four Quadrant Governance model (2007).

According to this model as described by the secretary of the college council, the Church is a moral owner of the school, overseeing the school's core values and core beliefs. It does not, however, have anything to do with the operation of the school which is invested in the School Council. The School Council has one employee, being the School Principal, who is in turn empowered to run the school on a day-to-day basis. The School Council members are constitutionally elected (see below) or alternatively selected by the School Council themselves and then ratified by the Church Board and by the congregation of the Lighthouse Church. The School constitution stipulates that the Senior Pastor is a member of the Council and also has the right to select one other member. Furthermore, the

constitution currently stipulates that two-thirds of the School Council must be members of the Lighthouse Church. The Business Manager, currently

Mr. Graeme Garside, is a guest at School Council meetings but does not vote. The school constitution also indicates that if there is a conflict that cannot be resolved, then it is referred to the Church Eldership. The school constitution cannot be altered unless this is approved by the members of the Lighthouse Church. In addition, any new borrowings by the school have to be approved by the Church as the Church provides much of the collateral for the school's borrowings (M. Goode, 2008). Other sub committees (2008) of the school council are: Finance Committee, Building Committee, Salary Review Committee, Governance Review Committee, Parents and Teachers Committee and Fundraising Committee. Council members for the 2011 year are: Ps R Warner, Mr M Goode, Mr A. Stephens, Mr R. Kumar, Mr R Barnabas, Mrs E Cartes, and Mr T Rogers  
Ex officio members: Mr G Garside and Mrs A Howard.

Many people would serve faithfully on the School Council in a volunteer capacity, pray for the school and contribute in practical ways to its ongoing development. Presently the chairman of the school council is Pastor Richard Warner and Michael Goode is the secretary.

### LCC Staff 1993



Other members included in 2007 were: Pastor Danny Nalliah; Mr R Kumar; Pastor Ram Muslayah; Pastor Phil Cayzer; Mrs Liz Cartes, Mrs J. Kent and the college Principal Mr Ray Tiller followed by Mr Tim Rogers. As part of reviewing its governance practices in 2008 the school council will develop a “skills matrix” to assist with making new appointments. This matrix will cover eight areas: communication, interpersonal, analytical, strategic, legal, financial, and educational and life experience (R. Warner, 2008).

From humble beginnings with a foundational teaching staff of three the vision was slowly being translated into a reality. The school size was about 50 students in 1990 and teachers wrote their own curriculum based on a Biblical Christian worldview and followed the Direct Instruction method of teaching. In addition there were many excursions with the Headmaster, Philip Andrew being the bus driver of the school ‘van’ as well. Excursions also acted as incentives or ‘merit outings’ for rewarding good behaviour.

*‘Visits were made to SEC in Morwell, Melbourne Zoo, Sovereign Hill, Healesville Sanctuary, other Christian schools, sporting activities in Maryborough and Bendigo and Science Works. Grade 6 graduation and grades 4-6 camps at Philip Island each December were highlights.’* Consistent discipline based on biblical standards was applied and character training formed an integral part of the school’s programs.

The school continued to grow; mainly by ‘word of mouth’ and each year a new level was added, amidst many visits from the Registered Schools Board (RSB). The RSB was a government department responsible for inspecting school operations and granting approval for educational services to be provided. By 1992, the school was to embark on the ‘scary’ vision of being a high school as well. Pastor Richard Warner had pressed for this adventurous move which seemed *‘unlikely to succeed at the time’*. The school required an average of ten students in each secondary grade to stay open and no government support was available under the Hawke government due to the school being too small in size (J Newton. 2008). Michael Goode (2008) remembers how Pastor Richard lobbied people and sweated *‘blood and tears’* for student enrolments so as to move towards becoming a high school. By another miracle of God, ten students were enrolled and the school was granted secondary registration for year 7 by the RSB to commence in 1993 with year 8 to follow.

In 1993 Mr Darren John, later to be appointed as the first deputy principal of LCC, joined the teaching team with his then fiancée Miss Debbie Bruinsma. Mr John was not interested in teaching at the time but when *‘Ps Warner rang me out of the blue’* and the events that followed all caused Mr John to believe that God still wanted him to teach. Mr John was initially to be employed as the main teacher for a primary grade as well as to teach some secondary classes but when the offer that his then fiancée, Debbie, could do the primary full time and him the secondary, this offer was gladly and gratefully accepted by the school. Being a small struggling school at this time, Mr John and Miss Debbie Bruinsma offered to share one wage between the two of them for their services, such was the sacrificial giving evident in their lives at this time to the vision of LCC.



*‘Vision, vision, vision was the number one preaching point at this time ... to support Christian families in nurturing and raising their children to be strong Christian witnesses has been something that has remained the focus for me through the years’(D. John, 2008).*

From the time of his appointment Mr John watched the school which he describes as 'our beloved child'

## LIGHTHOUSE CHRISTIAN COLLEGE



grow and take on its own character. As one of the pioneering teachers in the secondary school he influenced much of the secondary school developments including writing much of the Maths, Science and P.E. curriculum, and was then appointed as Secondary Coordinator and by 2000 was officially made Deputy Principal. He is known for initiating the Duke of Edinburgh program and ski trips which have been a marvellous opportunity for the students to develop skill and character in a team environment. Mr John remained as one of the constant figures amidst leadership changes; he believes that his leadership role leant more towards 'keeping the ship and its crew steady and focused during change more than affecting change.' Mr John was also known for his sincere and skilled leadership of worship in both staff and student chapels. Among his treasured memories are:

The 'days of the Toronto Blessing (1995) with staff and student slain in the Spirit, praying for one another, bubbling over with joy, dreams and visions, a wonderful way to do school' he says as many students made a commitment to follow Jesus during chapel services (D. John, 2008).

'Chapel Times have been a central part of 'who Lighthouse is' as a Christian community bringing together students and staff focusing on God and praying for one another. Parents were regularly the speakers when the school was younger and a mix of staff and students would lead the songs. Church staff would also be regular attendees or giving the message' (D. John, 2008).

Jared Porch, Senior School Vice-Captain and chapel band member commented on chapel as: 'inspiring,

*powerful and enjoyable...I have found myself being lost in the presence of God and loving every single moment of it...' (Footprints, 2000.)*

The staff team continued to grow and by 1994 Pastor Jon Newton joined the pastoral team of the Lighthouse church with one of his responsibilities being the Pastoral Administrator of the school. In this role he worked closely with the 'Headmaster' (not Principal as Phillip would remind people) affectionately known as "Sir." Pastor Newton recalls how throughout that year the secondary enrolments hovered around the ten mark average and it was not until the final term did the school start to enjoy some security with student numbers. Other teaching staff added to the team included Mrs Sharon Clarke,

Mr and Mrs John, Mrs Francis, Miss Buen, Mrs Buckmaster, Miss Cox and Mrs Malia all of which made a significant contribution to the development of the school's curriculum and programs.

Mrs Karen Buckmaster, one of the foundational teachers from the secondary sector of the school describes how she responded to a God given call on her life to Christian education and to teach at LCC. Her story reflects the contribution made by the foundational staff members and the wonderful morale and camaraderie that existed among staff as they pursued the common vision of building the LCC's curriculum, policies and student body.

In 1993 inspired at a prophetic conference, the 'School of the Prophets' held by Jonathan David at LCC, Mrs Buckmaster was prompted by the Lord to send in her curriculum vitae (CV) to the school. The CV arrived just before the College Board's deadline on deciding whether to continue into secondary and it was felt that this was a confirmation to proceed with the high school. Mrs Buckmaster was appointed as the new English / History teacher and in 1994 she commenced work at LCC working three days a week. During this time, together with 'Sir' and the rest of the staff, Mrs Buckmaster worked towards building up English and History and developing policies. She recalls:

*'With no computers, the seemingly endless task of writing curriculum and policies was literally 'cutting & pasting'! After school, on weekends, through term and Christmas holidays we wrote, cut and pasted! Pizza dinners after school on occasions and lots of laughter helped get us through those years. We got to know the RSB inspector, VERY well! Often in the early days, we would celebrate*



*with a staff 'break down' rather than 'break up' often at Sir's place where we would let our hair down. His famous meal of 'slops' was always a favourite. In my first year the Lord gave me a prophetic word and out of it came the regular staff morning prayers. Again, in that first year, I would regularly bring some morning tea each Friday for us all to celebrate surviving the week! We would encourage the students to move in the gifts of the Spirit and learn to hear God's voice for themselves.'*

Mrs Buckmaster recollects how staff were a tight-knit group who had to depend on each other in all kinds of circumstances in a pioneering school. *'On one early occasion, students found they had 20 extra minutes for lunch as we couldn't open any of the doors – or even windows- in our old staff room to get out to class. We were trapped!'*

Mrs Buckmaster recalls with great fondness the many other staff who sacrificially served in the pioneering years to build LCC into the great school it is today. Some of those staff include:

Primary staff: Dawn Northfield; Debra Sabaratnam became Barrata; Neville Starick; Clare Badbury and Phil Moore

Secondary staff: Darren John – Maths and Science; Annette Betts – Commerce and Humanities; Marco Marchant – Spanish and Information Technology  
Specialist teachers: Drama - Michelle Vinar; Wood Technology - Andrew Dingey,

Mr Abraham and then P Keecherer; Home Economics – J Martin and J Carne was the first part-time librarian.

To support the academic arm of the school was a small team of office workers. In 1989, Katie Hubert was Assistant Administrator and Mrs Liz Taylor became the first official school secretary, Mrs Tosh was student receptionist and Mr Darrell Jackman as Assistant Treasurer did the accounts for the school followed by Mrs Pauline Warner who did both the church and school accounts before she was put on staff in a ministerial capacity to follow more specifically the call of God on her life to minister. Eventually Miss Sandra Vincent now Barnett and Miss Georgi Gradev now Barnett were added to this team and Mrs Barnett remained as school bursar up until 2003. Mrs Georgi Barnett was also involved in the student life of the college and attended ski trips and the Duke of Edinburgh excursions. Miss Jo Achkar took over the role of school secretary and remained at the college until 2003. Miss Achkar was a dedicated and hardworking secretary who

was well loved and respected in the college community for her consistently warm and friendly manner. Mr Michael Goode commenced in 1990 and gave oversight to business operations with Mrs Georgi Barnett being accountable to Mr Goode. Since his commencement Mr Goode has remained as an ardent supporter of the college vision and mission and has generously given of his time and expertise to developing the business sector of the school based on Biblical principles.

By the end of 1995 'Sir' asked to be relieved of his role as Headmaster and Pastor Jon Newton, now Doctor Jon Newton, was asked to step into the breach as his first term as LCC principal, thereby adding the Headmaster duties to his pastoral administrative role. Pastor Jon Newton would now continue to build on the foundations that had been laid for the future development of LCC.



**Headmaster: Mr Philip Andrew**

# Chapter 4

## Expansion and Progress (1996 – 2001)

*If ye abide in me, and my words abide in you, ye shall ask what ye will, and it shall be done unto you. Herein is my Father glorified, that ye bear much fruit; so shall ye be my disciples (John 15:7-8).*

By 1996 Pastor Jon Newton began his first term as Acting Principal of LCC. Working under an enormous workload, God provided

another staff member to the leadership structure of the school, viz. Mr Jacob Mathews who served as the deputy principal under Pastor Newton before eventually taking over as Principal of the college by late 1996.

In his first year of being principal, in addition to all his educational responsibilities including the development of a comprehensive college handbook, Pastor Newton was faced with an unusually big challenge regarding property development, which he describes below:

*‘To my surprise, having just arrived from a small town in NSW without sewerage, I discovered there was no sewerage connection to Lighthouse. In fact, the school and church were more than a kilometer in each direction from the nearest sewer main. The buildings depended on a septic system that was clearly inadequate for a growing school population.*

*In 1995, we had a very wet year and the whole problem “spilled over”. Raw sewerage flowed down the driveway one day! Surely we would have to close on health grounds! Somehow we survived. LCC was a walking miracle in more than one way for a few years.’*



2nd Row L-R: Matthew Newton (Primary Vice-Captain), Bianca Stuurman (Primary Vice-Captain), Sarah Newton (School Vice-Captain), Michael Salvo (Primary Captain), Joanna Labrooy (School Vice-Captain), Deise Francis (Primary Captain).

Front Row L-R: Mr. J. Mathews (Deputy Principal), David Salvo (School Captain), Ps. R. Warner (School President), Ps. J. Newton (Acting Principal), Francesca Salvo (School Captain), Matthew Warner (School Vice-Captain).

SCHOOL CAPTAINS

ACTING PRINCIPAL: Pastor Jon Newton.



Nevertheless due to the persistent effort of Pastor Newton approval was eventually granted for the college to build their own on-site sewerage treatment plant; as well as receiving government funding to build a new toilet block instead of the students having to use the church toilets all the time.

*‘...today(1998) we are fully funded under a recurrent basis and also we are enjoying our first realized promise of capital funding from the Block Grant Authority(BGA), which is enabling our new buildings and sewerage to be installed over the next few months’ (R. Warner, 1998, Footprints).*

### New buildings for Lighthouse (2000)



By term four of 1996 Mr J. Mathews was Principal and Pastor Newton ‘retired’ to the role of council chair and pastoral advisor to the Principal. During the years of





Mr J. Mathews' leadership (mid 1996-start of 2001) the school continued to grow in an unprecedented way. Working closely with the school council, Mr Mathews identifies the school slogan during this period as being:

***To God be the glory!***

Student numbers exceeded 320 by 1999 and six new staff members were added to the staff team to accommodate the growth. In addition new buildings were constructed to accommodate the fast growing school.

Funded by the Commonwealth Government; parent donations to the building fund; and contributions from the Parents and Friends Association (P&F donated \$20, 000) together with other cash flow, a toilet block was constructed together with a PE storeroom by 1999. Mr Mathews recalls how through his negotiations with the BGA he was able to secure funds for a toilet block as LCC built its first set of classrooms. Five classrooms were added and a covered area between the two blocks of classrooms was completed. Registration for enrolling overseas students was acquired and the school had yet another visit from the RSB to ensure compliance. By 2000 a double storey building had been constructed and included a library, computer room, administration offices, staffroom and a VCE study area. Furthermore, God had exceedingly blessed the work at LCC and two science laboratories were built. The applications for these developments to the Block Grant Authority and other relevant government departments had been undertaken by Mr J. Mathews and Mr M. Goode and included the provision for a secondary building which is the current D block double storey building.

*'Our quiet achievers have done it again'* wrote Mr J Mathews (Footprints, 2000).

The Parents and Friends Association (P&F) who had been chaired by Mr John Rose since its inception in the early nineties made a significant contribution to the school through fundraising activities. The Brewer family also donated a large sum of money to the school building fund says Mr Mathews. Mr Michael and Mrs Mary Barbieri initiated a fundraiser called Fresh Harvest where the school community could purchase fresh fruit and vegetables at affordable prices. This thriving 'business' operated from the MPH and the front of the chapel and also served to build community spirit. Other fundraisers included: Bush dancing originally organized by Mr and Mrs Schleusener; second hand uniform shop and the tuckshop - now the school canteen. By 2000 the P&F had raised \$45 000 and when Mark Howard came to be chairman of the P&F a substantial gift was made to all faculties in the college for the purchase of resources and equipment including a well needed data projector for the VCE students and drama and PE equipment to assist curriculum delivery.

***Blessing Night 2006***

The implementation of the Victorian Certificate of Education program in the senior school, under the leadership of Mrs Avril Howard (VCE Coordinator) and a dedicated staff team, was described as a landmark in the history of the college. In the year prior to commencement of the VCE the following prophesy was given which became the philosophical thrust for the senior school in the following years:

*'The Lord indicated that VCE was going to be like the crown. He was going to provide for its establishment and that our VCE program will stand out as the crown in our training program. We will be raising up leaders and so we are to train rather than just teach'* (Footprints, 51, 1998).

Mrs A Howard had responded to a call of God to leave her position at Flinders Christian Community College (Tyabb) and to pioneer the VCE Year 11 and 12 program at LCC in 1999. The scripture that the Lord had impressed upon her heart at this time was, *'Its not by might, nor by power but by my Spirit says the Lord...'* (Zechariah 4:6). Knowing that God was with the team gave them the courage and strength to face the obstacles of implementing something new and this verse was placed on all LCC VCE publications as a reminder that God would grant favour and success for the staff and

students involved in the senior school years of the college.

So, together with a strong Christian team of VCE staff comprising Mr T Bourke, Mr Alan Baldry, Mrs K Buckmaster, Mr S Reid, Mr. E Cicchiello, Ms J Martin, and Mr. D John followed by the appointment of Mrs D Thomas, Mrs S.Thalluri and Mr S. Aboagye the VCE department of the school was borne. Mrs. I Cicchiello was appointed as the first full time school librarian and Judy Lim to the primary sector. Mrs. Lim was also involved in developing information technology curriculum in the primary and lower secondary areas of the school. Sport was taken to new heights under the leadership of Mr S Reid with many codes of sport being offered as extracurricular programs and a gymnasium was fitted out for staff and student use.

The VCE started with a group of 19 students, who had in the previous year prayed earnestly to God for the provision of the VCE at the college so that they could complete their education at LCC. Carmen Aguilar is remembered as one of the students who stirred the faith of fellow students and the Principal to allow her year level to be the first year 11 and 12 students of the college.

The foundational VCE staff worked long hours in poor facilities, writing VCE curriculum in preparation for inspection by the Registered Schools Board as well as developing and participating in co-curricular activities for young people such as lunch time sport and activities, VCE camps, an excursion to Canberra (initiated by

Mr E Cicchiello), Work Experience programs, mentoring and an 'armour bearers' program, *Blessing Night* preparations and Valedictory functions. By 2004 Year 12 students graduating from the college were honoured at a special Valedictory assembly for the leadership they had offered to the school. The whole school community came together at this occasion to bless them into their future pathways. The Valedictory dinner also evolved from a small gathering of staff and students in the 'Lobster Cave' restaurant to a well-organized program which included family and friends at the Nathania Springs reception area in the Dandenong Mountains.

In the early years of the VCE about eight VCE staff with the VCE Coordinator had been crammed in what was the Bible college office to become the VCE staffroom and administrative area. In spite of the poor facilities, the passion and dedication demonstrated by the staff resulted in the development of a highly successful VCE program at the college and students obtaining excellent ENTER scores such as (98.05) and moving into tertiary courses and professional careers. Miss Carmen Aguilar was to return to LCC as a fully trained primary school teacher, having graduated from the University of Melbourne, and taught in the primary school until 2007 and Mr Caleb Nicholes having completed an Honours Degree in Health also returned to the college and currently teaches Christian Studies, PE and coordinates the Boys mentoring program in the secondary school. Mr Nicholes was among the pioneering group of VCE students, a group which had achieved record ENTER scores in their year,



with many students scoring in the top 20% of the state.

*Blessing Night* is a unique program to Lighthouse and today is firmly embedded in the college culture. Its purpose is for the school staff to unite with families and pastors during a specially organized formal occasion and allow the young people of year 11 to perform their God given talents and for families and friends to pray and bless them as they enter young adulthood and leadership within the school community. Leadership development is an integral part of the college and senior school years and students are taught and trained how to be effective Godly leaders as they take up positions of being office bearers within the school. Foundational VCE School captains were: Mark Goode and Christina Buchwald and Vice-Captains – Jared Porch and Amber Rose. These young people assisted in the school in various ways including the production of the school magazine, *Footprints*.

By 2004 Year 10 had been added to the senior school section of the school and the VCE Acceleration program and Vocational Education programs were offered to year 10 students. Another significant development that occurred at the VCE level was the inclusion of the VCE VET program titled Certificate 111 in Christian Ministry which Pastor Newton wrote the curriculum for and is still in use today. This meant that all graduates of LCC would graduate with two certificates viz. a VCE and VET certificate. Student numbers have also increased in the senior school and double streaming of classes is in place up until year 11 with plans for this to continue up to year 12. In 2008 Mr Emanuele Cicchiello replaced Mrs Howard as Head of Senior School as she took on a different role in the school as Assistant Principal.

During her term of her office as Assistant Principal (AP) Avril Howard was invited to be an ex officio member of the governing bodies of the College which included the school council, and the spirituality and financial sub committees. As AP, Mrs A. Howard was able to secure funding for professional development to support staff in student management skills and;

learning and assessment. Working closely with consultants from the ISV under the National Partnerships program, several workshops were held for teachers and staff supported to demonstrate best practice in classrooms. Due to the professional development programs offered the culture of the school improved in all areas of academics, discipline and character development of students. In addition Howard launched a Parents and Friends Network group in 2010. The group quickly gathered momentum and established itself with a core group of passionate and committed parents. The P&F played a much needed role in supporting College events which included fund raising for the Middle School Missions Trip, BBQ Colouring Competition, Performing Arts Gala Nights, Winter Warmers, Father's Day Breakfast, and Working Bee. In addition P&F also initiated the implementation of a School Banking Program with the Commonwealth Bank to teach young people the importance of saving. To date the P&F group has played an important role in facilitating the partnership between College Staff and Parents and building a great community.

The year 2000 was described as *'by far the most momentous year in the history of the college'* by Pastor Warner. In the face of unexpected challenges, amazing progress was made with the help of the Lord. It was also a time when the leadership team of the college did some *'deep heart searching'* in relation to its vision, its values and its goals.

The goal was restated as:

***'To build a great school that will touch the world and transform children, enabling them to fulfill their potential and reach their destiny. This is our God-given goal. We must not deviate from it...'*** (R Warner, *Footprints*, 2000).

It was believed that the home and church would work together in disciplining children and at the same time equipping them for *'professional usefulness'* as required by the State.

Notable accomplishments which gave expression to the Christian mission statement of the college was the inclusion of the Character



First Program in the curriculum for all students. Most staff were trained at the Basic seminar on Christian character development conducted by the institute of Basic life Principles. Scripture meditation and memorization was strongly encouraged and students at the college memorized John chapter 15 and parts of chapter 14. The first ever overseas missions trip was led by the Indonesian teacher, Mrs V Sharpe who was accompanied by Mr A Baldry and 5 students who went as missionaries to Bali. One student, Sara Edwards (2000) described it as follows:

*'Bali changed my life...I learnt to be grateful and to stop complaining...'*

The Christian goals of the school permeated all aspects of the formal and co curricular programs. Subjects offered increased and drama, business management, accounting, LOTE Indonesian, was all added to the curriculum. Lunchtime prayer meetings were well attended and the school had a day in September in 1999 and 2000 of prayer and fasting in which students participated. Mrs L Currie encouraged students to raise money for children supported by AOG missions and continued this operation of supporting orphan children overseas until 2007.

In 1999 attempts at starting a new campus had failed, but by 2000 Lighthouse Christian College at Cranbourne became the first satellite campus of the college. Under the oversight of Pastor Phil and Norma Cayzer and together with Mr T Noller who headed the campus; many volunteer teacher aides;

Cranbourne church and parents this school was birthed, having 25 students enrolled.

*'The Lord's hand has definitely been seen in the establishment of the Cranbourne Campus. His Spirit had been moving. Lives have been touched. Unity has been demonstrated...'* (T. Noller, 2000).

As the school grew, seven years down the track, negotiations began with the Turning Point Family Church to establish Cranbourne as a school in its own right. By 2008 Cranbourne became an independent school with secondary registration up to year 8 and retains its close links with LCC as

students from Cranbourne come to LCC to complete their senior school education. Mr J Mathews is the present Head of Lighthouse Christian College, Cranbourne. Other attempts to pioneer a campus in Ballarat were unsuccessful due to insufficient students as twenty students were needed for the school to



commence.

By the beginning of 2001 Mr. Mathews' term as Principal came to an end and once again Pastor Jon Newton took up the leadership position as Principal with Mr John as Deputy Principal.

*'Thankfully, Mr Mathews' time as principal had left the school in a much stronger position in terms of student numbers, government funding (thanks in part to a change of government in 1996), staff and buildings'* (J. Newton, 2008).



Pastor Jon Newton's second term as Principal involved pastoral care as he sought to rebuild relationships, and to look for a

new Principal for the college. At this time he, together with the college leaders, began preparing to build the current secondary block (D block) and the playground area next to the primary classrooms. In spite of many challenges he felt that the staff team worked well in building for the future.

*'2001 has been a massive year in terms of both my own work and the development of Lighthouse Christian College.*

*Some of the achievements that we can all take pride in, have been:*

- *Greater development of student leadership, with the Years 10-11 Leadership Camp being a real highlight of 2001.*
- *Progress on developing our site, which we can all now see. By next year, we will have new parking and footpaths, our new fence, new playground areas and equipment. Soon afterwards, the oval will be reworked and the Kinder building will be completed. Later in 2002, our double-storey secondary block will be going up. Praise God for His provision in these areas.*
- *More activities at lunch times and in house competition.*
- *The steady academic, social and spiritual growth that we see taking place in nearly every student's life.*
- *The good work done by this year's VCE students.*

*None of these things happen by accident. As Principal, I cannot take the credit. Not only does it depend on God's grace but also it requires a great team to sustain and improve our outcomes. I want to salute all the school staff for their spirituality, professionalism, integrity, sensitivity, hard work and team spirit. They have done great things!' (J. Newton, Footprints, 2001).*

By mid 2002 'everyone was delighted when Mr Ray Tiller took up the appointment as college Principal.' This meant that Pastor Newton could return to his pastoral duties and his own studies. His concluding comments about LCC are: *'One thing I became convinced of early in my time at LCC, and I am more than ever convinced of that today: this is God's project and His hand of favour remains on the school. There have been many challenges, some of them almost insuperable. More than once it seemed that the vision would go under. We have made many mistakes. The school is far from perfect in many ways even today.*

*But it has largely remained faithful to the original vision of being a distinctively Christian school for boys and girls from all walks of life, all income levels and many different backgrounds. It is perhaps the most multicultural Christian school in Australia, a bit of a "United Nations" in some ways. Thus it is a model for the body of Christ and four of my five children have benefited from their time at LCC so I have many wonderful memories' (J. Newton, 2008).*



Lighthouse

Christian College

1999





# Chapter 5

## Innovation (2002 – 2007)

*O LORD our Lord, how excellent is thy name in all the earth! (Psalm 8:9).*

In December 2001 Mr Ray Tiller accepted the appointment of Principal at LCC and commenced duties on 6 May 2002. Mr Tiller felt that the historical mission of LCC was compatible with what God had spoken to him in calling him to Christian schooling in the mid 1970's. He says: *'Lighthouse's mission of preparing young people for a life of personal relationship with God and a positive influence on their community matched what I felt God had shown me about the mission of Australian Christian schools to work hand-in-glove with Christian churches to bring a generational Christian transformation of the Australian nation' (R.Tiller, 2008).*

Aware of the college's vision and mission, Mr Tiller set himself to the task of further developing the school and taking it to new heights in terms of quality of Christian education, professionalism, training staff in their different gifting as teachers, development of leadership structure and organizational processes and developing curriculum from a Biblical Christian worldview from prep to year 12 are but some of the goals he set out to accomplish. One of the first tasks which Mr Tiller undertook was to develop a comprehensive strategic plan for the college and to clarify its mission statement thereby making the mission accessible to staff, parents and students. The mission was stated as:

***"Preparing a Godly and skilled generation to transform their community."***

*This belief would serve to 'position the school in the 'niche' of a ministry that complements the work of the home, and the local churches to train a Godly and skilled generation' (R. Tiller, 2008).*

It was intended that these be years of innovation in all areas of the school and a sense of God establishing LCC as a school with high standards was to be evident in the school projects being undertaken as well as the culture being built through the daily activity of the school community. Some of the major projects completed during this time involved:

### Buildings

The construction of the East wing (D Block double storey) meant that there were more classrooms, and specialist rooms including an Art room, Computer laboratory which would also allow for work in Graphics, Art, Visual Communication and Multi-media and Home Economics room. Due to lack of funding of approximately \$95,000 the Home Economics room was not fitted out and was to be used as a classroom until finance became available to complete it.

*'What an amazing feeling it is to walk through our new building and smell the freshness of the paint and see the beauty and good design of the general teaching areas and the specialist facilities. From the 6 teaching classrooms upstairs, the bold and beautiful colours of the rooms and the panoramic view over the oval and sports facilities make a pleasant environment for young people's learning. I am thrilled to anticipate young people enjoying comfortable and beautiful facilities, and I enjoy the thought that this is the blessing of God for them' (R. Tiller, 2003).*

Other major buildings works completed was the new kindergarten facility, the new oval and playing fields and shade sails were installed over the primary playground. A comprehensive property and building development plan with appropriate processes to access government funding and accountability was drawn up to assist with future planning.





LCC Kindergarten



### Curriculum and staffing

Staff numbers increased, each staff member bringing with them their expertise, experience and gifting to further develop the curriculum and assessment programs with a focus on the Christian Biblical worldview as well as the co curricular program of the school.

The educational executive team of the school comprised: Mrs Royena Lotriet (junior primary) and Mrs Karen Lylod (upper primary) who were followed by Mrs Rachel Richardson as director of primary school; middle school was led by Mr Tony Bourke followed by Mr Doug Holtam and Senior school by Mrs Avril Howard. The Deputy Principal was Mr Darren John primarily responsible

for daily management, timetabling and some co-curricular programs such as the snow trip. Mr John was succeeded by Mr Tony Ham as Deputy Principal. Each of the Directors as they were called, later to be renamed as Heads of Section, worked passionately and tirelessly with their staff teams to ensure a high level of professional Christian educational services to the community. Many section and faculty meetings were spent exploring and developing topics like: Christian curriculum, developing sport, drama, LOTE, use of technology in the classroom, co-curricular programs, boys education programs, literacy and numeracy, pastoral care and behaviour management program based on biblical principles all in an effort to meet the goal of building a strong and excellent Christian school.

To support the development of personal responsibility in students a school diary especially designed for LCC was prescribed for primary and secondary students and students were expected to enter their homework on a daily basis. The diary also served as a means of communication between the home and the school. Behaviour management strategies were adjusted from a merit / demerit system to daily lunchtime detentions, for non compliant students, which were recorded on the school database, School Pro. Use of technology for maintaining school records such as attendance and preparing school reports was another innovative project introduced at this time.

Director Retreats were an annual event in which each of the Directors were able to share their vision for their department and strategise on how to accomplish it within the framework of the school. To build staff morale a number of activities were planned such as morning teas on Fridays, devotions and staff retreats.

A staff professional development appraisal program called *Avenues* was implemented to raise the quality of teaching and all staff, including leaders, were expected to participate in this carefully designed Christian program. Teacher networking was a key feature of this program and on a broader scale the school's participation and contribution to Christian Schools Association (CSA) and the Association of Independent Schools in Victoria (AISV) grew. The school had originally been a member of the national organisation called, Christian Community Schools Association (CCS) and staff attended CCS state-wide conferences since 1989. This involvement had subsided for a period of time in the school's

development but was later reinstated. In 2006 and 2007 two of the college Heads of Section were involved to some extent in the CSA planning committee for the Victorian teacher state conference and over the years, Mrs Avril Howard (2007) and Mrs Lorraine Nagayah (2008) presented at CSA workshop sessions on developing curriculum from a Biblical Christian worldview. Other departments added to the college at this time was the Learning Assistance Department headed by Miss Jenny Bradshaw, to help young people with special needs across the school, and a Chaplaincy program led by Mr Nick Baker to provide pastoral support to students and staff. Mr Harry Berends was appointed as Information Technology manager to develop the information technology infrastructure of the college and Mr G Reinbott as Careers and Vocational Education and Training co ordinator. Student numbers increased from about 390 students in 2003 to about 512 students by 2005.

*'As we seek to pursue this vision, it is great to see the school growing numerically to about 512 from Kindergarten to Year 12' (R. Tiller, Journeys, 2005).*

In 2005 the college also undertook a major review of all its operations including curriculum, policies, facilities, safety, and business operations as it prepared for the Registered Schools Board review. A positive report was received from the RSB and the college was able to continue operations with the support of the federal government.

## **Administration**

At this time it also became necessary to review the administration arm of the school and subsequently the office, business and educational administrations was restructured to meet the needs of the school as it grew. The Business office included Mr Michael Goode who continued to provide oversight and financial advice; Graeme Garside

(Business Manager) and Janine Aldin (Office Manager, Building Program Coordinator and Kindergarten Director). Numerous workable policies were created to guide school operations and ensure the safety and welfare of staff and students. A significant policy adjustment that took place was that staff were no longer required to wear the college blazer and uniform and although dress standards for staff changed, the standard remained as professional, corporate wear. By an amazing feat, eventually all these policies were uploaded onto the school intranet and accessible to staff. Other critical departments included the Property and Maintenance department, the employees who worked hard to ensure that the school grounds and buildings were kept in immaculate condition and aesthetically pleasing to visitors. Some of the pioneering labourers in this department are: Pastor J. Johnson, caretaker of the school property and teacher aide in Wood Technology classes; Mr Castro, Mr Mollina, Mr S Nowland and Mr C Elliot followed by Mr N. Richardson in 2006. The current Property and Maintenance manager is Mr J Santamaria, who has further improved the school property for eg. appropriate signage has been placed around the school creating a safer environment and a rock cairn has been built as a monument of God's blessing over LCC and His great commission to us to carry the gospel to the four parts of the world. A Promotions Officer (Mrs J. Reid) took up the task of public relations for the school and professionally developed some of the following school publications: Prospectus; 'Compass' (quarterly magazine); *Journeys* (school magazine); as well as contributing to school drama



productions and staff items for presentation night. School productions were also a wonderful opportunity for students to express their God given creative and drama talents all the way from “Don’t touch that button” written and produced by Mr Phil Moore to the year 10 production ‘*The Caped Crusader*’ produced by Miss Kayla Black to the larger scale student performances of *Annie* by 2005 under the direction of Miss J Hall.

### **Students and leadership development:**

One of the primary goals of the college is to train Godly leaders and this was done by a carefully coordinated program which in the early years gave opportunity for students to express leadership through a variety of activities and opportunities for eg. the production and publication of the school magazine, ‘Footprints’ which was later titled ‘Journeys’. Students were involved in editing, photography, technology support and publishing aspects of the magazine.

The student leadership program was to be further refined and coordinated under Mr Tiller, for example, the introduction of Student leaders as office bearers (students leaders attended the annual CSA national student leaders conference in Canberra and Melbourne Prayer breakfasts); introduction of primary and middle school captains and sports captains(middle school leaders attended an annual leadership retreat and primary students attended the state conference for young leaders; Student Representative Council initiated by one of the year 12 students, Kevin Muslayah, the reworking of the House System and multi-age strategies (buddygroups) which was intended to facilitate student leadership, relationship, care and enthusiastic participation in school life. The House names were changed from the original names of: Disciples (blue), Apostles (red) and Prophets (green) to Luther Knights (blue); Wesley Warriors (red); and Ten Boom Titans (green). Each of the House names were based on one of the Christian heroes of the past and their names were chosen by the students in each of the teams together with a house song and symbols to represent what the House stood for. Buddy groups were particularly favored by the primary school students who enjoyed the fellowship and security of the secondary students during buddy group meetings.

According to the school magazine, *Journey’s*, of 2006, innovation, initiative by many staff members and creative ways of doing things allowed for many

new opportunities for young people to explore areas of interest, and for them to be challenged in different ways.

By mid 2007 Mr R. Tiller’s term of office as principal of LCC ended and Mr T. Rogers took up the interim leadership of the school. On reflection Mr R. Tiller says:

*‘I felt that my whole time among the LCC staff was a delightful sense of going somewhere together, and of productive community. I loved working with the people in our staff and was excited about our corporate pursuit of a Godly vision’ (R. Tiller, 2008).*



# Chapter 6

## An Optimistic Outlook (2008 – 2012)

*Arise, shine; for your light has come! And the glory of the Lord is risen upon you. For behold the darkness will cover the earth and deep darkness the people; But the Lord will arise over you, and His glory will be seen upon you. The Gentiles shall come to your light, and kings to the brightness of your rising (Isaiah 60:1-2).*

On 19 September 2008 Lighthouse Christian College, Keysborough celebrated its 20<sup>th</sup> birthday. It had taken faith, valour, sacrifice, determination and endurance of many people to translate the vision into a reality. Birthed in the ‘heart’ of Pastor Richard Warner, God had used numerous, passionate, dedicated and hardworking people, all of whose names may have not been recorded in this ‘Short Illustrated History of Lighthouse Christian College’ to build and establish a Christian school where young people could be disciplined and educated from a Biblical Christian worldview to be Godly leaders.

In 2008 Mr Tim Rogers, who after his time of serving as interim principal in 2007, (see LCC journal, President and Principal’s report, 2007) commenced duties as the newly appointed Principal of LCC with Mrs Avril Howard as Assistant Principal and Mr Graeme Garside as Business Manager. Together, this team of three people formed the executive of the college and were responsible for continuing to lead the school towards her God given destiny. A collaborative process of leadership was to be trialled which involved the executive team members and the President of the school council, with the principal being the chief executive officer.

*‘Collaborative leadership is the skillful and mission-oriented management of relevant relationships. It is the juncture of organizing and management, and whereas community and labor organizers are trained to patiently build their movements through one-on-one conversations*

*with each individual they want to recruit, collaborative leaders do this and more by building structures to support and sustain these productive relationships over time’(LCC Powerpoint Presentation, 2008).*

Hence the purpose of adopting the collaborative process of leadership was among other reasons to allow for safety in decision making, critical reflection, and discussion of difficult issues in a team based context. This process was seen as one which would enhance the quality of decision making in taking the college forward and into her future.

A newly created Cabinet replaced what was formerly known as the educational executive team up until mid 2007 and comprised the Heads of Sections:

Primary – Mrs Lorraine Nagayah; Middle School – Mrs Asha Venema and Senior School- Mr Emanuele Chichiello together with a newly appointed property and maintenance manager – Mr J. Santamaria and office manager – Mrs Kristy Dyer. New staff members who joined the team in 2008 further developed the departments of Christian Studies; English / Humanities; Maths / Science; Visual and Performing Arts, Sport, VCE department and primary school.

Together the school council, executive team, cabinet and staff team worked in bringing stability to the college after a tumultuous time and began preparing LCC to step into her God ordained future.

### Destination 2020

In late 2007 Mr T. Rogers had prepared a strategic plan for the college titled, ‘Destination 2020: Roadmaps For This Emerging Generation’ in which he set out the strategic intent for the college over the next twenty years. This document recognised LCC as being a part of God’s divine plan for Australia, (a country described as the *Great South Land of the Holy Spirit*); the work of the



'bold and obedient' pioneers who birthed the college into existence; and was marked by 10 statements of intent in which he envisioned the future of LCC. Many of these intentions capture what the pioneers had originally declared for the college and planning and work has commenced on the application of these intentions:

- **SI 1**  
**To graduate skilled students with well developed Christ like character and faith from a God centred curriculum**

Subsequently the curriculum and teaching process will remain under continual scrutiny by section and faculty staff to ensure that the Christian ethic drives the application of learning in units. It is also proposed that in future years teaching staff will develop curriculum which is developmentally appropriate, for eg. the Certificate 111 in Christian Ministry offered to year 10-12 students will accommodate topics of student interest in the media and curriculum across the school will draw on brain based learning research.



- **SI 2**  
**To create a high success and expectation culture on campus**

*'No enterprise with God at its centre settles for mediocrity' (T. Rogers, 2008).* High expectations of students in terms of moral excellence, Christian lifestyle and academic excellence will be held by all staff on campus for eg. refashioning of parent and student expectations about homework towards a more rigorous practise is currently being pursued and a new system is in place for the monitoring of student homework.



**LCC STUDENT LEADERS 2008**

- **SI 3**  
**To enhance our technology-based learning, keeping abreast of industry standards**

The college is currently in the process of moving from the 9:00 am – 3:30 pm day for forty weeks a year to flexible delivery options including: late afternoon classes, evening sessions, weekend and vacation schools and delivery by internet, sms, iPod and other emerging technologies.

As we look to the future it is expected that technology will play a major role in supporting the various teaching and learning approaches in the classroom and that the LCC website will also contain a display of student artwork, science experiments, student video clips etc. The college has currently outsourced some of its technology development needs to a computer company called Trinity Digital to further support the use of technology school wide and as a result of a government grant has acquired sixty four new computers.



- **SI 4**  
To implement performance indicators for students and staff and to hold all accountable to them

- **SI 5**  
To move assessment from a bookend position to a recurring tool to inform lesson direction



# LIGHTHOUSE CHRISTIAN COLLEGE



Row 5 L-R: Berty Sookun, Christopher Ellis, Vincent Kippen, Sunui Magele, Ferdinando Genovese, Paul Donovan, Julian Jom, Joseph Santamaria, Sam Aboagye  
 Row 4 L-R: Ghale Van Eeden, Rebecca Felici, Jeannine Carney, Mark Goode, Uditha De Mel, Rhonda Kenneth, Carin Eastburn, Daniel Symons, Sue Rivett  
 Row 3 L-R: Carrie Maher, Kathy De Stratis, Nephish Herath, Kay Anderson, Petra Bracken, Darrell Yeo, Katrina Bruinsma, Stephanie Dunkerley, Rebecca Ly, Vivienne Andrew  
 Row 2 L-R: Carla Di Carlo, Jayshree Madoosoodun, Raymonda Awad, Hannah George, Crystel Sookun, Marieta Agustin, Reena Thomas, Phillip Andrew, Susan McMahon, Lucille Donovan  
 Row 1 L-R: Angela Dunkerley, Royena Lotriet, Graham Broderick, Graeme Garside, Lorraine Nagayah, Tim Rogers, Avril Howard, Debbie Alam, Marlene Naidoo, Sharon Simpson, Maryse Nalliah  
 Principal: Mr. Tim Rogers  
 College Staff 2011

All staff will continue to undergo an appraisal process using a standardised instrument to measure quality of teacher performance. It is envisaged that in addition to examinations students will sit standardized literacy and numeracy tests and new students will participate in entry tests prior to enrolling at the college. The first battery of these student tests commence on 3 September 2008.

*'Assessment and reporting will expand from the current three report cards to a more regular series of performance appraisals where students match these feedback items to their goals set at the start of the year. The assessment will have a direct flow on to lesson construction as teachers modify the sequence of lessons to improve technique and structure to address any gaps in student progress that such appraisals may show.'*

*Students will work with teachers to produce evidence of genuine learning. Traditional exams will continue to be used to measure factual knowledge facility, but mastering of vital concepts and understandings will be appraised by use of complex and more open ended tasks. Such projects are more like what is expected from the business world which doesn't use an annual exam week to measure performance' (T. Rogers, 2008).*

- **SI 6**  
**To orient all curriculum with explicit application of thinking skills and metacognition**

The outcome of this intent being the exercise of taught thinking skills and metacognition processes evident cross curricula and where students are problem solving creatively. Students will be taught how to analyse, think through options, research and propose their best solution. Global perspectives will inform learning as a myopic national view will not be possible due to the multicultural nature of LCC students and the interaction with sister schools around the globe says Mr Rogers.

- **SI 7**  
**To inspire pioneers by making provision of Enterprise Studies**

*'The continuous interface between the College and the community will make vocational education part and parcel of school life. Leading entrepreneurs and professionals will visit the campus to inspire students with real life stories and work experience will see placements in industry for eg students wishing to pursue Sport as a vocation. Parents will be a significant part of this process having a meaningful role to play with our teenagers as*



*mentors. Regular Vocational Fairs will provide opportunity to sample work life and the presence of universities and TAFEs are opening a myriad of career paths. Bible Colleges and Christian tertiary options are also emphasised. Our community will have an integrated nutrition service that will service the canteen and cater for functions. Health and Human Development students will be part of the oversight committee as will representatives of Business Studies' (T. Rogers, 2008).*

The VCE information evening 2008 sought to pursue this objective and build on the work of predecessors in this area by inviting parents, local industry and tertiary institutions to participate in the evening.

- **SI 8**  
**To support existing Christian Schools beyond Australia in response to the destiny of the churches in this nation to neighbouring nations in the Asia Pacific region**

This intention will see a variety of links and contracts formed from building the alumni office of the college to establishing sister school contracts with Christian schools and other Christian tertiary providers both nationally and overseas. A number of staff have already been involved with networking with other Christian schools.

*'The entire campus, inside and out, will become a showcase and gallery for student*





*art. Our College continues to develop the expressive potential of students through planned visual and kinesthetic experiences so that skills in art, theatre and music criticism are given full play. These three faculties work with the English and LOTE sectors to train students in the description, analysis and informed evaluation of the expressive arts' (T.Rogers, 2008).*

This year the middle school student showcased their drama talents and a variety night presentation is to be held in September to commence expression of this intention. One of the staff members, Ms. S. McMahon was awarded a LOTE government grant for Spanish and will undertake LOTE professional development in Argentina.

- **SI 9**  
**To enhance opportunity for student leadership and initiative so that in concert with the persuasive teachers' leadership expression, collective responsibility is taken for realizing the college mission**

At present active student leadership is promoted across the school from primary school through to the VCE section and students are encouraged to participate in a variety of leadership training opportunities for eg. Conferences and forums to develop and apply leadership skills. In 2010 VCE year 11 students travelled to Fiji for an overseas mission's trip to further develop their leadership skills. The trip was an overall success.

*'Relationships are at the heart of life on campus, each student will have a sense of belonging because of a strong relationship with at least two members of the faculty. Having two advocates' means that in a crisis or needy situation at least one link will be present to offer support. The more formal house system and SRC provide further venues for enhancing our Christian School community and these will continue to develop a stronger culture and program base, supported by our chaplain and church pastor' (T. Rogers, 2008).*



**Middle School Missions Trip Palm Island**

- **SI 10**  
**To move the school onto a new financial vision and plan**

A review has been completed and recommendations of this review are currently being examined for future implementation and improvement.

Opening of new buildings 2010



*KING EXPLORATION HUB (LIBRARY)  
LANGUAGE LABORATORY (YOUNG BUILDING)*

The strategic plan, as described above, reflects in many ways the dream of the pioneers and creates a platform for LCC to become a leading Christian school, nationally and internationally. Of LCC graduates Mr T. Rogers says:

*'Pride, integrity, Spirit –empowered, creative, informed and skilled will be words used to describe our graduates. They will form an important part of God's plan for touching the nations of the world and being salt and light to Australia' (T. Rogers, 2008).*

## Highlights 2011



In 2008 - 2009 the Rudd government commenced the roll out of the Building Education Revolution program. Building the Education Revolution (BER) was a \$16.2 billion investment which aimed to provide world-class education facilities, through new infrastructure and refurbishments, to all eligible Australian schools. Under the leadership of College principal, Tim Rogers, and with the assistance of Cabinet members (G. Garside, A. Howard, G. Broderick, E. Cicchiello and L. Nagayah) LCC was successful in securing funding in 2009 for the construction of a state of the art library, a language laboratory and a creative learning centre for special needs students. By August 2010 the buildings were officially opened and staff and students were able to enjoy the newly constructed facilities. It was also about at this time that the \$1.2 billion Digital Education Revolution of the Rudd Government's Education Revolution was launched. This program aimed to provide secondary students in Australian schools with access to world-class information and communication technology (ICT) to adequately prepare them to live in a digital world. Once again LCC was successful in securing a healthy amount of funding which enabled development and improvement of the ICT infrastructure and hardware at the College. A significant improvement was the ratio of number of computers to students with all primary and secondary students having access to a computer and classrooms equipped with data projectors. The provision of technology has substantially contributed to enhancing curriculum delivery and student engagement in lessons.

Other notable successes achieved in 2010 was the good report LCC received following an inspection by the Victorian Registration and Qualifications Authority (VRQA). The VRQA report indicated



that LCC was compliant in all major areas and of credit to the school was when the inspectors described the College as a “boutique school”. In the area of academics and tertiary entrance the College exceeded expectation when the Age reported that LCC had the highest number of graduates entering tertiary institutions for the 2010 academic year. These being some of the highlights celebrated at the College.

Following a successful term of office (August 2007 – 2011) Mr. Tim Rogers resigned his position from the College for the year ending December 2011. The College appreciated the significant contribution made by Rogers during his tenure and the number of accomplishments attained in this time, one of which was the magnificent buildings which the entire school community will continue to enjoy and benefit from.

### **You are a Chosen Generation**

The theme for 2012 for the development of Christian character was “Chosen Generation” based on the teachings of 1 Peter 2. This theme was incorporated through primary and secondary chapels, Christian Studies (CST) and homeroom devotions by discovering God’s intentionality in crafting students individually and encouraging them to seek His plan for their lives. Secondary Christian Studies classes were restructured to more effectively facilitate discipleship and spiritual growth. Character and leadership development were pursued diligently across the school with many avenues for student leadership at primary and secondary level including on the Student Representative Council. Opportunities to serve were many including community service; public speaking, worship bands, lunchtime prayer and other activities, mentoring; social justice causes and fund raises were also engaged in and students grew in their awareness of issues and causes beyond themselves and their world. A new anti-bullying

week was established to empower young people to stand for justice and righteousness in their school and also in their wider community.

A special highlight of the year was a new mission’s trip to Fiji involving 14 of the year 11 students, along with College Chaplain, Mark Goode and Assistant Principal, Avril Howard to complement the well-established year 9 trip to Palm Island. This was both an exciting and challenging time as students began to live out their Godly revelations and turn them into realities whilst ministering to local communities and at primary schools.

In terms of enrolments Ps Richard Warner, President of the College Council praised God for the increasing level of enrolments for 2013. ‘Every application for enrolment at LCC is considered a prospective divine opportunity for families to find Christ as their Lord and Saviour. This is happening on both a student and parent level’ (College Journal 2012). The Church ran effective Alpha programs in the second half of 2012 to complement the many parent enquiries who, at the stage of enquiry, had no pastoral reference or church connection. Alpha, which is an introduction course for the Christian faith, has been helpful in engendering Christian faith in those seeking a relationship with Jesus Christ. Pastor Richard Warner cautioned about the importance of staying true to the vision of building a Godly generation that would impact the world (College Journal, 2012).

### **Teaching and Learning**

Assistant Principal, Avril Howard describes 2012 as being a year of growth and refinement across all spheres of the College. Not only did students grow in Godly character but there were also some commendable highlights. NAPLAN commanded excellent academic results, with student’s performances indicating that they were above the minimum national standard (annual report 2012) as did other national competitions including the Australian Mathematics Competition, with many students from Year 7-10 receiving Distinctions with scores of over 80%. With a significant number of College students being from a Language Background Other than English, this was a great achievement for 2012, continuing the five year trend data report, of steady improvement of results.

A careers forum, *Careers Horizons*, also provided opportunity for students to explore career pathways, with local businesses and successful College alumni (Michael Choi and Ben Newton) lending a helping

hand to the College for work placement experiences. Newly appointed Student Manager, Mr. Paul Donovan talked about the challenges and exciting times in being part of the management team at the College, which would ensure the College moved forward in a positive and confident manner. “My role in many ways was concern with what we call the ‘hidden curriculum’, talking with the students, educating them in good conduct, politeness and self-control, trying to maximize not only their learning but to give them the right attitude in life and the right mindset to approach their life goals” (College Journal 2012). Subsequently a reward system was more deliberately applied and students affirmed at a Celebration assembly.

### **Co Curricular Highlights**

Involvement in inter-school sport competitions continued into 2012. Students demonstrated their excellent sporting skills with great results with Grade 5& 6 students participating in a sports gala day with other schools in the Springvale district. Over five school records were broken in an amazingly close in school competition between Wesley Warriors, Luther Knights and Ten Boom Titans. The year’s house ‘War Cry’ competition was stepped up in intensity with all houses building on the traditional chants, with new ways to score extra points, including dance, music and acting.

Mr Chris Ellis, Secondary School Operations Coordinator, was responsible for the great success of many school events throughout the year

including the School Production, “The Mouse that Roared”, and a political satire comedy. Students described sacrificing many evenings and weekends, however, this strengthened the cast and created new and powerful friendships. The production contained an impressive cast combined with a humorous script, and proved to be one of the most enjoyable nights of the year.

The SRC (student representative council) further improved and changed throughout 2012 with a plethora of additions as well as more planned to come in following years. Moving the Café to the newly renovated Food Technology room, as well as removing several unneeded food items from the food catalogue implemented a first major change. Several representatives from the SRC also went to a leadership conference held by World Vision to help advertise the 40 Hour Famine program and encourage more students to participate. Providing valuable service was an important priority of SRC members, as they participated as guides for visitors on Open Days. The SRC welcomed the school merit system as student’s spoke of it being a “more systematic and fair approach.” Students are also able to obtain documents listing their misdemeanors and their achievements so they know where to improve in everyday life.

2012 had quickly zipped by and while it had been a year of challenge, with God’s help the College continued to grow and develop.



## Chapter 7 GOOD TO GREAT (2013)

*'Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go' (Joshua 1:9).*

A historical moment occurred on 23<sup>rd</sup> January 2013 when Mrs Avril Howard became the first female to be appointed as the Principal and CEO of Lighthouse Christian College. The College Council, after prayerful consideration, had unanimously declared Mrs. A. Howard to be the leader whom God had chosen to lead the school into its next season of growth and development. This appointment coincided with the 25<sup>th</sup> birthday anniversary of the College which was a milestone to be celebrated in every way. The theme of the 25<sup>th</sup> birthday celebration was to:

*Glorify God; to honor the pioneers; and to inspire the next generation to excellence in Christian teaching and learning.*

In her inaugural speech, Mrs A. Howard expressed that she had felt the Lord was leading her to rebuild and re-establish the foundational pillars of the College and in so doing she adopted the slogan of 'good to great.' This meant that there would be a 360 degree review of the College mission, strategic directions and operations to enable Lighthouse Christian College to be a College of excellence in Christian teaching and learning. The College Council, comprising: Founding President and Pastor Mr Richard Warner; Vice-Chairman Mr Michael Goode; Treasurer Mr. Andrew Stephens; Secretary Mr Robert Barnabas; Mr Ranjith Kumar; Mrs Liz Cartes and Mr Graeme Garside (ex officio) endorsed the strategic direction of the College in pursuing excellence. The Council consisted of Godly men and women who labored faithfully, sacrificially giving of their time and resources to see the vision of, "*raising up a Godly and skilled generation of young people who would bring transformation to society,*" unfold.

The College leadership and management team, focused in their purpose, embraced the challenge of transforming the College into a 'great' school which would see staff and students have greater opportunity to access teaching and learning programs that would bring about the desired cultural change for improvement. The leadership team was made up of: Business Manager Mr

Graeme Garside; Director of Teaching and Learning Mrs Margaret Jewel; Chaplain Mr Mark Goode; and Head of Primary Mrs Lorraine Nagayah, subsequently succeeded by Ms Jacqui Munro. The management team included: Secondary School Student Management Coordinator Mr Paul Donovan; Secondary School Operations Coordinator Mr Chris Ellis; Learning Assistance Coordinator Mrs Rosie Alley; IT Network Administrator Mr Wael Elias; Property Manager Mr Joseph Santamaria; Office Manager and PA to the Principal Mrs Jenny Cooper. The support structure was also extended to include the following roles: Year Level Advisors – Mr Danny Symons (year levels 10-12); Mr Philip Andrew assisted by Mrs Debbie Alam (year levels 7-9). Mr Phillip Andrew, a former Headmaster of the College, continued to play a key role in student management with a focus on student dress standards. This meant that students wore their uniform with pride and dignity. Faculty coordinators were also appointed for the first time in the history of the College and included the following departments: Science – Mrs Reena Thomas; Mathematics – Mr Sam Aboagye; English – Mr Danny Symons; Careers Coordinator – Mr Ferdinando Genovese. In the primary school, Mrs Vivienne Andrew, a long serving and dedicated primary school teacher, was appointed Literacy Coordinator to oversee the development of the English curriculum in line with the National Curriculum. Each team leader had strategically mapped out the goals for their area and would passionately drive this forward while offering the necessary support to the staff team they were



overseeing.

### Lighthouse Christian College Staff 2013

One of the first and major areas that Mrs A. Howard set to work on was to bring the entire community to a deeper knowledge and understanding of the

**Avril Howard being commissioned as Principal by Pastor Richard Warner**



**Avril Howard Inaugural Speech – ‘Good to Great’**



identity and Christian character of Lighthouse Christian College. Mrs Howard had completed her Masters of Education on values based education and was acutely aware of the power of having a school culture formed and shaped by Godly values. The following values were identified by staff as the key values to express the character of the College:

**Friendship; Compassion; Courage; Excellence; Responsibility; Community; Integrity; Humility; Respect and Love.**

These values were made visible and expounded upon through a range of communication modes. Posters which portrayed students reflecting the values were displayed in prominent places on school buildings and in classrooms. The devotions in the College diary were built around each of the values and every month teachers would discuss the relevant value with their students. The weekly newsletter to parents included advice on how parents could partner with the College in teaching the values in the home, and the staff devotions lead by the Principal covered areas of practical application of the College values. The emphasis on values meant that everyone had a reference point to guide interactions in a Godly and positive way. The leadership team studied a book together titled, *Character First* by T. Hill which gave insight into and endorsed the view that affirming character qualities in an organization is a sound beginning to creating a successful organization. Publications such as the College Prospectus were updated to include these values, the College grievance policy and email etiquette policy were discussed with the staff team, and the theme for professional development was on strategies to attain excellence. These initiatives saw the beginning of a cultural shift towards becoming a school that actively pursued a set of commonly held and owned values in all operations.

### Values Poster (2013)

The Strategic Plan (2020) was revised by the leadership and management team and provided a roadmap to 2025. These strategic goals are outlined below with comments on progress to date. The theme and emphasis throughout the plan was to retain the distinctive Christian character of the College as students were

trained and prepared to be Godly leaders in the 21<sup>st</sup> Century.

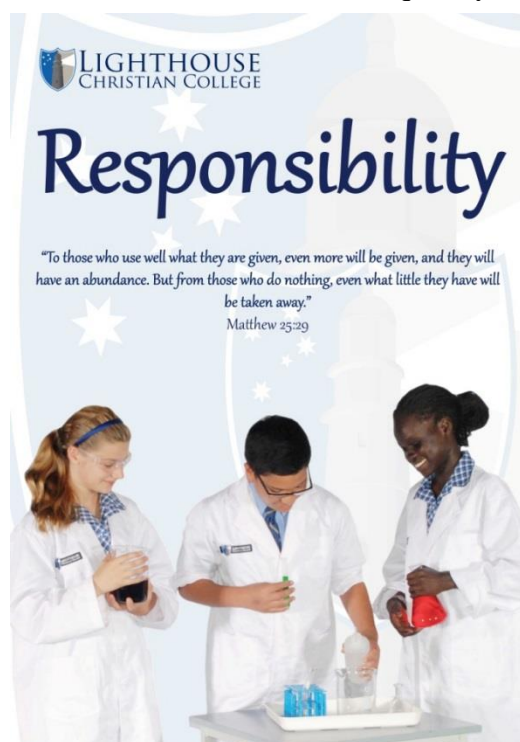
### Strategic Intent 1

#### Godliness

The Values of the College were to create a unifying theme within the College community. In 2013 staff attended an overnight retreat at Belgrave Heights Convention Centre, Belgrave Heights. This was a very special time in creating time and opportunity for staff to bond together while developing a common purpose and understanding of Christian education. Dr B. Roach, President of Harvest Bible College, encouraged, challenged and inspired the staff team in their purpose and mission in working in a Christian school. The retreat was a wonderful success and staff were refreshed and felt revitalized by the experience and their time of being in God's presence.

One of the major successes in 2013 was the improvement to the Blessing Night event. For fourteen years the College ran a Blessing Night for year 11 students. This was an occasion when young people were released into their God given destiny at a special event which would see the College and members of the wider community come together to pray, bless and recognize their young people as emerging leaders. The College was fortunate to have received a significant amount of funding through a local government school support program, which enabled the Blessing Night program to be substantially enriched. It was also decided to transition the program from year 11 to year 10 students in order to recognize and affirm the year 10's on becoming part of the senior school. Subsequently the College was able to offer parents

and students exceptional seminars and exposure to great speakers to help them prepare for their 'coming of age' celebration. The Blessing Night (2013) occasion was an overwhelming success and parents and school council members commented that it was among one of the very best events they had experienced. Other highlights included the revision of the Discipleship program which covered all areas of the student's development – spiritual, physical, emotional, academic and vocational call.



## Strategic Intent 2 Teaching and Learning

The 'Australian Professional Standards for Teachers and Leaders' and the 'Better Schools Plan' were released in 2013 under the Labour government. These nationally approved initiatives were to influence the direction the school would proceed in to ensure quality Christian teaching and improved student outcomes. The professional development plan for teachers enabled each staff member to be part of a professional learning team (PLT). In their PLT's teachers focused on formative and summative data, that is, student results were closely analyzed on a regular basis so that the data could inform practice and meet the learning needs of the students. Teachers were coached in writing up Individual Learning Plans for students and differentiation was embedded in the curriculum to cater for the learning styles of students. The Australian Professional Standards for Teachers was also introduced and supportive mechanisms put in place to help teachers engage with the standards. The College was fortunate that through the government Smart School National Partnership Program they were able to offer professional development opportunities and coaching to teachers in the most current and cutting edge pedagogical practices, in order to improve student achievement particularly in the area of Literacy. The National Curriculum was successfully implemented in the disciplines of English, Maths and Science with Humanities to follow.

Other highlights included an expansion in subject offerings such as the introduction of VCE Food Technology, Music in years 7-9, and a pilot iPad program in year 10. The elective program in year 9 was revamped to allow students to preference their interest areas. This resulted in a higher interest and engagement level among students.

The importance of developing students as responsible digital citizens remains at the forefront and e learning will be expanded in the years to come. Due to the success of the iPad program at year 10, in 2014 it will be introduced at years 6,7, 9 and 10. A government grant under the SSNP and DER initiatives meant that key leaders could access quality ICT training for the implementation of our technology plan and that our infrastructure could be upgraded, as well as additional devices being able to be purchased for student use.

The Biblical Christian worldview remains the key driver for the teaching and learning program and this foundational pillar serves as a measuring tool for staff and student outcomes.

### Students with iPads





### Strategic Intent 3

#### Destiny and Leadership

Many leadership opportunities were made available to students to develop their skills and confidence. The first step was to raise the profile of year 12 office bearers by increasing their visibility in the College and special events; for example the school captains lead devotions at assembly and were MC's at special events. A new office was created to be introduced in 2014; viz the office of social justice. This office will create an avenue for the expression of one of our key values ie compassion, to be demonstrated as students respond to issues of social justice.

In supporting students in their journey of determining their vocational call, a very successful initiative was the Morrisby Careers testing program. All students in years 10-12 were able to participate in high quality career testing which would help them identify their talents and aptitudes so that they could choose their career path wisely and gain a clearer sense of direction towards their God given destiny.

#### Student Leaders (2013) Strategic Intent 4 Global Citizens

This year the College has taken an innovative step in equipping students to take on an international focus. As of 2014 the study of Mandarin will be introduced into the curriculum with plans to expand to VCE. This initiative will meet the needs of the school community due to the large proportion of the school population that is bilingual and the high number of students who access the study of an Asian language off site.

Planning is also underway to send teams of LCC staff to Asian countries to deliver professional



development to Christian school teachers where there is a need for them to be upskilled in effective teaching strategies and pedagogy.

Mission trip - local, national and international, will continue to form part of the co-curricular program of the College, and it is exciting to see partnerships being established with villages that our teams have visited, for example in Fiji and Palm Island.

This year the College will host a group of students from Japan and offer support to these overseas students in the development of their literacy skills by providing the staff and the learning spaces to conduct English classes. Japanese staff and students will be accommodated by parents of the school to help strengthen the community links with this overseas school.

#### Year 11 Missions Trip (2013)



#### Year 11 Missions Trip (2013)



## Strategic Intent 5

### Governance, Financial Stability and Facilities

Enrolments continued to increase and by census date (2013) the College recorded its highest ever enrolment figures of 526 students including the ELC. This was a very satisfying indicator of the positive reputation the school had in the community and provided great encouragement that LCC was a College of choice for parents. Another key attainment in 2013 was the production of a comprehensive risk assessment plan for the College. The plan covered every aspect of school operations and essential control mechanisms were put in place to maximize opportunity for growth, for example a need to access the NBN in order to increase internet speed for staff in lesson delivery.

The school holds a stable financial position which enables the resourcing and delivery of quality teaching and learning. Part of the strategic plan includes looking at constructing further first class buildings to accommodate the growing enrolments and learning needs of the students.

## Strategic Intent 6

### Parents and Community

The Parents and Friends Network (P&F) have continued to build bridges between parents and school. This has been demonstrated by their faithful service in so many College events. The Father's Day breakfast was a highlight this year as Dads gathered together to be affirmed in the crucial role they play in their families and reminded of the positive effect they have on the nation. The work of the P&F in raising funds for mission's trips is to be commended and the introduction of a school banking program to teach financial literacy to primary school students is of great value. LCC is currently ranked third in Victoria for the Commonwealth School Banking Program.

Annual School  
Production –  
Drama  
Extravaganza



### Mother's Day High Tea



### Grandparents Day

The newly created Careers Horizon program for senior students has been another great link between the wider community and the College as guest speakers voluntarily participate in the program. Guest speakers are practicing professionals and bring their rich career background and experience to students to help them explore their career options.

Greater emphasis has been placed on connecting with LCC alumni and the college supported a class reunion held this year. Our alumni have also been employed as teachers and in other specialist fields at the College.

2013 has been an exceptional year. The favour and blessing of the Lord have been evident in all areas of school operations as the vision and mission are actively and boldly pursued. The governors of the College have demonstrated strong leadership in upholding the strategic direction of the College, ensuring that the Christian mission is reflected in all aspects of the school and wider community. The staff team are passionate about the College vision

and have labored hard to see young people trained and educated in Godly values. The involvement of parents continues to increase as bridges are strengthened between home and school. Most importantly the students of Lighthouse Christian College have shown evident character growth, and a spirit of excellence in their educational journey and we are very proud to be able to work with students of such great caliber.

Change had commenced within the framework of continuity of the vision as laid down by the founders. It would take courage in the Lord (Joshua 1:9) by the leadership, management and staff team, to shift Lighthouse Christian College from 'good to great.'



# Happy 25th Birthday Lighthouse Christian College!

Celebrating 25 Years 2013



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