

LIGHTHOUSE CHRISTIAN COLLEGE



ANNUAL REPORT 2013

THE CHRISTIAN CHOICE FOR EXCELLENCE IN EDUCATION

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1: Introduction from the Principal

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

The College was founded over twenty-five years ago and has grown to become a school renowned for its caring multicultural community. The campus is a place of challenge and students are encouraged to engage fully in the learning and enrichment programs of the school calendar. There is pride in the wearing of the uniform, the College badge and in what we stand for in the wider community. Our alumni often visit the school to share on their successes and how their school days helped create foundations for success at tertiary and career levels. We now have graduates sending their own children to the school and former students on the staff team.

Our aim is not just to provide great education but also to enhance life opportunities. We

reference all learning to the Biblical Christian worldview and challenge students to develop their gifts and talents to the full. Learning occurs in a supportive environment and, at senior school there are many additional after school and vacation tutorial classes available. The teachers see themselves as being “enablers of dreams”, which means in practice they work with students to hold the attainment bar high in terms of standards, so students can enter the tertiary institution of their first choice on graduation and move towards the vocation of their dreams.

The teachers work in partnership with the home and local churches to which our students belong. In no way does the College seek to usurp the authority vested in these two vital institutions. Like a three stranded rope, we seek to work as one of three vital life forces contributing to spiritual development, shaping the development of the mind, character, attitudes and physical prowess of our students. While we enjoy fine facilities and educational resources to support learning, the teacher remains the vital key and emphasis is put on recruiting and retaining quality staff members. Through regular professional development they stay on the cutting edge of new pedagogical developments.

Our core values are integrity, community, excellence, courage, responsibility friendship, humility, compassion, respect and love. I encourage you to visit the campus and explore the services we provide. The values listed above are used to guide and challenge our students throughout their schooling at Lighthouse Christian College. Integrity challenges our students to consider, “Who are you when no one is looking?” Excellence highlights our aim to develop students desire to be extraordinary and live inspirational lives. Humility focuses on the attitude Christ displayed when he became like us and our endeavor to follow in His steps. Community represents the atmosphere and relationships that have been developed at the College over a long period of time.

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

I wish to acknowledge and thank the parents and guardians of our students. Thank you for entrusting us with your children. This is a responsibility that we do not take lightly. I wish to acknowledge the staff who play such a pivotal role in the everyday experience of each child at our school. We are also

blessed to have a dedicated team of office administration staff, committed maintenance team and a supportive team of casual workers. I appreciate everything each of these people has contributed. The College is also guided by a Board who is passionate about Christian education. It is my intention that Lighthouse Christian College will continue to flourish. In 2015, the College will improve facilities, extend the range of elective studies, co-curricular programs, and use of digital learning technologies. This will reflect the continuation of growth and development at the College.

In 2013 Lighthouse Christian College celebrated its 25th birthday anniversary. This was a significant milestone achievement and we thank God for His blessing and progress made over these years. I look forward to leading the College from being a good school to an excellent school.

Avril Howard

Principal



2: Significant Achievements In 2013

As in former years, 2013 proved to be a busy and fulfilling year. God blessed our community in many ways. A comprehensive outline of the year is not possible in this report, to get the real highlights you are referred to the 2013 College Journal.

Our theme for the year 2013 was Ambassadors for Christ based on the scripture:

2 Corinthians 5:20 *“Now then, we are **ambassadors for Christ**, as though God were pleading through us: we implore you on Christ’s behalf, ‘be reconciled to God.’”*

GOALS AND PRIORITIES FOR 2013

The College leadership team worked with the entire staff to reach the targets set in the LCC 2013 Operational Plan. This has seven pillars which unite all efforts in every sector of the school:

Spiritual
Innovation
Teaching and Learning
Professional Growth
Curriculum
Well-resourced Operations and
Enrolments and LCC brand.



A key activity undertaken in 2013 was a review of the College Strategic Plan. This resulted in the plan being revised around the key areas for whole school improvement. The updated strategic intents now include:

Spiritual
Teaching and Learning
Sustainability
Globalization
Business
Growth and Development
Community

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

2.1 Highlights – 2013

Major Events

The College celebrated its 25th birthday anniversary as a provider of excellence in Christian education.

Teaching and Learning

The graduating class of 2013 enabled this College to be proud of high attainment of many of our senior students enabling them to enter tertiary institutions of their preference.

The seniors achieved well in the VCE, and the NAPLAN tests corroborated our high achievement levels in literacy and numeracy.

Technology and creative learning techniques were seen to be more comprehensively included in everyday classroom life increasing engagement of students in the learning process.

Implementation of the use of iPads in Year 9, 10 and 11.

The teaching and learning team oversaw the successful implementation of the National Curriculum.

A major investment in professional development for our teachers keeps them at the cutting edge of what is best practice in pedagogy.

Investigation of a more extensive range of elective subjects offered in middle school and a special year 9 program to build resilience for the VCE years ahead was undertaken.

Co-Curricular

We enjoyed sporting successes and saw some brilliant music performances and theatre production, as well as holding art gallery events to promote the visual arts.

There were exciting camps and interstate trips and excursions that enriched the learning experience of students across the school, including a missions trip to both Palm Island by year 9 students and Fiji by year 11 students.



Infrastructure Development

There was much infrastructure upgrade including:

2 Portables to accommodate increased enrolments for Year 6 classes were prepared for installation.

New gardens for school beautification.

A computer room was decommissioned so that an additional learning space could be created and because of an increase in student usage of portable electronic devices.

Development of the grounds and building progressed forward to the set targets.

The upstairs storey of the Durer block secondary school building was repainted.

New lockers with a modern design have replaced the current ones for secondary students.



Parents and Friends

The Parents and Friends Association facilitated the building of stronger links between school and home, and provided valuable support for fundraising activities for e.g. student mission trips.



2.2 Goals and Priorities - 2014

Spiritual

Our theme for the 2014 year is “One in Christ” (Romans 12:4-5) which serves to remind us of the importance of teamwork to achieve our God given goals. This includes:

Facilitating the continual growth of Christian faith and character in students and partnering with parents and local churches for the discipleship of each student.

Excellence in Christian education from a Christian biblical worldview.

Students equipped for service and citizenship as an expression of their Christian faith.

A Christian community where every person is valued and nurtured in their faith and healthy relationships are promoted.

Teaching and Learning

Implementation of (LOTE) Mandarin.

Implementation of the use of tablets in Years 6, 7, 9, 10 and 11 with a view to extending to more levels in 2015.

Enhanced partnerships between parents, students and staff, strengthening the teaching and learning process.

The provision of high quality facilities and resources. Students achieving personal excellence in academic, social, physical, cultural and spiritual outcomes.

A culture of continuous improvement, professional development and pastoral support among staff and the school community.

Implementation of a new school structure. The school will be divided into sub-schools under the leadership of a Coordinator, and each sub-school will be given a name for identity purposes. They are ELC, Beam (P – Yr 4), Navigation (Yr 5-8), Launch (Yr 9 & 10), Zenith (Yr 11 & 12). This structure has been developed around the developmental needs of the age and stage of the child and in alignment with the National curriculum.

Improvement in student engagement and continuous improvement of student learning outcomes and results.

Sustainability

The installation of solar panels to reduce the carbon foot print of the College.

Globalization

To expand the opportunity of overseas missions trips to more year levels and staff members.

Business, Growth and Development

To increase and improve College facilities through a new building program.

Community

Effective communication with parents and the wider community

3: Staff Attendance and Staff Retention

3.1 Staff Attendance

In 2013, our staff had a 95.90% attendance rate at work. A low absence rate in our school demonstrates a high level of personal integrity among our staff and strong commitment to the mission of the school.

3.2 Staff Retention

86.07% of our staff continued their employment with the school at the start of the school year in 2013.

3.3 Workforce Composition

School staff 2013

Teaching Staff	42
Full-time equivalent teaching staff	35.1
Non-teaching staff	24
Full-time equivalent non-teaching staff	17.5
Indigenous staff	0

4: Literacy and Numeracy Testing Results

Annual literacy and numeracy tests are undertaken by students in Years 3, 5, 7 and 9 across the country in government and non-government schools. These tests are called National Assessment Program –

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

Our students' performance in 2013, indicate that they are above the minimum national standard. The school performed significantly higher than other schools in the various year levels in all aspects of literacy and numeracy. The 2013 results indicate continuing improvement in the domains of: Year 3 reading, spelling and numeracy and Year 7 writing and numeracy. Considering that our school does not offer preferential enrolment to academically gifted students, this is a pleasing set of results.

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

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

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

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

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



4.1 Special Education provision

In 2013, Lighthouse Christian College had 24 students receiving funding from the Commonwealth Special Education Component, under several different categories, most notably Severe Language Disorder. Students who were newly funded were assessed by a qualified Psychologist and Speech Pathologist.

There were also 10 students receiving funding from State Support Services for speech therapy. A support program for these students will be ongoing this year and is planned and delivered by the attending speech pathologist.

Each funded student has an Individual Learning/Education Plan that is developed by teachers and implemented by the teachers and the Learning Support staff.



The staff is offered professional development to best meet the needs of the students. For example, in 2014, our team of learning assistance staff will be participating in five days of special development training provided by Independent Schools Victoria in the area of assisting students with dyslexia.

During their time of funding, the students are reassessed and some continue to receive Learning support, while others have improved their skills to the point where they are able to continue working independently in their classrooms.

5: Academic Staff Qualifications

Principal:	Mrs. Avril Howard M.Ed B.A. B.Ed. (Hons) Higher Dip.Ed (Post Grad); Dip Bus Admin
Director of Teaching And Learning:	Ms Margaret Jewell M.Ed B.ED Grad.Dip Adolescent Health and Welfare
Chaplain	Mr Mark Goode B.A, B.Ed
Head of Primary: (Semester 1 2013)	Mrs. Lorraine Nagayah B.A. B.A. (Hons) (Biblical Studies) Dip. Higher Ed (Post Grad) M.Ed
(Semester 2 2013)	Mrs Jacqui Munro Grad.Dip.Christian Ed., Dip.Teaching
Learning Assistance Coordinator:	Mrs Rosemary Alley B.Agr.Sc., Grad. Dip. Tchg. (Primary) Cert IV Christian Ministry & Theology



Primary School:

Mrs. Vivienne Andrew:	Dip Teach (Prim), B.Ed
Mr Alister Austin	B.Ed, Cert IV Christian Ministry and Theology
Miss Stephanie Dunkerley:	B.Ed (Prim)
Mr Tristan Forrest	B.Biblical Studies B.Performing Arts
Mr Joachim Ghosh	P.Grad B.Ed B.Science
Mrs Emma Hadley	B.Ed (La Trobe University)
Mrs. Rhonda Kenneth:	B.Ed (Librarianship) A.Mus.A.
Mr. Vincent Kippen:	B.Ed (Prim)
Mrs. Royena Lotriet:	Dip.TGrad.Dip (Librarianship)
Miss. Carrie Maher:	B.TChLN, Cert (Learning Support)
Mrs. Marlene Naidoo:	B.A. Dip Ed B.Ed
Mrs. Rebecca Ly:	B.A. Grad Dip Ed (Prim)
Mrs Laura Robinson	B.Ed B.Teaching
Miss. Crystel Sookun:	B.Ed (Prim)
Mr. Philip Sookun:	B.Ed (Prim), B.A (Christian Ministry)
Mr Sam Schubert:	BA.Dip Ed
Miss Sam Woods:	Grad Dip (Teach) B (Communications)



Secondary School:

Mr. Sam Aboagye:	B.Sc (Hons) Maths Grad.Cert.Ed Grad.Dip (Operations Research) M.Ed Studies
Mrs. Debbie Alam:	B.A. Dip.Ed Assoc.Theol
Mr. Phillip Andrew:	Dip.B.C.A.E
Mrs Rebekah Arias:	B.D (Arts)
Mr. Alan Baldry:	B.Sc Grad.Dip.Ed Grad.Dip (Computer Ed)
Mrs. Petra Bracken:	B.Ed (Physical Education)
Mr Chris Burke	Grad.Dip.Ed, B.(Arts)
Mrs. Lucille Donovan	B.Sc (Hons) Chemistry H.D.E
Mr. Paul Donovan:	B.A. Grad.Dip (Sec) (Teaching English)
Miss. Carin Eastburn	B.Ed (Physical Education)
Mr. Christopher Ellis:	B.A. Grad.Dip (Sec) (Teaching Drama and Visual Arts)
Mrs Rebecca Felici:	B.A. Dip Ed Cert (Integration Aide)
Mr. Ferdinando Genovese:	B Accounting, Grad Dip (Accounting & Business Management) Adv Dip (Accounting) Adv Dip (Information Technology) Cert IV (Work Place Training & Education)
Miss Catherine Han	B.Teaching Cert IV (Assessment & Training) B.Arts
Mrs Sharon Keys	B.Ed (Secondary)
Mr Luis Leon	Grad.Dip.Teaching & Learning, B.Arts, Dip.Fitness
Mrs Chin Ee Lor	Grad.Dip.Ed B.Law B.Arts
Miss Natasha Lukman	M.D (Teaching)
Mr. Sunui Magele:	B.Ed. Dip.Teach (Prim) Cert. Teach
Mr Steven Srzich	Grad.Dip.Ed B.(English Film) B. Social Sciences Cert IV Christian Ministry
Mr. Daniel Symons:	Grad.Dip Ed (Sec) (Teaching English, English Language & Literacy), B.Art (Major English, Philosophy)
Mrs. Reena Thomas:	B.Sc. B.Ed. Grad.Dip (See Education in Mathematical Foundation) M.Sc.
Miss. Raymonda Togany:	B.Sc B.Ed (Sec) MA (Counselling)

Early Learning Centre

Ms Carla di Carlo	B.ECS (Hons) Post Grad Educational Studies Early Intervention, Cert IV Assessment & Workplace Training, Masters of Ed Special
Mrs Angela Jeremiah	Dip.Children's Services, P.Grad.Dip Early Childhood Ed
Mrs Diana Ng	B.Arts Early Childhood Ed.



6: Professional Development Expenditure

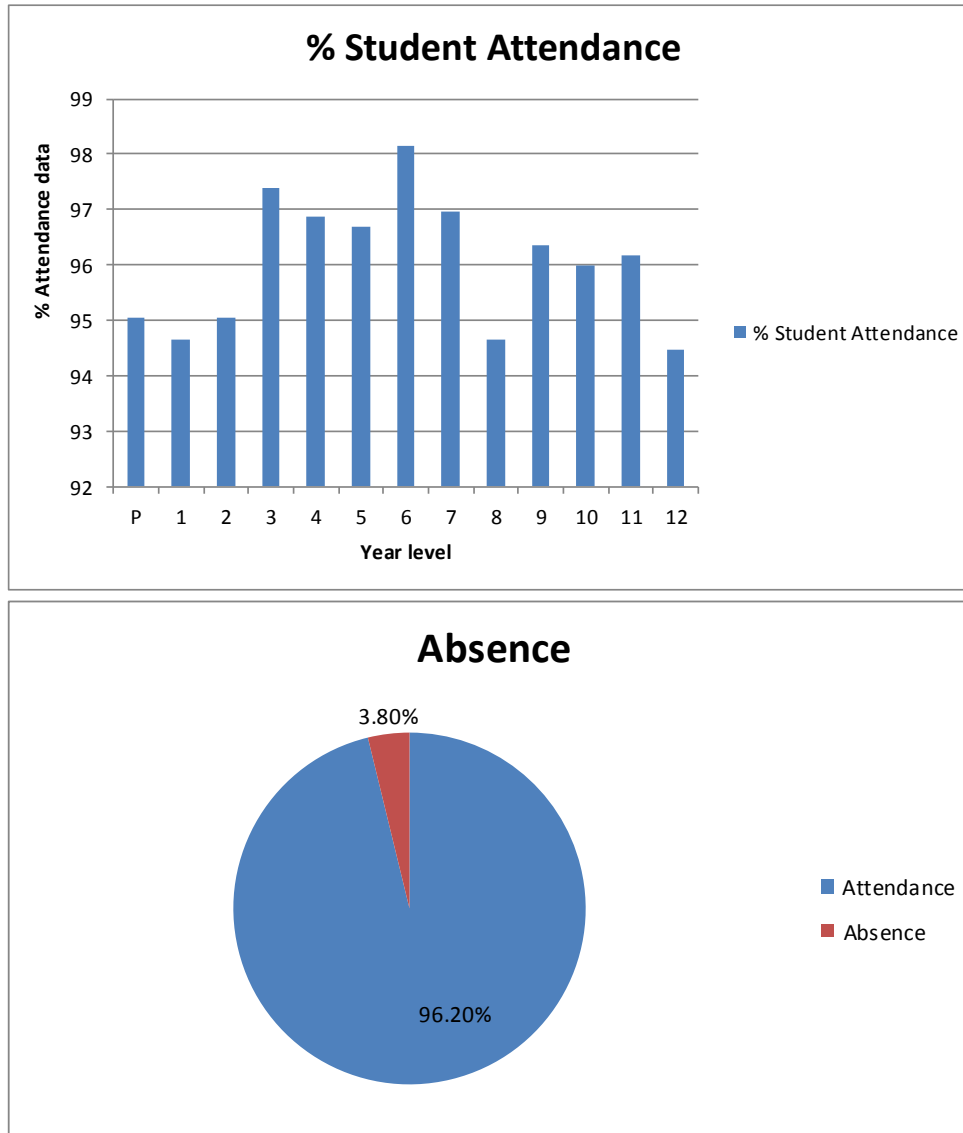
Professional development of staff is a high priority for our school because we believe that every staff member should be in process of developing and refining his/her gifts and skills. All members of staff have access to professional development opportunities and the school spent \$48,451.16 in 2013 to cover professional development costs of the staff.

All office, grounds, aide, and other ancillary staff are given opportunities for professional development through training or conferences as the needs arise.

7: Student Attendance Patterns

The school had 484 students enrolled in year P — 12 as at August 2013.

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



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

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

8: Value Added

Throughout 2013 our theme was “Ambassadors for Christ” from 2 Corinthians 5:20 and across the school we explored together what it meant to be chosen and selected by God for His purpose and His plan. In homeroom devotions, Christian Studies Days, chapels and Christian Studies classes we discovered God’s intentionality in crafting each and every one of us and sought Him for His plan for our lives.

Through Christian Studies all Year 12 students pioneered significant social justice initiatives raising funds and awareness for charities and global issues.

Our inaugural eight week Coming of Age program at year 10 facilitated the building of autonomy, confidence, direction, faith and purpose in our students culminating in a renewed “Blessing Night” which saw each student blessed, empowered and released in to adulthood.

Our second annual Secondary Christian Studies Camp saw almost 100 young people give up a weekend of their holidays to worship, seek God and learn more what it means to be a disciple of Jesus.

Our annual mission trips to Palm Island (Year 9) and remote Fiji (Year 11) continued to be major catalysts for personal growth and discipleship in our students.

Character and leadership development were pursued diligently across the school with many opportunities for student leadership at primary and secondary level including on the Student Representative Council. Our students excelled in drama and the arts with our annual theatrical production and high quality work produced at VCE level. Opportunities to serve were many including community service, public speaking, worship bands, lunchtime prayer and other activities, mentoring; social justice causes and fund raisers were also engaged in and students grew in their awareness of issues and causes beyond themselves and their world. Science Week in secondary and Book Week in primary continued to be highlights and an Anti-Bullying program served to empower our young people to stand for justice and righteousness in their school and also in their wider community. Our sense of togetherness and community continued to grow amongst the students and staff with teamwork and team building opportunities across the school.

NAPLAN trends data showed continuous improvement in student achievement. Small classes in senior secondary continued to produce solid results with year 12 students graduating confident in their future prospects and vocational opportunities.

9: Senior Secondary Outcomes

The College congratulates the graduating class of 2013. The graduates, in the main, gained entry to the university degree and TAFE course of their preference. They chose all the main universities and a variety of professions.

VCE Study Scores and Atar Scores 2013:

100% of students successfully completed their VCE.

23.5% of students achieved an ATAR of higher than 80%.

11.2% of students achieved study scores of 40 and above.

1 student received a perfect study score of 50/50 for English.



Vocational Education and Training (VET) 2013

Students undertaking vocational training – 21

Students Attaining a VET qualification – 1

Students attaining a VET qualification in Certificate III in Christian Ministry and Theology - 20

Selected students in Year 11 participate in Certificate 111 in Christian Ministry which enables them to graduate with a dual certificate being their VCE Certificate and VET Certificate

The graduating students performed according to their academic profile as measured in the 2013 General Achievement Test, G.A.T. 100% of students (34) in the year 12 2013 cohort successfully completed their VCE certificate.

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

10: Post School Destinations

Tertiary applications and offers through VTAC.

Total number of applicants with preferences	27
Number of Applicants who received an offer	25
Number of 1 st round offers	25



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

11: Retention Rates Year 9 to Year 12

In our 2013 Year 12 cohort, 72.5% (highest figure in the last few years) of our students had been at our school since year 9. This is a 27.5% increase compared to 2012.

We are pleased to see this figure increase, students now choose to complete their VCE at Lighthouse Christian College. Our VCE results have been very good, and we now have ample evidence to demonstrate that any of our students who works hard will be rewarded with a VCE result, and the ATAR score that will be in keeping with his/her abilities. However, we still have a few students who feel that they will be advantaged by attending a larger school with an extensive subject selection or one with more applied subject options e.g. motor mechanics or hair-dressing.

12: Satisfaction Survey Results

Survey Feedback

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

Parent Satisfaction Survey

The Parent Satisfaction Survey consisted of 55 questions on 8 domains: e.g. Curriculum Academic Program, Quality of Teaching, Learning Outcomes, Pastoral Care, Discipline and Safety, etc. Parents were asked to rate the 55 questions on a scale from 'strongly disagree to 'strongly agree'. This data was obtained from 69% of mothers, 29% of fathers and 1.5% of guardians. The results are presented in the table below:

Curriculum/Academic Program	98.5%		Parental involvement	97.1%
Quality of Teaching	97%		Resources	95.6%
Learning Outcomes	98.5%		Year Transition	97%
Pastoral Care	98.5%		Global Item Rating	90.8%
Discipline and Safety	95.6%		Recommend the School To Others	90.8%

Staff Satisfaction Survey

The Staff Satisfaction Survey measured 89% of staff perceptions of the Work Environments with 48 of the 66 nominated staff responding to questions on the 6 key domains, namely, Feedback, Goal Congruence, Leadership and Morale, Staff Collaboration, Professional Development and Overall Satisfaction. The results were as follows:

Feedback	87.5%		Staff Collaboration	100%
Goal Alignment	100%		Professional Development	93.8%
Leadership and Morale	87.5%		Overall Satisfaction	100%

Student Satisfaction Survey

The General Student Satisfaction Survey involved 194 student respondents, 61 respondents from Year 5-6, 84 respondents from Year 7-9 and 49 students from Years 10, 11 and 12. The General Survey focused on 9 key areas and the results were as follows:

Academic Program	89%		Resources	84%
Learning Outcomes	94%		School Ethos/Values	93%
Pastoral Care	91%		Peer Relationships	93%
Personal Development	91%		Transition	91%
Discipline and Safety	92%			

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

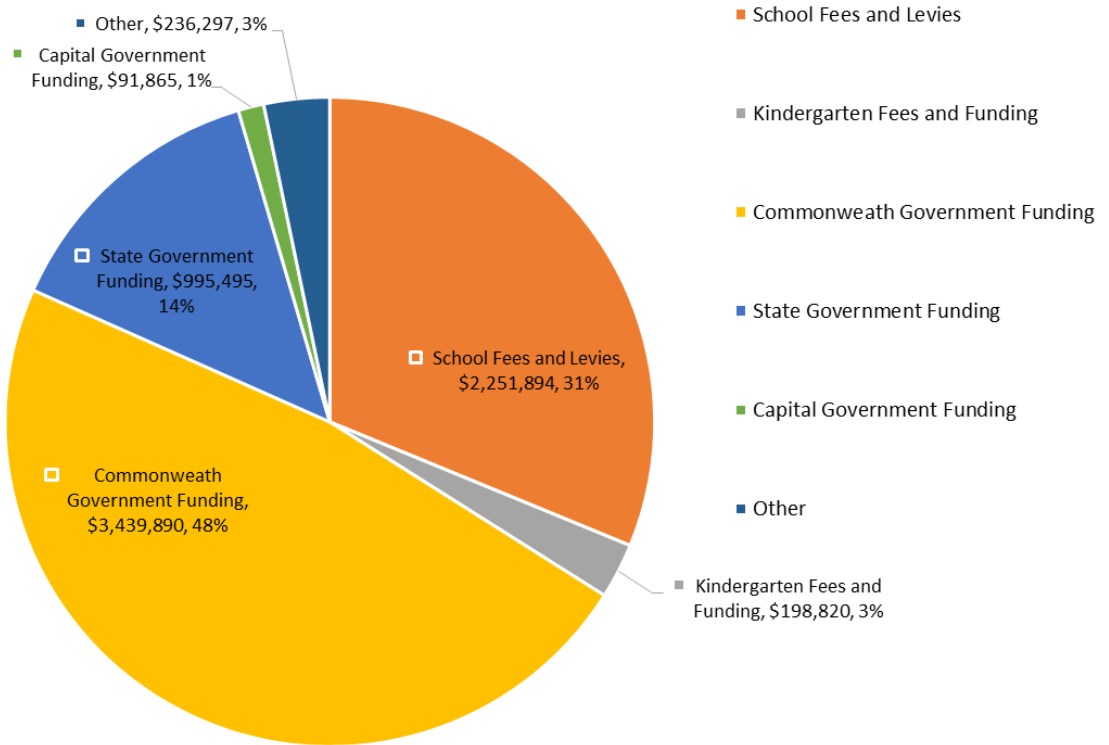
Academic Rigour	93%		Teacher Practice	91%
Feedback	81%		Teacher/Student Rapport	91%
Teacher Knowledge	89%			

Comment by way of response:

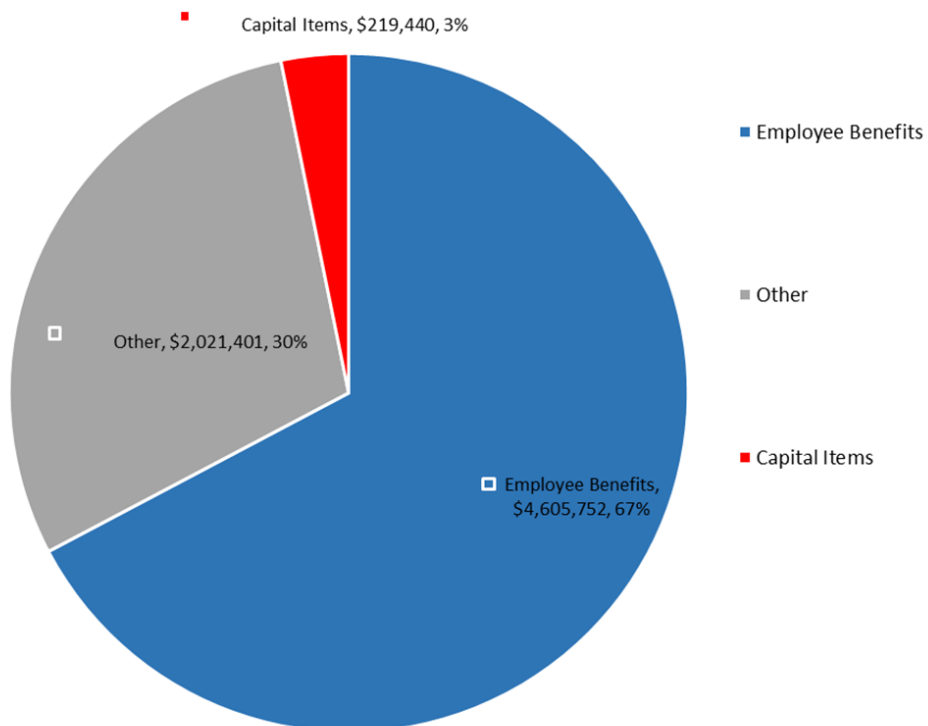
Overall the results show a good level of satisfaction with the College. In 2014 the College will review the areas for improvement such as resources and facilities and look at closing the gaps. Investigation into a new building program has commenced.

13: Financial Data

Sources of Income



Dissection of Expenses



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