

LIGHTHOUSE CHRISTIAN COLLEGE



ANNUAL REPORT 2014

THE CHRISTIAN CHOICE FOR EXCELLENCE IN EDUCATION

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1: Message from the President

I begin this report with the famous words from the Bible – Psalm 133:

*How good and pleasant it is when God's people live together in unity!
For there the LORD bestows his blessing, even life forevermore*

I believe this is the greatest key to the current state of the school.

At the governance level we have a group of Councillors who all have a heart to see God's blessing on the school as it achieves God's great vision in the coming days.

At a leadership level, we have a 'Dream Team' led by our principal, Mrs Avril Howard, who have displayed great cohesion and dedication to duty – such a quality group of people!

At the 'coal-face' level, we have an army of teachers, enraptured with the vision of the school, excited, happily positioned in their 'rank and file', and celebrating each others' victories.

At an administration level we have a group of tireless and dedicated 'unsung heroes'. The manner in which they do their work is positive and infectious.

To all these people we say a big 'Thank You!'

Such unity has indeed produced unprecedented blessing upon the school – let me share some of the evidences:

- Our academic results are continuing to rise to new heights – something to be proud of
- The standard of behaviour amongst our students is second to none
- Our student enrolment continues to rise to new levels
- Our spiritual goals of seeing young people touched by God and unashamedly testifying so – is so encouraging. (A chaplain's delight!)
- Our sense of order and tone in the school is outstanding. New parents (and new teachers) often comment on this

A recent survey revealed that our parent satisfaction on a broad spectrum of issues in the school was high in all areas.

Exciting new Building and Equipment projects to come in 2015:

- A new double storey building is being designed and planned with 21st century pedagogical principles
- A roof over our outdoor basketball court creating a second indoor sporting facility
- New playground equipment for BEAM and Navigate
- Access to digital devices for all students from Prep to 12
- Car-parking to be extended accommodating another 30 cars

Special thanks to our principal Mrs Avril Howard – the helmsman of the ship – who not only leads us to great heights, but with a spirit of excellence, wisdom and humility. In her own words I close:

Our theme at the start of the year was "from great to excellent" and these results combined with our continued exceptional academic results and growing facilities are not only ensuring we fulfil that theme but are truly making us "the Christian Choice for Excellence in Education"

Well done to all! In the words of Moses: "Come with us, and we will do you good, for the Lord has spoken good concerning us" (Num. 10:29)

Pastor Richard Warner

Founding President and Chairman of the College Council



2: Introduction from the Principal

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

The College was established in 1989 and has since grown to become a school renowned for its caring multicultural community. The campus is a place of academic challenge and students are encouraged to engage fully in the learning and enrichment programs of the school calendar. There is pride in the wearing of the uniform, the College badge and in what we stand for in the wider community. Our alumni 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, and shaping the development of the mind, character, attitudes and physical prowess of our students. While we enjoy fine facilities and educational resources to support learning, the teacher remains the vital key and emphasis is put on recruiting and retaining quality staff members. Through regular professional development staff stay on the cutting edge of new pedagogical developments.

Our core values are integrity, community, excellence, courage, responsibility friendship, humility, compassion, respect and love. These values listed above are used to guide and challenge our students throughout their schooling at Lighthouse Christian College. Integrity challenges our students to consider, "Who are you when no one is looking?" Excellence highlights our aim to develop students' desire to be extraordinary and live inspirational lives. Humility focuses on the attitude Christ displayed when he became like us and our 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 2016, the College will improve facilities, extend the range of elective studies, co-curricular programs, and use of digital learning technologies. This will reflect the continuation of growth and development at the College.

I look forward to leading the College from being a good school to an excellent school.

I would also encourage you to visit the campus and explore the educational service we provide at our beautiful Christian College.

Avril Howard

Principal



3: Significant Achievements In 2014

As in former years, 2014 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 learn more about the highlights you are referred to the 2014 College Journal.

Our theme for the year 2014 was “One in Christ” based on the scripture:

Romans 12:4-5 “*So in Christ we who are many form one body.*”

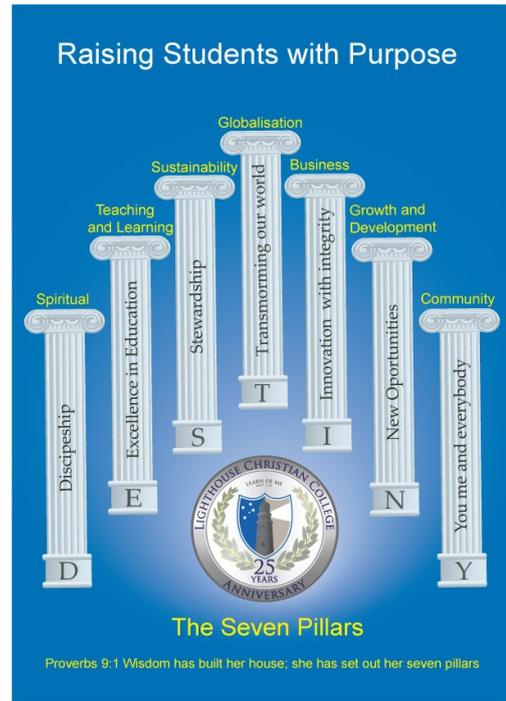
GOALS AND PRIORITIES FOR 2014

The objectives of the Strategic Plan –

Roadmaps to Destiny 2025 is to place the students at the center of learning and prepare them for their God given destiny.

The College leadership team worked with the entire staff to reach the targets set in the LCC 2014 Operational Plan. This has seven pillars which unite all efforts in every sector of the school:

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



A major accomplishment in 2014 was the launch of a new sub-school structure built upon the age and stage of child development. This resulted in the following sub-school sections:

Beam Prep-4

Navigate—Years 5-8

Launch—Years 9-10

Zenith— VCE Years 11-12

This has been a successful venture resulting in significant school improvement.

3.1 Highlights – 2014

One In Christ

The theme for 2014 was **One in Christ**, based on the Scripture Ephesians 4:1-3;

'Make every effort to keep the unity of the Spirit through the bond of peace.'

This theme served to unify the College and subsequently we experienced the favour of God in all areas of College life.

The College Strategic Plan, **Roadmaps to Destiny 2025** maps out the future direction of the College and contains 7 pillars. The seven pillars have been reflected as an acronym, **DESTINY** and the report below highlights the major accomplishments in 2014 under each of these pillars:

Discipleship

In 2014 we saw significant progress in the spiritual development of students. Close to 100 secondary students participated in a Christian Studies camp during the school holidays. The feedback from these students demonstrated how much they had deepened their relationship with God and this has had a positive impact on school culture and tone. The primary school band is to be commended on their excellent worship and skilled performances both at school events and at other Christian schools.

I am thrilled to announce that our inaugural missions trip for Year 12 students took place at the end of November 2014.

The students travelled to India where they built houses for those less fortunate. It is a joy to see our Year 12 graduates schooling culminate in this significant contribution on a global scale.

Excellence

Our goals for this year were aligned to the Education Act 2013 focused on quality

teaching and learning and on providing an environment in which students could flourish.

To achieve this the school was restructured around the age and stage of child and adolescent development which resulted in a cutting edge structure: ELC; Beam (P-4); Navigate (5-8) Launch (9-10) and Zenith (VCE – 11-12). This new structure has had profound benefits for the teaching and learning program and the emergence of sub school identity.

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

Stewardship and Sustainability

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

Installation of 30kw solar panels to reduce our carbon footprint; a vegetable patch for students to acquire basic horticulture skills and an increase of designated recycling bins for waste disposal.

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

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



3.1 Highlights – 2014

Transforming our World

The introduction of Chinese Mandarin into the curriculum has met with great success.

Students have been provided with multiple opportunities to learn and experience an international language and culture which will position them well to engage fully in society.

Overseas missions trips to Fiji, local missions trips to Palm Island and participation in community service has seen our students grow in leadership capacity and service.

College values such as compassion, humility, friendship and responsibility have been given expression through these activities. All communities that our students have engaged with have reported most favourably on the powerful impact and significant contribution LCC students have made to their lives bringing hope and joy.

Innovation

Following the successful pilot iPad program in 2013, we extended the use of one-to-one digital devices to years 6 – 11 in 2014. This involved providing professional learning to staff to enhance the use of devices to support teaching and learning. The use of technology in learning has shown a correlation with student engagement and we are therefore pleased to say that as of 2015 every student will have access to a digital device from Prep to 12.

Growth and Development

To accommodate growing enrolments for this year, we added two well-appointed portable classrooms.

The Durer and Chisholm blocks were repainted and installation of a rear gate to enhance security was completed by the end of the year. Planning commenced to transform the basketball court into a second

undercover / indoor sport facility which will cater for a variety of sporting activities.

Community

It has been most encouraging to see the level of parent engagement within the school increase to new levels this year.

The feedback provided by parents through the communication mornings has been valuable in shaping our school improvement plan.

Thank you to the Parents and Friends Network for your labour of love in supporting our students through fundraising for missions trips, school banking and financial literacy and hosting events e.g. Father's Day Breakfast, it has been highly appreciated. Thank you also to all the parents for your participation in College events during this year and supporting your young people in their educational journey.



“Parents and Friends Network”

3.2 Goals and Priorities - 2015

Spiritual

Our theme for the 2015 year is “God is King” (Psalm 145:1) which serves to remind us of the majesty and Lordship of God as we unite under Him to pursue our goals. These include:

- Facilitating the continual growth of Christian faith and character in students and partnering with parents and local churches for the discipleship of each student.
- Excellence in Christian education from a Christian Biblical worldview.
- Students equipped for mission service, citizenship and mission as an expression of their Christian faith.
- A Christian community where every person is valued and nurtured in their faith and healthy relationships are promoted.

Teaching and Learning

- Introduction of Thinkpads in BEAM (P-4).
- Implementation of the use of tablets in Years 5, 6, 7, 9, 10 and 11 with a view to extending to Year 12 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.
- Consolidation of the new school structure. The school was divided into sub-schools under the leadership of a Coordinator, and each sub-school was given a name for identity purposes. They are ELC, Beam (P – Yr 4), Navigate (Yr 5-8), Launch (Yr 9 & 10), Zenith (Yr 11 & 12). This structure was 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.

Technology

To enhance teaching and learning in 2015, we are looking at introducing a Learning Management System (LMS) and a web filter (Netbox Blue) to enhance cyber safety.

This review and strategic plan has been implemented in two phases. The first was to improve the network infrastructure and stabilise the server platform, internet platform and our wireless infrastructure.

3.2 Goals and Priorities - 2015

Secondly, we will focus on securing a web filter and a Learning Management System rollout plan.

Sustainability

- The installation of additional solar panels to reduce the carbon foot print of the College.
- To make more use of digital technology to reduce the amount of paper being used.

Globalization

- To investigate the opportunity of overseas missions trips to student leaders across all year levels; and staff members.

Business, Growth and Development

- To increase and improve College facilities through a new building program and additional playground equipment.

Community

- Improved parent engagement
- Increased number of parent seminars throughout the year.
- Effective communication with parents and the wider community including but not limited to electronic communication e.g. Skoolbag app and more frequent communication mornings.



4: Staff Attendance and Staff Retention

3.1 Staff Attendance

In 2014, our staff had a 97.5% 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

83.00% of our staff continued their employment with the school at the start of the school year in 2014.

3.3 Workforce Composition

School staff 2014

Teaching Staff	45
Full-time equivalent teaching staff	37.5
Non-teaching staff	25
Full-time equivalent non-teaching staff	18.3
Indigenous staff	0

5: Literacy and Numeracy Testing Results

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

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

Our students' performance in 2014, indicates that they are well above the minimum national standard. The school performed significantly higher than other similar schools in the various year levels in all aspects of literacy and numeracy. The 2014 results indicate continuing improvement in the domains of: Year 3 reading, punctuation, spelling and numeracy and Year 9 results overall. Our strengths are highlighted by excellent results in Year 3 grammar and punctuation, spelling and numeracy and Year 7 numeracy where our results are significantly above those of both 'like' and 'all schools'. 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 to employ teaching methods that address the various learning needs of students to ensure the students achieve greater heights in literacy and numeracy.

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

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

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



5.1 Special Education provision

In 2014, there were 22 students attending Lighthouse Christian College who were eligible to receive funding for learning support from the Commonwealth Government through provision for Students with Disabilities. Students who were newly funded were assessed by a qualified psychologist and speech pathologist.

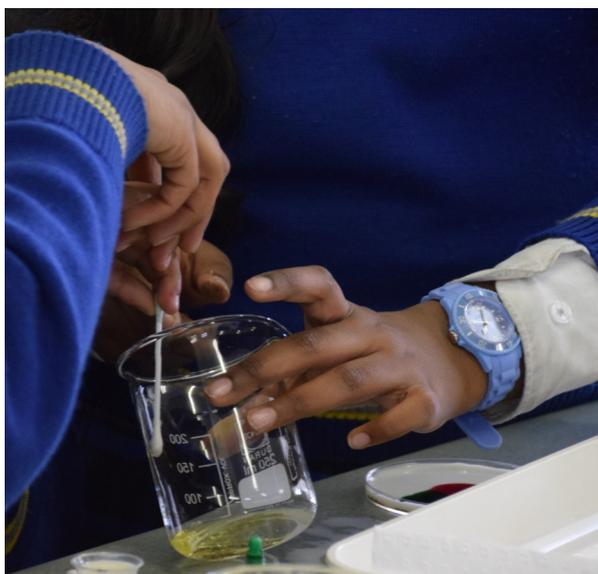
There were also 10 students receiving funding from State Support Services for speech therapy. A support program for these students will be ongoing this year and is planned and delivered by the attending speech pathologist.

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



The staff is offered professional development to help them best meet the needs of these students. For example, in 2014, our team of learning assistance staff participated 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 every few years 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.



6: Academic Staff Qualifications

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



Primary Staff

Mrs. Vivienne Andrew:	Dip Teach (Prim), B.Ed
Mrs Lara Hansen (Birse):	P.Grad Dip Ed (Prim) B.Bus Commerce (Tourism Major) B.Communications
Miss Michelle Bryan:	B.Art Grad Dip Ed
Mrs Sharon Davies:	B.Teaching (Prim) B.Ed (Junior Prim/Prim)
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 Kim Kamper:	Dip.T (Prim) Dip Community Services Adv Dip Community Services Work
Mr. Vincent Kippen:	B.Ed (Prim)
Mr Wing Leong:	B. Science Dip Ed Dip Department Management
Mrs. Royena Lotriet:	Dip.TGrad.Dip (Librarianship)
Mrs. Rebecca Ly:	B.A. Grad Dip Ed (Prim)
Miss. Carrie Maher:	B.TChLN, Cert (Learning Support)
Mr Christian Morabito:	Grad Dip Teaching (Secondary) B.A. Cert IV Training and Assessment Adv Dip of Screen
Mrs. Marlene Naidoo:	B.A. Dip Ed B.Ed
Mrs Madeleine Porter:	B.Ed (Prim)
Miss Kathryn Price:	B.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)
Mrs Jacqui Wilson:	B.A. (SS&H) H.D.E. (PG) (Sec) Psych (Hons)
Miss Sam Woods:	Grad Dip (Teach) B (Communications)

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.Teach (Prim)
Mrs. Hazel Ashley:	Grad.Dip.Ed B.Commerce Cert.IV Christian Ministry
Mr. Alan Baldry:	B.Sc Grad.Dip.Ed Grad.Dip (Computer Ed)
Mrs. 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. Adv Dip (Accounting) (Information Technology) Cert I (Work Place Training & Education)
Miss Catherine Han:	B.Teaching Cert IV (Assessment & Training) B.Arts
Miss Kelly Howard:	B.A. (English)
Mrs Sharon Keys:	B.Ed (Secondary)
Mrs Chin Ee Lor :	Grad.Dip.Ed B.Law B.Arts
Mr. Sunui Magele:	B.Ed. Dip.Teach (Prim) Cert. Teach
Mr Steven Srzich:	Grad.Dip.Ed B.(English Film) B. Social Sciences Cert IV Chris tian Ministry
Mrs. Reena Thomas:	B.Sc. B.Ed. Grad.Dip M.Sc.
Miss. Raymonda Togany:	B.Sc B.Ed (Sec) MA (Counselling)
Mr Steve Young:	B.Ed. Grad.Dip.Ed

Secondary Staff

7: Professional Development Expenditure

Professional development of staff is a high priority for our school because we believe that every staff member should be in the process of developing and refining his/her gifts and skills. All members of staff have access to professional development opportunities and the school spent \$59,090.79 in 2014 to cover professional development costs of the staff.

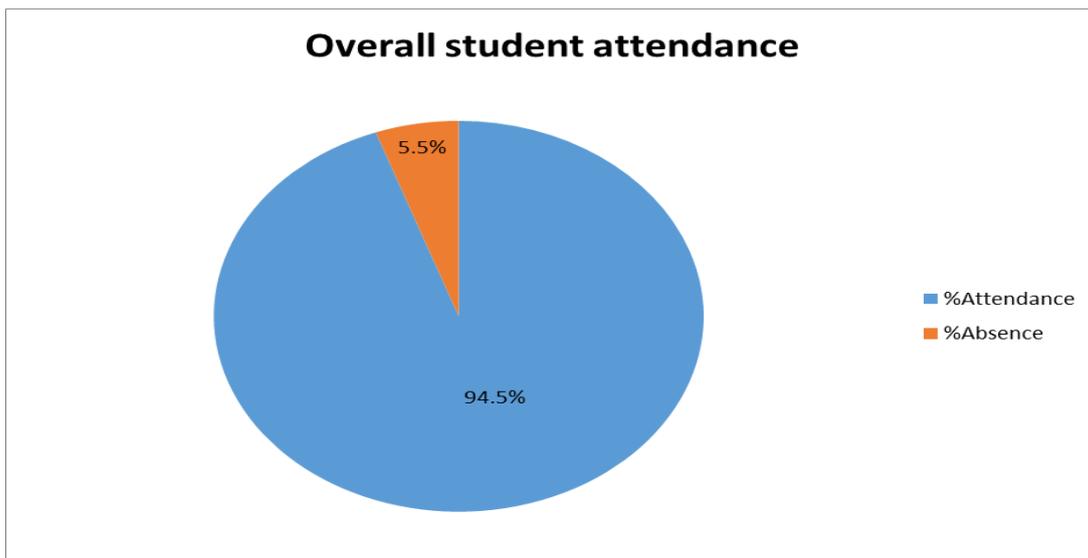
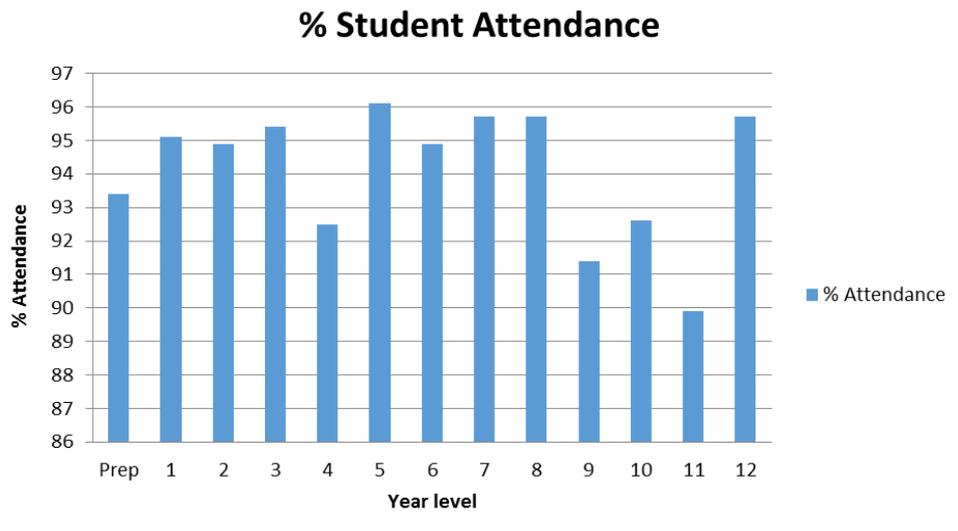
All office, grounds, aide, and other ancillary staff are given opportunities for professional development through training or conferences as the needs arise.



8: Student Attendance Patterns

The school had 514 students enrolled in year P — 12 as at August 2014.

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.

9: Value Added

In 2014 our theme was “*One in Christ*” from Romans 12:4-5. In Homeroom devotions, Christian Studies Days, Chapels and Christian Studies classes, students discovered God’s intentionality in crafting each and every one of them and sought Him for His plan for their lives.

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

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

The annual Secondary Christian Studies Camp saw almost 100 young people give up a weekend of their holidays to worship, seek God and learn more of what it means to be a disciple of Jesus, to grow in leadership and to make a positive contribution to society.

Our annual mission trips to Palm Island (Year 9), remote Fiji (Year 11) and India (Year 12) continued to be major catalysts for personal growth, leadership development and discipleship in our students.

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

Students excelled in drama and the arts through our annual theatrical production and high quality work produced at VCE level. Opportunities to serve were many including community service, public speaking, worship bands, lunchtime prayer and other activities, and 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.

10: Senior Secondary Outcomes

The College congratulates the graduating class of 2014. 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 2014:

100% of students successfully completed their VCE.

21.4% of students achieved an ATAR of higher than 80%.

5.5% achieved study scores of 40 and above.

Vocational Education and Training (VET) 2014

Students undertaking vocational training – 12

Students attaining a VET qualification – 11

Students attaining a VET qualification in Certificate III in Christian Ministry and Theology - 6

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

The graduating students performed according to their academic profile as measured in the 2014 General Achievement Test, G.A.T.

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.



11: Post School Destinations

Tertiary applications and offers through VTAC.

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



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

12: Retention Rates Year 9 to Year 12

In our 2014 Year 12 cohort, 71.4% of our students had been at our school since year 9. This is a 26.4% increase since 2012.

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

13: Satisfaction Survey Results

Survey Feedback

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

Parent Satisfaction Survey

The Parent Satisfaction Survey consisted of 55 questions on 8 domains: e.g. Curriculum Academic Program, Quality of Teaching, Learning Outcomes, Pastoral Care, Discipline and Safety, etc. Parents were asked to rate the 55 questions on a scale from 'strongly disagree' to 'strongly agree'. This data was obtained from 71% of mothers and 29% of fathers. The results are presented in the table below:

Curriculum/Academic Program	8.94		Parental involvement	9.29
Quality of Teaching	8.94		Resources	9.06
Learning Outcomes	9.17		Year Transition	8.82
Pastoral Care	9.06		Global Item Rating	8.45
Discipline and Safety	9.3		Recommend the School To Others	8.45

Staff Satisfaction Survey

The Staff Satisfaction Survey measured 92% of staff perceptions of the Work Environments with 66 of the 72 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	9.55		Staff Collaboration	10
Goal Alignment	9.54		Professional Development	8.03
Leadership and Morale	10		Overall Satisfaction	9.54

Student Satisfaction Survey

The General Student Satisfaction Survey involved 226 student and 58 respondents. The General Survey focused on 9 key areas and the overall results per domain were as follows:

Academic Program	9.2		Resources	8.4
Learning Outcomes	9.5		School Ethos/Values	9.4
Pastoral Care	9.2		Peer Relationships	9.2
Personal Development	9.3		Transition	9.3
Discipline and Safety	9.3			

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

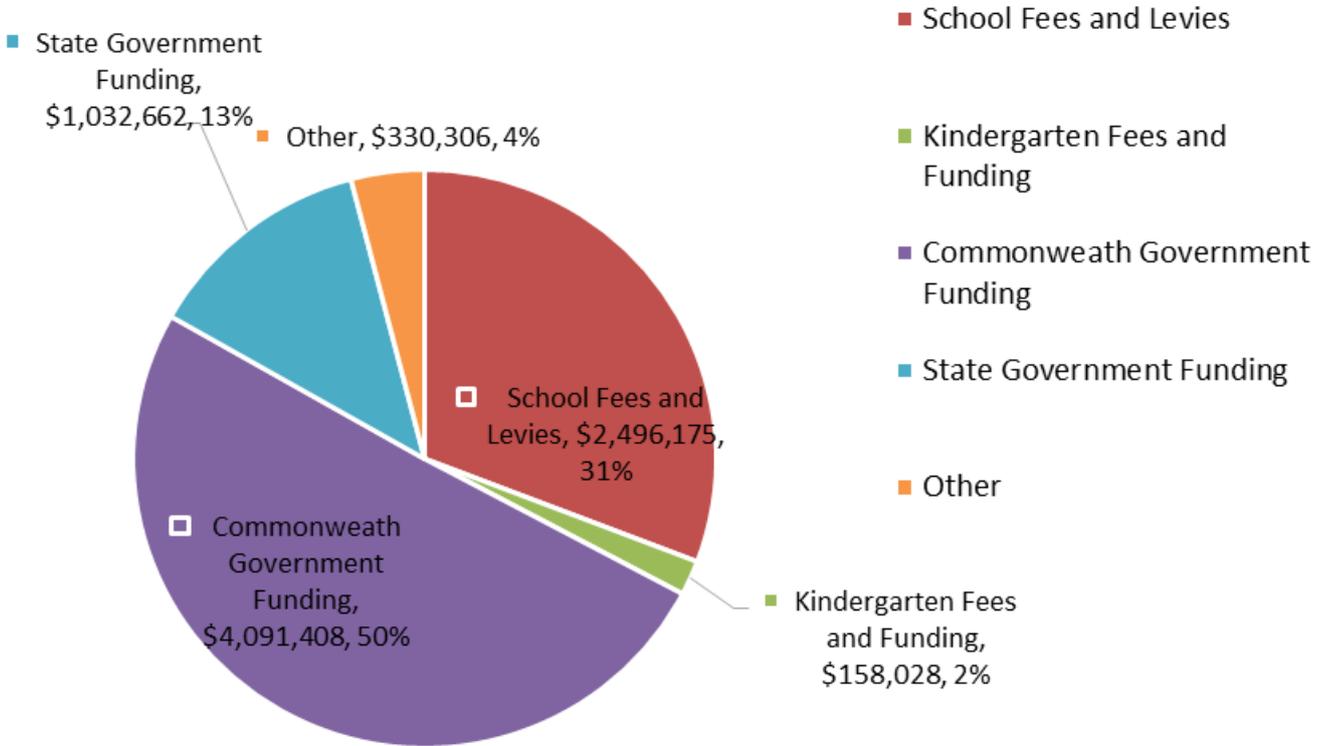
Academic Rigour	9.3		Teacher Practice	9.3
Feedback	8.8		Teacher/Student Rapport	9.1
Teacher Knowledge	9.2			

Comment by way of response:

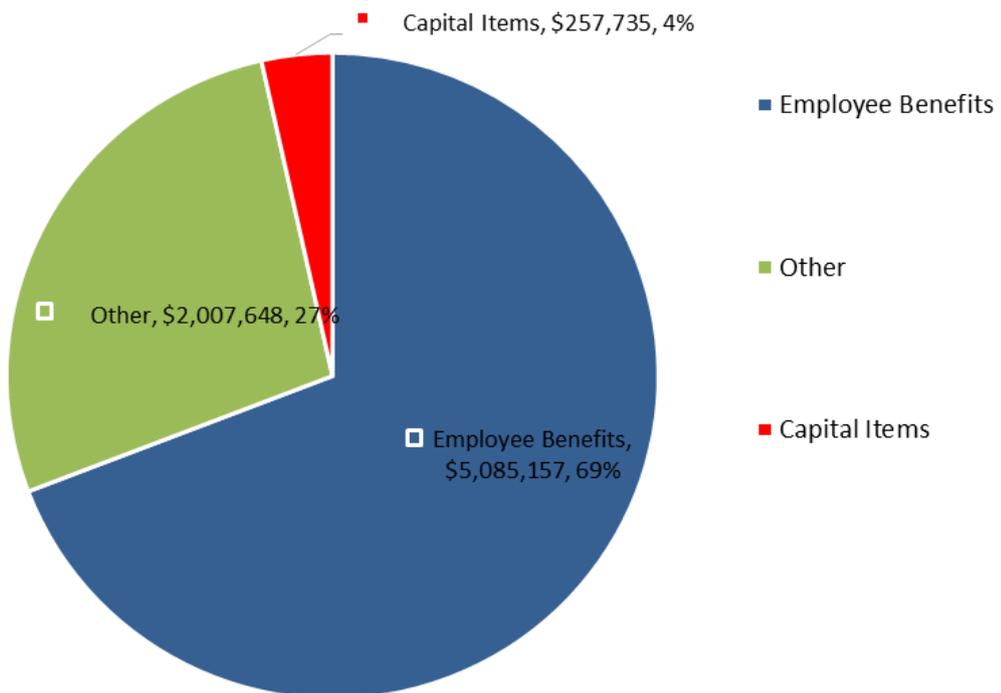
Overall the results show a good level of satisfaction with the College. In 2014 the College reviewed areas for improvement such as resources and facilities and looked at closing the gaps. Plans for a new building program, additional playground equipment and new carpark are scheduled to be implemented in 2015.

14: Financial Data

Source of Income



Dissection of Expenses





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