



# Annual College Report 2015



## ANNUAL REPORT 2015

As part of The Lakes Christian College's funding agreement with the Commonwealth Government under the School Assistance Act 2008, we are required to ensure that certain "School Performance Information" is made available to the school community. The information contained in this report relates to the 2015 school year.

### PURPOSE AND VISION

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The Lakes Christian College is a distinctively Christian College with a core commitment to working closely with parents to nurture students to develop the whole child spirit, soul and body. The College is a Christian organisation dedicated to Christian development. It is a small but growing co-educational single stream College with limited class sizes to ensure that all students are known individually. This also enables the College to work closely with parents in all aspects of teaching and learning.

The Vision of The Lakes Christian College is to give glory to God by providing a Christ-centred education to each child.

The Lakes Christian College aims to fulfil this vision by encouraging each child:

- Academically - to develop individual God given gifts and talents to the best of each child's ability;
- Spiritually – with the help and guidance of the Holy Spirit to nurture each child's relationship with God;
- Socially - so they will come to appreciate their personal value and worth to God as well as the value of other people in the community;
- To serve one another and to consider the needs of the wider community, our environment and particularly people with special needs.

Some possible out-workings of this vision are an approach to teaching and learning which includes:

- a clear, non-denominational declaration of faith
- student growth into personal and social maturity

The Lakes Christian College

- personal, educational, vocational and spiritual counselling for students
- a wide ranging understanding of education including vocational preparation, use of leisure time, creativity, participation in community life and social responsibility.
- developing a student's individual potential in many areas
- fostering in students a realistic appreciation of their own worth and capabilities
- supporting the development of leadership and service
- enabling students to relate effectively to their peers
- encouraging students to be aware of environmental and social issues
- collaboration with other community agencies
- support of innovations such as student businesses, self-directed study, exhibitions, charitable and social welfare work.
- facilitating opportunities for Christian worship and fellowship
- the support of students with disabilities

## **THE LAKES CHRISTIAN COLLEGE AND THE NSW BOARD OF STUDIES**

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The Lakes Christian College is registered as a K-Yr 12 College with the New South Wales Board of Studies. Registration is current until 31<sup>st</sup> December 2018.

This report is provided for parents, the wider College community and the Board of Studies as an introduction to the College's achievements and characteristics.

## **GOVERNANCE**

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### **The Lakes Christian College Board**

In November, 2007, a new Board of directors, appointed by Christian Education Services Ltd (CESL), assumed responsibility for the school. This is a company limited by Guarantee of which the sole member is now Christian Education Services Limited (CESL). Christian Community Ministries (CCM) was established in 2003 to provide administrative, financial, development and human resource services to a growing network of Christian schools.

As of August 2015, CCM owns and operates thirteen schools – ten in Queensland, one in New South Wales and two in South Australia. The second school in South Australia is to commence in 2016. Early learning (childcare) centres are associated with five schools in Queensland. Christian Community Ministries Limited is the 'Approved Provider' for 'approved services' located at Dalby, Groves, Livingstone and Staines colleges. Chinchilla Christian School Ltd is the 'Approved Provider' for 'approved services' located at the Chinchilla College.

The aim of CCM is to provide a values-based, Christian education for all who desire it. CCM endeavours to provide through its Colleges an education that is compliant with all of the rigours of State and National Curriculum requirements, whilst also immersed in foundational Christian truth.

The Principal is responsible for the educational leadership and management of the College. Parents are most welcome to speak with the Principal on any matter. Parents can also reflect on College issues with the Principal at Parents and Friends meetings. An overview of the College can be gained from the College's website [www.thelakescc.nsw.edu.au](http://www.thelakescc.nsw.edu.au).

## **REPORT FOR 2015 FROM THE LAKES CHRISTIAN COLLEGE P&F COMMITTEE**

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The Lakes Christian College Parents and Friends recognise that it is primarily the responsibility under God of parents to educate our precious children. To carry out this responsibility, we choose to send our children to The Lakes Christian College, and we want to support the school and its valued staff, as much as we are able. We invite all parents of children attending The Lakes Christian College and all friends of the school to join us in carrying out this great undertaking. P&F provides input and support to the Principle regarding school objectives.

In the past year, The Lakes Christian College Parents and Friends group has supported staff and students at our school through various activities such as:

- Planning for an Autumn Fair in 2016 began in mid-2015
- Fundraising (through Bunnings Barbeques, Calendars with artwork by our children, a Chocolate Drive and a Bus Shopping Trip)
- Promotional activity such as distributing school information leaflets and Prospectus material to interested parents at shopping centres and public fundraising activities
- Mother's Day and Father's Day stalls

### **Through these and other efforts, the school community has received:**

- Friendship and encouragement to be involved
- Year 6 End-Of-Year gifts (pens, dinner, excursion)
- Library Bags
- Items requested by staff (Microscopes, readers, car park line painting, sports equipment)

## **REPORT FOR 2015 FROM THE LAKES CHRISTIAN COLLEGE PRINCIPAL**

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Highlights for 2015:

The past twelve months have seen the development and implementation of our 3 strategic pillars as targets for 2015-2018

- **Literacy and numeracy improvement**
- **Assessment and Reporting – to parents**
- **Staff Professional Development**

### **Staff Development - Student Activities - Facility Development - Community Development**

- ❖ All Primary staff are now trained in THRASS and online bench marking and online PAT testing will be implemented as tools to strengthen Literacy and Numeracy
- ❖ The Principal and Deputy Principal undertook extensive in-service training in school leadership with AIS and ARROW organisations
- ❖ The staff were in-serviced by our consultant Ray Tiller in the course – ‘Avenues of Excellence’ – from which was developed a Professional Development Plan for all staff
- ❖ Interim reporting commenced – this gave parents assessment feedback in terms 1 and 4 as well as opportunity
- ❖ Community involvement and our Open Day May Sat 2nd– Our Autumn Fair was a major success despite the poor weather – Our P&F ran a fabulous day where many of the wider community were involved as either participants or visitors on the day.
- ❖ Academic Achievers Assemblies were instituted by our H.O.C. to bring up the profile of students who recognised for their effort in each subject – this is done each semester
- ❖ The camping program was continued – this year at Teen Ranch for Yrs 3-12
- ❖ Community liaison was strengthened with the Imaginations Church – used our school for retreats and also with the Hawkesbury Church – Strong Nations Churches – the beginning of a Chaplaincy program was commenced with pastoral staff volunteering to work with our students in chapel and counselling
- ❖ Community participation was enjoyed as our students took part in the Penrith Festival and Penrith Show
- ❖ VET courses were strengthened and developed through our Key Alliance network of trade schools- now 9 courses to choose from – most recognised as 2 unit subjects for the HSC

- ❖ In Term 3 we continued our cultural exchange by hosting the Japanese Godo Junior High for a week – students gained insights into the Japanese culture as presentations and workshops were run together during the week
- ❖ The school grounds were a priority again this year as we developed landscaping and painting programs
- ❖ Marketing of the school was enhanced through the year with advertising stalls in the local shopping malls and banners on arterial roads
- ❖ Practicum students – from UWS – program ‘Classroom without borders’
- ❖ The school secured another ‘Embedding Excellence Grant’ from the AIS
- ❖ Mayoral Functions – meet the Mayor of Penrith – Primary and Secondary Captains
- ❖ MADD Night performances
- ❖ Book Week Fun Day – with special activities and guest author
- ❖ Work Experience Program for Yrs 9/10
- ❖ End of Year Service Week – Big Day In – Fun Day – end of the year
- ❖ Pastoral Care Seminars – Men of Honour & Girls Rising – with local schools and churches

I would also like to acknowledge and thank the following people for their tireless efforts and commitment over the year

- The Board, under the leadership of Mr John Lyndon
  - The P&F, under the leadership of Jason Porter
  - The Canteen, under the volunteer coordination of Mrs Barbara Latter and parent volunteers
  - The College Student Leaders - SRC
  - The many parents and carers volunteers for their exceptional support across a wide range of activities
- All of the students – congratulations on your achievements this year

## **Further Information**

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For general information the College’s website at [www.thelakescc.nsw.edu.au](http://www.thelakescc.nsw.edu.au) will give some idea of the College’s environment, uniform, buildings and activities. The Prospectus and associated documents are readily available from the College office. For fortnightly information, the College’s newsletter is available again by contacting the front office or accessing the website. The minutes of the Board are reported to ASIC as required by the relevant legislation. Specific questions should be directed to the office or to the Principal, Mr Kevin Bell.

## **ENROLMENT**

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Enrolment in 2015 for K-12 students was 128. Of those 60 were male and 68 female. All primary classes except kindergarten, were staged as 1/2, 3/4, 5/6. High school had one class per grade with some electives staged.

The Lakes Christian College has an open enrolment policy, and welcomes families of any denomination or world view provided they are happy to have their child taught in a distinctively Christian college, and are happy to work with the procedures and policies of a college that seeks to be specifically Bible-based in all aspects of schooling. Families come to The Lakes Christian College from nearby Castlereagh region, the suburb of Cranebrook, and wider areas including Richmond, Penrith, Emu Plains, Ropes Crossing, St Marys, Jordan Springs and Glenmore Park, covering a total geographic area of approximately 1000 squ.km.

The Lakes Christian College welcomes enrolment applications for children with a broad range of learning abilities, physical development and social backgrounds. We are delighted to provide the best support we can for those with disabilities in any area, and encourage students to pursue and develop individual gifts in the best possible way. High capacity students working beyond the norm in academic, creative and sporting areas are also provided with individual support to the best capacity of the College.

The College, while always open to consider any enrolment application, also grants priority to siblings of existing families. A straightforward waiting list procedure is in place based primarily on date of acceptance of the College's offer. All enrolments proceed from an interview with the Principal, an assessment done by the College (especially in the case of applicants for Kindergarten), and the provision by parents of current documentation from a prior school, and any information relating to special needs.

### **Summary of the Enrolment Policy**

The Lakes Christian College is open to all children whose parents are seeking to give them an education which is consistent with the basis and aims of the College, provided we have the resources to meet the child's particular needs, and subject to availability of places. **Please see Enrolment Policy, Appendix A.**

## STUDENT RETENTION RATES / ATTENDANCE

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FORM	Attendance Percentages
Prep	95.6
Kindergarten	92.6
Year 01	93.6
Year 02	95.3
Year 03	95.5
Year 04	96.3
Year 05	96.1
Year 06	96.4
Year 07	94.1
Year 08	91.4
Year 09	88.7
Year 10	96.4
Year 11	91.5
Year 12	98.6

### Retention Rates

Overall attendance percentage for 2015 is 94.4%.

## **ACHIEVEMENT OF GOALS 2015**

- a) Development of Staff Professional Learning Plans – matched to the teaching standards
- b) All Primary Staff now trained in the THRASS method of teaching literacy
- c) Three strategic pillars developed as a 5 year target til 2020
- d) VET courses now up and running in 9 courses – linking with the Key Alliance trade schools
- e) Major improvement in the school profile in the community – with events such as the Autumn Fair and Penrith Show & Penrith Festival
- f) The development of a Chaplaincy program to support mental health support

## **PRIORITIES FOR 2016**

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- a) Make the 3 strategic pillars a priority – with the assistance of the Embedding Excellence Grant
  - **Literacy and numeracy improvement**
  - **Assessment and Reporting – to parents**
  - **Staff Professional Development**
- b) Beautification program – gardens, tree planting, outdoor seating,
- c) Promote the school in the community with an advertising campaign
- d) Develop strong partnerships between parents and teachers in the delivery of a Christian Education
- e) Seek to improve NAPLAN standards across all levels – with AIS inservicing on data analysis and use of the SMART website resources
- f) Introduce a Chaplaincy program with funding 1 day per week
- g) Introduce online standardised ACER PAT Testing & online bench marking
- h) Develop staff skills in analysing student data to develop literacy and numeracy skills
- i) Develop the leadership of the Primary Department by employing an experienced Primary Co-ordinator
- j) Add to the IT resources – ie upgrade computer lab with 12 more desktops and replace staff laptops with new ones – retire staff laptops to the library laptops for students to use
- k) New photo-copiers – library and office

## **STAFF AND PROFESSIONAL DEVELOPMENT**

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Part of the platform of delivering distinctively Christian education is that all our staff professes the Christian faith, and are active members of a local church congregation. All teaching staff have teaching qualifications from a higher education institution. The staff were required to attend Professional Development days each year run by the College, and provision is made for attendance at additional specialised in-service courses through the year.

Some of the topics covered (considering both internal days and external courses below)

<b>Training</b>	<b>k-2</b>	<b>3-6</b>	<b>Yr 7-12</b>	<b>Library/Support</b>	<b>Exec</b>	<b>Admin</b>
<b>Librarians Conference</b>				✓		
<b>Teachers Institute</b>		✓	✓			
<b>Special Ed Support</b>				✓		
<b>Child Protection - Update</b>	✓	✓	✓	✓	✓	✓
<b>Principals Conference – CSA &amp; CCM</b>					✓	
<b>OH&amp;S – Lockdown/Fire</b>	✓	✓	✓	✓	✓	✓
<b>Time Tabling Training</b>			✓	✓		
<b>Assessment</b>	✓	✓	✓	✓	✓	
<b>Preparing for Professional Competence – Avenues of Excellence – PLP’s</b>		✓	✓			
<b>Christian Teaching Philosophy – Effective Christian Teaching</b>	✓	✓	✓	✓	✓	
<b>The Autism Spectrum</b>		✓		✓		
<b>Edumate Administration</b>						✓
<b>History Conference</b>			✓			

The Staff were also encouraged to spend time networking with staff at other schools to build a collaborative network and provide peer checking and support.

## TEACHER RETENTION RATE

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Data for Staffing Information (Based on 2015 data) (Excludes casual staff)

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
28	200	157	97%

No. of Permanent teaching staff at end of 2014	Number of these staff retained in the program year (2015)	% Retention Rate
18	17	94.4%

## POLICIES

The College has a Grievance and Conflict Resolution policy. This policy may be accessed in full by contacting the College. While hoping always to be able to resolve issues within the community in a rapid, effective and peaceful way sometimes matters become more difficult and complex. The formal policy is designed to ensure that in such circumstances there is a more formal approach that all parties accept to bring matters to a conclusion.

### Elements of this policy include:

- 1) Providing ways to resolve issues at different levels, to seek to keep matters at the lowest possible level and to bring rapid resolution to issues that are contended
- 2) The College should act at each point in a way that represents Christ to all involved.
- 3) The College will respect confidentiality and the right to privacy in any such matter, and work in accordance with relevant legislation and the College's policy.
- 4) The College will always seek to act with procedural fairness to ensure, for instance, that all parties have opportunity to be heard, that matters are communicated to all concerned, and that parties are asked to make considered written statements rather than rely on verbal accusations or claims.
- 5) Where possible matters be resolved at the level of the Principal if they cannot be resolved directly with a staff member.
- 6) A Grievance exists where a member of the community has an issue of concern with a teacher or some aspect of the College that should be addressed.
- 7) A Conflict exists where two members of the College community are in direct disagreement and are unable to resolve the matter.
- 8) Complaints and Grievances though resolved at lower level should still be noted to the Principal and Board to ensure that all matters are dealt with and followed up.

## **STUDENT WELFARE AND DISCIPLINE**

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It is conventional to maintain separate policies on Student Welfare and Discipline, and The Lakes reviewed both of these policies for the Registration inspection in 2012. New Discipline Procedures were put in place in 2012 to more fully apply the full spirit of the Discipline Policy. It is important to emphasise, however, that the Bible plainly shows that discipline is simply an aspect of Pastoral Care and thus student welfare. We discipline to teach, we discipline to provide a safe environment, and we discipline with encouragement and positive expectations.

The full Student Welfare Policy, Discipline Policy, and Discipline Procedures are available from the College.

### **ASPECTS OF STUDENT WELFARE**

- 1) We see students as created by God, each unique, each equally valued and worthy of our time, respect and care.
- 2) We believe that the Bible as God's revealed blueprint for our lives gives us plain information on how we are to manage care, relationships and discipline
- 3) We believe we are to work in partnership with parents, and are called to our responsibilities because of authority to care for and nurture children that is delegated by parents to us.
- 4) We believe that students grow and flourish in a safe environment, with encouragement and affirmation.
- 5) Provision of smaller class sizes (typically limited to twenty six students) to ensure that teachers can provide significant time to support and care for individuals
- 6) adherence to all requirements for creating a safe College environment including Child Protection checks for staff, and appropriate declarations for volunteers on site
- 7) Maintenance of rolls and monitoring of absences to ensure attendance as required
  
- 8) Welcoming input from parents, informing parents of issues that arise at College, and maintaining close contact with parents on developing issues.
- 9) Maintaining secure records of matters
- 10) Ensuring the appropriate privacy of personal records while supporting legislated access to personal information for individuals
- 11) Continuing to firmly oppose bullying, teasing and unkind behaviour, and making provision for students and parents to quickly report any such behaviour
- 12) Seeking to respond quickly and effectively when students or parents express concerns

**ELEMENTS OF THE DISCIPLINE POLICY**

- 1) Establishing the goal of discipline as restitution to the community and the learning of personal discipline and self control
- 2) Always using procedural fairness to ensure accusations, complaints and investigations are done in the most appropriate way
- 3) Communicating quickly with home and working with parents to resolve College issues
- 4) Ensuring that all staff can take effective action to manage situations, deal with minor problems, refer larger problems and are able to establish a safe learning environment
- 5) Using a system of discipline report slips to ensure matters can be quickly referred to a Pastoral Care teacher for follow up
- 6) Using appropriate penalties and consequences. In accordance with NSW legislation physical discipline such as the paddle or caning is strictly prohibited. As much as possible consequences are designed to relate to the issues being dealt with.
- 7) Actions taken by the College are taken to ensure the safety and security of all students, and to bring about a change in attitude.
- 8) As we discipline we continue to show love, sympathy and concern for students
- 9) We seek to grow in students a resilience (ability to manage the challenges of life), confidence encouragement to think through and own a personal world view.
- 10) We encourage a view that our rules, directions and decisions are part of community life. Students are encouraged to see their year group as a team who they support and consider when making decisions about behaviour, and thus also the whole College community.
- 11) Teachers are trained in appropriate discipline procedures, and encouraged to reflect on their practise with other staff and with the Principal.
- 12) Teachers are asked to be open to review the decisions they have made and where appropriate to make amends and show servant leadership to students by the willingness to consider that at times they can be in the wrong too.

## ELEMENTS OF THE DISCIPLINE PROCEDURES – PRIMARY SCHOOL

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### Positive Behaviour for Learning PRIMARY SCHOOL 2016. BRONZE, SILVER, GOLD AWARDS Positive Rewards

At The Lakes Christian College we encourage students to take increasing responsibility for their own behaviour. Our school expectations are  
**Care, Responsibility and Respect**

To assist them in developing the necessary skills we have a reward system with four tiers.

- **Thumbs up: Care** [purple]; **Responsibility** [Orange]; **Respect** [Green].
- **Bronze**
- **Silver**
- **Gold**

Teachers award a *thumbs up* to students for care, responsibility and respect.

Once students have received 4 *thumbs up* they earn a bronze award for K – 2/ bronze sticker for yrs 3 - 6.

This process is repeated and students work towards earning 4 bronze awards/stickers which then gives them a silver award. Students who earn a silver award during the term are invited to attend the principal's morning tea at the end of the term.

A gold award is the highest award presented to students who have received 4 silver awards.

Primary students keep the achievement sheet in their school diaries.

## LEVELS

In order to manage unacceptable behaviour The Lakes Christian College – primary school - has a level system.

There are three levels.

**Level 1** is for minor misdemeanours managed by the classroom teacher. Consequences would normally involve timeout, isolating the student from peers or time spent with the teacher. If students have more than 5 level 1's in a term an interview with the primary coordinator and their parents is required.

**Level 2.** is for more serious unacceptable behaviour, managed also by the classroom teacher. This would normally warrant a lunchtime detention given by the classroom teacher for no more than 15 mins depending on the age of the child. If students have more than 5 level 2's in a term an interview with the primary coordinator and their parents is required

**Level 3** is for serious misbehaviour and is referred to the school executive for an executive detention. Parents are requested to attend an interview with the principal.

Levels are recorded on the appropriate form and sent to the primary school coordinator who records them on the student data base. They are also written in the student diary for years 3 -6 or communication book k -2, for parents to sign. Failure to gain parent's signature will warrant another level.

**Students who do not receive any levels in a term are awarded a certificate at the end of term for 'Excellent' behaviour.**

### **Prepared for Learning**

#### **Behaviour expectations**

**Respect** "Honour all people, love your brothers, fear God, and honour the king" 1 Peter 2:17

- direct you attention to you teacher
- listen while others speak
- Treat others the way you would like to be treated.
- Keep your hands and feet to yourself.

**Responsibility** "For each one will bear his own load" Galations 6:5

- Act safely
- Apply yourself to your learning
- Take care of your belongings
- Keep your lesson materials organised
- Use your diary to record all school information ( yrs 5/6)

**Care** "Don't just look out for yourself, but also for others" Philippians 2:4

- Encourage others
- Value your learning
- Help others in need
- Keep your classroom and playground tidy

## **ELEMENTS OF THE DISCIPLINE PROCEDURES – HIGH SCHOOL**

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### **How does the High School MERIT / DEMERIT SYSTEM work?**

#### **MERITS – AWARDS**

- Students have a ‘merit/demerit’ sheet pasted into the back of their diaries
- Teachers sign or stamp merits for positive behaviour / work / assignments / participation etc
- 5 x subject merits = 1 Faculty Award  
*(When students have reached 5 subject merits a Faculty Award)*
- 3 x Faculty Awards (in at least 3 different faculties) = A silver award  
*(It is the student’s responsibility to bring their Faculty Awards to Mr Thomas when they have five and they will receive a High School Award at Chapel)*
- 3 Silvers = a Gold
- 8 Golds = 1 Principal’s Award
- Principal’s Award will have a special reward/privilege given with it  
Ie – may be movie passes – rock climbing pass – Other entertainment passes etc

#### **DEMERITS – DETENTIONS**

- For a level 1 detention the student is issued an ‘out of class/detention slip. The student then reports to the teacher who gave the detention slip. The student will be required to do some community service (eg. pick up papers, do a job for the teacher, or sit out of all activities etc)
- Any student who is out of class must have an ‘out of class slip’ – if found out of class without a signed ‘slip’ this may incur a level 1 or level 2 detention
- Failure to comply obediently to a level 1 detention will incur an immediate Co-ordinators detention (Level 2 Detention) – the teacher will write a note in the student’s diary and on the Edumate welfare record
- The Detention Room is room 7 - 12:40pm – 1:10pm – Executive staff hold Co-ordinators’ detentions on any day required – if a student has more than 1 Co-ordinators’ detention it may be served on other days.
- Three Level 1 detentions = A Co-ordinators detention (Level 2 detention)
- Three Level 2 (Co-ordinator’s detentions) = May incur an in-school suspension
- A ‘Letter of Concern’ will be issued to students who receive a level 3 Detention or in-school suspension and a meeting with parents will be required and a ‘Student Monitoring Card’ may be put in place for the week.
- Failure to complete a satisfactory ‘Monitoring Card’ may incur a suspension & compulsory counselling with the school Chaplain
- Further afternoon detentions will result in a parent interview to discuss preliminary decisions on further suspensions or possible expulsion

## **RESPECT AND RESPONSIBILITY**

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The values of respect and responsibility are integral to the fabric of Christian thought and practice and so are at the heart of the mission statement of the college. The values of respect and responsibility flow out of our respect for God. They are therefore seen in our attitude and the responsibility we take on, towards ourselves, others, our country and the wider international community. Each morning the students are reminded of this during Devotion time. High school students also have an opportunity to explore being respectful and responsible during Chapel & morning devotions. Some of the other ways we as a college promote being respectful and responsible are:

- \* College Leaders Years 5, 6, & High School Student Representative Council – drawn from across Years 7-12 (Captains drawn from Year 12 only)
  - \* Fundraising for various organizations
  - \* Student leadership program - SRC
  - \* Whole school anti – bullying focus
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## **MANAGING STUDENT NON-ATTENDANCE**

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Attendance at school is a requirement under the Public Instruction Act. Legitimate absences are provided for in the Act and the school must determine on the acceptability of reasons given for such absences. If a child is absent for any reason, he/she is required to present a note on the day of return to indicate the date of and the specific reason for the absence. This applies to partial and full day absences. School carnivals and excursions/camps are regarded as normal school days and absences, other than for legitimate reasons, will be recorded as “Absent without Satisfactory Reason”. The school maintains an attendance system based on roll books which are maintained by the Office Staff. Each teacher notes absent students at the beginning of period one on a class list and sends it to the Front Office. These are recorded by Office Staff on the hard copy class roll and in Edumate. Teachers receive student notes explaining their absences and send them to the office for filing daily with the list of absentees. Office Staff follow up any unexplained absences by letter one week after the absence if no note has been provided. Students who are late to school should report to the Front Office to obtain a late note which is presented to the class teacher upon entry to class. The office staff will mark partial absences in the roll.

### **The Start of the Day**

Unless there are cases of unavoidable delay or illness, students are required to be at school in time for the start of the school day. Roll call is conducted at the beginning of first period and communications for the day issued. In the event of unavoidable delays, students must go straight to the office to obtain a *Late Arrival Pass*. Students then proceed to class using this Pass to gain entry to class. Students attempting to avoid this system are to be directed back to the front office. Where possible when students come late parents should provide the appropriate note at the time. Parents are asked to phone the Front Office Staff by 10.00am on any morning when their son or daughter is absent from school (or will be late). This allows information to be passed to staff, and is also a check on potential truancy.

### **Leaving Early**

If a student has an acceptable reason for *leaving early* on any given day they must attend school with a signed note from their parent or guardian, and must exit via the front office where their time of leaving will be noted.

### **Failure to bring a satisfactory note**

Where no satisfactory note has been presented, a standard letter will be sent home giving the dates of concern and requesting an appropriate explanation. Where no explanation is supplied, the absence must be marked as unexplained, and the Principal alerted.

### **Concerns with attendance**

Should staff believe a student is truanting, or some other circumstances require further explanation or investigation, the Principal must be alerted. In the first instance, parents or guardians will be called in to review the circumstance. A formal letter will be sent to parents warning of possible consequence for students, should attendance approach the critical mark. In extreme cases Community Service intervention may be appropriate if it seems the parent or guardian is unable to ensure reasonable attendance of the child at school. Cumulative attendance records are reported on the Academic reports issued twice a year. Copies are placed in the students files. All rolls and notes are archived in the front office for a period of at least seven years.

### **Register of Students**

All students enrolling in the school are entered into the school's Register. Until 2006 this was a journal that contains records dating back to the first students to enrol at school. This Register includes the details of the school previously attended where this is relevant, and the school the student is moving to on leaving. Since 2006 this information has been kept digitally on Edumate. The Register is available for immediate viewing to appropriate authorities in the office of the Accounts Clerk. The register is kept for a minimum of 5 years.

### **Leaving the School**

Parents are asked to give one term's notice, and to complete and sign a form available from the school. This form asks for the reason the student is leaving, and the school which they will be moving to. The form is processed internally to check for any classroom teacher comments, notify the Principal, check for outstanding matters from the Uniform Shop and the Library, and finally, to inform Accounts so that all financial matters can be settled. Where the destination of a student below fifteen years of age who is leaving the college is unknown, the college will contact a Department of Education and Training Officer with home school liaison responsibilities. The student's name, age and last known address will be notified. If the student's departure is unexpected or is resulting from a lack of satisfaction with the school, the Principal will normally invite the parents to an interview where they are able to share their concerns.

## THE LAKES CHRISTIAN COLLEGE      NAPLAN RESULTS 2015

### School Profile

The Lakes Christian College is an exceptional Pre-kindy to year 12 school. It is a place where children are cared for as individuals. It is a challenging, innovative place where students develop skills for work, life and study. The vision of The Lakes Christian College is to give glory to God by providing a Christ-centred education to each child. The Lakes Christian College aims to do this by encouraging each child Academically, Spiritually, Socially and Service. From day one in Prep through to high school the students are involved in a rich mix of learning experiences. We focus on core literacy and numeracy skills, using programs to develop confident students. We provide additional support for those who do not progress in the core areas. We teach to the BOSTES' curriculum and are fully registered. Beyond the classroom activities, students can be involved in sports at school and in local, zone and state competitions. We also encourage students to participate in music, art and drama experiences. Extracurricular activities are offered through active after school play, music tuition and Art and Music afternoons.

To help students achieve we are committed to using a range of data collection tools to inform our teaching and learning. These tools include the use of standardised testing, such as the National Assessment Program.

The National Assessment Program – Literacy and Numeracy (NAPLAN) is conducted annually for Year 3, 5, 7 and 9 students. The data we receive from students participating in the program enables us to analyse individual progress and how particular groups of students are developing. This informs our teaching of individuals and allows us to evaluate our programs of study. We can then plan for and apply school resources to address learning needs.

We strongly encourage every Year 3, 5, 7 and 9 student to participate in the assessments each May. Students achieve across the full range of scores. Please refer to the *MySchool* website [www.myschool.edu.au](http://www.myschool.edu.au) for NAPLAN results.

### NAPLAN RESULTS 2014 comparison with 2015

#### YEAR 3: Bands 1 - 6

YEAR	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
<b>2014</b>	School average = 4.9 National average = 4.9 At or above national average 33% Below national average 67%	School average = 4.6 National average = 4.6 At or above national average 44% Below national average 56%	School average = 4.8 National average = 4.9 At or above national average 67% Below national average 33%	School average = 5.1 National average = 4.5 At or above national average 56% Below national average 44%	School average = 4.2 National average = 4.6 At or above national average 44% Below national average 56%

The Lakes Christian College

<b>2015</b>	School average =6.0 National average = 5.0  At or above national average 88% Below national average 12%	School average = 5.3 National average = 4.8  At or above national average 75% Below national average 25%	School average = 4.7 National average =4.8  At or above national average 38% Below national average 62%	School average = 5.3 National average =5.2  At or above national average 88% Below national average 12%	School average = 4.8 National average =4.4  At or above national average 63% Below national average 37%
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**Year 5: Bands 3 - 8**

YEAR	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
<b>2014</b>	Year 5 was a small cohort and no school average was given.				
	National average = 6.5 At or above national average 75% Below national average 25%	National average = 5.8 At or above national average 75% Below national average 25%	National average = 6.4 At or above national average 75% Below national average 25%	National average = 6.5 At or above national average 75% Below national average 25%	National average = 6.2 At or above national average 100% Below national average 0%
<b>2015</b>	School average = 5.8 National average = 6.3  At or above national average 53% Below national average 47%	School average = 5.9 National average = 5.95  At or above national average 53% Below national average 47%	School average = 6.3 National average =6.35  At or above national average 60% Below national average 40%	School average =6.5 National average =6.4  At or above national average 67% Below national average 33%	School average = 6.2 National average =6.3  At or above national average 53% Below national average 47%

**Year 7: Bands 4 -9**

YEAR	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
<b>2014</b>	School average = 7.5 National average = 7.2  At or above national average 67% Below national average 33 %	School average = 6.5 National average = 6.7  At or above national average 67% Below national average 33%	School average = 7.8 National average = 7.2  At or above national average 67% Below national average 33%	School average = 7.6 National average = 7.2  At or above national average 67% Below national average 33%	School average = 7.2 National average = 7.3 At or above national average 50% Below national average 50%
<b>2015</b>	School average = 6.8 National average = 7.4  At or above national average 36% Below national average 64%	School average = 5.8 National average = 6.7  At or above national average 0% Below national average 100%	School average = 7.45 National average = 7.3  At or above national average 64% Below national average 36%	School average = 7.2 National average =7.25  At or above national average 64% Below national average 36%	School average = 6.8 National average =7.3  At or above national average 27% Below national average 73%

**Year 9: Bands 5 -10**

<b>YEAR</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>2014</b>	School average = 7.8 National average = 7.95  At or above national average 45% Below national average 55%	School average = 6.3 National average = 7.3  At or above national average 36% Below national average 63%	School average = 7.6 National average = 8.0  At or above national average 45% Below national average 55 %	School average = 7.1 National average = 7.9  At or above national average 10% Below national average 90%	School average = 7.3 National average = 8.1  At or above national average 27% Below national average 73%
<b>2015</b>	School average = 8.1 National average = 8.0  At or above national average 54 % Below national average 46%	School average = 7.1 National average = 7.3  At or above national average 46% Below national average 54%	School average = 8.15 National average =8.05  At or above national average 69% Below national average 31%	School average = 7.95 National average = 7.8  At or above national average 62% Below national average 38%	School average = 8.1 National average = 8.2  At or above national average 46% Below national average 54%

The Lakes Christian College welcomes students with a wide range of abilities, and also caters to smaller class sizes than some other schools, all of which contributes to wide variations in external testing results year to year. NAPLAN results are published for all schools each year, indicating the overall performance of student groups within individual schools.

The Lakes Christian College caters to each student's individual gifts, skills and aptitudes, encouraging each student to develop and achieve highly, according to their personal talents. We aim to support all students in increasing their personal skills and abilities throughout their entire academic experience. We have many stories to tell about our students' personal efforts and achievements, which cannot be reflected through external testing methods.

**FOR FURTHER DETAILS ON NAPLAN ANALYSIS – See - [myschool.edu.au](http://myschool.edu.au)**

## HSC RESULTS

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We only presented 1 candidate for the 2015 HSC exam & 4 accelerated Yr 11 students for SOR 2

<i>Course Names</i>	<i>No. of Students</i>	<i>Bands – (6 Highest – 1 Lowest)</i>
English (Standard) 2 Unit	1	
Business Studies 2 Unit	1	
Studies of Religion 2 Unit	5	

Our Year 12 graduate is currently studying Criminal and Community Justice as UWS.

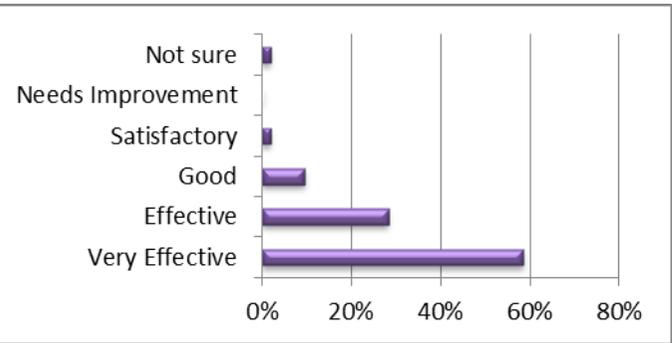
Results for HSC subjects in 2015 cannot be listed because the small class size would allow for individual students to be identified with their grade.

# Survey Reports - PARENT – STAFF – STUDENT

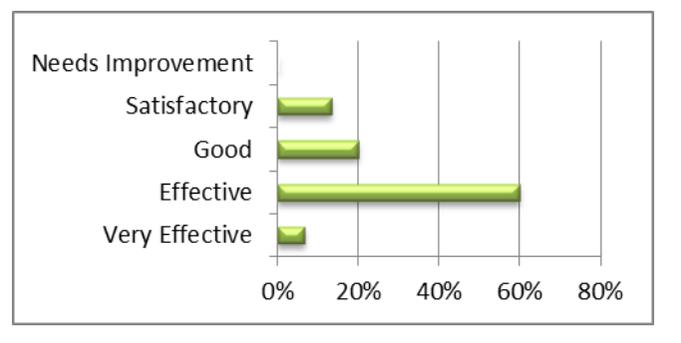
<b>PARENTS</b> 1. How would you rate the overall quality and standard of education at TLCC?	<b>STAFF</b> Question 1 - What is your role in the College?	<b>STUDENTS</b> 1. How would you rate the overall quality and standard of education at TLCC?																																																												
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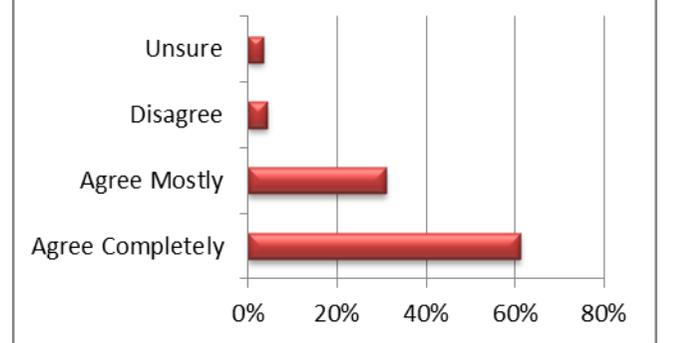
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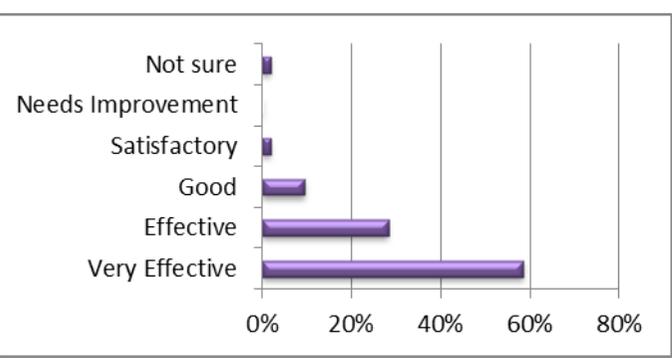
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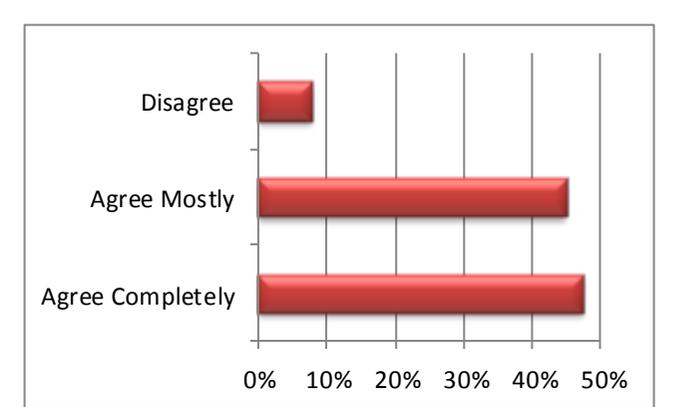
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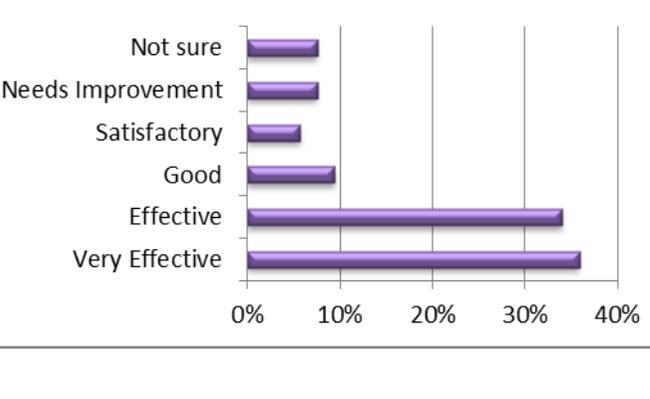
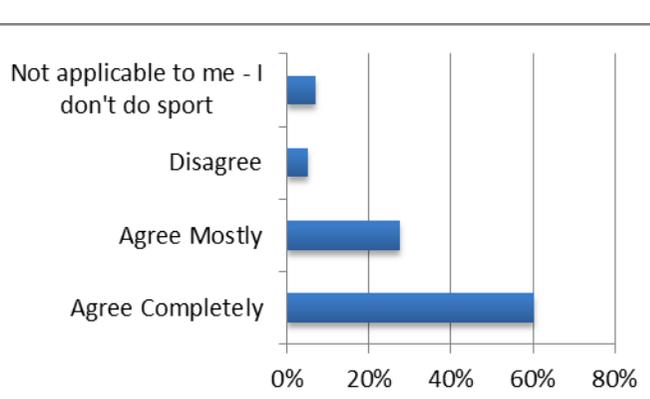
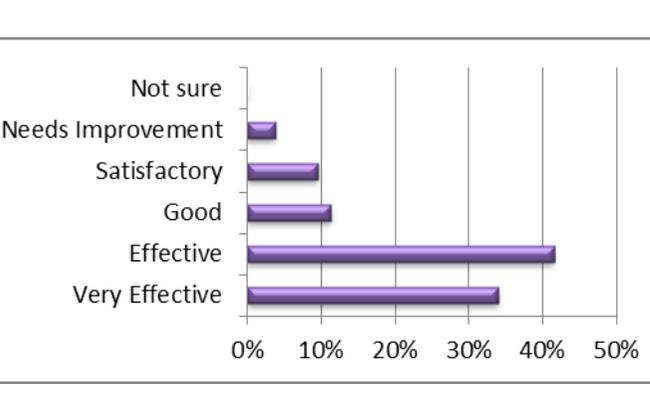
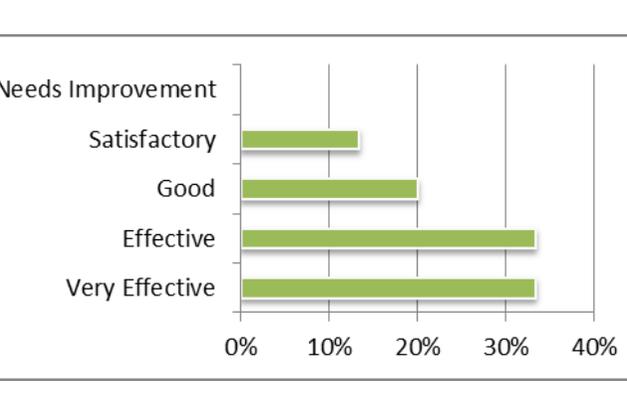
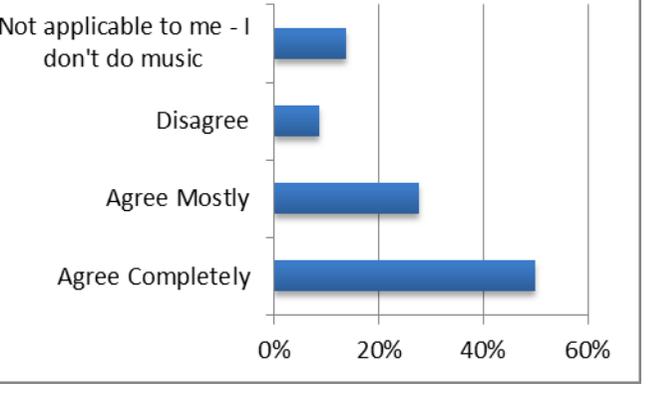


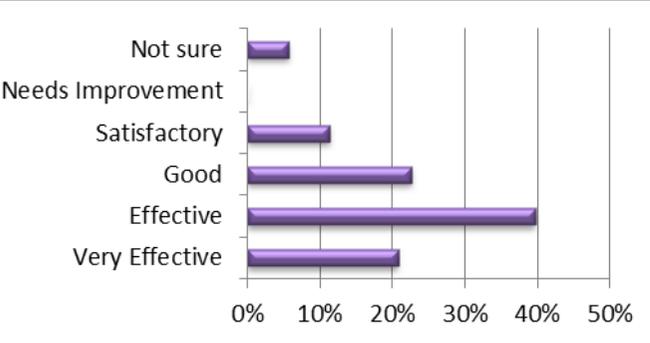
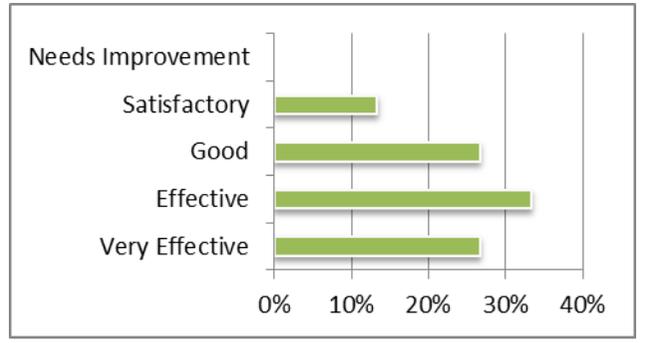
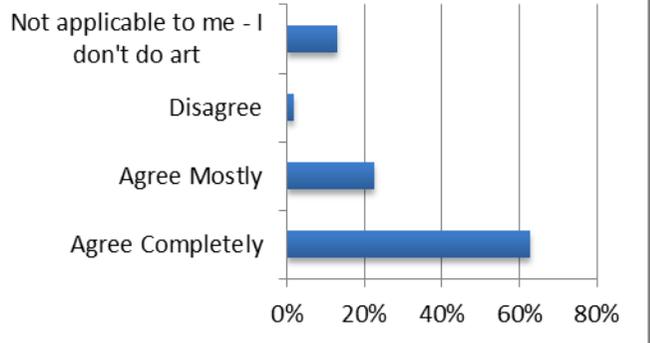
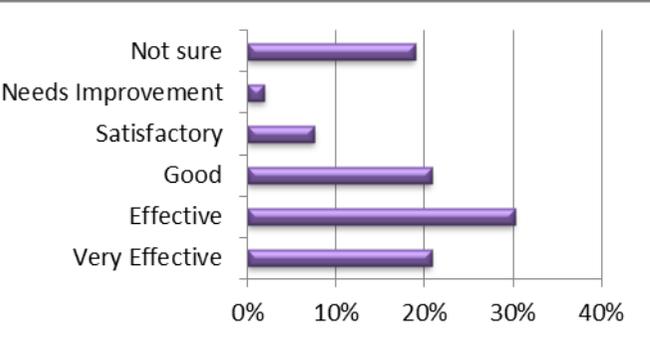
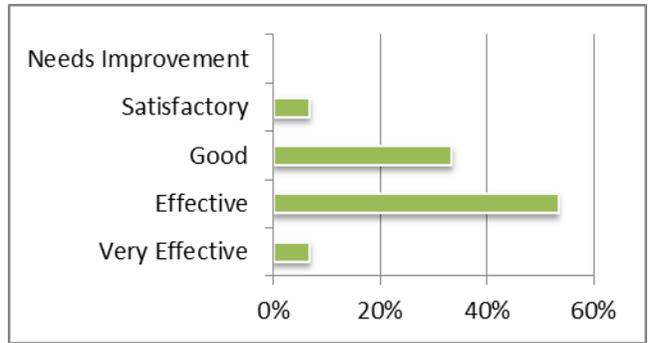
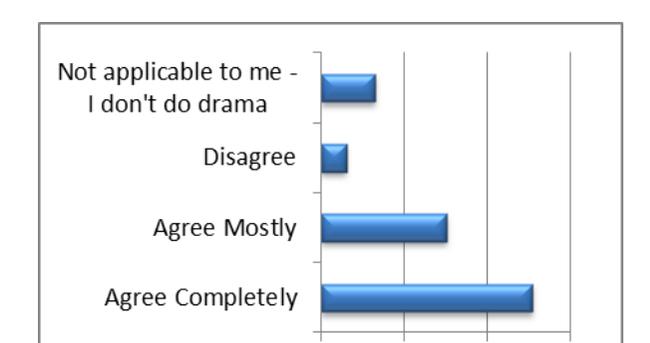
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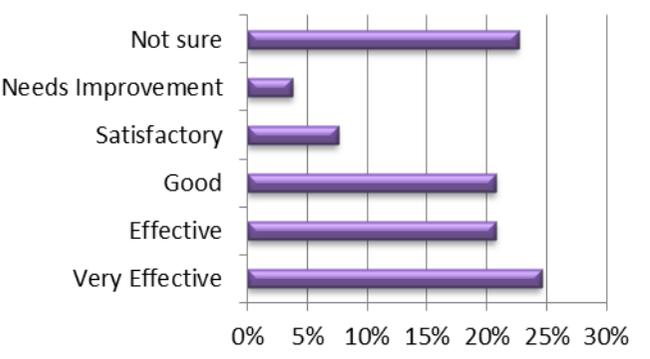
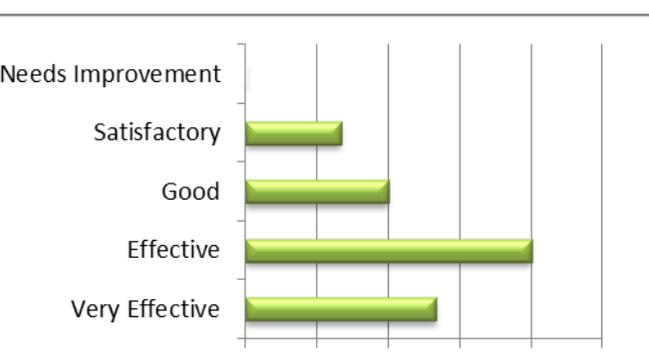
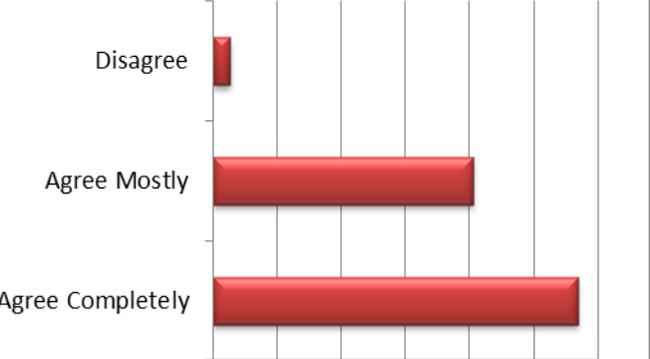
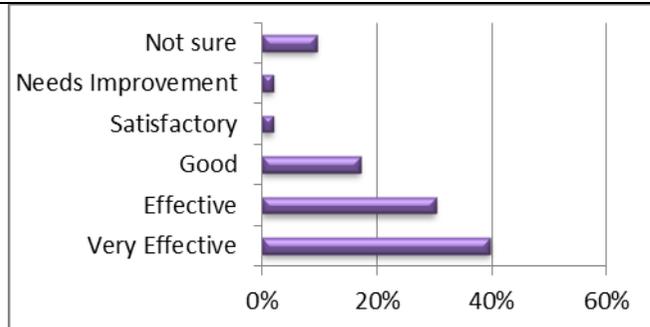
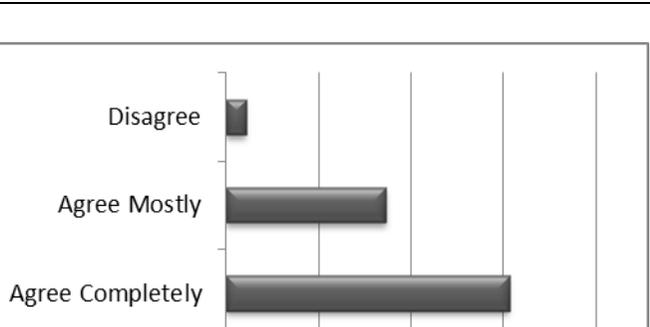


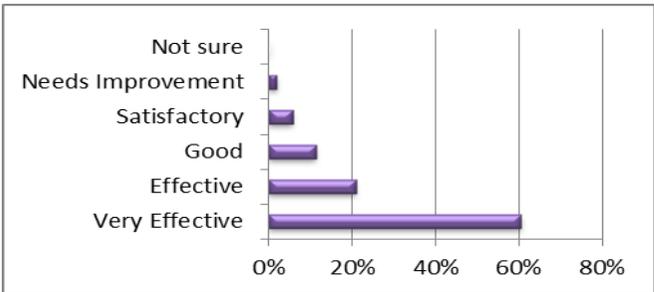
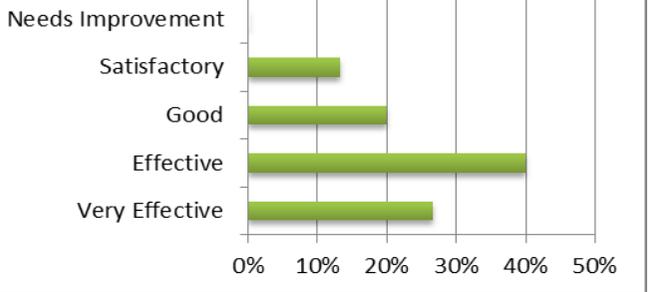
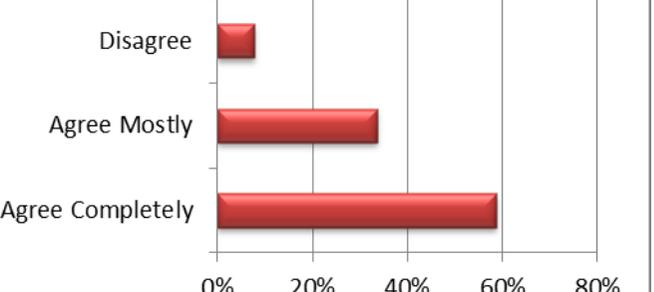
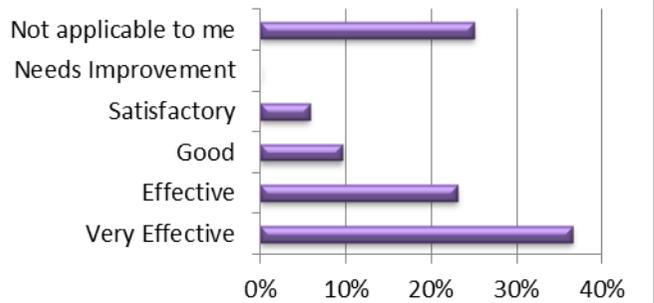
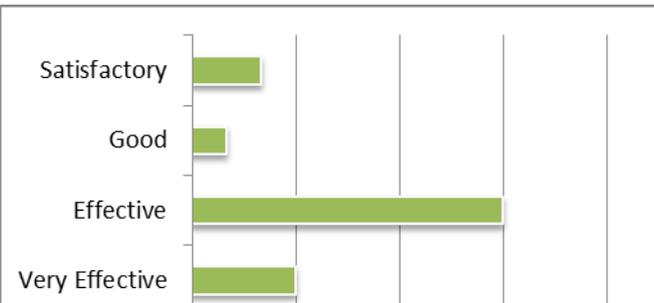
**STUDENTS**  
Question 6 - Our teachers are fair and caring when they have to discipline students in our classes. eg - when I get levels or detentions or suspensions etc



<p><b>PARENTS</b> Question 7 - How would you rate our reporting each term on your child's academic and social progress?</p>	<p><b>STAFF</b> Question 7 - How would you rate our marketing strategies at TLCC?</p>	<p><b>STUDENTS</b> Question 7 - I enjoy the sport and P.E.activities at our College</p>																																				
 <table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Not sure</td> <td>8%</td> </tr> <tr> <td>Needs Improvement</td> <td>8%</td> </tr> <tr> <td>Satisfactory</td> <td>6%</td> </tr> <tr> <td>Good</td> <td>10%</td> </tr> <tr> <td>Effective</td> <td>35%</td> </tr> <tr> <td>Very Effective</td> <td>36%</td> </tr> </tbody> </table>	Rating	Percentage	Not sure	8%	Needs Improvement	8%	Satisfactory	6%	Good	10%	Effective	35%	Very Effective	36%	 <table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Needs Improvement</td> <td>18%</td> </tr> <tr> <td>Satisfactory</td> <td>6%</td> </tr> <tr> <td>Good</td> <td>12%</td> </tr> <tr> <td>Effective</td> <td>45%</td> </tr> <tr> <td>Very Effective</td> <td>12%</td> </tr> </tbody> </table>	Rating	Percentage	Needs Improvement	18%	Satisfactory	6%	Good	12%	Effective	45%	Very Effective	12%	 <table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Not applicable to me - I don't do sport</td> <td>5%</td> </tr> <tr> <td>Disagree</td> <td>5%</td> </tr> <tr> <td>Agree Mostly</td> <td>25%</td> </tr> <tr> <td>Agree Completely</td> <td>60%</td> </tr> </tbody> </table>	Rating	Percentage	Not applicable to me - I don't do sport	5%	Disagree	5%	Agree Mostly	25%	Agree Completely	60%
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<p><b>PARENTS</b> Question 8 - How would you rate the level and amount of communication through the news letters, emails,website, facebooketc?</p>	<p><b>STAFF</b> Question 8 - How would you rate the effectiveness of our Administration and Finance team at TLCC?</p>	<p><b>STUDENTS</b> Question 8 - I enjoy the music activities at our College</p>																																				
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<p><b>PARENTS</b> Question 9 - How would you rate our marketing strategies at TLCC? ie - How effective is our advertising and communication regarding the school</p>	<p><b>STAFF</b> Question 9 - How would you rate our Sports Program at TLCC?</p>	<p><b>STUDENTS</b> Question 9 - I enjoy the art activities at our College.</p>																																				
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<p><b>PARENTS</b> Question 10 - How would you rate our Sports Program at TLCC?</p>	<p><b>STAFF</b> Question 10 - How would you rate the quality of the elective subjects offered at TLCC?</p>	<p><b>STUDENTS</b> Question 10 - I enjoy the drama activities at our College</p>																																				
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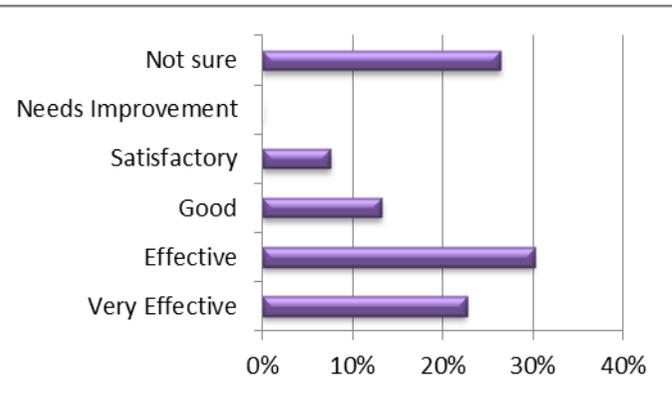
<p><b>PARENTS</b> Question 11 - How would you rate our Academic Elective Programs at TLCC? eg - music, art, drama, etc</p>	<p><b>STAFF</b> Question 11 - How would you rate the professionalism of the teaching staff at TLCC? (May need to comment specifically on certain areas in comment box in question 17 below)</p>	<p><b>STUDENTS</b> Question 11 - I enjoy the facilities provided by my College (e.g. classrooms, library, computers, wood tech, food tech etc).</p>																																		
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<p><b>PARENTS</b> Question 12 - How would you rate the effectiveness of our Administration and Finance team at TLCC?</p>  <table border="1"> <caption>Parent Ratings for Question 12</caption> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Not sure</td> <td>8%</td> </tr> <tr> <td>Needs Improvement</td> <td>2%</td> </tr> <tr> <td>Satisfactory</td> <td>2%</td> </tr> <tr> <td>Good</td> <td>15%</td> </tr> <tr> <td>Effective</td> <td>30%</td> </tr> <tr> <td>Very Effective</td> <td>40%</td> </tr> </tbody> </table>	Rating	Percentage	Not sure	8%	Needs Improvement	2%	Satisfactory	2%	Good	15%	Effective	30%	Very Effective	40%	<p><b>STAFF</b> Question 12 - How would you rate the effectiveness of sectional leadership within the High School?</p>  <table border="1"> <caption>Staff Ratings for Question 12</caption> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Needs Improvement</td> <td>0%</td> </tr> <tr> <td>Satisfactory</td> <td>5%</td> </tr> <tr> <td>Good</td> <td>20%</td> </tr> <tr> <td>Effective</td> <td>55%</td> </tr> <tr> <td>Very Effective</td> <td>20%</td> </tr> </tbody> </table>	Rating	Percentage	Needs Improvement	0%	Satisfactory	5%	Good	20%	Effective	55%	Very Effective	20%	<p><b>STUDENTS</b> Question 12 - I think we have a great canteen on Mondays and Wednesdays that sells a good choice of delicious food and drinks</p>  <table border="1"> <caption>Student Ratings for Question 12</caption> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Disagree</td> <td>5%</td> </tr> <tr> <td>Agree Mostly</td> <td>35%</td> </tr> <tr> <td>Agree Completely</td> <td>60%</td> </tr> </tbody> </table>	Rating	Percentage	Disagree	5%	Agree Mostly	35%	Agree Completely	60%
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<p><b>PARENTS</b> Question 13 - How would you rate the quality and professionalism of the staff teaching your particular children at TLCC?</p>	<p><b>STAFF</b> Question 13 - How would you rate the effectiveness of sectional leadership within the Primary School?</p>	<p><b>STUDENTS</b> Question 13 - I am satisfied with my school and the quality of education I receive.</p>																																		
 <table border="1"> <caption>Parent Ratings for Staff Quality and Professionalism</caption> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Not sure</td> <td>2%</td> </tr> <tr> <td>Needs Improvement</td> <td>3%</td> </tr> <tr> <td>Satisfactory</td> <td>5%</td> </tr> <tr> <td>Good</td> <td>10%</td> </tr> <tr> <td>Effective</td> <td>20%</td> </tr> <tr> <td>Very Effective</td> <td>60%</td> </tr> </tbody> </table>	Rating	Percentage	Not sure	2%	Needs Improvement	3%	Satisfactory	5%	Good	10%	Effective	20%	Very Effective	60%	 <table border="1"> <caption>Staff Ratings for Sectional Leadership Effectiveness</caption> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Needs Improvement</td> <td>1%</td> </tr> <tr> <td>Satisfactory</td> <td>13%</td> </tr> <tr> <td>Good</td> <td>20%</td> </tr> <tr> <td>Effective</td> <td>40%</td> </tr> <tr> <td>Very Effective</td> <td>26%</td> </tr> </tbody> </table>	Rating	Percentage	Needs Improvement	1%	Satisfactory	13%	Good	20%	Effective	40%	Very Effective	26%	 <table border="1"> <caption>Student Ratings for Satisfaction with School and Education Quality</caption> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Disagree</td> <td>8%</td> </tr> <tr> <td>Agree Mostly</td> <td>35%</td> </tr> <tr> <td>Agree Completely</td> <td>57%</td> </tr> </tbody> </table>	Rating	Percentage	Disagree	8%	Agree Mostly	35%	Agree Completely	57%
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<p><b>PARENTS</b> Question 14 - How would you rate the effectiveness of leadership within Primary School where you have children?</p>	<p><b>STAFF</b> Question 14 - How would you rate the effectiveness of educational leadership of the Principal at TLCC?</p>																																			
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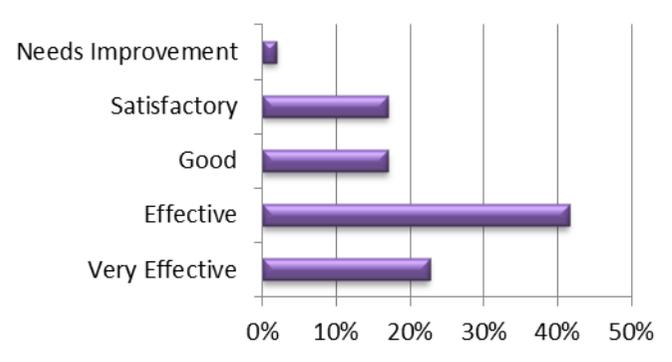
**PARENTS**

Question 17 - How would you rate the effectiveness of governance (CCM Board) at TLCC?  
eg - relating to standard of policies, procedures, fee levels etc



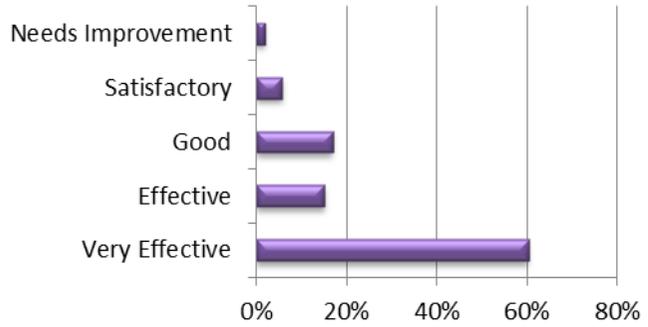
**PARENTS**

Question 18 - How would you rate the quality of facilities at TLCC?



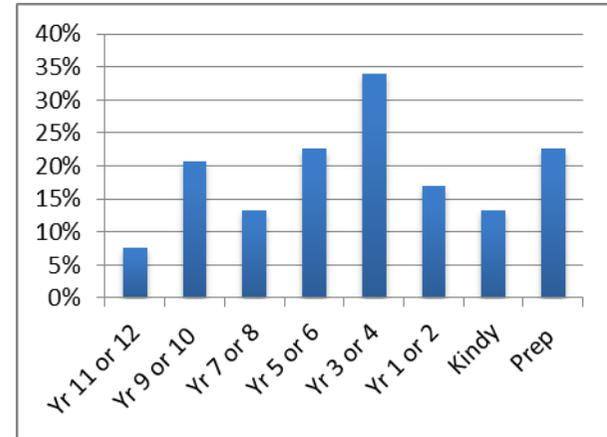
**PARENTS**

Question 20 - If you use our school buses how would you rate our standard of service and care of your children with transporting your children to and from the College?



**PARENTS**

Question 21 - I have children in: (please tick each area if you have more than one child in different stages)



## PROFIT AND LOSS STATEMENT TLCC - 2015

School Fees	\$391,415
Income from Excursions/Trips	\$2,071
Other Receipts from Students	\$6,218
ABSTUDY Allowances	\$0
Overseas Students Income	\$0
Private Income	\$100,721
State Government Recurrent Grants	\$287,222
State Government Education Allowances	\$0
State Government Interest Subsidy	\$14,636
Commonwealth Government General Recurrent Grants	\$1,043,494
Indigenous Education Grants	\$0
All other Commonwealth Government Recurrent Grants	\$5,050
<b>Total Recurrent Income</b>	<b>\$1,850,827</b>
Commonwealth Government Capital Grants	\$0
State Government Capital Grants	\$0
Capital Fees	\$89,189
Capital Fees from Overseas Students	\$0
Other Capital Income	\$7,310
<b>Total Capital Income</b>	<b>\$96,499</b>
Principal/Teaching Staff Wages	\$1,039,530
All Other Staff Wages	\$200,145
Other Staff Related Expenses	\$17,943
Superannuation	\$126,442
Long Service Leave	\$66,451
Operating Expenses	\$266,278
Property and Building Expenses	\$98,544
Bank Overdraft and Recurrent Loans Interest	\$57,460
Capital and Bridging Loans interest	\$303,095
Amortisation	\$0
Depreciation	\$159,492
Bad and Doubtful Debts Expense	\$67,015
<b>Total Recurrent Expenditure</b>	<b>\$2,402,394</b>
Land, Buildings and Improvements	\$3,028
Other Capital Expenditure	\$23,710
<b>Total Capital Expenditure</b>	<b>\$26,738</b>
<b>Breakdown of Income</b>	
Fess and Private income	\$500,425

State Recurrent Grants	\$301,858
Commonwealth Recurrent Grants	\$1,048,544
Government Capital Grants	\$0
Other Capital Income	\$96,499
	<b>\$1,947,326</b>

**Breakdown of Expenditure**

Salaries, Allowances and Related Expenses	\$1,450,510
Non-Salary Expenses	\$951,884
Capital Expenditure	\$26,738
	<b>\$2,429,132</b>

