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E: cmurray@rehoboth.wa.edu.au

**Year 7 & 8 Director of Students:** Mr I. Sheldrick  
E: isheldrick@rehoboth.wa.edu.au
Principal’s Welcome

The **Endeavour program** is an exciting two year program that includes elements of traditional Primary education and Secondary education. It is based on current educational research which addresses the best ways that children learn in this age group. This program is a further development of the outstanding Year 7 transition program (introduced in 2012). It includes a number of key features which are unique to this age group, and includes a highlight for many students – the **Year 7 Canberra Trip**. It also has a **technologically rich focus**, with an emphasis on **hands-on tasks and problem-solving skills**.

We see Year 7 and 8 as an ideal time and place for students to develop a sense of endeavour and discovery in their own learning, as they learn and grow to understand more about their place in God’s world. **Pastoral care** is an integral part of this program, where we encourage teachers to have a relationship with their students to allow them to better understand each student’s needs and abilities – academically, socially and pastorally. As a College, we value your children as individuals. Their progress, both academically and spiritually, is on the forefront of our hearts and minds as Staff at Rehoboth.

What is our main aim as a Christian School? If we had to put it into only one word, the answer would probably be **discernment**. It is our desire to train our students to think wisely; to judge things through the lens of God’s word; and to develop a Christian world view in the way they examine and interpret the world around them. **Proverbs 22:6** gives us a guiding principle when it says: "Train a child in the way he should go, and when he is old he will not turn from it." Therefore, our **focus is on preparation, rather than protection**. We are not just talking about an intellectual activity, but encouraging a thoughtful, life-filled relationship with our Creator.

The year ahead provides us with the opportunity of working in **partnership** to continue to build the College and to provide an excellent Christian education for our students. As a College, we give our commitment to strive to encourage each student to achieve their personal best; to find their purpose and destiny in God; and to make a difference in the world in which they live. We look forward to working with you as partners to sow and water the good seed which has already been planted, and to join with you as we watch God grow our children. May God bless each of us as we work together to help our children to grow into their full potential in Christ.

R Stirling
The Rehoboth Story

Rehoboth’s history began over 50 years ago when Dutch migrants who came to Australia saw that something was missing. Many of these migrants had been to Christian schools (‘Schools with the Bible’) where Christian parents were helped to raise their children to love and serve God. In Perth, just as they did around Australia, these migrants spread the vision of starting schools where God was proclaimed as the King of all life. They dreamed of schools with Christian teachers who were just as excited about these ideas and prayed that their children would have schools where they could be taught to ‘think Christianly’.

In 1959, the Association for Christian Education was started and planning began for a Christian school in Perth. The Association commenced a ‘Saturday school’ for the children of members in 1961. Then in 1966, Rehoboth Christian Primary School (Years 4-7) was started in Wilson with 2 teachers and 23 students. In 1977, Rehoboth Christian High School began in South Perth, and then in 1979 moved to its current Kenwick site. The Association expanded in 1992 when a second primary campus opened in Yangebup. This closed at the end of 2001. In 2005, a primary campus was added on at the Kenwick site. Currently, over 500 students attend Rehoboth Christian College on its two campuses.

Rehoboth means “the Lord has made room for us, and we will be fruitful in the land” (Genesis 26:22). We are thankful that God has allowed our schools to be fruitful and for the vision of our founders, and the sacrifices they made. We are thankful that many other Christians have ‘caught the vision’ and that Rehoboth’s existence has encouraged many other groups of Christians to start other Christian schools. We are thankful for the way that Rehoboth has touched the lives of thousands over the past 50 years, and the way that their lives have also been fruitful because of the Christian education they received.

Christian Worldview
At Rehoboth, students are taught that they are unique and special; that they are made in the image of God; and that they have a destiny and purpose that God reveals to them. We believe that nothing happens by chance or fate, but that God is in charge, and that He is all and is in all. Our perspective is to see things within the context of the ‘big story’ of scripture, which started with what God intended (the Creation). The story developed into what went wrong (the Fall, when sin entered and tainted the world); and led to what God did to heal and fix the problem of sin (Redemption). It finishes with our response and how God will restore his creation (Restoration).

"The Christian school is an exciting and challenging environment. Students are encouraged to develop all of their abilities – academic, artistic or whatever – in faithful response to the Lord. They are challenged to think. They may at times feel uncomfortable as they tackle the difficult issues of life. They develop an eternal perspective and God’s supreme authority to deal with life’s challenges.” (R. J. Edlin, The Cause of Christian Education)
Rehoboth’s Crest & Motto

The College Crest
The Crest features the College colours – red, white and blue – and its design has several important aspects which remind us of the nature of our schools.

The Cross
This symbol of our faith and salvation draws our attention to the redeeming work of Christ. The world we now study in our schools is one spoiled by sin, but through Christ’s salvation and promise, we look forward to the full restoration of His creation and kingdom.

The Bible
The open Word of God reminds us that it is our aim to present all of education and life in the light of His Word.

The College Motto

SOLI DEO GLORIA
To God Alone Be the Glory

This Latin phrase was a catchcry of the Reformation. It points to both the reformed nature of our schools, and the fact that Christian education should lead students to acknowledge God’s sovereignty in all things.

“For from Him, and through Him, and to Him are all things ...”
(Romans 11:36)

Secular education with its humanistic ideals, praises man, and what he has made, discovered and understood. Christian education strives to glorify God at all times, and to lead students to think and live for that goal in every aspect of their own lives.

...to “demolish strongholds and every pretension that sets itself up against the knowledge of God” and to “take captive every thought to make it obedient to Christ.”
(2 Corinthians 10:4, 5)
Rehoboth’s Vision & Mission

Association for Christian Education, Inc.

BECAUSE WE BELIEVE THAT:

i. God’s ultimate goal is to preserve, display and glorify His own greatness and glory.

ii. He has displayed that glory in creation and redemption.

iii. God’s purpose for mankind, therefore, is to glorify God and bring Him pleasure. Because of the presence of sin, we can only do this in the power of the Holy Spirit, sent by Christ, to all who look to Him for salvation.

iv. God has given us His word, the Bible, as the authoritative guide to living for His glory and pleasure.

v. The fulfilment of God’s plan, through the Lord and Saviour Jesus Christ, is to make us partakers of His divine nature and continue in His presence forever.

vi. Parents are responsible for the training and instruction of their children. It is the duty and privilege of Christian parents to consistently nurture their children to respond in faith and obedience to God in all areas of life.

OUR VISION FOR OUR STUDENTS

That as covenant community members, though living in a sinful world, they develop to maturity and are conformed to the likeness of the Lord Jesus Christ. We work and pray that they may present themselves as living sacrifices unto God for His service, glory and pleasure in His Kingdom.

THE MISSION OF THE ASSOCIATION IS

To assist parents in their God given task of nurturing their children by governing the provision of quality Christian education from a reformational perspective, with particular emphasis on training to think with the mind of Christ.

“Rehoboth has a strong emphasis on the consideration and formulation of world view. As texts are studied, students are encouraged to interrogate the world views presented and compare these with a Biblical world view. This critical thinking is authentic and stimulating to young people who are laying down the foundation for a life of service and joy to the Lord. Rehoboth’s desire to partner with parents in this developmental area is intentional and permeates all areas of study, while the College rigorously covers the required curriculum.”

(Mrs M. Gwynne)

Mrs Gwynne joined the English staff in 2015, after having worked at Southern Hills Christian College, and having been Head of English at Kelmscott SHS.
Rehoboth’s Values

Our College Values
We expect our Staff and students to reflect and uphold our College values:

Responsibility (for our words and actions)
"Do not merely listen to the word, and so deceive yourselves. Do what it says.”
(John 1:22)

Excellence (in individual and team goals; to be the best that we can be)
"Finally, brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.”
(Philippians 4:8)

Godliness (by putting God first in everything)
"So whether you eat or drink or whatever you do, do it all for the glory of God.”
(1 Corinthians 10:31)

Integrity (of individuals in their words, actions and relationships)
"May integrity and uprightness protect me, because my hope is in you.”
(Psalm 25:21)

Service (for others)
"Dear children, let us not love with words or tongue but with actions and in truth.”
(1 John 3:18)

Tolerance (and acceptance of diversity and individual differences)
"Be completely humble and gentle; be patient, bearing with one another in love.”
(Ephesians 4:2)

Encouragement (of one another; our aim is improvement)
"Encourage one another, be of one mind, live in peace.”
(2 Corinthians 13:11)

Respect (for self, others and property)
"Show proper respect to everyone: Love the brotherhood of believers, fear God, honour the king.”
(1 Peter 2:17)
Houses & House Competition

All Staff and students are attached to one of the College’s three Houses: Newton, Tyndale or Wycliffe:

**Newton House**
**Motto:** Sola gratia (by grace alone)
**Colours:** Green and Gold
**Head of House:** Mrs Erispe
This house is named after John Newton (1725-1807), hymn writer and pastor. Originally a ship’s captain, Newton was involved in the slave trade. His conversion followed his miraculous survival during a gale at sea. Newton later became a pastor and wrote many hymns including ‘Amazing Grace’. He also played a prominent role in the anti-slavery movement.

**Tyndale House**
**Motto:** Sola fide (by faith alone)
**Colours:** Black and White
**Head of House:** Mr de Bruyn
This house is named after William Tyndale (1494-1536), a teacher, translator and preacher. He believed in justification by faith alone. After moving to Germany, he completed his translation of the New Testament into English and had it published. This was significant in that it gave people access to the Bible in a language they could understand.

**Wycliffe House**
**Motto:** Sola scriptura (by scripture alone)
**Colours:** Blue and Red
**Head of House:** Mr Kuipers
This house is named after John Wycliffe (c1330-1384). He was called the ‘Morning Star of the Reformation’ as he challenged a number of the accepted practices of the Church. He based his views on the absolute authority of the Bible, God’s law, which he distinguished from the teachings of the Church. He argued that every man had the right to examine the Bible for himself.

**House Competition**
There are a number of House Activities each year in which the Houses can compete to obtain house points. These include the House Carnivals and different House Activities which are organized as lunchtime activities during the year. There is a different House activity organised in each term of the College, and these may include form period as well. These House activities include Basketball, Soccer, Chess, Bible Quiz etc. As Secondary students, Year 7 & 8 students are included in the Secondary Carnivals and House activities.
An Introduction to the Year 7 & 8 ENDEAUVOUR Program

ENDEAUVOUR is Rehoboth’s Year 7 & 8 program which retains elements of the Primary program, introduces elements of the Secondary program, and includes features that are unique to this age group. Years 7 & 8 are the place where students encounter many things in the transition from childhood to adulthood (socially, physically and academically), especially ‘who they are’ as people made in the image of God. The term ‘endeavour’ also relates to the shift in learning that takes place in education. We want our students to develop a sense of endeavour and to increasingly take responsibility for their own learning. We do this by encouraging them to strive to achieve their very best, be willing to attempt new things and develop a sense of discovery in their own learning.

This is done by creating a curriculum that is full of hands-on, learning-rich activities which are designed to not only engage the students, but also teach them problem solving skills, creativity and ways of learning that will benefit their later years of study. Our desire is to see the students learn and grow as they understand more about God’s world and their place in it.

Educational research informs us that students of the Year 7 & 8 age groups have different needs from primary and senior secondary. This program is designed to cater more effectively for the specific differences and needs of these students.

The transition from the Primary Years of K-6 to the Secondary Years of 9-12 is an important stage in your child’s development. Research has shown that when this transition is done in a way that recognises the developmental changes that young adolescents are undergoing, the process can become a positive one. The Year 7 & 8 Endeavour program will become a bridge between Primary and Senior Secondary Schooling. It is designed to equip students for this transition and aims to make schooling at our College as smooth and developmental as possible. Researched educational strategies will be specifically utilised to make the transition from Year 6 to Year 9 more effortless, less stressful, and less threatening to students.

Every student is created in the image of God (Genesis 1:27), and because of this, they deserve to be respected and valued. Christian education seeks to prepare students to become active workers for God’s Kingdom. Each and every subject is taught from a Biblical perspective. Students are encouraged to look at God’s plans for the world and to celebrate their purpose in relation to it. Students will be encouraged to live a life that honours God by the way in which they interact with each other. As members of the body of Christ, they will be encouraged to care for, and encourage one another. The Year 7 & 8 Curriculum will provide a range of activities that will allow students to explore the gifts which God has given to them and provide opportunities to develop their individual skills.
All creation finds its purpose and place in God because all things were created by Him. So too, all things have been affected by the Fall. As creation awaits its restoration in Christ, students need to see and appreciate for themselves the beauty of God’s handiwork and the plan that He has for the restoration of all things to Himself. The Year 7 & 8 Endeavour program seeks to help students see that their whole lives – whether at school, at home or wherever else they happen to be – comes under the Lordship of Christ.

Rehoboth’s goals are to develop the potential that each child has as a unique individual made in the image of God. Endeavour seeks to meet the child’s personal, academic, physical, spiritual and emotional needs and to see them grow in these areas, without comparing themselves to others. Endeavour provides a safe place where students are free to express their problems, struggles and concerns without the fear of being judged. It is intended to grow students’ sense of who they are, their leadership skills, their responsible use of technology, what it means to be stewards in this world, and their sense of citizenship. It is a place where students can be themselves and where teachers not only help them overcome difficult issues, but celebrate their achievements with them.

This handbook will enable you to discuss your child’s work with him/her on a regular basis, as it will help you to know what subjects your child is studying. There will be an opportunity to discuss the teaching curriculum at a ‘Meet the Teachers’ evening for Year 7 & 8 parents on Tuesday, 16th February, 2016 (Week 3 of Term 1).

If you have any questions as you go through this booklet, please contact the Year 7 & 8 Endeavour Team Leader, Mr C. Murray (or the Year 7 & 8 Home Group Teachers) straight away. Do not feel that you need to wait until your child has commenced Year 7. We are more than happy to talk through any of the questions or concerns that you may have.

**Rationale**
- To achieve learning excellence within a Christian worldview.
- To increase educational outcomes by more effective preparation for senior secondary schooling.
- To respond to specific needs of the adolescent middle school student, which are different from those of senior secondary students.
- To accommodate earlier entry into Secondary schooling.
- To create a smoother transition to the Secondary program.
- To provide engaging and stimulating education between Years 6 and 9.

**Outcomes Sought**
- Greater student thinking, independence and a love of learning.
- Improved school academic results and standards of literacy and numeracy.
- Better prepared students for Year 9, strengthening foundational skills.
- More effective and individual catering for adolescent needs.
- A balanced, well-grounded and well-rounded curriculum.
- Strong pastoral care developed through connection with key teachers.
Adolescents as Young Learners

The Endeavour program is a fusion of primary and secondary, so that our Year 7 & 8 students recognise that they are moving into Secondary schooling. It focuses on the acquisition of skills more than specific subject domains, aiming to ensure that the students have the skills they need to succeed in Year 9.

It is based on documented evidence regarding the development of the Year 7 & 8 age child and on ‘middle schooling’ principles. The term young adolescents usually comprises of children between the ages of 11 and 14 years of age.

Children going through this stage of development typically display the following traits (which can impact on the ways they learn):

- **Spiritual:** Susceptible to high and low moods; They need to see their faith make a difference; They are asking many questions; They need to feel that they belong to a group of believers.

- **Physical:** Rapid and irregular growth; They can be clumsy or awkward; Restless – have difficulty sitting still for long periods of time; Need some routine and structure; Talkative – are extremely social; Improving hand-eye coordination.
Emotional: Impulsive; Need of acceptance by peers – often feel insecure; Try to cover up their worries, doubts and feelings of uncertainty; Longing for more independence and responsibility; Unsure of how to handle responsibility; Have a desire to seek justice for unfair situations; Like to argue and debate.

Intellectual: Inquisitive and curious – are interested in ‘big’ questions; Begin to be able to infer and reason; Begin to be able to draw conclusions from fewer concrete facts; Learning to solve more abstract problems.

The Year 7 & 8 Endeavour Program recognises the implications that early adolescence has on the learning environment.

Characteristics of ‘middle school’ students
- Increased physical growth.
- Need for physical activity.
- Great diversity of physical development.
- Peer group pre-eminent.
- Same sex affiliation dominant.
- Attachment to adults rather than parents.
- Desire for independence, but security in boundaries.
- Great brain growth between the ages of 11 and 14.
- Intense curiosity, especially over the ‘big questions’ of life.
- Preference for active over passive learning.
- Preference for co-operative over individual learning.
- Rapid changes of interests.
- Need for greater choice of activities.
- Development of ability to analyse and reflect.
Elements of the Year 7 & 8 Program

The Year 7 & 8 Endeavour Program will provide students with:

Pastoral Care
- The guidance of a Home Group (Pastoral Care) teacher for spiritual and social development;
- A personal organisation development program;
- A community ethos of care;
- Celebration and recognition of students’ gifts and achievements;
- Missions focussed activities and opportunities;
- A Year 7 & 8 leadership team which provides opportunities to lead, serve and input into the life of the College.

Transition from Primary to Secondary Years
- A smooth transition program that begins at the end of Year 6 and continues until the beginning of Year 9;
- A focus on building resilience within students;
- A gradual increase in the number of teachers;
- A full Orientation day for Year 6 students.

Teaching Strategies
- Teachers who mentor, facilitate and guide student learning;
- Catering for a variety of learning styles;
- Practical problem solving;
- Community based learning;
- Team teaching – working together to solve problems, supporting and encouraging one another and promoting a consistent approach;
- Training students in metacognitive (awareness of their own knowledge or thinking about thinking) approaches to learning;
- Teaching study skills;
- Acknowledging the challenges of early adolescence.

Integrated Features of the Curriculum
- Biblical perspectives;
- Student encouragement;
- Appropriate skills identification;
- Literacy and numeracy skill development;
- Chromebooks which will be used in Years 7-12 (enabling teachers to utilize Google classroom);
- Academic challenge;
- Study skills;
- Pathways for students ‘at risk’;
- Group and collaborative work;
- Inquiry based learning;
- A differentiated program for different ability levels.
Social Skills

- A focus on how to treat ourselves and to respect others;
- Teaching communication skills;
- Anti-bullying program.

Technology

Computers and other technologies have become an important tool in our society, both in work and in leisure. In the Endeavour Program, students will be given the skills to use this technology in a wise manner, developing a worldview that is both biblical and well informed. Students will be given the opportunity to examine the impact that computers and the Internet have made on shaping of world values and develop skills of discernment in their use.

Creativity

God is creative and He has made people in His image, with the ability to be creative in a variety of ways. The Endeavour Program seeks to develop the creative ability and skills of its students, through a range of subjects. There is a focus on thinking creatively, presenting work in creative ways and appreciating the beauty and variety of the amazing world that God has made.

LEX@R – Learning Extension at Rehoboth

Does your son or daughter thrive on a challenge? Would they benefit from working as part of a small group? Do they enjoy being critical, creative or thinking in unusual ways? LEX@R may just be for them. LEX@R is a class of selected students from Years 7 & 8, who generally achieve high marks in their core subjects or who show a real talent for problem solving and independent thinking. It aims to challenge their minds and extend their skills with a variety of challenges and excursions across the year. It operates in a 3 period block, where students are withdrawn from the mainstream program once per week.

In 2015, students explored an historical figure and constructed a presentation of their achievements and life story. They were interviewed as that character as part of our Night of the Notables presentation. They constructed bridges and explored some existing bridges in our local area. They formed teams for the regional Tournament of Minds competition against 140 other schools. This was a series of group challenges (i.e. building an invisible vehicle to carry a bottle of water; constructing an historical reality show). Students also worked on producing a digital resource about a global issue while exploring and debating the issues of human rights and a biblical view of justice and poverty. 2016 will have its own surprises – no two weeks are the same.

Enquiries about Year 7-8 LEX@R should be addressed to Mrs R. Dalais rdalais@rehoboth.wa.edu.au. Entry requirements include a recommendation from a previous teacher, high marks in core subjects and any other evidence of achievement, as well as a desire to explore the world as we know it.
LITS – Literacy Support (LITS) (for a small number of students during Indonesian)

Literacy Support is a program that occurs for selected students that need intensive/extra literacy support. These students are withdrawn during their two periods of Indonesian to work on areas of Literacy and to support them in other Learning areas. Literacy is foundational to a student’s success in Secondary school, and LITS intentionally seeks to improve outcomes in this area.

Leadership

Part of the Year 7 & 8 program is the intentional development of student leadership. The Year 7 & 8 Endeavour Program will have its own leadership group, who will work with the Year 7 & 8 Team Leader, and meet together once per fortnight. Student leaders will be chosen through a process of nomination, school approval and election by their peers.

The functions of the student leaders will be to set a good example, look out for students who could be experiencing difficult situations, mentoring others and assisting with the organisation and running of fundraising events. Student leaders will also represent their peers by being the ‘student voice’.

Communication

Between staff and parents

Each student will receive regular notification in their diary which indicates their attitudes, achievements and behaviour for the week. This informs parents about how their children are performing and demonstrating expected behaviour standards, as well as where they may need to improve.

The diary can also be an important communication link between parents and teachers. You are most welcome to make an appointment to see your child’s Home Group teacher about any concerns that you may have.

Between children and their parents

It is also very important that communication between parents and their children remains strong, loving, clear and consistent as children pass through adolescence. Make an effort to keep communication channels open with your son/daughter. The issues and tensions that accompany the child’s passage through this time of life can often be related to important issues for your child. It is crucial to be available when you see them struggling. Your child may not want to talk about their school day as much as they used to. This is often because they are tired, through the busyness and changing routines of the day and through the physical demands of adolescence. However, if parents wait for the right time, they will often find that their child will still want to talk about some aspects of their school and social lives.

Boundaries

It is our responsibility to set appropriate boundaries throughout our children’s school years. It will often be necessary and appropriate to say “No” to things the young person wants to do. This, too, is an important part of our role as parents and teachers, as we use our greater experience of life to assist our children to grow and fulfil the potential that God has planted in them.
Assessment for Year 7 & 8 students will be based on term work, tests and exams. Semester exams are only one part of a student's total work which counts towards assessment, so it is important for students to be working hard all of the time. Year 7 & 8 students will be issued with two reports during the year, at the end of Term 2 and the end of Term 4 (i.e. a semester report). In addition, an Interim Report will be issued during Term 1, to provide parents with some early feedback on their child’s progress and how they are settling into the Endeavour program. Other learning areas will also be assessed, but less frequently.

Grade Descriptors
Students will receive a Grade for each subject each Semester. The Grades which will be used will be A, B, C, D or E. Grades will be awarded according to the extent to which the student fulfils the requirements of each subject area.

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<th>Grade</th>
<th>Descriptors</th>
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<td><strong>A</strong> Excellent</td>
<td>The student has demonstrated excellent achievement of what is expected for this Year level. This grade means that the student has: Achieved the essential requirements of the course; A superior knowledge and understanding; Competency in a wide range of skills; Demonstrated appropriate and ready application of knowledge and skills to new situations; Worked at a very high standard overall.</td>
</tr>
<tr>
<td><strong>B</strong> High</td>
<td>The student has demonstrated high achievement of what is expected for this Year level. This grade means that the student has: Achieved the essential requirements of the course; A good knowledge and clear understanding; Competency in a range of skills; Demonstrated reasonable success in applying knowledge and skills.</td>
</tr>
<tr>
<td><strong>C</strong> Satisfactory</td>
<td>The student has demonstrated satisfactory achievement of what is expected for this Year level. This grade means that the student has: Achieved the essential requirements of the course; A knowledge of much of the content with reasonable understanding; Adequate development of the fundamental skills; Demonstrated some success in applying knowledge and skills.</td>
</tr>
<tr>
<td><strong>D</strong> Limited</td>
<td>The student has demonstrated limited achievement of what is expected for this Year level. This grade means that the student has: Achieved the essential requirements of the course; Limited knowledge of the content; Demonstrated limited development of the fundamental skills.</td>
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<td><strong>E</strong> Very Low</td>
<td>The student had demonstrated very low achievement of what is expected for this Year level. This grade means that the student has: Failed to achieved the essential requirements of the course; Little knowledge of the subject; Demonstrated few of the relevant skills.</td>
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It is important that all school reports are kept in a safe place, to form part of a student’s resume portfolio when seeking further study or employment.
NAPLAN (Year 7)
NAPLAN tests identify whether all students have the literacy and numeracy skills that provide the critical foundation for their learning, and for their productive and rewarding participation in the community. The annual NAPLAN tests take place early in Term 2 each year. In 2014, the Weekend Australian newspaper ranked Rehoboth as the 28th school in W.A., based on its NAPLAN scores. Rehoboth’s Year 7 results clearly outperformed the WA means in all NAPLAN categories – Grammar (+63), Numeracy (+39), Writing (+37), Reading (+34) and Spelling (+32). In 2015, Rehoboth had moved up to 25th school in W.A., one of only a handful of low fee schools in the Top 50 Schools. Rehoboth’s Year 7 results again outperformed the WA means in all NAPLAN categories – Grammar (+26), Numeracy (+27), Writing (+29), Reading (+21) and Spelling (+20). These results were also reflected in Year 9, where Rehoboth similarly outperformed the WA means by similar margins.

Exams (Year 7 & 8)
Rehoboth’s Year 7 & 8 program encourages creative thinking, learning via discovery and most importantly – teaching students how to learn. We believe that it is important that students learn the skill of sitting exams, reviewing their work and revision techniques while still in their junior secondary years, to equip them for the demands of Senior Secondary. Rehoboth runs exams at both mid-year and end-of-year through all levels of secondary, as part of its rigorous and challenging approach. The overall weighting of these exams is progressively scaled up over the years until it reaches 50% weighting, which is the standard for ATAR University entrance subjects. Year 7 & 8 students sit exams in: English, Humanities, Maths and Science. Teachers will prepare students for these exams, explaining the process and providing revision tips. It is also really important that parents work with their child to ensure that they are dedicating some time to study in the lead up to the exams.

Academic Standards
Rehoboth’s academic standard is excellent, contributed to by small class sizes, individual attention and due to the fact that we have chosen to specialise in the areas that most of our students need for tertiary entrance. With good fundamental teaching, systems and methods, our students compete with the best. Our graduates have qualified in many diverse areas from Medicine, Law, Engineering, Business, Physiotherapy and Occupational Therapy, to name a few. Notable among these include a member of the WA Parliament in the Legislative Council, the Senior Pastor of Perth’s largest Church, the General Manager of Sonshine Radio, and the Captain of an AFL Football team.
Special ‘ENDEAVOUR’ Events

Year 7 Canberra Trip
Each year our Year 7 students visit Canberra as part of their curriculum. This trip is an unforgettable experience for the students and is always rated as a highlight of their year. During their time in Canberra, the students participate in a range of activities that are both educational and fun. This trip is designed to complement the work relating to the Australian Government, which is part of the Year 7 curriculum.

Our Year 7 students will have a range of truly memorable experiences while they are in Canberra. These experiences help to increase their appreciation about the way in which our country is governed and supports their ‘Government’ learning program in Year 7. Activities are educational, fun and interactive, as well as providing many wonderful social opportunities and experiences for the students. Each year, the jam-packed itinerary includes visits to the following:

- Parliament House;
- Museum of Australian Democracy;
- Australian War Memorial;
- Electoral Education Centre;
- Government House;
- Indonesian Embassy;
- Canberra Deep Space Centre;
- Australian Institute of Sport;
- St. Andrew’s Presbyterian Church (Sunday Service);
- Visit to the Snow (Perisher Valley);
- GeoScience Australia;
- National Portrait Gallery;
- ANZAC Parade;
- CSIRO;
- Cockington Green (Miniature Village);
- Glenloch Sheep Station;
- QUESTACON (Science Museum).

The journey to Canberra takes place in the last two weeks of Term Two. The cost of the trip is approximately $2000. This includes return flights to Canberra, eight night’s accommodation, coach hire around Canberra, all meals and snacks, as well as entry into all venues. The Federal Government offers a rebate to parents for all Primary students who visit Parliament House; the Museum of Australian Democracy; the Australian War Memorial; and the Electoral Education Centre. This rebate will be approximately $240 per family.
Some highlights from the 2015 Canberra Trip: the Australian War Memorial; meeting the Governor-General; visiting Canberra; and the Australian National Museum

**Year 8 Camp**
This will incorporate a local trip to a Western Australian area (like Kalgoorlie) for two or three days, for students to explore an area of special interest. This may occur in partnership with a local Christian school or Church as part of our Missions focus.

**International Week**
This is a week of international events to celebrate our **multicultural focus** of 'one school, many nations'.

**Excursions**
These events may change from year to year, but are an important part of the learning program. Excursions include a **Local History study** (a day trip) of a nearby centre (like Fremantle or Kalamunda).

**Digital Discipleship Course**
The purpose of the digital discipleship course is to have students think more critically about how they use digital technology.

**Rehoboth Sports Council Basketball**
The Rehoboth Sports Council runs a Year 5 & 6 and a Year 7 & 8 Basketball Competition on Fridays after school, which runs during Terms 3 and 4 each year. The Year 7 & 8 age group plays from 3.20-4.05pm, followed by the Year 5 & 6 age group. There is a perpetual trophy for the winning team, as well as a trophy for the MVP. Medallions are also awarded to the ‘All-Star team’ (the top 10 players in each age division).
A Biblical Framework for Year 7 & 8

A Christian education acknowledges that all of life is part of God’s creation, and as such, all subject areas will be studied from a Christian perspective. The following diagram shows the basic framework which will form the basis of our curriculum planning:

Creation: What did God intend?

Fall: What has gone wrong?

Redemption: What is the solution?

Restoration: How can I respond?

Our teachers are Christians who build the curriculum on biblical foundations, while still fulfilling state and national requirements. As we teach from a biblical perspective, we believe that we present God’s world in a coherent and connected whole – created by our one creator God.

Students will be encouraged to respond to their learning in the way in which they treat others, in the way they encourage and respect others, their focus on sharing Christ and by doing their best in all things. Students will be encouraged to develop honesty and integrity in order to be ‘salt and light’ in the world.

Students will be encouraged to respond in relation to what they learn. Just as the Bible describes that faith without action is dead (James 2:17), so too knowledge, without a response or change in attitude is incomplete. As Christian teachers, we aim to fulfil the Biblical commands to go and make disciples and to train children in the way in which they should go (Matthew 28:19 and Proverbs 22:6).
Expectations of Year 7 & 8 Students

The expectations below are minimum requirements which students are expected to follow, so they can work with their teachers in an environment which helps support learning and the development of good working habits.

Christian Attitude, Values and Character Behaviour Expectations

- We RESPECT God, others and ourselves.
- Every student has the right to feel safe and to be safe.
- We treat all things with care.
- We respect the role of students to LEARN and of teachers to TEACH.
- We LISTEN and use positive words to solve problems.

Classroom rules

- Students will bring to class at the start of each lesson everything which is needed for the lesson, including homework diaries and any homework which is due for that lesson.
- Students will not distract other students from completing work and other tasks.
- Students will give total focus to the teacher when the teacher is speaking. Total focus will include the student's eyes consistently looking at the teacher; the student having hands empty of all distractions; and the student actively listening to their teacher.
- Students will show courtesy and respect to the teacher and to each other at all times. Sarcasm, rudeness, hurtful comments and speaking while someone else is speaking are all inappropriate behaviours. Everyone has the right to work in a peaceful, courteous learning environment.
- Students will take responsibility to keep up with class work and to keep their books and files in an organized manner.
- Students will submit homework on the due date unless an extension has been requested and granted before the due date.

Year 8 students participating in the Iron Person – an annual House Competition
Outdoor rules
- Students will line up quietly and on time outside the classroom before a lesson begins.
- Walk in all Year 9–12 areas, and along concrete pathways.
- Play away from fences.
- Trees must be left alone and not climbed.
- Students are not to be in the classroom without the teacher’s permission or presence.
- No throwing or collecting of stones, sticks or tree parts.
- All rubbish is to be deposited in the bins provided.
- All play ceases when the bell rings, and students will return to class.
- Students are not allowed to leave the College premises.
- Before and after school, students are to sit and wait quietly. No ball games or playing with personal or school sport equipment should take place.

"I am really enjoying my time at Rehoboth and the relationships with students and staff. The Endeavour program provides a friendly, co-operative learning environment and it has been great to see students who want to learn and encourage each other to strive to achieve their best.”
(Mr C. Murray, Year 7-8 Endeavour Team Leader)

Homework and Study
At Rehoboth, we recommend a minimum homework time for each year level. At Year 7 & 8 level, this amount is one hour per night. We believe that setting homework is important for reinforcing disciplined working habits as your child goes through school.

However, it is also important that this homework level is gradually increased over the years and is not too time-consuming for the age of your child. One hour in Year 7 & 8 is a good balance between reinforcing and extending the work covered in class, while also allowing for the individual passions and pursuits of each child and relaxation time with family.

Homework will be content that the teacher has instructed the class to complete at home (i.e. complete Maths exercise 5B; work on your Medieval History assignment, or instrument practice).

We also encourage our students to get into the habit of study, especially when there is no set homework. Study and revision are not only useful around test and exam times, but are actually a vital part of the learning process.

Revising a chapter from their Science book or re-reading a key chapter from the set English text are good examples of helpful study exercises. We encourage students to see study as part of their weekly homework routines.
Staffing & Structure

The ENDEAVOUR Year 7 & 8 Team Leader is Mr C. Murray. He joined the Rehoboth Staff to lead this program in 2015, bringing a wealth of experience to the College. Prior to joining Rehoboth, Campbell was the Deputy Principal at Southern Hills Christian College, and he previously taught at Swan Christian College. Mr Murray is one of the two Home Group teachers for Year 8, along with Mrs A. Stewart. The two Year 7 Home Group teachers are Mrs C. James and Mr S. Peletier. Mr Murray co-ordinates the Year 7 & 8:

<table>
<thead>
<tr>
<th>Awards Night</th>
<th>Leadership</th>
<th>Events (Canberra Trip)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget</td>
<td>Teaching Programs</td>
<td>Curriculum</td>
</tr>
<tr>
<td>Transition to Secondary</td>
<td>Study Skills</td>
<td>Assemblies</td>
</tr>
<tr>
<td>Student Welfare</td>
<td>Pastoral Care/IEPs</td>
<td>Reports</td>
</tr>
<tr>
<td>Form Classes</td>
<td>Test/Exams</td>
<td>Home Rooms</td>
</tr>
</tbody>
</table>

Each Year group has two Home Group teachers, as we believe that the relationship with a few key teachers provides the security and structure that students need at this age. This is also important in the transition to the Senior Secondary Years of Year 9-12, where students will often have more than 8 or 9 teachers who will specialise in particular subject areas. These Home Group teachers will work in a team teaching arrangement across the Year group (two for Year 7; and two for Year 8), but each of the teachers will be the core teacher of one class, teaching them for a minimum of 15 or 16 periods in the week. They will usually be responsible for teaching two major subject areas (like English and Humanities) and Christian Studies, Health and Form.

This means that the Home Group teacher has the opportunity of getting to know every student in the class, allowing for a greater relationship to develop between the teacher and the individual student. This has been designed to help your child’s transition from primary school, as one core teacher remains the central source of pastoral care, and allows them to understand each student’s needs and abilities. They can be aware of achievements, difficulties, changes and celebrations in these areas of students’ lives and will assist them in organizational skills (study and timetable, in particular). Having a central Home Group teacher also makes communication between Staff and parents easier, so that parents can be confident that their child is well looked after.

Each of the Year 7 & 8 classes will also have a Home Room for the majority of their studies. Classes will sometimes move to specialist areas like Science Labs, Woodwork and Food Science rooms, with specialist teachers. This transition model prepares them for the Secondary years, which involves a greater range of teachers and classes moving to where the teacher is located. These measures are in line with the educational research which currently indicates how students of this age group learn most effectively. The program will emphasize the (safe and responsible) use of technology as a tool in learning as a key feature; and the development of problem-solving skills and creativity in both years. Overall responsibility for Year 7 & 8 Boy’s Management, Academic Monitoring, and Events rests with the Year 7 & 8 Director of Students, Mr I. Sheldrick.
Subject Areas

All Year 7 & 8 subjects in 2016 will be taught in **Semester-length units**. Each subject unit will be graded and reported on at the end of the semester. **The school week is divided into 40 periods, each of 40 minutes.** The table below shows the subject areas and their allocated teaching periods. There is one period per week devoted to **Form activities**. Each morning will commence with a **devotion and prayer time with their Home Group (Pastoral Care) teacher (in Form class)**. The **Australian Curriculum** is the basis of what is taught, but it will be taught from an **overtly Christian perspective**. This is a cross-curriculum priority that will encompass all learning areas.

### Year 7 Timetable (Overview)

<table>
<thead>
<tr>
<th>Classes</th>
<th>Number of Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>English / LEX@R</td>
<td>8 periods</td>
</tr>
<tr>
<td>Mathematics / LEX@R</td>
<td>8 periods</td>
</tr>
<tr>
<td>Humanities</td>
<td>5 periods</td>
</tr>
<tr>
<td>Science</td>
<td>5 periods</td>
</tr>
<tr>
<td>Christian Studies</td>
<td>2 periods</td>
</tr>
<tr>
<td>Design &amp; Technology / Food Science</td>
<td>2 periods (Semester Courses)</td>
</tr>
<tr>
<td>Form</td>
<td>1 period</td>
</tr>
<tr>
<td>Health / LEX@R</td>
<td>1 period</td>
</tr>
<tr>
<td>Indonesian (and Literacy Support)</td>
<td>2 periods</td>
</tr>
<tr>
<td>Music</td>
<td>2 periods</td>
</tr>
<tr>
<td>Physical Education (Boys / Girls)</td>
<td>2 periods</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>2 periods</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40 periods</strong></td>
</tr>
</tbody>
</table>

### Year 8 Timetable (Overview)

<table>
<thead>
<tr>
<th>Classes</th>
<th>Number of Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6 periods</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6 periods</td>
</tr>
<tr>
<td>Humanities / LEX@R</td>
<td>6 periods</td>
</tr>
<tr>
<td>Science / LEX@R</td>
<td>6 periods</td>
</tr>
<tr>
<td>Christian Studies</td>
<td>2 periods</td>
</tr>
<tr>
<td>Design &amp; Technology / Food Science</td>
<td>2 periods (Semester Courses)</td>
</tr>
<tr>
<td>Drama</td>
<td>2 periods</td>
</tr>
<tr>
<td>Form</td>
<td>1 period</td>
</tr>
<tr>
<td>Health / LEX@R</td>
<td>1 period</td>
</tr>
<tr>
<td>Indonesian (and Literacy Support)</td>
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<td>2 periods</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40 periods</strong></td>
</tr>
</tbody>
</table>
ENGLISH

Year 7
The focus on English in Year 7 is to develop student skills in the English learning area. Students come from various backgrounds and learning capabilities and teachers will adapt the course content to meet these needs. In Reading Comprehension, students will participate in novel studies, book reviews and individual reading programs. They will also examine a range of shorter texts in order to focus on comprehension skills, such as inferring information and applying that knowledge into other contexts. They will also examine the main ideas of a text and learn how to identify supporting details. The joy of reading will be emphasized.

For Writing, the students will focus on how to write in a range of different text types, including persuasive essays, descriptive writing, poetry, recounts and reports. Students will learn a range of proof reading and editing skills. There is also a focus on grammar, in particular, using the different parts of speech correctly. In spelling activities, there is a focus on learning spelling rules and applying them appropriately. In Speaking and Listening, students will engage in listening activities and learn public-speaking skills. They will participate in a range of impromptu talks, prepared speeches, performances and presentations. Students will learn the rudimentary skills involved in debating.

Year 8
The Year 8 English course will involve a range of activities related to Reading, Writing, Viewing, Speaking and Listening outcomes, including:
- Developing an understanding of the ways in which language is an aspect of humans being created in the image of God;
- Allowing them to think, order, reflect, respond, make meaning, communicate and operate in community;
- Using the conventions of Standard Australian English with increasing understanding, in a variety of forms and situations;
- Speaking, listening, viewing, reading and writing effectively with purpose and critical awareness.

Students will learn formal language skills (including grammar, punctuation, comprehension and spelling); writing in a range of forms and for different audiences and contexts; literary appreciation of different genres (including novel, short stories, poetry and media); and creative writing, which is an integral part of the program and will be adapted to meet student needs. Speaking and presentation skills are included as part of the work, which involves the development of group discussion and listening skills. All these tasks will encourage the extension of students’ creativity.
**MATHEMATICS**

**Year 7**
Mathematics is divided into a number of sections. In **Number and Algebra**, a major area of study is fractions, decimals and percentages. Algebra, patterns and linear relationships are another focus area where students will learn many new concepts. The four operations of addition, subtraction, multiplication and division will continue to be developed. In **Measurement and Geometry**, units of study will include area, perimeter and volume; solids and prisms; location and transformations; and geometric reasoning. These units allow for many hands-on activities and also how to use mathematical formulas correctly. In **Statistics and Probability**, the students will do experiments to calculate chance and probability. They will conduct surveys to collect data and make tables and graphs to display and analyse their information. They will also learn how to work out the mean, median, mode and range from a set of data. Students will continue to work on their speed, accuracy and strategies for **Mental Maths**. To be able to solve problems efficiently, students need to know how to use the four operations of addition, subtraction, multiplication and division quickly and accurately. Students will continue to practice the times tables. They will also use Maths IT programs as part of their learning.

**Year 8**

In Year 8, students will learn to solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They explain issues related to the collection of data and the effect of outliers on means and medians in that data. Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences. They determine complementary events and calculate the sum of probabilities.

**Subject Fees in Year 7 & 8 Mathematics – $30 per annum**
This covers access to internet-based IT Maths programs that students will use at school and at home. These are charged as part of school fees and are included in accounts.
**HUMANITIES**

**Year 7**

Humanities include the areas of History, Geography, Civics and Citizenship and Economics. The study of History provides opportunities for students to learn about God’s sovereignty over all nations and the peoples within them. History is ‘His’ story. The focus in Year 7 is on Ancient Civilisations, such as Ancient Rome and India.

**Geography** involves practical mapping skills, a knowledge of the world’s continents and oceans and lines of latitude and longitude. In preparation for the Year 7 Canberra Trip at the end of Term Two, the Civics and Citizenship unit allows students to investigate local, state and Federal Governments and the law-making process.

In Economics, the students will learn about natural, human and capital resources; production, consumption and exchange; and supply and demand. They will study Christian perspectives on conducting business in the marketplace with others, and how we use our talents to serve others.

**Year 8**

**Landforms and Landscapes**

This is a Geography unit which lays the foundation of the key questions in Geography. The students will gain an appreciation of the unique planet, which is our home. They will learn about its inhabitants and students will examine case studies of man’s interaction with the environment.

**Changing Nations**

This includes a study of the issues of urbanization, immigration and the patterns of settlement from the Ancient to the Modern World. They will explore the fall of the Roman Empire through to the Age of Discovery.

The History course will cover an overview of the important features and events of the period. This will help students understand broad patterns of historical change. It is a framework for developing students’ historical knowledge, understanding and skills.

Two in-depth studies will follow this overview and the key features will include feudalism, the voyages of discovery, contact and conflict. This leads on to the Spanish conquest of the Americas, following the voyages of Christopher Columbus.

**Asia-Pacific World**

The students will be guided through a brief investigation of a similar time span from an Asian–Pacific context. They will investigate Marco Polo and his contact with the Chinese (and Mongol) culture during his travels.
SCIENCE

Year 7

Year 7 starts with an introduction to the science laboratory focusing on how we conduct scientific experiments safely and accurately. Students will study the forces and motions in our everyday lives and discover the difference between pure substances and mixtures. We then investigate matter further by learning how to separate substances and obtain clean water, which links into the water cycle. We explore how it affects our lives and God’s mandate in Genesis to be good stewards of the water we use. We look outside our own world into the amazing wide universe and are humbled by the vast and amazing creation of God as we study the planets, our Sun and Moon and how our Earth fits into God’s created universe. We zoom back towards the Earth, looking at our own energy resources and how we need to look after our environment. We study the classification of plants and animals and how this classification has developed over time, focussing on some key animal groups as well as how plants and animals interact in their environment.

In 2015, Year 7 & 8 students participated in the Science Education Perfect Championships, part of Science Week. Rehoboth was ranked:

**First** overall globally (101-250 students)

**First** overall in WA (out of 89 schools)

**First** in Australia (101-250 students)

Mukho Naw (Year 8), who achieved a Gold Certificate, wrote the following:

“Thank you Mr Murray for encouraging us to try our best in the competition. Education Perfect is a great app for learning and revising. I would like to continue learning.”

Year 8

Students are given opportunities to develop their basic laboratory skills and how to work scientifically through designing and conducting experiments. We focus on the building blocks of life, looking at how cells were discovered and their incredible complexity. We build on the student’s knowledge of cell structure and function to look at the human body as a whole as well as various individual systems. We also study the very building blocks that make up all substances … atoms! A large focus is placed on safe practice in chemistry as students will conduct basic chemistry experiments. Through exploring everyday experiences, we introduce some basics physics principles, such as conservation of energy, energy transformation and different types of energy. Students are given a taste of what it is like to be an engineer through designing a machine that puts into practice their developing understandings of physics. Our dynamic earth is constantly changing and we investigate how the rock cycle creates this change. Students learn how the structure of materials influences how we choose to use them and identify everyday examples of rock and mineral use.

Subject Fees in Year 7 & 8 Science – $30 per annum

This covers participation in the Education Perfect competition. These are charged as part of school fees and are included in accounts.
CHRISTIAN STUDIES

Year 7

The Year 7 Christian Studies program requires students to engage in studying both Biblical as well as Church History. The Biblical History unit entitled ‘30 Major Turning Points of the Bible’ is a Bible overview which examines how God directed events in the Old Testament to bring about the Messiah, and also looks forward to the end of time when we may live with God in perfect fellowship forever. This unit gives students a glimpse of the big picture of God’s redeeming work.

Church History will follow chronologically from previous years and will focus on the Age of Reason, Revival and Revolution. We will consider how the Enlightenment impacted the church, the reaction by Pietists, the Great Awakening and the missionary movement. Further units will study the spread of the global church into Africa and Asia, including a study of the church in Australia. The rise of liberalism and cults will also be addressed. Finally, students will consider the lives of prominent modern Christians who contributed to the change of the church and culture. Alongside each of these units, Year 7 students will be required to memorise key Scripture passages which will complement their learning.

Tiani Klomp (Year 8) leading a portion of the ANZAC Assembly in Term 2

Year 8

Students will commence with the '100 Bible Overview’ passages as an overview of the Old Testament. They will then study the book of Mark in a thematic approach. They will look at how the Canon of Scripture came about, the history of the English Bible and the work of those who have spent their lives in translating the scriptures into other languages. In the unit on the book of Acts, students have an opportunity to note the various challenges facing the churches of the first century. Some of these challenges are still with us and they will look at how they can support the present persecuted church.

“I have worked at several Christian schools. Rehoboth has the most Christian atmosphere of them all. The teachers are experienced and encouraging, the students enthusiastic and respectful and the parents appreciative and supportive. All this means that students blossom and develop in a positive and friendly environment.” (Mr A. Creelman)

Mr Creelman joined the Maths staff in 2014, after working at Trinity College and having been Deputy Principal at Swan Christian College. He created the Creelman Exam Questions Guides, which are currently used by Academic Task Force.
DESIGN & TECHNOLOGY (Semester Course in Year 7 & 8)

Year 7
In this course, students will learn the **basic principles of design** through the medium of woodwork. Students will be taught to develop hand skills and safe work practices while developing their small design projects. This introduction to woodwork will primarily focus on simple timber joining and shaping techniques.

Year 8
During this course, students will be challenged to **interpret design briefs**, both as individuals and in small groups. This will enable them to tackle and creatively **solve design problems**. Students will also learn to safely and accurately construct basic timber joints and how to incorporate them into their practical work.

Subject Fees in Year 7 & 8 Design & Technology — $30 per annum
This covers the additional cost of materials that students use in this subject. These are charged as part of school fees and are included in accounts.

A scene from 'The Importance of Being Earnest', performed in Term 3

DRAMA (Studied in Year 8 ONLY)

Year 8
Year 8 Drama provides a range of opportunities to explore drama as a powerful means of visual communication which provides both entertainment and insight into life. Dramatic skills are **part of our creative nature**, as humans created in the image of a creative God. Students will explore ways in which our voices, hands, faces, bodies, movement, space, silence, gesture and body language can be used for entertainment and enhance our communication possibilities.

Students will learn that drama involves both relaxation (not being self-conscious) and concentration (including close observation, attention to detail and convincingly representing a character other than themselves). The course will include a range of **mime, improvisation, role playing, character development, voice and movement skills**. Exercises will involve a mixture of individual and small group skills.
FOOD TECHNOLOGY (Semester Course in Year 7 & 8)

Year 7
This unit will provide students with an opportunity to develop skills and understandings in how food can be used to meet dietary needs. Students will develop an understanding of the importance of food safety and hygiene when preparing food. This will be developed through both practical and theory lessons. Students will learn to select and use appropriate tools and equipment in order to competently design, produce and evaluate simple food products.

Year 7 & 8
All students will need to purchase the full-length blue-and-white striped chef’s apron from the College Uniform Shop, as part of their uniform requirements. Students joining the school during the year should check whether they are scheduled to take Food Technology before buying the apron.

Year 8
This unit enables students to explore food related issues through a range of practical experiences and apply aspects of the technology process to given design briefs using different technologies. The aim of Year 8 Food Technology is to continue to develop the student’s knowledge and skills in a range of areas such as making healthy food choices, developing management skills, correct food handling and processing techniques to prepare a range of simple meals and snacks. Students will focus on the various groups of foods, their properties and how to prepare them into a meal.

Subject Fees in Year 7 & 8 Food Technology – $30 per annum
This covers the additional cost of ingredients that students use in this subject. These are charged as part of school fees and are included in accounts.
FORM CLASS
Our desire for our students is to develop their sense of belonging, a spirit of excellence and a commitment to discipleship while at Rehoboth. We also encourage our students to grow these values not just in themselves, but with the wider school community and beyond. **Community Service** is an integral part of this goal, and form classes in Year 7 & 8 are invited to choose one Community Service project to become involved in as a major yearly focus.

**Year 7**
Each week, students are given feedback on their work. Students are also given the opportunity to demonstrate their knowledge of the weekly memory Bible verse. Form classes are an opportunity for teachers to show students how to study effectively, consolidate individual learning styles and build class camaraderie through team challenges.

**Year 8**
The Year 8 form is part of the school’s pastoral care program and is used for discussions, activities, guest speakers etc., relating to issues such as growing up, adolescence, living out our Christian faith and being a Year 8 student. Topics include: understanding school expectations, goal setting, study skills, peer pressure, parent-teen relationships, time management, setting priorities, finding the things they are passionate about, acceptance, friends and mates, gossip and bullying. The form program also looks at opportunities for exercising leadership, awareness of our community and its needs, Christian service and supporting missions.

HEALTH
**Year 7**
Our bodies are made by God and made in His image. It is our role to honour God with our bodies in the way we relate to others and look after ourselves. Students will learn about **how to cope with change** and how to become more **resilient**. Students will learn about effective methods of communication, conflict resolution (using the *Young Peacemaker Program*), negotiation and how to positively interact with others. The course also will cover safety, accident prevention, hygiene, healthy eating principles, the circulatory system, drugs and alcohol, as well as puberty and gender development.

**Year 8**
Students will learn about health issues from a Christian world view perspective. At Rehoboth, we respect the fact that parents may feel uneasy with topics relating to Adolescence being discussed in a classroom setting and as such, classes are split by gender and material is discussed cautiously and sensitively in the light of Scripture. Topics include: self-worth, relationships (family, friends and peer pressure), puberty, illness and disease (smoking, lifestyle diseases, nutrition) and First Aid.
INDONESIAN
The acquisition of a second language can provide students with skills, attitudes and knowledge that has value in an age when there is an increasing awareness of the world as a whole and its cultural and linguistic diversity. By studying Indonesian, students develop a better understanding of another culture. As students learn Indonesian, they learn about the culture of one of Australia’s nearest neighbours. Indonesian is studied by all Endeavour students (except for LITS students) as an introduction to LOTE, or as a continuation of the LOTE studied in previous years. The teachers work with the needs of both groups.

Students learn Indonesian through a variety of means, such as trips to an Indonesian Restaurant or involvement in the International Language Perfect competition. These opportunities further engage the students and provide a window into the world of another language and culture. In 2014, Gwyneth Anggadjaja (in Year 9) achieved first place in the world in this international competition. In 2015 (in Year 10), Gwyneth topped the world for the second year in a row, while Jason Anggadjaja (Year 7) achieved second place in the world. Participating students’ wrote:

“I love using Language Perfect. It is an absolutely amazing tool for learning Indonesian,” Esteban Weesner (Year 7).

“Language Perfect is really helpful. It’s a fun way to learn different languages and subjects,” Elizabeth Goiran (Year 8).

Year 7
The Year 7 Indonesian course begins with the basic skills of introducing oneself and moves through a variety of topics including nationalities, describing people and families, school subjects and more. This course is based primarily on the Saya Bisa 1 course book which provides an excellent foundation for students to learn and develop their understanding of basic Indonesian grammar as well as simple oral, reading and writing skills. Classes are highly interactive, and every effort is made to use authentic materials in order to give students an in-depth understanding of the culture.

Year 8
In the Year 8 course, the students are given the opportunity to use technology, eat authentic foods and partake in role-play. They interact with the language and develop cultural understandings, in a range of topics that cover personal well-being, ‘in my city’ and shopping.

Subject Fees in Year 7 & 8 Indonesian – $30 per annum
This covers participation in the Education Perfect competition. These are charged as part of school fees and are included in accounts.
MUSIC
In Year 7 and 8 Performing Arts, students focus on music performance and theory, listening skills, composition and arranging skills using the software package GarageBand. In Year 8 the program also includes Drama, where students have a wonderful opportunity to use their imagination and creativity to work together. Rehoboth holds an annual Rehoboth Arts Festival in September, in addition to regular concerts, Assemblies, and performances (in local venues like Manoah Homes) in which students are invited to participate.

Year 7
The Year 7 Music course takes on a very practical approach to learning music, with the view that Music is a gift from God and an outlet through which we can express our God-given talents and creativity. Students will study music from around the world, giving them insight into the significance of Music in different cultures. They will participate in whole-class activities that support the development of singing, aural and rhythmic skills. They will also develop their ensemble and performance skills, through playing and creating music together. Students will learn the basic elements of music theory, and apply this knowledge through playing classroom instruments as well as keyboard, and learn how to create simple compositions using GarageBand.

Year 8
The Year 8 Music course continues this practical approach to music studies. In this course, students will study popular music, composition and ensemble playing. Students will engage in a range of activities that will develop their practical and theoretical understanding of music. They will develop their ensemble and performance skills through creating songs together and learning to play the keyboard. This gives students the opportunity to explore the creativity that God has given to us, and also develop greater self-confidence and awareness of others. Students will learn about basic music theory and aural and making music through GarageBand. Ensemble skills will be expanded on through a unit on recycled music, where students will have the opportunity to be a part of a bucket-drumming group, and an introductory unit to the ukulele, which are studied in more depth in Year 9 Music.

Students are encouraged to participate in a school ensemble or choir to expand on their music skills. Rehearsals for these ensembles will be held once per week, and students will participate in various performances during the year. A list of ensembles and their rehearsal times will be provided to students at the start of the year.
IMP MUSIC PROGRAM
Rehoboth Christian College invites students to become part of its expanding Instrumental Music Program. Learning an instrument enhances commitment, critical assessment and time management and also improves musical and creative skills. Creating music gives enjoyment and a sense of achievement to students, boosting confidence levels. Lessons are provided for the following instruments: Flute; Clarinet; Guitar; Saxophone; Piano; and Drums (available in 2015).

Students are strongly encouraged to join a music ensemble to further their skills on their instruments; to learn about playing in a group environment; and engage in performances. There is a guitar ensemble (by invitation only), a Year 7-9 Worship Band and a Year 10-12 Worship Band, in addition to our Primary and Secondary Choir. If you think your child may be interested or for further details, please contact Miss J. Khoo (regarding the IMP or music ensembles) at jkhoo@rehoboth.wa.edu.au

PHYSICAL EDUCATION (Boys’ and Girls’ classes)
In Physical Education, students apply appropriate motor skills and fitness components to a wide range of games and sports. We see ourselves as a Christ-centred community. With this in mind, students are encouraged to display appropriate behaviour and fair play at all times.

Year 7
Physical Education promotes the value of physical activity in students’ lives. It gives students opportunities to learn about and practice ways of working with others and adopt and maintain a healthy, productive and active life. Physical Education allows students to develop self-management skills in the areas of organisation, participation and leadership. Students in Year 7 Physical Education will participate in sports ranging from the conventional ones, such as Basketball, Soccer and Athletics, to different sports that students may not have tried before, like Lacrosse, Indoor Hockey and Ultimate Frisbee.

Year 8
Physical Education in Year 8 seeks to build on student’s prior learning by having a concentrated focus on key sports that have a College-wide focus. The College organizes representative teams in Interschool carnivals in sports such as Basketball, Soccer, Athletics and Swimming. Students are continually developed in these areas through their Physical Education classes.

Students will also participate in other sports throughout the year, such as Netball, AFL Football, Badminton and Cricket. Underpinning the knowledge and development of skills in these sports is the development and understanding of personal fitness, interpersonal skills and self-management skills.

Students in Physical Education will often be challenged to think beyond a superficial level of learning about sport to explore how they can demonstrate Christ-like attitudes in the way they participate, encourage others, and aim for their personal best.
VISUAL ARTS

Studying Visual Arts teaches and encourages students to think and communicate. Students are taught to solve Visual problems through research, and express their ideas creatively and thoughtfully. Visual Arts encourages students to use their creative talents to appreciate the visual messages and metaphors seen in creation.

Year 7

Year 7 Visual Arts program is broken up into Thinking, Feeling and Making. Students will undertake a number of projects that involve a combination of these three elements. Students will immerse themselves in other artist’s works, make some discoveries about art history and through making art, discover their God-given creative strengths.

The students will be allowed a great deal of freedom in project choice while being taught specific skills and design techniques. Specific focus has been given to ‘Lost Arts and Craft’ in first semester. Activities such as weaving, macramé and string art all provide excellent opportunities for fine motor skill development as well as an appreciation for reusable ideas and materials. Second semester focuses on Sculptures with a component of art history and art appreciation. The big questions explored include: How does art reflect culture? What makes a piece of art enduring? How does being a Christian affect how I view art? Does art have to be pleasant to look at?

Year 8

The Year 8 Visual Arts course is an important foundational course in which students establish the essential guidelines for developing further skills in drawing, painting, graphic design, printmaking and ceramics. Students will undertake many varied drawing activities throughout the year. Year 8 students will be given opportunities to practice their handwriting skills through calligraphy, using Indian ink and ink pens. In painting they will explore techniques in both watercolours and acrylic paints. Students will create original paintings and also study artworks from both well-known Australian artists as well as International master artists.

Graphic design exercises are included to develop lateral thinking processes. Students will have one graphic design project and study the principles of perspective. The printmaking discipline they will learn about is lino cutting. They will undertake one ceramic project, which will be glazed and fired in the kiln. Students are encouraged to expand their creative problem-solving skills in the process of creating artworks.

Subject Fees in Year 7 & 8 Visual Arts – $30 per annum

This covers the additional cost of materials that are used in this subject. These are charged as part of school fees and are included in accounts.