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Principal’s Introduction

Welcome to all of our families for 2016. I hope that you have had a good holiday and are refreshed and ready for the new school year. I would especially like to warmly welcome the new families and students to Rehoboth, and pray that the College will be a blessing to you. 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. We have a lot to look forward to this year as we continue to focus on our delivery of learning; student assessment and reporting; the expansion of a technologically rich program using Chromebooks and Google Classroom, the launch of the Red Cross Cadets, and the adoption of a learning management system.

What is our main aim as a Christian School? If we had to summarise it, the answer would probably be discernment. It is our desire to train our students to think wisely; to examine things through the lens of God’s word; and to develop a Christian world view in the way they interpret and understand the world around them. Proverbs 22:6 gives us a guiding principle when it says: "Train up a child in the way he should go; even when he is old he will not depart from it." (ESV) Therefore, our focus is on preparation, rather than protection. Our job description as a Christian School is to train the future army of God to make an impact in this world, rather than to build an artificial greenhouse to keep the bad elements out. We are not just talking about an intellectual activity, but encouraging a thoughtful, life-filled relationship with the Creator.

Richard Edlin in his book, ‘The Cause of Christian Education’, puts it this way. "The Christian school is still very much in the world. Its task is exactly that which is demonstrated in the Bible: to show us the world in all its fallen-ness, and to give us the God-focused handles to live as stewards in that fallen world to the glory of God. The choice for Christians is this: send their children to training institutions where humankind is the object of worship in all activities or send their children to training institutions where God, and his plan for life, is the object of worship in all activities. For a Christian, such a choice should really be no choice at all."

The year ahead provides us with the opportunity of working together to continue to build the College and to provide an excellent Christian education for our students. Our God is a good God who loves and cares for his children. 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. May God richly bless each of you as we work in partnership to help our children grow to their full potential in Christ, seeking to bring honour and glory to Him in all things.

This information booklet has been provided to ensure the smooth running of the College and to avoid later misunderstandings. Our procedures are modified from year to year and so all families are encouraged to make sure they are aware of any changes that may have occurred since last year. Please use this booklet for future reference during the year. If you have any questions about anything in this handbook, you can contact us by phoning the College Administration on 9459 7700.

R. Stirling
Principal
SECTION 1 – WHO WE ARE

Form and House System

In Year 7–8 and 11–12 students are divided into two Form (or Home) Groups, but this is not according to their ‘Houses’. These groups are simply called ‘A’ and ‘B’ and each has a Form Group teacher. Form Group classes are small ‘pastoral care’ groups, and your child's form teacher is the person who will maintain a general oversight over your child. The form teacher is also the person to contact initially if you have any general enquiries, comments, etc., about your child's progress. In Year 9–10, these groups are divided into three, according to their ‘House’ and ‘Year’. These groups will meet together twice for morning devotions each week (Tuesdays and Thursdays). All form groups will also have a ‘Form period’ each week (during period 5 each Thursday). Year 11 and 12 Form Groups meet together for Christian Perspectives (during periods 4 and 5 each Thursday). This system is aimed at nurturing and developing student’s overall Christian character and to enhance general school life. It has a broad mission’s focus. The Year 9–10 form groups (co-ordinated by Mr Martens, Director of Year 9-10 students) are:

- 9N – Newton, 9T – Tyndale, 9W – Wycliffe
- 10N – Newton, 10T – Tyndale, 10W – Wycliffe

All students are allocated to the College’s three Houses: Newton, Tyndale, or Wycliffe.

WYCLIFFE HOUSE

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.

Motto: Sola scriptura (by scripture alone)

Colours: Blue and Red

Head of House: Mr Kuipers

TYNDALE HOUSE

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.

Motto: Sola fide (by faith alone)

Colours: Black and White

Head of House: Mr Peletier

NEWTON HOUSE

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 the well-known ‘Amazing Grace’. He also played a prominent role in the anti-slavery movement.

Motto: Sola gratia (by grace alone)

Colours: Green and Gold

Head of House: Mrs Erispe
Our History

Our history began over 50 years ago when Dutch migrants who came to Australia saw 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 all areas of life. 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 (ACE) was started and planning began for a Christian school in Perth. The Association commenced a ‘Saturday school’ for the children of members in 1961. **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 the current site in Kenwick. The Association expanded in 1992 when a second primary campus opened in Yangebup, but this eventually closed at the end of 2001. In 2005, a primary campus was added on at the Kenwick site. Currently, over 600 students attend Rehoboth Christian College on its two campuses.

Rehoboth means, "For now the LORD has made room for us, and we shall be fruitful in the land." (from Genesis 26:22 ESV). We are thankful today that God has allowed our schools to be fruitful. We are thankful for the vision of our founders, and the sacrifices they made. We are also 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. **To God be the glory!**

*The Ironperson Competition is a House activity that takes place during Term 1*
Our Name, Crest and Motto

Our Name
Our name is taken from Genesis 26:22, which says, "And he (Isaac) moved from there and dug another well, and they did not quarrel over it. So he called its name Rehoboth, saying, "For now the LORD has made room for us, and we shall be fruitful in the land." (ESV)

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 man has made and 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.

"We destroy arguments and every lofty opinion raised against the knowledge of God, and take every thought captive to obey Christ.”
(2 Corinthians 10:5)
## Senior Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Major Areas</th>
<th>Major Areas of Responsibility</th>
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<tbody>
<tr>
<td>Mr Stirling</td>
<td>Principal</td>
<td>Enrolments, Newsletter, Year 11–12 Subject Changes, Year 11–12 Academic Monitoring, Year 12 IEPs, Scholarships, Senior Secondary Handbook</td>
</tr>
<tr>
<td>Mr Sheldrick</td>
<td>Deputy Principal (Administration) Librarian</td>
<td>SEQTA Manager, Student Services, Student Timetables, Reports, Chromebooks, Booklists</td>
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<tr>
<td>Mr Martens</td>
<td>Assistant Principal Director of Students (Years 9–10)</td>
<td>Year 9–10 Behaviour Management, Year 9–10 Uniform and Hair, Year 9–10 Events, Year 9–10 Form Co-ordinator, Year 9–10 Academic Monitoring, Year 9–10 IEPs, Year 9–10 Handbooks, Detention System, House System, Extra-Curricular Program, Bus Behaviour</td>
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<tr>
<td>Mrs Nathan</td>
<td>Director of Students (Years 7–8) Head of Christian Studies</td>
<td>Year 7–8 Behaviour Management, Year 7–8 Uniform and Hair, Year 7–8 Events, Year 7–8 Form Co-ordinator, Year 7–8 IEPs, Year 7–8 Academic Monitoring, Year 7–8 Handbook, Christian Studies Staff and Curriculum, International Students, Chaplain</td>
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<tr>
<td>Mr Vasquez</td>
<td>Director of Students (Years 11–12) Head of Science LA</td>
<td>Year 11–12 Behaviour Management, Year 11–12 Uniform and Hair, Year 11–12 Events, Year 11–12 Form Co-ordinator, Year 11 IEPs, Student Leaders, Science Staff and Curriculum</td>
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<tr>
<td>Mrs Ball</td>
<td>Head of English LA</td>
<td>English Staff and Curriculum</td>
</tr>
<tr>
<td>Mrs Drennan</td>
<td>Head of Humanities/LOTE LA</td>
<td>Humanities/LOTE Staff and Curriculum, Careers, VET, Work Experience</td>
</tr>
<tr>
<td>Mrs Howard</td>
<td>Head of Technology &amp; Enterprise/Arts LA</td>
<td>T&amp;E/Arts Staff and Curriculum</td>
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<tr>
<td>Mr Murray</td>
<td>Year 7–8 Team Leader</td>
<td>Year 7–8 Staff and Program</td>
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<tr>
<td>Miss Smoker</td>
<td>Head of Maths LA</td>
<td>Maths Staff and Curriculum</td>
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<td>Staff</td>
<td>Areas/Titles</td>
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<td><strong>Administration</strong></td>
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<td>Mr Stirling</td>
<td>Principal</td>
<td>Secondary Administration</td>
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<tr>
<td>Mr Sheldrick</td>
<td>Deputy Principal (Admin)</td>
<td>Extension 202</td>
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<td><strong>English Learning Area</strong></td>
<td>Head of English LA</td>
<td>English Office (Rm H)</td>
</tr>
<tr>
<td>Mrs Ball</td>
<td>Head of Newton House</td>
<td>Extension 305</td>
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<tr>
<td>Mrs Erispe</td>
<td>English Teacher</td>
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<td>Mrs Gwynne</td>
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<td>Mrs Laugharne</td>
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<td>Miss Smoker</td>
<td>Maths</td>
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<tr>
<td>Mrs van Wyk</td>
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<td>Mr Creelman</td>
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<td><strong>Science Learning Area</strong></td>
<td>Head of Science LA</td>
<td>Science Office (Rm A/B)</td>
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<td>Mr Vasquez</td>
<td>Yr 11-12 Director of Students</td>
<td>Extension 214</td>
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<td>Mr Martens</td>
<td>Assistant Principal</td>
<td>Extension 117</td>
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<tr>
<td>Mr Taylor</td>
<td>Yr 9-10 Director of Students</td>
<td>Extension 214</td>
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<tr>
<td>Miss Kirkland</td>
<td>Science Teacher</td>
<td>Extension 304</td>
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<tr>
<td><strong>Humanities Learn Area</strong></td>
<td>Head of Humanities / LOTE Careers</td>
<td>Room G</td>
</tr>
<tr>
<td>Mrs Drennan</td>
<td>&amp; Vocational Co-ord Humanitiey</td>
<td>Extension tba</td>
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<tr>
<td>Miss Webster</td>
<td>Teachers</td>
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<tr>
<td>Mrs Nathan</td>
<td>Yr 7-8 Director of Students</td>
<td>Extension 215 (Sec Admin)</td>
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<td><strong>T &amp; E/Arts Learning Area</strong></td>
<td>Head of TEA Learning Area</td>
<td>TEA Office (Room U)</td>
</tr>
<tr>
<td>Mrs Howard</td>
<td>IMP Co-ordinator / Music Arts</td>
<td>Extension 307</td>
</tr>
<tr>
<td>Miss Khoo</td>
<td>Head of Wycliffe House</td>
<td>D &amp; T Centre Office</td>
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<tr>
<td>Mrs Crittenden</td>
<td></td>
<td>Extension 209</td>
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<tr>
<td>Mr Kuipers</td>
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<tr>
<td><strong>Health and PE</strong></td>
<td>H/PE Co-ordinator</td>
<td>TEA Office (Room U)</td>
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<tr>
<td>Mr de Bruyn</td>
<td>H/PE Teacher</td>
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<tr>
<td>Mr Butson</td>
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<tr>
<td><strong>Year 7/8 Endeavour Program</strong></td>
<td>Year 7-8 Team Leader</td>
<td>Endeavour Office (Rm P)</td>
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<td>Mr Murray</td>
<td>Teacher</td>
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<tr>
<td>Mrs Stewart</td>
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<td>Mr Peletier</td>
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<td>Mrs James</td>
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<td><strong>Secondary Library</strong></td>
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<tr>
<td><strong>College Chaplain</strong></td>
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<td>Chaplain’s Office (U/P)</td>
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<td>Mr Blennerhassett</td>
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<td>0458 590 785</td>
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<td><strong>IT Manager</strong></td>
<td>IT Help Desk</td>
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<td><strong>Uniform Shop</strong></td>
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<tr>
<td>Mr Stirling</td>
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<td>Modern History 12 A3/4</td>
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<td>9W</td>
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<td>Mr Sheldrick</td>
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<td>Modern History 11 A1/2</td>
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<td>Mrs Vivian</td>
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<td>Mrs Gibb</td>
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<td>Mrs Drennan</td>
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<td>Mr V Eikelboom/</td>
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<td>Mrs Erispe</td>
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<td>Mrs Gwynne</td>
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Values

Shared College Values
We expect all of our Staff and students to reflect and uphold our shared College values. These are outlined in LOCUS 2019, the Rehoboth Christian College Strategic Plan for 2016-2019.

The goals and embedded attitudes and beliefs of the College need to be understood well as it is out of these that our Vision and Mission will emerge.

God First
We aim to put Christ at the centre of all planning, decision making, and student learning. Our motto, “Soli Deo Gloria” (For the glory of God alone) is often explicit, but always implicit, in everything we do.

Five Solas
These principles, originally developed during the Protestant Reformation of the 16th century, summarise our view of God and the Christian faith, and connect us to our Reformed heritage.

- **Sola Fide** (by faith alone)
- **Sola Scriptura** (by Scripture alone)
- **Solus Christus** (through Christ alone)
- **Sola Gratia** (by grace alone)
- **Soli Deo Gloria** (glory to God alone)

Purpose, Preparation, Partnership
This is not simply an advertising slogan, but a summary of our beliefs and approach to Christian Education. No educational model is values-neutral, and so we choose to make ours thoroughly Christ-centred rather than man-centred.

Ephesians 2:8–10
Because we regard all members of the College community – students, parents, staff, and visitors – as made in the image of God and empowered by Him for good works, it is one of the chief aims of Christian Education to nurture a student’s God-given gifts and abilities and provide adequate opportunities for the exercising of those gifts.

Matthew 28:19–20
Our aim as Christian educators, in partnership with the home and church, is to bring students to a more complete understanding of the sovereignty of Christ over all things, including their own lives, and to encourage them to accept God’s covenant promises for themselves.

The Year 10 Leonora Missions Trip took place during the Term 3 holidays
Vision and Mission

Rehoboth’s Vision is described in the Rehoboth Christian College Strategic Plan, LOCUS 2016-2019.

By 2019, Rehoboth Christian College will be recognised for excellence in the provision of a distinctly Christian education program that honours Jesus Christ as Lord of all, utilising the best innovations and resources of a 21st century learning environment.

Rehoboth’s Mission is described in the Rehoboth Christian College Strategic Plan, LOCUS 2016-2019.

Our mission is to partner with parents as a covenant community in order to support them in their task of nurturing and educating their children. We achieve this by developing structures that support and promote dynamic 21st century learning, immersion in a Christian worldview, and stimulating the God-given creativity and curiosity of lifelong learners.
SECTION 2 – DAY TO DAY ISSUES

Bell Times

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Duration</th>
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<tbody>
<tr>
<td>1</td>
<td>8.45 – 9.35</td>
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<td>[includes devotion/prayer]</td>
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<td>2</td>
<td>9.35 – 10.15</td>
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<td>Recess</td>
<td>10.15 – 10.35</td>
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<td>3</td>
<td>10.35 – 11.15</td>
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<td>4</td>
<td>11.15 – 11.55</td>
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<td>5</td>
<td>11.55 – 12.35</td>
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<td>Lunch</td>
<td>12.35 – 1.10</td>
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<td>6</td>
<td>1.10 – 1.50</td>
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<td>7</td>
<td>1.50 – 2.30</td>
<td>(40 mins)</td>
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<tr>
<td>8</td>
<td>2.30 – 3.05</td>
<td>(35 mins)</td>
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</tbody>
</table>

Contact Details

A table giving the details of staff and teaching allocations for 2016 is included on page 10 for your reference. Parents are reminded that they are always welcome to phone or email the school to make a time to speak with any particular teacher regarding their child's progress. We have three Directors of Students of the various year groups who are primarily responsible for student's pastoral care and overall academic progress. These are:

Mrs Nathan, who is responsible for Year 7 and 8 students;

Mr Martens (Assistant Principal), who is responsible for Year 9 and 10 students; and

Mr Vasquez, who is responsible for Year 11 and 12 students.

Our personnel are often available to speak to parents, but we ask for your assistance in making an appointment through the Administration Office first. Parents are requested not to phone teachers at home to discuss College related matters.

College Address: 94 Kenwick Road, Kenwick 6107, W.A.
Secondary Office: Phone – 9459 7700; Fax – 9493 2851
Office Email: secondary@rehoboth.wa.edu.au
Principal’s Email: rstirling@rehoboth.wa.edu.au
Deputy Principal’s (Administration) Email: isheldrick@rehoboth.wa.edu.au
Director of Year 7–8 Student’s Email: snathan@rehoboth.wa.edu.au
Director of Year 9–10 Student’s Email: lmartens@rehoboth.wa.edu.au
Director of Year 11–12 Student’s Email: jvasquez@rehoboth.wa.edu.au

The Secondary Office will officially re-open on Monday, 18th January, 2016.

First Day of Classes

The first day of classes for students in 2016 commences on Monday, 1st February. An assembly will be held on the first day (from about 8.45–9.15am), followed by year meetings and a form period, when form teachers will issue timetables and so on. Normal classes will commence mid-morning, so students should come prepared to start work on the first day. Parents are welcome to stay for the assembly. Students should come prepared on the first day with a file with file paper, a pencil case (containing at least 2 blue pens and 1 red pen, pencil, eraser and ruler), and their lunch (the canteen opens on Tuesday, 2nd February). Students may also need a few exercise books for some classes. Teachers will inform classes during the first week if they should use files or exercise books for their work.
## Secondary Calendar

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SAT/SUN</th>
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<tr>
<td><strong>Wk H</strong></td>
<td>18 January</td>
<td>19 January</td>
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<td>Sec Office Opens</td>
<td>New Staff Induction</td>
<td>New Staff Induction</td>
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<td><strong>Wk H</strong></td>
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<td>Senior Staff begin</td>
<td>Australia Day</td>
<td>Staff begin</td>
<td>Staff PD</td>
<td>Staff Business Mtg</td>
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<tr>
<td><strong>Wk 1</strong></td>
<td>1 February</td>
<td>2 February</td>
<td>3 February</td>
<td>4 February</td>
<td>5 February</td>
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<td></td>
<td>Term 1 begins</td>
<td>First Canteen Day (Kenwick)</td>
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<td>House Mtgs p5</td>
<td>Newsletter 1.1</td>
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<td>Yr 7-12 Assembly 8.45-9.15</td>
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<td><strong>Wk 2</strong></td>
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<td>Swim Training 7-8 Homework Hub 3.15-4.00 Athletics 3.30-4.30 Yr K-6 Parents Mtg</td>
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<td><strong>Wk 3</strong></td>
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<td>Swim Training 7-8 Homework Hub 3.15-4.00 Athletics 3.30-4.30 Yr 7-8 'Meet the Teachers' Mtg 7.30</td>
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<td><strong>Wk 5</strong></td>
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<td>Final day for Yr 12 Leaver’s Jackets deposits</td>
<td>Secondary Photos</td>
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<td>Swim Training 7-8 Yr 8 Vaccinations Yr 9-12 Secondary Assembly (12) p5 Cadets 3.15-4.45 Athletics 3.30-4.30</td>
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<td><strong>Wk 6</strong></td>
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<td>10 March</td>
<td>11 March</td>
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<td>Labour Day</td>
<td>Swim Training 7-8 Yr 10 OLNA (Write) Homework Hub 3.15-4.00 Athletics 3.30-4.30</td>
<td>Yr 10 OLNA (Read)</td>
<td>Swim Training 7-8 Yr 10 OLNA (Num) Yr 11 Geog Ex p1-4 Cadets 3.15-4.45 Athletics 3.30-4.30</td>
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<td><strong>Wk 7</strong></td>
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<td>Maths Pi Day</td>
<td>Swim Training 7-8 Non-Uniform Day Homework Hub 3.15-4.00 Athletics 3.30-4.30</td>
<td>Yr 10-11 BSstreetsmart Ex (all day)</td>
<td>Swim Training 7-8 Yr 7-8 Assembly p5 Cadets 3.15-4.45 Athletics 3.30-4.30</td>
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<td><strong>Wk 8</strong></td>
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<td>Yr 9-12 Interim Reports mailed out</td>
<td>Swim Training 7-8 Homework Hub 3.15-4.00 Athletics 3.30-4.30</td>
<td>WACSSA Secondary Swimming Carnival Cadets 3.15-4.45</td>
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<td>Easter Monday</td>
<td>Easter Assembly 9.10.00 (K6) Homework Hub 3.15-4.00 Athletics 3.30-4.30 2016 ACE AGM</td>
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<td>Cadets 3.15-4.45 Athletics 3.30-4.30</td>
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<td>WACSSA Yr 11/12 Volleyball Carnival Edudance Concert 6.00pm</td>
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<td>Yr 9-12 Secondary Assembly (11) p5</td>
<td>End of Term 1</td>
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<td>1</td>
<td>25 April <strong>ANZAC Day</strong></td>
<td>26 April <strong>Student Free/Staff PD</strong></td>
<td>27 April <strong>Term 2 begins EP Social Sciences Comp (26-29 April)</strong></td>
<td>28 April <strong>Cadet Leaders Mtg</strong></td>
<td><strong>29 April ANZAC Assembly 9-10.00 (7-8)</strong> Newsletter 2.1</td>
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<td>9 May</td>
<td>10 May <strong>NAPLAN Testing</strong> Homework Hub 3.15-4.00 Athletics 3.30-4.30</td>
<td>11 May <strong>NAPLAN Testing</strong> Homework Hub 3.15-4.00 Athletics 3.30-4.30</td>
<td>12 May <strong>NAPLAN Testing</strong> Cadets 3.15-4.45 Athletics 3.30-4.30</td>
<td>13 May Newsletter 2.2 Yr 10 Work Experience forms due</td>
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<td>4</td>
<td>16 May <strong>EP Languages Comp (16-26 May)</strong></td>
<td>17 May <strong>Homework Hub</strong> 3.15-4.00 Athletics 3.30-4.30</td>
<td>18 May</td>
<td>19 May Yr 9-12 Secondary Assembly (10) p5 Cadets 3.15-4.45 Athletics 3.30-4.30</td>
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<td>23 May</td>
<td>24 May <strong>Non-Uniform Day Last day of Yr 12 Assessments</strong> Homework Hub 3.15-4.00 Athletics 3.30-4.30</td>
<td>25 May</td>
<td>26 May <strong>Yr 8 Vaccinations</strong> Cadets 3.15-4.45 Athletics 3.30-4.30</td>
<td>27 May Newsletter 2.3</td>
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<td>30 May Yr 12 Exams Yr 7-10 Big Science Year 5 Tribal Wars</td>
<td>31 May Yr 12 Exams Yr 7-10 Big Science Year 5 Tribal Wars</td>
<td>1 June Yr 12 Exams Yr 7-10 Big Science Last day of Yr 11 Assessments</td>
<td>2 June Yr 12 Exams Yr 7-8 Assembly p5 Cadets 3.15-4.45 Athletics 3.30-4.30</td>
<td>3 June Yr 12 Exams UMAT Registration closes</td>
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<td>6 June <strong>W.A. Day</strong></td>
<td>7 June Yr 11 Exams Yr 12 Exams Last day of Yr 7-10 Assessments Homework Hub 3.15-4.00 Athletics 3.30-4.30</td>
<td>8 June Yr 11 Exams</td>
<td>9 June Yr 11 Exams Cadets 3.15-4.45 Athletics 3.30-4.30</td>
<td>10 June Newsletter 2.4 Yr 11 Exams Yr 7/8 Exams p1-2 Yr 9 Exams p3-5 Yr 10 Exams p6-8</td>
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<td>13 June Yr 11 Exams Yr 7/8 Exams p1-2 Yr 9 Exams p3-5 Yr 10 Exams p6-8</td>
<td>14 June Yr 11 Exams Yr 7/8 Exams p1-2 Yr 9 Exams p3-5 Yr 10 Exams p6-8</td>
<td>15 June Yr 7/8 Exams p1-2 Yr 9 Exams p3-5 Yr 10 Exams p6-8</td>
<td>16 June Yr 9-12 Secondary Assembly (9) p5 Cadets 3.15-4.45 Athletics 3.30-4.30</td>
<td>17 June WACSSA Soccer Carnival (Ashfield)</td>
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<td>9</td>
<td>20 June <strong>Indonesian Student visit (tbc)</strong></td>
<td>21 June <strong>Homework Hub</strong> 3.15-4.00 Athletics 3.30-4.30 Mail Out of Yr 11/12 Reports</td>
<td>22 June <strong>Yr 7-12 I-House Cross-Country</strong></td>
<td>23 June Cadets 3.15-4.45 Athletics 3.30-4.30 Yr 7 Canberra Trip</td>
<td>24 June Newsletter 2.5 Yr 7 Canberra Trip</td>
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<td>27 June Yr 7 Canberra Trip</td>
<td>28 June Yr 7 Canberra Trip Mail Out of Yr 9-10 Reports Yr 11-12 P-Teacher Evening 3.15-6.30</td>
<td>29 June Yr 7 Canberra Trip</td>
<td>30 June Yr 7 Canberra Trip</td>
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<td>1 August</td>
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<td>Homework Hub 3.15-4.00 Athletics 3.30-4.30</td>
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<td>Chemistry Olympiad</td>
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<td>8 August</td>
<td>Kindy Parents Dinner 7.00 (tbc)</td>
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<td>15 August</td>
<td>EP Science Comp (15-22 August) New Parents Dinner 7.00 (tbc)</td>
<td>16 August</td>
<td>Homework Hub 3.15-4.00 Athletics 3.30-4.30</td>
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<td>22 August</td>
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<td>Non-Uniform Day Homework Hub 3.15-4.00 Athletics 3.30-4.30</td>
<td>24 August</td>
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<td>9</td>
<td>29 August</td>
<td>Yr 10 OLNA (Write)</td>
<td>30 August</td>
<td>Yr 10 OLNA (Read) Homework Hub 3.15-4.00 Athletics 3.30-4.30 Parent Info Evening for Yr 11 2016 7.30</td>
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<td>10</td>
<td>5 September</td>
<td>Rehoboth Arts Fest</td>
<td>6 September</td>
<td>International Assembly 9-10.00 (9-10) Rehoboth Arts Fest Homework Hub 3.15-4.00 Athletics 3.30-4.30</td>
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<td>11</td>
<td>12 September</td>
<td>Last day of Yr 12 Assessments</td>
<td>13 September</td>
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<td>12</td>
<td>19 September</td>
<td>Yr 12 Exams Indonesian Trip</td>
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<td>Week</td>
<td>Year Planner</td>
<td>Term 4, 2016</td>
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<td>Wk 3</td>
<td>10 October Term 4 begins</td>
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<td>13 October Cadet Leaders Mtg</td>
<td>14 October Newsletter 4.1 RSCASS Basketball</td>
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<td>17 October Last Day of Yr 12 work for marking</td>
<td>18 October Homework Hub 3.15-4.00 Athletics 3.30-4.30</td>
<td>19 October Thanksgiving Assembly 9-10.00 (11-12) Yr 12 Farewell Morning Tea</td>
<td>20 October Cadets 3.15-4.45 Athletics 3.30-4.30</td>
<td>21 October Yr 12 Statement of Results &amp; Last Day Exo Day p5/lunch RSCASS Basketball Yr 12 Dinner</td>
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<td>25 October Homework Hub 3.15-4.00 Athletics 3.30-4.30</td>
<td>26 October</td>
<td>27 October Yr 7-8 Assembly p5 Cadets 3.15-4.45 Athletics 3.30-4.30</td>
<td>28 October Newsletter 4.2 Yr 9-10 Handbooks and Subject Forms RSCASS Basketball</td>
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Second Hand Uniform Shop

We will continue to be able to provide second-hand uniforms in 2016. This will be located in the third demountable located behind the Science Labs (past Rooms F and G). Donations are greatly appreciated and this is a great way of blessing others. All money raised is going towards playground equipment for the Year 4-7 students. During the holidays the Second-hand Uniforms will be available from 9 to 11 am on Thursday 28th January and Friday 29th January 2016. For more information, please contact Mrs de Jongh on 0413 984 393.

Semester and Term Dates for 2016

The College operates on a semester basis. There are two semesters to the school year and between the two semesters there is a two week mid-year break. There are also mid-semester breaks, which are also two weeks in duration (as per most other schools).

First Semester
Term 1  Monday, 1st February to Friday, 8th April  
*The mid-semester break for students is from 9th April – 26th April*

Term 2  Wednesday, 27th April to Friday, 1st July  
*The mid-year break for students is from 2nd – 19th July*

Second Semester
Term 3  Wednesday, 20th July to Friday, 23rd September  
*Year 10 Work Experience is from 18th – 22nd July*  
*The mid-semester break for students is from 24th Sept – 9th October*

Term 4  Monday, 10th October to Friday, 9th December  
*The summer break is from 12th December – 31st January, 2017*

Please take note that in 2017 school will commence on Wednesday, 1st February.

In 2016, the public holidays are on the following dates:
- Labour Day – Monday, 7th March (Week 6, Term 1);
- Good Friday – Friday, 25th March (Week 8, Term 1);
- Easter Monday – Monday, 28th March (Week 9, Term 1);
- ANZAC Day – Monday, 25th April (during the Term 1 holidays);
- W.A. Day – Monday, 6th June (Week 7, Term 2);
- Queen’s Birthday – Monday, 26th September (during the Term 3 holidays).

Final Days for Each Year Group in 2016
- Year 12 students last day is Friday, 21st October. There will be a special farewell dinner hosted by the College to farewell the Class of 2016 on Friday, 21st October. The WACE Stage 2/3 Examinations commence on Monday, 31st October (these are held until Friday, 25th November).
- Year 11 students last day is Tuesday, 22nd November (the last Year 11 exam).
- Year 7-10 students last day is Friday, 9th December.

In 2016, the will be a Year 7–8 Awards Night on Wednesday, 7th December and a Year 9–12 Awards Night and Graduation for all students, parents and friends of the College held at the Rehoboth Centre on Thursday, the 8th of December. Both evenings will commence at 7.30pm.
Uniform Shop

For the start of the 2016 school year, the Uniform Shop, located at the Kenwick Campus (at the back of the Gymnasium), enter off Brixton Street, will be open on:

Thursday, 28th January, 2016 from 9.00am – 3.00pm for new families to the College
Friday, 29th January, 2016 from 9.00am – 3.00pm for all existing families.

The Uniform Shop will be open on the first day of school on Monday, 1st February 2016, from 8.00am to 10.00am.

For the remainder of 2016, the normal trading hours are:
- Tuesday – 8.30am to 10.00am
- Tuesday – 2.30pm to 4.00pm
- Thursday – 8.30am to 10.00am

Contact: UNIFORM SHOP – Phone: 9452 3431
or Mrs Phillips (after hours) – Phone: 9459 3360 Mobile: 0431 087 224

A number of different events were held during the Rehoboth Arts Festival during Term 3, including an Art Exhibition, Pop-up Café, Worship Band Performance, Drama Performance, an International Assembly, Concert, Food Market Stalls and Kite Making / Flying.
SECTION 3 – GENERAL INFORMATION

Administration Office Hours

The Administration Office is open from Monday to Friday between 8.00am and 4.00pm. Please make any appointments with Mr Stirling, Mr Sheldrick, Mr Vasquez, Mr Martens or Mrs Nathan through this Office (which is also called the Secondary Office).

Arrival and Departure from the College

Students should arrive at the College between 8.15am and 8.40am. No students should arrive before 8.00am. Unless waiting to be picked up, or waiting for the bus, students should leave by 3.20pm. No students should still be at the College after 4.00pm, unless participating in a school activity.

Whatever transport arrangements apply, parents are requested to co-operate in seeing that their children leave for and from school at an appropriate time. Exceptional cases should be discussed with the Principal, and will require a letter, so that it can be kept on the student’s file. A new dated letter will be necessary each year.

The College cannot take any liability or responsibility for students at school before the commencement of classes or after the final class of the day. Students are not permitted to leave the College to visit nearby shops once they have arrived in the morning, or before they leave in the afternoon.

Students who arrive late for school should call in to the Administration Office to get a ‘late pass’. Please note that Late Passes apply only for late arrival at school, not for being late to individual classes during a school day. If a student needs to leave during the day for any reason, they need to sign out at the Administration Office. Students who do not feel well and need to go home should see the school secretary first of all, rather than phoning home to arrange to be picked up.

If a student returns after having been out of the College briefly (e.g. after a dental appointment), the secretary should be informed upon their return to school and a note from home should be provided to the Administration Office as soon as possible.

Assemblies

There are five major College assemblies throughout the course of the year. Parents are most welcome to attend. These are: Principal’s Assembly (Yr 7-12), run by Secondary Administration on the first day of Term 1;
Easter Assembly (Yr 1-12), run by Year K-6 students in Week 9, Term 1;
ANZAC Assembly (Yr 4-12), run by Year 7-8 students in Week 1, Term 2;
International Assembly (Yr 1-12), run by Year 9-10 students in Week 8, Term 3;
Thanksgiving Assembly (Yr 4-12), run by Year 11-12 students in Week 2, Term 4.

A morning tea (provided by our Home Economics Dept) occurs after each of the major Assemblies.
**Association for Christian Education**

The Association meetings are held twice per year. The AGM takes place in March, where the election of Board members takes place, and the General Meeting takes place in October, as per the constitution. Any interest from Association members in the position of Board member is always welcome. Please contact the Business Office for any further information. The support of parents through attendance at Association Meetings is essential for the welfare of our College, the Board and the Association for Christian Education as a whole.

The Association for Christian Education (ACE) is a member of **Christian Education National** (CEN), located in Blacktown, N.S.W. There are 82 schools that are part of this movement, which works closely with Christian Schools Australia (CSA). CEN promotes parent-controlled Christian schools around Australia and provides financial assistance to associations for the establishment of Christian schools.

The **National Institute for Christian Education** (NICE) is the vehicle by which CEN supports Christian teacher education and development designed for teachers in its schools. It provides in-service and award courses for teachers in CEN and other schools.

All new Rehoboth teachers are required to undertake courses in Christian education in the first four years of their appointment.

The Association’s **Chief Executive Officer is Mr Mark Steyn**. He is located in the Business Office at 92 Kenwick Road, Kenwick. He can be contacted by phone on 9452 1833; or by email at msteyn@rehoboth.wa.edu.au

The Board consists of members elected by the Parent membership. Elections are held at the March meeting of the ACE Board members serve for a term of three years before retiring or seeking re-election. The Board, through its School Liaison Officer, works with the School Principal to ensure the maintenance of good communication. The Board’s stated outcomes are that:

- Children will view the world as God’s world;
- Children will think and act in a Christian way;
- Children will accept God’s promises for themselves and respond in gratitude with a committed Christian life;
- Children will seek to serve Christ in their chosen life roles and careers;
- Parents will be supported in the spiritual nurturing of their children through the provision of quality Christian schooling from a reformed perspective;
- Quality Christ-centred schooling will be consistently provided.

**Bibles**

**All students must have their own bibles for use at school.**

Students are required to bring a hard-copy of the Bible to Christian Studies/Christian Perspectives classes, to morning devotions and to other classes when directed by the teacher. The official Rehoboth version is the **ESV**. Students may also use the NIV (1984), the NKJV or the HCSB if they prefer one of these versions. Students should not rely on an electronic Bible in class, but are encouraged to explore the various versions mentioned above by acquiring the apps for these versions on Chromebooks, tablets or smartphones. A limited supply of the ESV version is available from the Secondary Office, if parents cannot manage to get one elsewhere (at a cost of $15.00 each).
Borrowing Money from the Office

In an emergency, a student may need to borrow money from the Administration Office for bus fare. Please note that we will lend money only for emergencies, and the money must be paid back on the following day. If the money is not repaid the next day, the Administration Office reserves the right not to lend any further money until any debts are repaid.

Bus Services

Families wishing to use the bus should apply for bus passes which can be obtained from the Business Office. Please complete the Bus Application form and return it to the Business Office. Bus passes will be issued during the first three weeks of school. Families who wish to terminate their bus application must return the current bus pass to the Business Office before a credit can be given.

Travel vouchers may be purchased in advance at the Administration Office. The travel voucher should be presented to the bus driver on entry. These may not be available if the buses are full. It is the responsibility of parents to ensure that their children have a valid bus pass/travel voucher.

Current fees for families who wish to use the bus services to and from school for 2016 are as follows (prices are GST inclusive):

- **Full time users** (usage = 60% or more)
  - $200.00 per term – first student;
  - $305.00 per family per term – two or more students.

- **Part time users** (usage is less than 60%)
  - $115.00 per term – first student;
  - $185.00 per family per term – two or more students.

- **Casual users** (these may NOT be available if the buses are filled to capacity)
  - $6.00 per journey.

The cost of the bus service is subsidised by the College. Despite our efforts to keep prices low it is highly likely that the cost of using the service will increase. Please contact the Business Office for any further details or for route adjustments.

There are three services in operation (although the routes are subject to change):

1. **Success/Leeming Service** running from Gateway Shopping centre, via Karel Avenue, Southlands Shopping Centre and Riverton to Kenwick and then on to Wilson;
2. **Canning Vale Service** from Westfield St in Maddington, via Forest lakes Shopping Centre in Thornlie, passing the Kenwick Railway Station to Kenwick Campus then to the Wilson Campus;
3. **Southern River Service** from Yale Rd in Thornlie via Langford, Spencer and Nicholson Rd, via Livingstone Shopping Centre on Ranford Rd, Boardwalk Blvd to Brixton Street.

**Transperth (route from Kenwick Railway Station)**

A Transperth bus (route 813) departs from Wanaping Road, opposite Kenwick railway station, at 8.03am, and travels via Wanaping Road and Brixton Street, and stops at the bus stop outside the College in Brixton Street (1 zone fare only applies). In the afternoon the bus (route 523) departs from outside the front of the College at 3.10pm via Brixton Street and Kenwick Road to the Kenwick railway station.

Bus timetables on public transport may change at short notice. Parents are requested to check the route details at the start of each term. For additional information about Transperth bus services please contact the Transperth Info Line on 13 6213.
Cadets (Red Cross)

Rehoboth is launching its Australian Red Cross Cadet Unit in 2016. The Australian Red Cross is part of a world-wide service organisation that is based on the seven principles of humanity, impartiality, neutrality, independence, voluntary service, unity and universality. Red Cross Cadets is an extension of the Australian Red Cross and is a program run in schools to provide students with the opportunity to learn, serve and live out their faith in a fun and up-building way. **Students from Year 7-10 are invited to join.**

**When**
Rehoboth Cadets will meet in the College Gym on **Thursday afternoons between 3.15 and 4.45pm.** It is anticipated that some activities may be conducted outside of this time, but advanced notice will always be given in that situation. Cadets will also have the opportunity to go on reward Camps (one is planned in each semester) throughout the year.

Rehoboth Red Cross Cadets will commence on **Thursday, 18th February, 2016.** This is Week 3 of first term. **In terms 2-4, Cadets will run each week from Weeks 2-9.**

**What might a Red Cross Cadet Meeting look like?**
Cadets will have the opportunity to contribute to the ongoing planning of Cadets meetings and activities, particularly those Cadets that seek leadership positions. The Cadet Unit is a place where leadership skills can be learned and developed, and it is hoped that the older cadets will become leaders in Year 10 and Year 11 as the Unit develops. A typical meeting would include the following:
- Administration – squad leaders to lead basic drill and roll-call, notices and information;
- Learning – where students learn about the Red Cross, first aid, community service, teamwork, leadership;
- Personal Development – an opportunity for leaders to touch base with the cadets;
- Socialise – sharing in some food, play some games or compete in challenges.

**Uniforms**
Students will be issued with a Cadet Polo shirt that will be worn with their Rehoboth PE shorts and sports shoes. We will also look at further items such as a jumper and / or casual T-shirt that will be worn later in the year. Cadets can contribute to the design of this to make it unique to the Rehoboth Cadet unit.

**Cost**
There is no cost to being involved in the Red Cross Cadets. The Cadet Unit is funded through a State Government grant.

**Expectations**
Students must achieve minimum attendance and behavioural standards to be eligible for reward activities and camps.

**Instructors**
The Cadet instructors will be **Mr de Bruyn (Unit Leader), Mr Murray, Mrs James and Mrs Stewart.** Once the Cadet Unit has been established, a Management Team will be created which will include students who take on Cadet Leadership, Parent representatives, a Red Cross representative, the College Principal and Cadet instructors. This team will plan and oversee the unit’s activities.

If you have any more questions, contact Mr de Bruyn at ndebruyn@rehoboth.wa.edu.au Application forms and information pamphlets are available from the Secondary Office.
Canteen

Both College Campuses are served by their own Canteen providing quality food choices and various food related services to the College Community. The funds raised through the profits generated by the Canteens are used to provide resources and equipment that benefit the College Community.

The Canteens provide:
- A range of various hot and cold food lunches, drinks and snacks;
- Café meeting place for parents;
- Opportunity for parents to serve the College in accumulating service times;
- Basic training for all volunteer assistants;
- Support to the Home Economics department.

The Kenwick Canteen is open from 8.15 am to 3.30pm on Tuesdays, Thursdays and Fridays while the Wilson Canteen is open on Tuesdays and Thursdays. Most of the products sold comply with the State School Canteens Traffic Light System Guidelines and include a range of Sushis, Salads, Pizzas, Rices and Pies approved for school canteens. A variety of home-baked treats are also available generously donated each week by parents.

Fresh food choices are prepared on site to the highest standards of health and food safety requirements and include:
- Toasted Sandwiches on Tuesdays;
- Warm Turkish Breads on Thursdays; and
- Beef and Chicken Burgers on Fridays.

Each Canteen is run by a manager that works closely with a team of committed and dedicated parent volunteers, who regularly serve the College Community with their time and energy. Parents are invited to become part of these teams by contacting the Canteen Manager:

Kenwick Canteen: Mrs Nagel – 0487 372 790
Wilson Canteen: Mrs Thygesen – 0409 294 335

Both Canteens will commence the first Week of Term 1. All menu and food price lists are subject to change and increases. Please make sure to use updated order menu forms if cash orders are submitted. Orders can also be placed online through Our Online Canteen at www.ouronlinecanteen.com.au Please contact the relevant Canteen Manager if more information is needed.

Care for College Property

Students sometimes damage College property, either deliberately (vandalism) or through careless use. Parents are asked to encourage students to look after College property as they would their own home. Where damage occurs, students/parents will generally be asked to pay for its repair. Please take careful note of the prohibited items not permitted at the College (listed on page 80), which can damage school property.

Change of Address/Contact Details

Parents MUST keep the Administration Office informed of any new address, emails, change of phone or mobile phone number, emergency details, medical information etc. In these cases, please inform the Office as soon as possible as current information is vital for emergency contact, where every minute may count. The College is increasingly using SMS as a means of contacting parents in the event of unexplained absences and for reminder texts.
Chromebooks

A Chromebook is a laptop running Chrome OS as its operating system. The devices are designed to be used primarily while connected to the Internet, with most applications and data residing ‘in the cloud’. Ownership of the Chromebooks will remain with the College, and they will be loaned to the students under an agreement between parents, students and the College. A Chromebooks Parents Information evening will be scheduled in Term 1. Contact Mr Sheldrick isheldrick@rehoboth.wa.edu.au or Mr Beattie cbeattie@rehoboth.wa.edu.au for any further information.

College Service Hours

To qualify for discounted fees, families must have completed 5 hours of College support in each semester, in the semester prior to the discount being applied for. Families who have completed and submitted the College support form (which has been properly authorised) will be entitled to the discounted rate for the following semester only.

Course Changes

Year 9-10

In Year 9 and 10, one elective is chosen by students. The other practical subjects are taught in a rotating pattern to all students, so that all students can experience as many electives as possible. Year 9–10 students will not be able to make any course changes after Friday, 19th February (Week 3 of Term One). Course changes will only be considered in extenuating circumstances, and where there is space in the other classes.

Year 11-12

Year 11 and 12 students will not be able to make any course changes after Friday, 4th March (Week 5 of Term 1). For some changes, dates earlier than this may be necessary. Students considering making subject changes should consult with the course teachers involved. Students who need to make a course change need to see the Principal. It is important to realise that School Curriculum and Standards Authority requirements regarding grading and course completion means that a student transferring courses will need to catch up with the work and assessment tasks completed in the course prior to the time of transfer.

This can sometimes be a very significant time and work requirement. If this is not done, the student will not be eligible for any grade at the end of the year. Year 11 students will be able to make course changes at the end of Year 11 and students studying ATAR subjects for University entrance (sitting the external exam) may choose to drop to five rather than six courses in Year 12.

If any students coming in to Year 11 or 12 feel that they need to change their course selections, they should contact the Principal. It is not guaranteed that all requests for course changes will be able to be accommodated at this late stage.

Courses in Year 11 and 12

The courses in Year 11 and 12 operate under the assessment and syllabus guidelines set down by the School Curriculum and Standards Authority (formerly the Curriculum Council). Rehoboth offers a selection of Year 11 and 12 courses, leading to an extremely wide range of TAFE and University entrance possibilities and to the Western Australian Certificate of Education. For further information, visit: www.scsa.wa.edu.au
Diaries

Rehoboth has its own College diary which is produced by a local company. This includes design work and information exclusive to our College. The diary is a durable, quality diary which will be an important tool for your child’s learning program to be successful.

The **diary costs $15.00 each** and this amount will be added to the school fee account of each family (per secondary child) in February, 2016. **The use of the College diary is compulsory for all students.**

College diaries must be taken to all classes to record details of:
- Homework set – assignments, projects, etc.;
- Reading – texts and fiction reading;
- Study – revision, summaries, notes, etc.

Much of the time teachers will outline homework, study or reading that needs to be done. At other times, students will need to work out for themselves what they need to finish, read, review or prepare for future lessons and tests etc. Learning how to use a homework diary and knowing what needs to be written in it is the **first stage of learning successful study techniques and effective organization.**

Students risk disciplinary action if they do not have their College diaries with them in all classes. It is not appropriate to substitute an ‘electronic organiser’ for the College diary because it is harder for parents and teachers to keep track of the student's entries. Keeping a homework diary is a key part of developing good learning and study habits (see **Homework on page 32**), and parents are asked to co-operate with us in ensuring that students in Years 7–10 use them by reading and signing them EACH WEEK.

Diaries **WILL be regularly checked by the form teacher** in Years 7–10. Parents will get a good guide as to how organised their children are by the way they keep their homework diary. If a student loses the College Diary, a replacement copy can be purchased from the Office. This will also be required if a student is found to have a defaced or graffiti-marked diary.

Further information regarding homework and study skills will be issued to students and parents during the year. All past students received a free copy of the Rehoboth booklet called **‘Study Hints’**. All new students will receive a copy early in Semester 1. Copies are also available from the front counter in the Administration Office. The College has also subscribed to an on-line service, called the **ELES Online Study Skills Handbook**. This is self-paced; students can pick out the areas they will benefit from most; and the different topics can be reviewed if not understood the first time. Some topics will also be included in the Rehoboth newsletter. Visit [www.studyskillshandbook.com.au](http://www.studyskillshandbook.com.au) to access the site and login with these details:

**User Name:** rehobothcc  
**Password:** 56 success

Paul Kennedy and Rochelle Hondema represented the College at the Governors’ Prayer Breakfast in August. This is an event where Western Australia’s leaders and the community meet for fellowship, to display unity across the denominations, and to express the needs and aspirations of our community.
Education Support

The following Staff are involved in different capacities (as listed):

- **Mr Vasquez**
  School Curriculum and Standards Authority liaison (Special needs and exams); Year 11 IEPs; Non-Government Schools’ Psychology Service; Extension Education.

- **Mrs Nathan**
  International students; Year 7 and 8 IEPs.

- **Mr Martens**
  Year 9 and 10 IEPs.

- **Mr Sheldrick**
  Liaison with vision impairment service; medical and other professionals; parents with children involved in these services; Education Assistants; Funding Applications; NCCD data.

- **Mrs Erispe**
  LITS support (Year 7/8 program).

- **Mrs Povey; Mrs Matthews**
  Special Needs Education Assistants.

Endeavour Program (Year 7–8)

**Endeavour** is Rehoboth’s Year 7 and 8 program. This retains elements of the Primary program, introduces aspects of the Secondary program, and includes features that are unique to this age group. Year 7 and 8 is 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’ relates to the shift in learning that takes place. 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 achieve their 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.

The Year 7 and 8 Endeavour Team Leader is **Mr Murray**. 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 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, and each of the teachers will be the core teacher of one class. They will usually be responsible for teaching two major subject components (like English and Humanities for example) and Christian Studies, Health and Form. The Home Group teacher has the opportunity of getting to know every student in the class, allowing a great relationship to develop between the teacher and the individual student.

This Home Group teacher is the **central source of pastoral care**. They can be aware of achievements, difficulties, changes and celebrations in 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. The Year 7 and 8 classes will have a **Home Room**, where they will be located for the majority of their studies. Classes will sometimes move to specialist areas with specialist teachers, like Science Labs, Woodwork, Foods, Art Rooms and so on. There is a **Year 7-8 Endeavour Handbook** (available from the Secondary Office and on the College’s website) which outlines the program in greater detail.
Exams for Year 7–8 Students

Year 7 and 8 is vital in preparing and equipping students for the demands of Senior Secondary. For this reason, 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. 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.

**Year 7-8 Semester 1 Exams** (in Week 7-8 of Term 2)
Year 7-8 Exams – Friday, 10th June to Wednesday, 15th June
There will be a **1 hour exam (60 minutes)** in English, Science, Maths and Humanities on each of the four days, held during periods 1-2 (at the start of the day).

**Year 7-8 Semester 2 Exams** (in Week 7-8 of Term 4)
Year 7-8 Exams – Thursday, 24th November to Tuesday, 29th November
There will be a **1 hour exam (60 minutes)** in English, Science, Maths and Humanities on each of the four days, held during periods 1-2 (at the start of the day).

Exams for Year 9 Students

Year 9 is the beginning of the Senior Secondary years. In these years, the skill of sitting exams, reviewing their work and revision techniques becomes a greater part of the student’s program. Teachers will prepare students for these exams, explaining the process and providing revision tips. Exams allow students to improve their study skills and get them used to **working under pressure** and **revising** larger sections of their courses.

**Year 9 Semester 1 Exams** (in Week 7-8 of Term 2)
Year 9 Exams – Friday, 10th June to Wednesday, 15th June
There will be a **1.5 hours exam (90 minutes)** in English, Science, Maths and Humanities on each of the four days, during periods 3-5 (after recess).

**Year 9 Semester 2 Exams** (in Week 7-8 of Term 4)
Year 9 Exams – Thursday, 24th November to Tuesday, 29th November
There will be a **1.5 hours exam (90 minutes)** in English, Science, Maths and Humanities on each of the four days, during periods 3-5 (after recess).
Exams for Year 10 Students

Year 10 exams are intended to prepare students for exams in Year 11–12. They allow students to improve their study skills and get them used to working under pressure and revising larger sections of their courses.

The results obtained are a good guide as to how students will cope with the ATAR Unit 1 and 2 WACE subjects in Year 11.

Subjects in Year 11 have MINIMUM pre-requisites which need to be achieved to gain entry (see the Senior Secondary Handbook or the Year 10 Handbook for details).

<table>
<thead>
<tr>
<th>Year 10 Semester 1 Exams</th>
<th>(in Week 7-8 of Term 2)</th>
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<tbody>
<tr>
<td>Year 10 Exams</td>
<td>Friday, 10th June to Wednesday, 15th June</td>
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<tr>
<td>There will be a 2 hour exam (120 minutes) in English, Science, Maths and Humanities on each of the four days, during periods 6-8 (after lunch).</td>
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<tr>
<th>Year 10 Semester 2 Exams</th>
<th>(in Week 7-8 of Term 4)</th>
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<tbody>
<tr>
<td>Year 10 Exams</td>
<td>Thursday, 24th November to Tuesday, 29th November</td>
</tr>
<tr>
<td>There will be a 2 hour exam (120 minutes) in English, Science, Maths and Humanities on each of the four days, during periods 6-8 (after lunch).</td>
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Exams for Year 11–12 Students

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<thead>
<tr>
<th>Year 12 Semester 1 Exams</th>
<th>(starting in Week 6 of Term 2)</th>
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<tbody>
<tr>
<td>Year 12 Exams</td>
<td>Monday, 30th May to Tuesday, 7th June</td>
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<tr>
<td>These will generally be 3 hours (180 minutes) in length.</td>
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<thead>
<tr>
<th>Year 11 Semester 1 Exams</th>
<th>(starting in Week 7 of Term 2)</th>
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<tbody>
<tr>
<td>Year 11 Exams</td>
<td>Tuesday, 7th June to Tuesday, 14th June</td>
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<tr>
<td>These will generally range between 2 and 2.5 hours (120–150 minutes) in length.</td>
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<thead>
<tr>
<th>Year 12 Semester 2 Exams – Trial WACE Exams</th>
<th>(starting in Week 9 of Term 3)</th>
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<tbody>
<tr>
<td>Year 12 'Study Day' – Thursday, 15th September</td>
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<tr>
<td>Year 12 Exams – Friday, 16th September to Friday, 23rd September</td>
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<tr>
<td>These will generally be 3 hours (180 minutes) in length.</td>
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The Year 12 second exam block will not necessarily cover the full syllabus for all courses as further teaching time remains in Term 4 and Year 12 students will still be taught and assessed until their last day.

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<thead>
<tr>
<th>Year 11 Semester 2 Exams</th>
<th>(starting in Week 6 of Term 4)</th>
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<tbody>
<tr>
<td>Year 11 Exams</td>
<td>Tuesday, 15th November to Tuesday, 22nd November</td>
</tr>
<tr>
<td>These will generally range between 2.5 and 3 hours (150–180 minutes) in length.</td>
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NOTE: The WACE Unit 3 & 4 exams commence on Monday, 31st October. The WACE exam timetable will be available from the School Curriculum and Standards Authority at the start of Term 3. This can be downloaded from www.scsa.wa.edu.au.
Excursion Costs and Other Fees

The College tuition fee which parents pay is all inclusive, with the exception of camps, co-curricular activities, some text books (see booklists), subject fees for certain courses, Senior Sport and some upper school excursions (e.g. Geography field trips), as well as end of year recreational excursions. To reduce the time taken to administer extra fees that are not included in the College tuition, these are charged to College accounts. A note is sent home and parents are asked to sign to indicate that they are aware that the fee will be charged to their College Fees Account. Please return these notes promptly. If you have difficulties meeting any fees, please contact the Finance Manager.

Extra-Curricular Activities

At Rehoboth, we believe in having a strong extra-Curricular program, so that all students can be given the opportunity of achieving, enjoying and remaining engaged in school. It is a great way of making friends, learning teamwork and problem solving skills that will challenge and extend students in different ways. Representing Rehoboth is also an honour and a privilege, and appropriate conduct needs to be followed. Annual activities include:
1. Representative Sports – participation in WACSSA events, such as Swimming, Athletics, Cross-Country, Basketball, Soccer and Volleyball (and training for these teams).
2. Team Sports – RSCASS After School Sports (Basketball for Year 5-6 and Year 7-8; Crusaders Basketball (Under 16).
3. Subject Specific Camps – Year 9 Outdoor Education Camp, Art Camp.
4. Extension (with a specific skills focus) Activities – Year 9 Adventure Camp; Year 11/12 Study Camp; Year 8 (Local History) Overnight Camp; Debating; LEX@R; Competitions.
5. Missions Trips – Year 10 Leonora Missions Trip; Year 11/12 Philippines Missions Trip.
6. Red Cross Cadets – meeting each Thursday afternoon from 3.15-4.45pm.
7. Music – Rehoboth Worship Band; Choir; Ensembles.

Mr Martens (Assistant Principal) oversees this area (imartens@rehoboth.wa.edu.au).

Year 9 students at the Year 9 Adventure Camp at Bickley held during Term 4
Gymnasium (The Rehoboth Centre)

The gymnasium is a shared facility. Year 7–12 students may use the main court area each recess, and on Tuesday and Thursday lunchtimes. On other days, it will be used by upper Primary students. **Training for College teams and inter-house events will take priority**, if the facility has been booked. Only students wearing sports shoes with non-marking soles will be permitted to use the basketball court either for PE lessons or at break times. This is necessary to protect the floor surface. Students are NOT permitted to play sport in socks, as these do not provide sufficient grip.

**No food or drink** (except water bottles) are permitted in the gymnasium. The outdoor court continues to be available. Students may **NOT** use the Gymnasium or its foyer as a thoroughfare and must walk around the facility to use the entry and exit doors. Students may **NOT** use the Sound desk without the express permission and supervision of a teacher. Bookings of the courts(stage etc., are done through the Secondary Administration.

Friends of Rehoboth Christian College

For many years, parents and other volunteers have given additional support to the College by supporting the activities of the Rehoboth Community Support Team (RCST). A number of successful fundraising ventures run by the Team have allowed us to provide additional facilities for our students and build relationships with the Rehoboth community. The RCST changed its name to **Friends of Rehoboth Christian College (FRCC)** in 2015.

The FRCC continues to be involved in the operation of the Canteen and in various fundraising ventures. Further information about the Canteen will be included in the February newsletters. If you are interested in joining this dynamic and committed team of volunteers, please register your interest either through your Principal or at the Business Office.

Health and PE Program

Health and PE will be taught in **single gender classes throughout Years 7-10** (generally 2 periods for PE and one for Health per class in these years). **Swimming** is part of the PE program in Term 1, with Swimming Squad training taking place on Tuesday and Thursday mornings before school (Thornlie Pool) from 7.00-8.00pm. **Athletics** and **Cross-County** are a focus in Term 3, but Athletics training begins in Term 1, and runs on Tuesday and Thursday after school (on the School Oval) from 3.30-4.30pm. Sports shoes and sports uniform are a **requirement** for students to participate in the practical PE classes (usually taught in the double period).

The Health program includes elements of the Personal and Gender Development course that is being developed across the College, based on a number of Christian resources and taught from a **biblical world view**. The Health program will include such topics as:

- **Year 7** – Transitions; friendships; resilience; nutrition; puberty (growth and development, male and female anatomy, menstruation); safety; drugs, sport and the media.
- **Year 8** – Self-worth; relationships (family, friends and peer pressure); puberty (sexual intercourse, fertilisation and development); how to say “No”; child protection (abuse, help/support); first aid; illness and disease; and smoking.
- **Year 9** – Safety (going out/party situations); first aid; alcohol, “Who am I?” (dreams, goals, character, friends); the media and you (influence, lyrics, ads, TV shows, pornography).
- **Year 10** – Lifestyle choices (nutrition, fitness, lifestyle diseases); drugs; healthy relationships (boundaries and choices, consequences, dating, abstinence, marriage, contraception, STI's, HIV/AIDS); safety (identifying and managing risk taking behaviour); and mental health.
Homework

Occasionally a teacher receives a note from a parent requesting that a child be given an extension on a piece of homework or other assessment. Because of issues of fairness and equity in the treatment of all students, teachers will not always be able to comply with a parent's request concerning a piece of work, but if the teacher is unable to do so they will contact the parent to explain the reason.

Students are encouraged to develop a homework timetable for themselves that includes BOTH homework and study time. This timetable should include a minimum of:

- **Year 7**: 1 hour of homework per night, five days per week
- **Year 8**: 1–1.5 hours of homework per night, five days per week
- **Year 9**: 1.5–2 hours of homework per night, five days per week
- **Year 10**: 2–2.5 hours of homework per night, five days per week
- **Year 11 and 12**: 3 hours of homework per night, five days per week

Homework Hub

A Homework class is run after school each term on **Tuesdays from 3.15-4.00pm in the Library**, commencing in Week 2 of each term and finishing on the second last week of each term. Maths Staff are rostered on once per fortnight to assist students who need extra Maths assistance. The weekly catch-up class also happens at this time.

Instrumental Music Program

An Instrumental Music Program (IMP) operates for students in Years 1–12. Rehoboth currently offers tuition in **piano, clarinet, saxophone, flute, guitar and drums in 2016**. There is a strong possibility of **violin** tuition being added to the IMP, if there are enough interested students. Please contact Miss Khoo to express your interest and for details.

Instrumental lessons are given by specialist music tutors who will come to the Kenwick campus each week. **Students will receive a 30 minute lesson once a week on that instrument.** Students are required to buy or hire an instrument (see Miss Khoo for approximate prices) to practice at home. Students undertaking lessons with the IMP are expected to take responsibility for catching up on any missed work. Before and after school lessons can be arranged, but priority will be given to Senior Secondary students.
Fees for IMP lessons are charged to the student’s College account at the start of each term. The rates for lessons are as follows:

- $33 per lesson for an individual lesson ($330 per term);
- $16.50 per lesson for a group-of-2 lesson ($165 per term);
- $11 per lesson (Wilson guitar only) for a group-of-3 lesson ($110 per term).

More detailed information can be found in the IMP Information Booklet 2016, which is available on the College website. An IMP Application Form (also on the College’s website) will need to be completed to enrol a student for IMP lessons in 2016. Questions relating to the IMP should be directed to the IMP Co-ordinator (Kenwick and Wilson) – Miss Khoo, email: jkhoo@rehoboth.wa.edu.au

LEX@R (Learning Extension at Rehoboth)

The Learning Extension program will withdraw students from the mainstream Year 7 and 8 Endeavour program for 3 periods per week (in one block). Year 7 and 8 students will work with the Learning Extension teacher (Mrs Dalais), and be involved in a competition based program, based on a range of activities such as: Future Problem Solving, Maths Olympiad, Academic All-Stars, Tournament of the Minds, Night of the Notables, Debating etc. This is a two year program, and each term will have a special project of this type culminating in a competition, activity or parent night.

In Year 9 and 10 Learning Extension is more subject based, and runs through the individual learning areas. It takes advantage of competitions that are run in subject areas, like the Education Perfect program. For more information, see Mr J. Vasquez, the co-ordinator of this area.

Lockers

Students requiring a locker should go to the Administration Office, and complete a locker application form. There is a locker rent charge of $50 per year, which will be added to College accounts, if a student wishes to apply to use a locker. Lockers are NOT compulsory. Students in the one family may share a locker, if they wish.

This cost includes the rental of a heavy duty padlock which is supplied by the College (and has a four digit combination). Loss of this lock will incur a charge of $80 (which is the cost of a replacement lock). A list of the combination numbers will be kept by the Office in case a student forgets their combination. Students are strongly advised NOT to keep valuables in their locker, especially at weekends. Students are required to empty lockers over the holiday breaks and take their locks home with them.

Lost Property

All books, clothing, and other property need to be clearly marked with the student's name. Iron-on labels are currently being promoted and several companies that supply custom-made name labels regularly advertise (see page 83). A wide range of custom-printed labels are available from Officeworks. All books (exercise books, own texts, and school issued texts) must contain the student's name and form class (e.g. Timothy BLOGGINS – 8T). The College will not make announcements, or attempt to find items of students' lost property that were not labelled in accordance with these requirements. Exceptions will only be made in the case of money, or other very small items, such as jewellery, which is impossible to label. Students should not leave their books or property lying loose on benches, on the verandahs or on top of lockers.
All property should be in students’ school bags (fully closed to protect from snakes), in their lockers or on their person. Students should not leave any clothing, books, bags etc., in the toilet or change-room areas overnight. We recommend that students do not bring large sums of money to school. If a student needs to bring a large sum of money to school, it should be handed in to the Administration Office for safekeeping during the school day. Lost property is kept in a box behind the main reception counter in the Administration Office. Students and parents are free to check this before and after school and during lunchtimes. Items not claimed from lost property will be passed on for disposal or recycling at the end of each term.

‘Meet the Teacher’ Evenings (Year 7-12)

‘Meet the Teacher’ Parent Evenings are held during Term 1. All meetings will commence at 7.30pm and will begin in the foyer of the Rehoboth Centre. They will start with a short formal presentation, followed by an opportunity to meet the teachers, who will be located in the Gymnasium.

- The Year 7-8 ‘Meet the Teacher’ Evening will be on Tuesday, 16th February (Week 3).
- The Year 9-12 ‘Meet the Teacher’ Evening will be on Tuesday, 23rd February (Week 4).

NAPLAN Testing

All Year 3, 5, 7 and 9 students sit for the National Assessment Program Literacy and Numeracy (NAPLAN) test during May. Teachers use these results as ONE measure of the individual literacy and numeracy levels of all students. There are five tests covering numeracy, reading, writing and language conventions (spelling, punctuation and grammar).

The NAPLAN test dates for 2016 are Tuesday, 10th May to Thursday, 12th May. Results are normally sent to schools in the last week of Term 3, and individual student data is sent home. School results are posted on the Myschool website during Term 4.

Newsletters – ‘The Third Well’

The Rehoboth newsletter will be issued on Friday each fortnight throughout the term, commencing in Week 1 on Friday, 5th February, 2016. The deadline for articles and notices is by 9.00am on Tuesday of the week of publication. The newsletter will be the main regular contact between the College and the home. Its aim is to give parents an insight into the many things happening in the College. The newsletter is now in enewsletter format, which is emailed to your address. Please contact Mr S. Merlo at smerlo@rehoboth.wa.edu.au if you fail to receive your copy. If you would like one sent to someone else, it is relatively easy to add names to the subscriber’s list (if email addresses are kept up to date). Spare paper copies will also be left on the reception counter in the Administration Office for those who would like one, although the new newsletter is designed to be read on a screen. Newsletters are also posted on the College’s website at www.rehoboth.wa.edu.au

OLNA Testing

OLNA provides students with opportunities to demonstrate the minimum Literacy and Numeracy standard required for WACE attainment. There are three online assessment components — Reading, Writing and Numeracy. The Reading and Numeracy components comprises of 60 multiple-choice questions; the Writing component is an extended response of up to 600 words.
Students will be allowed 60 minutes for each assessment. Students who achieve **Band 8 or higher in Year 9 NAPLAN** Reading, Writing or Numeracy assessments will be prequalified for that component and will NOT be required to sit the corresponding OLNA component. For example, if a student achieves Band 8 for Reading and Numeracy but not for Writing, only sitting the OLNA Writing component will be required. **OLNA testing will be held during March and September of each year.**

Throughout Years 10, 11 and 12, students will have up to six opportunities (two per year) to demonstrate the minimum standard. The **OLNA test dates** for 2016 are **Tuesday, 8th March to Thursday, 10th March** (Term 1) and **Monday, 29th August to Wednesday, 31st August** (Term 3). **Mr Martens is the Co-ordinator of the Year 7 and 9 NAPLAN and the OLNA Testing.**

**Parent Parking and Student Drop-off**

The Business Office car park and visitors’ bays are for the use of the Business Office Staff and their visitors. College Parents are asked NOT to use this facility for dropping off or picking up students. The car park area in front of the Secondary Administration and Library is allocated for the use of Staff (on the side closest to Brixton Road), and for early learning (K-2) parents (on the side closest to the buildings). There are **bus bays** allocated in the bus area in front of the Gymnasium. Parents need to keep this area clear to enable buses to pick up students, and to enter and leave this area safely.

**Punctuality**

Students are expected to be in school and in class on time, when the appropriate bells ring. Punctuality is a life skill that is important, now and in the future, in school and out of school. Not only are students missing out on class time but their lateness is an interruption to the class teacher and other students.

Students who are late for genuine reasons such as doctor's appointments etc., MUST report to Secondary Administration so that they may be issued with a 'late note'.

**Pupil Free Days**

In 2016, there are three scheduled pupil free days. One is at the start of Term 2, where students commence on a Wednesday, and two at the start of Term 3, where most students will also commence on a Wednesday (the exception are the Year 10 students who are at work experience all this week). The purpose of these days is to engage Staff in:
- Whole College professional development;
- Strategic planning;
- CEN/CSA State Conference with other Christian schools;
- Curriculum Planning and development.

**Registration and Enrolment**

If there are any late enrolments, or there are students who need to hand in admission forms or finalise other matters (such as subject changes), they should contact the **College from Wednesday, 20th January to Friday 22nd January, 2016.** The Office will contact you before school commences if your enrolment still needs to be completed. Alternatively, you may wish to ring the Secondary Office from **Monday, 18th January, 2016,** to make an appointment (through Mrs Nightingale or Mrs Jones).
Reports

Parents of Year 7-12 students will also receive an Interim Report (in Term 1) as a progress report to indicate how students are settling in to each of their subjects, and to report on their work habits and behaviour. Year 7, 8, 9, 10, and 11 full school reports will be issued on a Semester system (i.e. twice per year). Year 12 students will receive a Semester 1 report and a final Statement of Results on their final day of school, rather than a Semester 2 report. All Year 7–12 will each have two blocks of College Semester exams during the year, in addition to their regular topic tests. Dates when reports will be mailed will be communicated via the College's fortnightly newsletter. Year 12 students who are taking ATAR Unit 3 and 4 subjects will also sit for the WACE Examinations during November.

Grade Descriptors

The following Grade Descriptors are used in allocating grades on reports in Years 7 to 10.

A Excellent Achievement
The student demonstrates 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.

B High Achievement
The student demonstrates 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 with clear understanding;
- competency in a range of skills;
- demonstrated reasonable success in applying knowledge and skills.

C Satisfactory Achievement
The student demonstrates 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.

D Limited Achievement
The student demonstrates 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.

E Very Low Achievement
The student demonstrates very low achievement of what is expected for this Year level. This grade means that the student has:
- failed to achieve the essential requirements of the course;
- little knowledge of the subject;
- demonstrated few of the relevant skills.

The College’s Grade Descriptors are an expansion of the grading requirements of the School Curriculum and Standards Authority (WA) and reflect the intent of the Australian Curriculum.
Scholarships

In 2016, Rehoboth scholarships are available to new enrolments to the College, and will hopefully fill up some of the available vacancies which exist. These scholarships are based on merit and are valued at $2,500 (which is deducted from College fees) per annum. Details of the Selection Criteria, Conditions and the Application Procedure can be found on the Scholarship Application Form. These can be obtained from the Administration Office or the Business Office. Round 1 of the 2017 Scholarship applications closes on Friday, 23rd September, 2016. This is also the date for any Scholarship renewal applications.

Eligibility
New Year 6–12 students who are seeking enrolment at the College and whose parents qualify for Membership in the Association of Christian Education.

Details and Conditions
1. These yearly scholarships are awarded annually on the basis of applications which meet the criteria.
2. Each scholarship is valued at $2,500 per year for Year 6–12 students, which is deducted from the annual College fees charged to the student.
3. Should a child who is awarded a Scholarship withdraw or terminate his/her enrolment at the College, the scholarship is not redeemable for cash, and is not transferable to another student or sibling at the College. It is also not transferable to other schools within or outside W.A.
4. As the scholarship is for one year's duration, students who have been successful in being granted a Scholarship in a particular year and who wish to continue their study at the College, need to reapply in the following year to be considered.

Selection Criteria
Scholarship recipients will be selected from applicants who:
1. Demonstrate how Jesus is real in their life and express what it means to be a Christian.
2. Excel in areas such as academic, sport, cultural/aesthetic OR Christian leadership.
3. Can demonstrate that they will make a significant contribution to the College.
4. Have skills and abilities which will contribute to the College's existing programs.

Second-hand Books

Rehoboth utilises the online Sustainable School Shop for Second-hand textbook trading. Their website is: www.sustainableschoolshop.com.au This service provides access to second hand textbooks all year round. Parents can trade with other parents from different schools and sell textbooks no longer in use at our school. Items such as calculators, stationery, musical equipment etc., can also be advertised and traded. It is important to list 'Wanted' and 'For Sale' ads so that parents inform each other of their requirements.

The school's booklists have been loaded into the system of the Sustainable School Shop to make the ad listing process easy. The system matches the ads of buyers and sellers and notifies the buyer (wanted ad) via an Ad Match email. Buyers contact sellers and arrange where and when to trade. A lot of trading will occur with other parents from Rehoboth, but parents will have access to a wider pool of buyers and sellers across Perth. If you don't have a computer, internet access or an email address, please call the Sustainable School Shop for assistance. All enquiries should be directed to the Sustainable School Shop. Please do not contact the school about using this service. Their contact number is 1300 683 337 or help is available through their website by clicking on 'Contact us'. Parents do not pay any fee for the use of this service, as the College has a membership covering all K-12 families.
Senior Sport (Year 11-12)

In 2016, Senior Sport will be held on Friday afternoons during the last two periods of the day (during periods 7 and 8). **Senior Sport is compulsory for students** in Year 11 or 12, although ‘Study’ is given as one of the available options, usually prior to an exam block. This must be done in the Library, and there is a supervising teacher available to give assistance. **Students DO NOT have the option of going home.**

Students going on to Years 11 and 12 will have the opportunity to select their sports during the first week of term. This will be organized by Mr S. Kuipers. Students will be offered a range of options each term at a range of different costs. One of the option choices is located at the College for no cost. Bus transport will be provided for sporting activities and this is included in the costs of each of the options. Students will not be allowed to make their own transport arrangements or drive themselves to sport.

Please note that the **full correct Rehoboth sports uniform should still be worn for Senior Sport.** See the Uniform Brochure for details. Students who do not wear the sports uniform will not be allowed to participate and no refunds will apply. There will occasionally be sports in which students may not need the sports uniform. Students should assume that they should wear the sports uniform unless the teacher specifically gives other instructions.

Sports and Games at Break Times

The College has a program of **House competitions** that also run each term during lunchtimes, which is co-ordinated by Mr Martens and the Heads of House. These include:
- **Soccer**: Year 10-12 Girls and Boys and Year 7-9 Girls and Boys in Term 2.
- **Basketball**: Year 10-12 Girls and Boys and Year 7-9 Girls and Boys in Term 3.
- **Volleyball**: Year 10-12 Girls and Boys in Term 1; Year 7-9 Girls and Boys in Term 4.

Other events include **Iron Person, Chess Tournaments, Cross-country and Bible Quiz.**

*The Iron-Person competition is one of the lunchtime house events that occurs throughout the year. This is organised by the Heads of House, and includes such events as the tyre toss and the tug of war*

The College strives to minimise the risk of physical injury at all times. Break times and times before and after school are always a higher risk, especially due to the physical contact involved in some games, or due to older students playing with younger ones.

Students often enjoy playing forms of various team sports including football of various kinds, cricket or basketball. There are some potential sources of danger in some of these sports that make it necessary for us to restrict what students are allowed to do.
These restrictions may be relaxed by sport and PE teachers during formal class times, but at all other times the following restrictions apply to reduce the possibility of injury:

- **There is a NO CONTACT POLICY at Rehoboth. This means that no physical tackling of other players is permitted**, no matter what form of football is being played. This will naturally make soccer a more natural break-time choice than rugby;
- Hard cricket balls, baseballs, softballs etc., may **NOT** be used;
- Students playing basketball may **NOT** slam-dunk the ball into the ring or hang on the ring.

**Our first priority must always be to ensure the safety of the students on campus.**

### Sports Program

In addition to the **Health and PE program** throughout Years 7–10 (made up of a Health program of 1 period + the PE program of 2 periods) and the Year 11 and 12 Senior Sport program (see Senior Sport), Rehoboth has also elected to **specialise in some major sports**. Our motivation is the desire to develop high standards in these areas (i.e. coaching, uniforms, training etc). The College does not have the extra resources to offer additional sports, although students are welcome to organise their own teams and coaches in other areas, where there is an interest and they can get parental involvement. In the past, the College has had very successful student organised teams in AFL Football and Netball.

The College offers, and provides equipment, training, coaching and facilities in the following:

- **Swimming** (Term 1) – training before school, on Tuesdays and Thursdays.
- **Athletics** (Terms 1–4) – training after school, on Tuesdays and Thursdays.
- **Cross-Country** (Term 3) – training times and days to be advised.
- **Basketball** (Terms 1; Terms 3 and 4) – training times and days to be advised.
- **Soccer** (Terms 2 and 3) – training times and days to be advised.
- **Volleyball** (Term 1) – training times and days to be advised.

To minimise the disruptions to the teaching program, only participants are sent to represent the College at Interschool events (when they occur during the school day). **It is the responsibility of participants to catch up on any work missed.** Due to the high level of student participation in the **Interhouse Swimming** and **Interhouse Athletics Carnivals**, these Sports days are the only two whole School sports events, and therefore attendance is **compulsory**.

**Basketball, Soccer and Volleyball** have been chosen as the College team sports as they need a smaller number of players to make up a team, which works well for smaller schools. In addition, Rehoboth has the facilities to support these sports, and both sports can be played by boys and girls.
By specialising in this way, Rehoboth can develop the level of expertise that allows it to compete with bigger schools, enter various competitions and be competitive against other larger Christian schools, and in State competitions as well.

Each of these Secondary activities has a co-ordinator, who is responsible for organising teams, coaches, training and competitions. They can be contacted to find out the specific details of the competitions, training times etc. These are:

**Athletics, Swimming and Cross-Country Co-ordinator – Mr Martens**
**Basketball and Volleyball Co-ordinator – Mr de Bruyn**
**Soccer Co-ordinator – Mr Kuipers**

**RSCASS Basketball (on Friday afternoons)**
As part of its Sports program, Rehoboth runs an **after-school Basketball competition in the Rehoboth Centre** during Terms 3 and 4 each year. This takes place in two divisions for students in Year 7-8 and Year 5-6, and this includes mixed teams (boys and girls) from Kenwick and Wilson. The games take place on **Friday afternoons from 3.20-4.05pm for the Year 7-8 students**; and **4.15-5.00pm for the Year 5-6 students** (to allow time for students from Wilson to travel to Kenwick). See Mr de Bruyn for more information. Team nominations and training begins during Term 2.

**Student Council**

Students interested in being part of the Student Council can nominate themselves. Involvement on the Student Council is an opportunity to serve God and the College community and as this is a position of responsibility and leadership, it can be recorded as part of a student’s CV when later applying for jobs. Students in Years 9-12 can be appointed as members of the Student Council each year. **Mr Vasquez and Mr Kuipers** are the Staff members who are responsible for working with the Student Council. **The Student Council Room and Lunch-time Meeting Room is Room F.**

Exo Day is a part of the Year 12 Farewell festivities that the Student Council assists to organise

The primary functions of the Student Council are:
- Development of student leadership (which includes the involvement of other students);
- Representing the College at various functions;
- Involvement in organising Exo Day festivities;
- Student Lunch-time Meetings (Prayer and Praise);
- Assisting with fund-raising events.
- Liaising between Staff and students.
Student Incident Reports

Any incident that significantly affects the wellbeing of a student must be reported to the Administration. If necessary, a parent/guardian may be contacted, either by the teacher or the Administrative Staff. Such incidents may include: a physical injury, a bullying incident or an issue of conflict. Generally, where a student is injured (depending on the severity of the injury) an incident report will be completed and a parent contacted.

Student Insurance

The College carries Student Accident Insurance which extends cover for bodily injury and accidents that may occur with students whilst they are engaged in school activities, or activities that are organized by the College. Cover operates on a 24/7 basis and is worldwide. Some exclusions apply. Parents are requested to ensure that private cover remains in place if this is required in instances where students are engaged in non-school activities. Further details are available from the Finance Manager.

Study Periods (Year 11-12)

In Year 11 and 12, students may choose to undertake Vocational studies on a one day or two day basis. These are classed as one or two subject equivalents. These students may elect to have one study line (if they have one day out, usually a Friday), or two study lines (if they have two days out, usually a Thursday and a Friday). These students will be allocated to an existing class, and they will need to use the time to catch up on work they have missed. In Year 12, ATAR students may elect to have a study line. They are also allocated to an existing class, and they will need to use the time effectively on school work. In each case, private study students remain the responsibility of the supervising teacher.

The Rehoboth Display and Activities Evening in Term 1 is a showcase of students’ work
Textbooks, Booklists and Fees

Please note that items on Booklists shown as 'Optional Stationery' are optional, and there is no requirement to buy any or all of those items. Students are required to have an ESV Bible (English Standard Version). It is strongly recommended that students also have their own Dictionary with them in English classes and for home use. The Pocket Macquarie or Australian Pocket Oxford Dictionary are examples of suitable dictionaries. It is important for all students to care for books issued by the College in order to keep replacement costs to a minimum. If books are lost or damaged, parents will be charged for their replacement.

Students will be required to purchase most of their books. Booklists are issued in late November/December and students should purchase books as recommended through Campion Education WA (28 Kembla Way, Willetton; e: www.campion.com.au p: 6240 2700) to ensure that the correct editions are obtained. The booklists also contain details regarding subject fees which apply for some courses and which will be billed to parents’ College Fee Accounts in February, 2016. Please see the booklists for details.

The Year 12 Farewell Dinner is held on the last school day of Year 12 (which is called Exo Day), and is attended by family members, students and teachers. The Year 12 Statement of Results are handed out to students on this night.

UMAT Test

The UMAT test is used specifically to select students into the medicine, dentistry and health science degree programs at undergraduate level at University. UMAT is available to any candidate whose educational level at the time of sitting the test is their final year of secondary schooling, or higher. The UMAT Test itself will take place on Wednesday, 27th July. There are practice papers available on the web. These are highly recommended as part of the preparation for this test.

Registration for the UMAT is done online via the website at http://umat.acer.edu.au. Registration opens at the beginning of April and closes at 5.00pm (AEST) on Friday 3rd of June, however late registrations are accepted on payment of a late fee. After the closing date for late registration it is not possible to register for the UMAT. There is also a concession registration fee for candidates registering for the UMAT if they are eligible.

Every year universities will set their own cut-off UMAT score, that is, students with scores below the cut-off will not be considered by the admissions committee of that particular University. Universities may also choose to use the UMAT results in different ways. Cut-off scores for universities cannot be predicted because it depends on the results of the cohort, therefore students should aim to get the highest score they can.
Uniforms

The brochure, ‘Secondary College Uniform Information Handbook’, contains the details of the uniform requirements for 2016. Please keep this brochure to refer to throughout the year. The brochure applies only to secondary students.

Although the K-6 uniform is similar, the separate K-6 brochure should be referred to for primary students. We believe that high dress standards and adherence to the school uniform are important.

Correct wearing of the College uniform for the full year is a compulsory requirement for all students and continued enrolment is subject to students and their parents complying with this requirement. It is NOT an optional or negotiable matter.

The red sports shirt (with blue trim and side panels) is worn for sports and interschool events (above), while the house shirts (below) are worn for the various house events and carnivals.

The full support of parents ensuring that students have all the correct uniform items and wear the uniform correctly each day is very important. Parents sometimes request in a note sent with the child that permission be given for the child to wear some non-uniform item for a period of time because it may not be convenient for the parent to obtain a replacement item for financial or other reasons. Unfortunately we cannot give permission for this except for a brief emergency situation, such as for one day.

It is a condition of enrolment at Rehoboth that the students will wear full and correct school uniform at all times. If financial reasons are involved, please contact Mr Sheldrick or Mr Martens, who will make arrangements to assist you to obtain the item on a confidential basis.
Vocational Program (VETfS) in Year 11-12

This program involves Training WA studies **one day a week** (on a **Friday**) or two days a week (on a **Thursday/Friday**), selected from the list offered by Polytechnic West and Central Institute of Technology, included below. There are **no tuition costs** to the school or to the student to participate, although a few courses may require the purchase of a textbook or special protective clothing and footwear. **There is no reduction in school fees.**

Catching up on school-work missed will be strictly the **responsibility of the students** who decide to participate in this program. This information is discussed with Year 10 and 11 students at the start of Term 3 and applications were submitted to **Mrs Drennan** on Friday, 14th August, but there may a few places still available at the start of 2016. Classes commence in February, 2016 and continue until the end of Term 3 for most programs (25 weeks). There is an extensive list of classes for students to choose from each year. These are not guaranteed, but are only offered if the classes are filled. Some with low demand may be cancelled; others that are already fully subscribed will not be available, and so the choices are reduced. **Year 12 students (in 2016) cannot choose the two year courses.**

If students select the two day course, they will only study 4 WACE subjects on Monday-Wednesday. These students MUST choose VETfS as their subject on Grid Line 6, as four of these periods fall on Thursday and Friday. The TAFE subjects are credited as the equivalent to the WACE subjects, so there is no impact on graduation requirements.

Vocational Program (VETiS) – Year 11-12

**VETiS stands for VET in Schools.** These include VET courses which can be **embedded** into the regular WACE courses or are **stand-alone** VET courses. At Rehoboth in 2016, we will offer the stand-alone Certificate II in Visual Art Furniture Stream (CUV20111); and the Certificate II in Business (BSB20112). These are accredited by a private provider (RTO), which DOES incur an additional cost (see the subject entries in the Senior Secondary Handbook). We will also offer an endorsed unit, Authority Developed Workplace Learning (ADWPL). This is an endorsed program and is credited as the equivalent to a WACE subject. Students attend a work placement and complete a log book (employability skills and 110 hours). **A new graduation requirement for Year 11 and 12 non-WACE students is that they complete a Certificate II course** which can be done in school or at TAFE.

Withdrawal Notice

The College Board wishes to remind parents that **ONE TERM’S NOTICE** will be required for the withdrawal of students. The Board reserves the right to charge **one term’s fees, if notice is not given.**

Work Experience (Year 10)

As part of the College’s Career Education program (which is taught as part of the Year 10 Humanities & Social Science course) the College puts aside one week each year for Year 10 students to experience the world of work. In 2016, this is scheduled from **Monday, 18th July – Friday, 22nd July** (Week 1 of Term 3), immediately following the Term 2 holidays. Parents and students are involved in arranging this week of work experience, and this process needs to be started as early as possible, as placements for Year 10 students are sometimes difficult to organise. **Please direct any questions to Mrs Drennan, who is the College’s Work Experience Co-ordinator.**
SECTION 4 - POLICIES

Assessment Policy (Year 7-10)

The Rehoboth Year 7–10 Assessment Policy will be issued each year by the Form teacher in the first week of Term 1, and will be explained to students in the first three weeks of school. The Association for Christian Education (operating Rehoboth Christian College) seeks to provide quality Christ-centred education for all students. Thus we will provide quality and equitable assessment in the delivery of all Year 7-10 courses.

1. Biblical Rationale

The Bible instructs us to be fair and just in all our dealings with one another.

*Unequal weights are an abomination to the Lord, and false scales are not good.*
*(Proverbs 20:23)*

*To do righteousness and justice is more acceptable to the Lord than sacrifice.*
*(Proverbs 21:3)*

*My brothers, show no partiality as you hold the faith in our Lord Jesus Christ, the Lord of glory.*
*(James 2:1)*

Since we are to do everything in a way that brings honour and glory to God *(1 Corinthians 10:31)*, those who are involved in the process of assessment (both students and teaching Staff) need to do so in a way that is God honouring and fair for all. These principles are foundational to this assessment policy.

2. Overview

This policy reflects the importance of assessments in Years 7-10 and their contribution towards student’s final grades and marks. Some sections may be subject to change. Students will be notified if this is the case.

Assessment assists teachers at Rehoboth Christian College in:
- Monitoring the progress of students and diagnosing learning difficulties;
- Providing feedback to students on how they may improve their achievement;
- Adjusting programs to ensure all students have the opportunity to achieve the intended outcomes;
- Developing subsequent learning programs;
- Reporting student achievement to parents;
- Whole-school and system planning, reporting and accountability procedures.

Assessment procedures must be fair, valid and reliable.
The **Director of Students** will oversee this policy with respect to students and parents respectively. These are:
- Mrs Nathan – Year 7-8;
- Mr Martens – Year 9-10;

### 3. Assessment Guidelines

A course outline, assessment schedule and the weighting of each assessment will be provided to students at the commencement of the learning program in each course. This may occur at the start of each term, Semester or at the start of each Unit, and this will vary from subject to subject.

### 4. Student Responsibilities

It is the student’s responsibility to:
- Take responsibility for their own achievement in each course and to complete the prescribed work requirements by the due date;
- Complete all assessment tasks described in the assessment outline;
- Maintain a file for each course studied (that includes all assessments); or clear sections within a file for each subject, and to make it available whenever required;
- Maintain a **good record of attendance, conduct and progress**. A student who is absent from a class for five lessons or more per term may be deemed to be ‘at risk’ of not completing the course unit or subject requirements;
- Initiate contact with their teachers concerning their absence from class, missed in-class assessments, and requests for extension of the due date for out-of-class assessment tasks and any other issues pertaining to assessment.

### 5. Teacher Responsibilities

It is the responsibility of the teacher to:
- Develop a teaching/learning program that meets the requirements of the Australian Curriculum;
- Ensure that assessments are fair, valid and reliable;
- Provide students with timely assessment feedback and guidance;
- Maintain accurate records of student achievement;
- Meet school and external timelines for assessment and reporting;
- Inform students and parents of academic progress as appropriate.
- Maintain the integrity of assessments, exams, and in-class assessments. These **may not be given to students prior to the arranged date** if the student has identified that they will be absent. Even with acceptable reasons, a different exam/assessment must be provided;
- Issue clear information regarding all assessments including tests or exams (**content / format / marks / weighting in overall course assessment / times etc.**);
- Base assessments on much more than just tests and exams. All course assessment programs should include some home-based assignment work and some ‘in-class’ exercises;
- Issue assessment tasks, as far as possible, on **printed sheets**. Many students misinterpret verbal instructions regarding assessments and assignments and putting these matters in writing also assists parents who wish to know what is happening or what their children are required to do;
- Provide a **planned, structured and printed** outline of assessment programs which is issued to students at the beginning of a course (during the first week of that course);
Consider the *range and type of assessment tasks* which go towards making up a balanced assessment program (e.g. not all 'essay' type tasks, or not all 'short answer' worksheets, or not all 'multiple choice' tests etc.);

Plan and co-ordinate their assessment programs and approaches. It is not however essential for teachers teaching the same courses to operate identical assessment programs.

### 6. Changing a Course

In Year 7–8 all courses are prescribed ones. In Year 9–10, students are allowed to choose electives, with some electives chosen in Year 9 and 10. This is to allow greater specialisation as the student progresses through their Secondary years.

Generally, it will not be possible for Year 9-10 students to change courses after **Week Three of Term 1**, as the student would be unable to complete all the course requirements. In 2016, this date is **Friday, 19th February**. After this date it will not be possible to change subjects.

**NB:** The College will only consider course changes in exceptional circumstances if it is feasible, and the changes must have parental support.

Subject changes requires that space is available in the classes that they wish to be changed to, and will require a note from the parent indicating this change has parental approval.

Year 9–10 subject changes need to be done through **Mr Sheldrick, Deputy Principal (Administration)**.

### 7. Completion of a Course

A grade is assigned for each course if the student completes the College's education and assessment program within the given timeframe. Students are required to:

- Submit all out-of-class assessment tasks for marking on the due date;
- Attempt all in-class assessment tasks on the scheduled date.

Unless there is a reason that is acceptable to the school, failure to attend a scheduled in-class assessment task or to submit an out-of-class assessment task on time may result in the student either:

- Receiving a lower grade than expected at the end of the course unit (if there is sufficient evidence from the assessment tasks completed to assign a grade), or
- Receiving a ‘U’ (Unfinished) notation instead of a grade (if there is insufficient evidence to assign a grade).

For any **late out-of-class assessment task**, where the student does not provide a reason which is acceptable to the College, the following schedule of penalties will be applied:

<table>
<thead>
<tr>
<th>Day</th>
<th>Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 3</td>
<td>10% per day reduction in mark</td>
</tr>
<tr>
<td>4</td>
<td>50% reduction in mark</td>
</tr>
<tr>
<td>5</td>
<td>No mark recorded</td>
</tr>
</tbody>
</table>
NOTE: Where a student is likely to experience difficulty meeting a deadline they must discuss the matter with the teacher at the earliest opportunity before the due date. One extension per subject, per semester, may be granted to students who apply before the due date.

For any missed in-class assessment task where the student does NOT provide a reason which is acceptable to the College, a mark of zero will be recorded. Absence from a specially scheduled assessment task must be verified (addressed to the relevant Director of Students for Year 7–8 or 9–10) by one of the following:

- Medical certificate;
- Letter from parent;
- Telephone call or email from parent.

If a student does not submit an assessment task or attend a scheduled in-class assessment task (or if these absences occur regularly), the teacher will contact the parent/guardian to discuss the risk of the student not completing the course unit and to negotiate a solution.

In the case of a prolonged absence where a student is unable to attend school for a lengthy period of time due to injury or illness, the College will endeavour to provide support to the student’s learning program.

As soon as possible, the student or parent must meet with the relevant Director of Students to discuss alternative arrangements. These are:

- Mrs Nathan – Year 7-8;
- Mr Martens – Year 9-10;

A minimum of 80% of classes must be attended and assessments completed before an end of year grade/mark can be submitted.

Catch-Up Class
In the event that there is a failure by the student to hand in an assessment or complete any set work, the student will be required to attend the Catch-Up class which takes place in the Homework Hub which is scheduled in the Library for the following Tuesday, from 3.15–4.00pm. Parents will be informed of this by email on the preceding Friday afternoon.

Attendance at this catch-up class is compulsory (and takes precedence over all other activities), and students need to make alternative transport arrangements if they are required to attend. The College believes that for each student to be able to do their best, all assessment tasks need to be submitted. Failure to attend the catch-up class when required will be followed up with a one day in-school suspension.

Mr Martens co-ordinates the Catch-up Class / Homework Hub, and teachers are rostered on to supervise this session and to assist students with their work.

8. Acceptable Reasons for Non-submission or Non-completion

The penalty for non-submission or non-completion will be waived if the student provides a reason that is acceptable to the College. For example:

- Where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion and submission;
- Where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task is scheduled.
In such cases the parent/guardian must:
- Contact the College before 9.30am on the day, and
- Provide either a medical certificate or a letter of explanation immediately when the student returns.

Where the student provides a reason acceptable to the College for the non-submission or non-completion of an assessment task the teacher will:
- Negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally, within two days of the student’s return), or
- Re-weight the student’s marks for other tasks (if there is sufficient evidence to assign a grade), or
- Decide on an alternative assessment task if, in the opinion of the teacher, the assessment is no longer confidential, or
- Statistically estimate the student’s mark for the assessment task on the basis of their marks in similar tasks.

Events that can be rescheduled are NOT a valid reason for non-completion or non-submission of an assessment task. Family holidays during the term are NOT considered a valid reason for non-completion or non-submission of an assessment task.

In exceptional circumstances, the parent/guardian may negotiate the development of an I.E.P. (Individual Education Plan) with the relevant Director of Students. This plan shows how the missed lesson time will be compensated for and any modifications to the assessment outlines for each course unit will be stipulated. The plan will be discussed with the parent/guardian and provided to the student.

9. Transfer from Another School

It is the responsibility of any student who transfers into a class from the same course at another school to provide the College with the details of all completed assessment tasks and reports. Marks may need to be statistically adjusted and, where necessary, adjustments and an Individual Education Plan (I.E.P.) developed. This may be negotiated as necessary.

10. Policy on Fairness (Cheating, Collusion and Plagiarism)

It is important that all students are treated fairly in the assessment of their work, and that they are assessed for work they have done and not for work done partly or wholly by someone else. Work submitted for assessment must be the work of the student.

Students need to be very careful about working together with other students, or using the work of other students or any other written material in completing assessable work. There are certain rules which must be followed. This policy statement is to make clear to you the extent to which working together is permissible, and the penalty for copying or cheating. The words usually used to describe these actions are co-operation, collusion and plagiarism.

Students shown to have compromised the integrity of their own work through cheating, collusion or plagiarism will not have that work accepted as valid evidence of their achievement. If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant Director of Students for Year 7-8 or Year 9-10 in the College. Where a student permits others to copy their work they will ALSO be penalised.
The College acknowledges that the issue of appropriate use of the internet for research and information must be addressed in classes where the internet is used. Where a student is deemed to have inappropriately copied/plagiarised work from the internet, similar consequences to ‘traditional’ plagiarism will apply.

Where collusion or deliberate plagiarism is discovered, the relevant Director of Students will be informed and shown the assessment. The student or students concerned will be interviewed and the following penalties will apply:
- A mark of zero for the whole assessment task, or
- A mark of zero for part of the assessment where the teacher can identify the part of the assessment task that has been copied or plagiarised.

The assessment will be corrected as usual, but the reason for giving a mark of zero will be written on the assessment by the teacher.

Definitions

**Assessment** or assessment item or assessable work means any piece of work for which the marks will count towards the student’s grade for the subject concerned.

**Co-operation** refers to the working of students together on a task, where this is done with the permission or encouragement of teachers. There may be sections of the syllabus which allow co-operative work to be submitted for assessment, and if so the teacher will make this clear. Unless students are specifically instructed by the teacher that co-operation is permitted for a particular piece of assessable work, students should assume that it is not permitted.

**Collusion** refers to the situation where a student works together with another student, or with some other person, on an assessable piece of work, when this is not done with the teacher’s permission but the work is submitted as the student’s own. This is never allowed and will always receive a penalty.

**Plagiarism** refers to the case where a student copies someone else’s work and passes it off as his or her own. This may be done either by copying directly, without acknowledgment, or by re-wording the ideas and not giving credit to the original source. This is never allowed and will always receive a penalty.

Co-operation is often a good way of learning, but collusion and plagiarism both have the intention to deceive and gain credit for someone else’s work. This is dishonest and has no place in a Christian school. Universities and Colleges do not allow such practices either.

**Referencing Sources of Information**
Any sources of information which student’s use should be listed at the end of your piece of work for assessment, and refers to the source of the information obtained.

See the examples which follow for the correct way of doing this. This has been updated to show you how to refer not only to books and magazines, etc., but also electronic media such as television, cd-roms, the internet, and so on.

a) **At the end of the piece of work**
A list of all sources of information should be provided at the end of every piece of work under the heading ‘References’, using the following layout. Items should be listed in alphabetical order, by author if there is one, or by title if there is no author.
**Books**

**Magazine articles**

**Encyclopedia articles**

**Radio or television programme**
Seven Nightly News [Television Broadcast] Perth: TVW Enterprises, 16 February 2014 (or whatever the date of the program was).

**Internet articles**

Note that you should use one column for the author (if there is one) and another for all the other information. If there is no author given, just leave that column blank for that item.

b) **In the middle of the piece of work**
Any information taken from another source must be acknowledged in the following way, whether the wording has been altered or not. After the information, the author’s surname, the publication date of the source, and the page number on which the information is found should be written in brackets. The correct layout is as follows:
(Comstock, 1990: 125)

Any information taken directly from another source must be written inside inverted commas and then acknowledged.
"The Canadian people own about 12 million television sets, or 474 for every 1,000 people", (Comstock, 2014: 125).

Any information taken from another source where you have altered the wording slightly should not be written in inverted commas, but must still be acknowledged as shown.
There are 474 television sets for every 1,000 people in Canada, (Comstock, 2014: 125).

**11. Examinations**

**Regulations**
When attending examinations, students must adhere to the regulations that pertain to that examination. Any special requirements will be issued by the subject teacher or with notes attached to the examination timetable. Infringements will result in an appropriate penalty.

**Attendance**
Students **must** attend scheduled examinations for Year 7-10 students. In exceptional circumstances, special alternative arrangements **may be negotiated with the relevant Director of Students, prior to** the examination date. These are listed in the College Information Handbook, and in the Rehoboth Newsletters.

**N.B.** Participating in family holidays will **NOT** be accepted as an exceptional circumstance.
12. **Students Requiring Special Consideration**

The College will ensure that students with special educational needs are catered for in an appropriate way. Students or parents with questions about special consideration should contact the relevant Director of Students:
- Mrs Nathan – Year 7-8;
- Mr Martens – Year 9-10;

These Staff members are also the Exam Officers in charge of the Year exams in these Year groups. Applications for special conditions need to be made at least **one month prior to the start of an exam block**, and prior to the publication of the exam timetable. Please see the relevant Director of Students as soon as possible, if you believe that you could qualify for such assistance (such as extra time, use of a computer, or a scribe) so that we can apply these conditions to all relevant Rehoboth assessments, tests and exams.

13. **Reporting Achievement**

Students will be kept informed of their progress throughout their study of a course. Teachers will assess completed tasks and provide prompt assessment feedback to the student. Parents will be informed about a student’s progress regularly through the College’s reporting process.

This begins with an **Interim report** issued to Year 7-10 students in Term 1, and the opportunity for parents to **‘Meet the Teachers’** at Year 7-8 and Year 9-12 evening meetings early in Term 1.

Parent/Teacher meetings will be held shortly after the First Semester formal reporting period for all Year 7-10 students at the start of Term 3. Students and parents/guardians will be informed by the subject teacher when it is identified that there is a risk of the student:
- **Not** achieving their potential; and/or
- **Not** completing the course requirements.

Parents are encouraged to email **Staff** if they have any concerns or questions about their child’s progress. All email addresses are listed in the College Information Handbook. Student with concerns should contact their teacher directly.

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*Year 9 Outdoor Education has been a new subject offered to Year 9s and includes an Outdoor Education Camp, which takes place at the Southern Hills Ropes Course*
Assessment Policy (Year 11-12)

The Rehoboth Year 11 and 12 Assessment Policy will be issued each year by the 
Form teacher in the first week of Term 1. The Association for Christian Education 
operating Rehoboth Christian College) seeks to provide quality Christ-centred education for 
all students. Thus we will provide quality and equitable assessment in the delivery of all Year 
11 and 12 courses.

1. Biblical Rationale

The Bible instructs us to be fair and just in all our dealings with one another.

“Unequal weights are an abomination to the Lord and false 
scales are not good.”
(Proverbs 20:23)

“To do righteousness and justice is more acceptable to the 
Lord than sacrifice.”
(Proverbs 21:3)

“My brothers, show no partiality as you hold the faith in our 
Lord Jesus Christ, the Lord of glory.”
(James 2:1)

Since we are to do everything in a way that brings honour and glory to God (1 Corinthians 
13:31), those who are involved in the process of assessment (both students and teaching 
Staff) need to do so in a way that is God honouring and fair for all. These principles are 
foundational to this assessment policy.

2. Overview

This policy reflects the importance of assessments in Years 11 and 12 and their contribution 
towards final WACE grades and graduation requirements. Year 11 and 12 students must also 
be trained for the assessment procedures at TAFE and University. This policy takes into 
consideration the most up-to-date information available from the School Curriculum and 
Standards Authority. Some sections may be subject to change. Students will be notified 
if this is the case.

Assessment assists teachers at Rehoboth Christian College in:
- Monitoring the progress of students and diagnosing learning difficulties;
- Providing feedback to students on how they may improve their achievement;
- Adjusting programs to ensure all students have the opportunity to achieve the intended outcomes;
- Developing subsequent learning programs;
- Reporting student achievement to parents and meeting the requirements of the WACE;
- Whole-school and system planning, reporting and accountability procedures.
Assessment procedures must be fair, valid and reliable. The Director of Students for Year 11 and 12 (Mr Vasquez) will oversee this policy with respect to Year 11 and 12 students and parents.

3. Assessment Guidelines

W.A.C.E. courses have assessment guidelines set by the School Curriculum and Standards Authority. Adherence to these guidelines is mandatory. A course outline, scheme of assessment and syllabus will be provided to students at the commencement of the learning program in each course.

4. Student Responsibilities

It is the student’s responsibility to:

■ Take responsibility for their own achievement in each course and to complete the prescribed work requirements by the due date;
■ Complete all assessment tasks described in the scheme of assessment;
■ Maintain an assessment file for each course studied and to make it available whenever required;
■ Maintain a good record of attendance, conduct and progress. A student who is absent from a class for five lessons or more per term may be deemed to be ‘at risk’ of not completing the course unit or subject requirements;
■ Initiate contact with their teachers concerning their absence from class, missed in-class assessments, and requests for extension of the due date for out-of-class assessment tasks and any other issues pertaining to assessment.

5. Teacher Responsibilities

It is the responsibility of the teacher to:

■ Develop a teaching/learning program that meets the School Curriculum and Standards Authority requirements;
■ Provide students with a course outline, assessment outline and a copy of the syllabus at the start of each course;
■ Ensure that assessments are fair, valid and reliable;
■ Provide students with timely assessment feedback and guidance;
■ Maintain accurate records of student achievement;
■ Meet school and external timelines for assessment and reporting;
■ Inform students and parents of academic progress as appropriate.
■ Maintain the integrity of assessments, exams, and in-class assessments. These may not be given to students prior to the arranged date if the student has identified that they will be absent. Even with acceptable reasons, a different exam/assessment must be provided.

6. Changing a Course

Generally, it will not be possible to change courses after Week Five of Term 1, as the student would be unable to complete all the course requirements (this is a School Curriculum and Standards Authority cut-off date). In 2016, this date is Friday, 4th March. After this date it will not be possible to pick up a new subject.

NB: The College will only consider course changes in exceptional circumstances if it is feasible, and the changes must have parental support.
For subject changes, students must complete the **Course Change Form** (available from the Secondary Office) which requires the teacher’s signature of the subject you are withdrawing from, the teacher’s signature from the subject you are wishing to change into, as well as the parent’s signature. Course changes must be approved by the Principal (or his/her delegated representative) to ensure that the requirements of graduation are being met. Where a student changes school during a school year, credit will be given if the appropriate evidence is supplied. **In Year 12**, students enrolling in four or more ATAR Unit 3 and 4 courses (for University entrance), may select *Private Study* as one of their choices.

### 7. Completion of a Course

A grade is assigned for each course if the student completes the College’s education and assessment program within the given timeframe. Students are required to:

- Submit all out-of-class assessment tasks for marking on the due date;
- Attempt all in-class assessment tasks on the scheduled date.

Unless there is a reason that is acceptable to the school, failure to attend a scheduled in-class assessment task or to submit an out-of-class assessment task on time may result in the student either:

- Receiving a lower grade than expected at the end of the course unit (if there is sufficient evidence from the assessment tasks completed to assign a grade), or
- Receiving a ‘U’ (Unfinished) notation instead of a grade (if there is insufficient evidence to assign a grade).

**NOTE:** A ‘U’ notation will result in no record of this course unit or subject on the student’s Statement of Results from the School Curriculum and Standards Authority and may affect their achievement of a Western Australian Certificate of Education (W.A.C.E.).

For any **late out-of-class assessment task**, where the student does not provide a reason which is acceptable to the College, the following schedule of penalties will be applied:

<table>
<thead>
<tr>
<th>Day</th>
<th>Penalty</th>
</tr>
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<tbody>
<tr>
<td>1–3</td>
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<td>No mark recorded</td>
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**NOTE:** Where a student is likely to experience difficulty meeting a deadline they must discuss the matter with the teacher at the earliest opportunity before the due date. **One extension** per subject, per semester, may be granted to students who apply before the due date.

For any missed in-class assessment task where the student does NOT provide a reason which is acceptable to the College, **a mark of zero** will be recorded. Absence from a specially scheduled assessment task must be verified (addressed to the Director of Students for Year 11 and 12) by one of the following:

- Medical certificate;
- Letter from parent;
- Telephone call or email from parent.
If a student does not submit an assessment task or attend a scheduled in-class assessment task (or these absences occur regularly), the teacher will contact the parent/guardian to discuss the risk of the student not completing the course unit and to negotiate a solution.

In the case of a prolonged absence where a student is unable to attend school for a lengthy period of time due to injury or illness, the College will endeavour to provide support to the student’s learning program. As soon as possible, the student or parent must meet with the Director of Students (Mr Vasquez – Year 11 and 12) to discuss alternative arrangements.

S.C.S.A. regulations state that a minimum of 80% of classes must be attended and assessments completed before an end of year grade/mark can be submitted.

Catch-Up Class

In the event that there is a failure by the student to hand in an assessment or complete any set work, the student will be required to attend the Catch-Up class which takes place in the Homework Hub which is scheduled in the Library for the following Tuesday, from 3.15–4.00pm. Parents will be informed of this by email on the preceding Friday afternoon.

Attendance at this catch-up class is compulsory (and takes precedence over all other activities), and students need to make alternative transport arrangements if they are required to attend. The College believes that for each student to be able to do their best, all assessment tasks need to be submitted. Failure to attend the catch-up class when required will be followed up with a one day in-school suspension.

Mr Martens co-ordinates the Catch-up Class / Homework Hub, and teachers are rostered on to supervise this session and to assist students with their work.

8. Acceptable Reasons for Non-submission or Non-completion

The penalty for non-submission or non-completion will be waived if the student provides a reason that is acceptable to the College. For example:

- Where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion and submission;
- Where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task is scheduled.

In such cases the parent/guardian must:

- Contact the College before 9.30am on the day, and
- Provide either a medical certificate or a letter of explanation immediately when the student returns.

Where the student provides a reason acceptable to the College for the non-submission or non-completion of an assessment task the teacher will:

- Negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally, within two days of the student’s return), or
- Re-weight the student’s marks for other tasks (if there is sufficient evidence to assign a grade), or
- Decide on an alternative assessment task if, in the opinion of the teacher, the assessment is no longer confidential, or
- Statistically estimate the student’s mark for the assessment task on the basis of their marks in similar tasks.
Events that can be rescheduled are NOT a valid reason for non-completion or non-submission of an assessment task (e.g. sitting a driver’s licence test or preparation for the College Ball, etc.). Family holidays during the term are NOT considered a valid reason for non-completion or non-submission of an assessment task. In exceptional circumstances, the parent/guardian may negotiate the development of an I.E.P. (individual education plan) with the Director of Students for Year 11 and 12.

This plan shows how the missed lesson time will be compensated for and any modifications to the assessment outlines for each course unit will be stipulated. The plan will be discussed with the parent/guardian and provided to the student.

9. **Transfer from Another School**

It is the responsibility of any student who transfers into a class from the same course at another school to provide the College with the details of all completed assessment tasks and reports. The relevant person in the College will then contact the previous school to determine:

- The part of the syllabus that has been completed;
- The assessment tasks which have been completed;
- The marks awarded for these tasks.

Marks may need to be statistically adjusted and, where necessary, adjustments and an Individual Education Plan (I.E.P.) developed. This may be negotiated as necessary.

10. **Transfer Policy on Fairness (Cheating, Collusion and Plagiarism)**

It is important that all students are treated fairly in the assessment of their work, and that they are assessed for work they have done and not for work done partly or wholly by someone else. **Work submitted for assessment must be the work of the student.** Students need to be very careful about working together with other students, or using the work of other students or any other written material in completing assessable work.

There are certain rules which must be followed. This policy statement is to make clear to you the extent to which working together is permissible, and the penalty for copying or cheating. The words usually used to describe these actions are co-operation, collusion and plagiarism.

Students shown to have compromised the integrity of their own work through cheating, collusion or plagiarism will not have that work accepted as valid evidence of their achievement. If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the Director of Students for Year 11 and 12 in the College. Where a student permits others to copy their work they will ALSO be penalised.

The College acknowledges that the issue of appropriate use of the internet for research and information must be addressed in classes where the internet is used. Where a student is deemed to have inappropriately copied/plagiarised work from the internet, similar consequences to ‘traditional’ plagiarism will apply.

Where collusion or deliberate plagiarism is discovered, the relevant Director of Students will be informed and shown the assessment. The student or students concerned will be interviewed and the following penalties will apply:
A mark of zero for the whole assessment task, or
A mark of zero for part of the assessment where the teacher can identify the part of the assessment task that has been copied or plagiarised.

The assessment will be corrected as usual, but the reason for giving a mark of zero will be written on the assessment by the teacher.

Students need to be very careful about working together with other students, or using the work of other students, or any other written material in completing assessable work. This policy is designed to clearly show the extent to which working together is permissible and the penalty for copying or cheating.

Definitions
Assessment or assessment item or assessable work means any piece of work for which the marks will count towards the student’s grade for the subject concerned.

Co-operation refers to the working of students together on a task, where this is done with the permission or encouragement of teachers. There may be sections of the syllabus which allow co-operative work to be submitted for assessment, and if so the teacher will make this clear. Unless students are specifically instructed by the teacher that co-operation is permitted for a particular piece of assessable work, students should assume that it is not permitted.

Collusion refers to the situation where a student works together with another student, or with some other person, on an assessable piece of work, when this is not done with the teacher’s permission but the work is submitted as the student’s own. This is never allowed and will always receive a penalty.

Plagiarism refers to the case where a student copies someone else’s work and passes it off as his or her own. This may be done either by copying directly, without acknowledgment, or by re-wording the ideas and not giving credit to the original source. This is never allowed and will always receive a penalty.

Co-operation is often a good way of learning, but collusion and plagiarism both have the intention to deceive and gain credit for someone else’s work. This is dishonest and has no place in a Christian school. Universities and Colleges do not allow such practices either.

Referencing Sources of Information
Any sources of information which student’s use should be listed at the end of your piece of work for assessment, and refers to the source of the information obtained. See the examples which follow for the correct way of doing this. This has been updated to show you how to refer not only to books and magazines, etc., but also electronic media such as television, cd-roms, the internet, and so on.

a) At the end of the piece of work
A list of all sources of information should be provided at the end of every piece of work, using the following layout. Items should be listed in alphabetical order, by author if there is one, or by title if there is no author.

Books
**Magazine articles**  

**Encyclopedia articles**  

**Radio or television programme**  
Seven Nightly News [Television Broadcast] Perth: TVW Enterprises, 16 February 2014 (or whatever the date of the program was).

**Internet articles**  

Note that you should use one column for the author (if there is one) and another for all the other information. If there is no author given, just leave that column blank for that item. One column should be used for the author (if there is one) and another for all the other information. If there is no author given, the column may be left blank for that item.

**b) In the middle of the piece of work**  
Any information taken from another source must be acknowledged in the following way, whether the wording has been altered or not. After the information, the author’s surname, the publication date of the source, and the page number on which the information is found should be written in brackets.

The correct layout is as follows:  
(Comstock, 1990: 125)  
Any information taken directly from another source must be written inside inverted commas and then acknowledged.  
"The Canadian people own about 12 million television sets, or 474 for every 1,000 people", (Comstock, 2014: 125).

Any information taken from another source where you have altered the wording slightly should not be written in inverted commas, but must still be acknowledged as shown.  
*There are 474 television sets for every 1,000 people in Canada*, (Comstock, 2014: 125).

**11. Examinations**

**Regulations**  
When attending examinations, students must adhere to the regulations that pertain to that examination. Any special requirements will be issued by the subject teacher or with notes attached to the examination timetable. Infringements will result in an appropriate penalty.

**Attendance**  
Students **must** attend scheduled examinations. In exceptional circumstances, special alternative arrangements **may be negotiated** with Mr J. Vasquez (Director of Students for Year 11 and 12), **prior to** the examination date.

**Participating in family holidays** will **NOT be accepted** as an exceptional circumstance.
12. Students Requiring Special Consideration

The College will ensure that students with special educational needs are catered for in an appropriate way and in accordance with School Curriculum and Standards Authority (SCSA) guidelines.

Students or parents with questions about special consideration should contact Mr Vasquez (Director of Students for Year 11 and 12). Applications for special conditions need to be made at least one month prior to the start of an exam block, and prior to the publication of the exam timetable.

Please see Mr J. Vasquez as soon as possible, if you believe that a student would qualify for such assistance (such as extra time, use of a computer, or a scribe) so that we can apply these conditions to Rehoboth assessments, tests and exams.

13. Reporting Achievement

Students will be kept informed of their progress throughout their study of a course. Teachers will assess completed tasks and provide prompt assessment feedback to the student. Parents will be informed about a student’s progress regularly through the College’s reporting process.

This begins with an Interim report issued to Year 11-12 students in Term 1, and the opportunity for parents to ‘Meet the Teachers’ at the Year 9-12 evening meeting early in Term 1. Parent/Teacher meetings will be held shortly after the First Semester reporting period for all Year 11 and 12 students at the end of Term 2.

Students and parents/guardians will be informed when it is identified that there is a risk of the student:
- Not achieving their potential;
- Not completing the course requirements; and/or
- Not meeting W.A.C.E. requirements.
Attendance

Attendance at school is compulsory for students enrolled at Rehoboth in all years of the College. Each time a student is absent, a note must be handed in to the Secondary Administration Office before school on the next day of attendance. In the event of a student’s absence, parents should phone, text or email the Administration Office to advise that their child will be absent on each day of absence. If parents know in advance that their child will be absent for a certain number of days, they may advise the number of days with one initial phone call, making clear the expected date of return. The school requires a written absentee note be submitted for our records (as described below) when the child returns to school.

The College has obligations under the Education Act as well as an accountability to our parents to ensure that children attend school when it is believed that they are here. If parents do not contact the College when their child is absent, the Administration Office will need to make contact with parents that morning to verify the absence. The assistance of parents in this matter would be much appreciated. Please keep us informed of any changes to phone or mobile numbers.

The College is required to have an explanation for each absence. Close co-operation between the home and the College in regard to absences and sicknesses assists us in helping the child. A phone call or note is normally required. Occasionally the College will need to send out reminders to parents about absences that have not been followed up by a note from home. School attendance registers are official documents that must be maintained correctly. Absentee notes should be addressed to Mr Sheldrick (Deputy Principal – Administration), rather than the Form teacher.

Students receiving the Commonwealth Government's Youth Allowance for Full-time Students also need to be aware that payments can be cut if students accumulate several absences without absentee notes being sent to the College. The College is asked each term for information on attendances for recipients of the Youth Allowance.

If your child is sick for an extended period, please phone or email to discuss possible homework to avoid your child missing out on work. In such cases an email is issued to staff asking them to leave any handouts, homework instructions etc., with the Secretary for you to collect, or for another student to take home for you. Usually, such work will not be available for you to collect until the day after you have phoned. If a student misses any classes, it is primarily his or her responsibility to check first with classmates, then with the subject teachers regarding work done, materials issued and homework set. Usually, it would be best to ask to see the teacher at lunchtime or after school to discuss this.

House swimming, and athletics carnivals are compulsory days for all students to attend. Allowing your child to stay home on these days does not build team spirit.

Parents who are contemplating taking children out of school for any extended period of time, are advised to arrange this with the Deputy Principal (Administration) well in advance. Absences should be for reasons of sickness, doctor’s or dentist’s appointments etc. Parents sometimes approach the College regarding students leaving a week early, or coming back a week late from school holidays. Such practices inconvenience the child, the class and the teachers and are disruptive to the school program. Students who miss lessons often take a long time to catch up, and extended absences could result in the student getting a significantly lower grade for the course. Being away or having appointments during examination periods is particularly inappropriate.
Attendance at Exams
Students must attend scheduled examinations. In exceptional circumstances, special arrangements may be negotiated with Mr Vasquez (Year 11/12 Director of Students), Mr Martens (Year 9/10 Director of Students) or Mrs Nathan (Year 7/8 Director of Students) one month prior to the examination date. Participating in family holidays will NOT be accepted as an exceptional circumstance. No exams can be scheduled prior to the set exam times.

Regular Absences
Year 7 to 10 students who are absent for more than 20% of any ‘unit’ or ‘semester course’ of work may not qualify for a grade assessment of that unit. Students who are absent for excessive amounts of time (without a medical certificate) will NOT gain automatic promotion to the following year, and may be required to repeat their current year of enrolment. Any Year 11 or 12 student who accumulates more than 5 unexcused/or ‘unsatisfactory’ absences in any term may be suspended from attending school after the fifth absence. Please note that staying home to complete work or to study is not a satisfactory explanation for an absence. Parents should also be aware that should a student in their 16th or 17th year wish to participate in an approved option OTHER than full-time school, full time TAFE or an apprenticeship/traineeship, it is a legal requirement to complete a ‘Notice of Arrangements Form’. See www.det.wa.edu.au/participation/. Attendance for the full school year is a legal requirement for students until the end of the year in which they turn 17.

Bicycle and Car Safety
Students riding bikes (or driving cars) to school are required to obey traffic laws. Those who do not, or act irresponsibly may be denied the privilege of taking their bike or car to school. Students who will be driving to the College are particularly requested to drive slowly when entering or exiting the car park. Parents dropping their children off at the College are asked to drive through into the car park rather than stopping in front of the entrances.

Senior Students driving to school must seek permission from the Director of Students (Year 11/12) to use the College car park by completing the Student Driver Authorisation Form, available from the Administration Office. Students will be required to present their driver’s licence and the registration number of the car they will be using. Students who wish to transport other students to and from the College must complete a Student Driver Passenger Authorisation Form, which includes permission from the parents of the driver and the passenger. Senior students who may be driving to school are required to park in the parking bays which are designated as ‘Student Parking’ and must hand their keys into the Office upon arrival. They can collect their keys from the Office at the end of the day. Senior students may NOT drive their own cars to sporting activities that are organised as part of the regular Senior Sport or P.E. Studies program or other College excursions.

Students riding bicycles are required to buy and use a suitable bike lock. Once a student arrives at the College, his/her bike/car should be parked in the appropriate area and then left there until dismissal time. Those who wish to use their bike or car at any other time, including lunchtime, should first receive permission from the relevant Director of Students. Students must not ride their bikes between parked cars as it causes damage to paintwork and mirrors. Bicycle safety helmets are compulsory for cyclists in W.A. and these should be labelled with a name and phone number. The College’s car park is out of bounds to all students during school hours except for parking their car, being dropped off or picked up.

Skateboards are NOT permitted to be ridden in the car park or in the school grounds, and must be stored in the Secondary Office during the school day.
Bullying Policy

1. Rationale

At Rehoboth Christian College, we are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. **Bullying of any kind is unacceptable at our College.** If bullying does occur, all students should be able to tell the College authorities and have confidence that incidents will be dealt with promptly and effectively. The College and its Staff are committed to being **pro-active** against bullying. This means that Staff will actively watch out for students who are bullying or being bullied, and will take measures in accordance with this policy when such behaviour is observed. It also means that all students and parents will be supplied with information explaining the College’s expectations about bullying. The pamphlets ‘Encouraging One Another at Rehoboth Christian College’ and ‘Students Confronting Unwanted Behaviour’ are used to make students and parents aware of the processes available should bullying occur.

Students, parents and Staff are to be pro-active against bullying. We are a **reporting College.** This means that **anyone** who knows that bullying is happening is expected to tell a Staff member. Students who see that bullying is occurring but do not tell a Staff member about it are taking part in **passive bullying.** Further information on bullying is also available from [www.studyskillshandbook.com.au](http://www.studyskillshandbook.com.au). **User name:** rehobothcc  **Password:** 56success

2. Christian Principles for Relating in a Community

We are called by God in Matthew 22:36 to "... love the Lord your God with all your heart and with all your soul and with all your mind" and to "Love your neighbour as yourself." **In order to love our neighbour as ourselves, we cannot accept that bullying is acceptable.** Jesus lays down the basic principle in the way that we should treat each other: "And as you wish that others would do to you, do so to them" (Luke 6:31) and Paul tells us to "... encourage one another and build one another up" (1 Thessalonians 5:11). God’s intention is for each person in the community of His people to **consider the needs of other people,** and try to make the lives of other people happier and more fulfilling.

3. Objectives of the Policy

- All members of the College Board, teaching and non-teaching Staff, students and parents should have an understanding of what bullying is.
- All members of the College Board and teaching and non-teaching Staff should know the College policy on bullying, and follow it when bullying is reported.
- All students and parents should know what the College policy is on bullying, and what they should do if bullying arises.
- As a College we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated. Students who engage in bullying behaviour will be given the opportunity to change their behaviour but they may be required to leave the College if they do not do so.

4. What is Bullying?

**Bullying is when someone, or a group of people, who have more power at the time, deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion.**
5. **Types of Bullying**

There are three broad categories of bullying:

- **Direct Physical Bullying** – e.g. hitting, tripping, pushing, taking or damaging property;
- **Direct Verbal Bullying** – e.g. name-calling, insults, homophobic or fascist remarks and verbal abuse;
- **Indirect Bullying** – This form of bullying is harder to recognise and often carried out behind the student’s back. It is designed to harm someone’s social reputation and/or cause humiliation. Indirect bullying includes:
  - Lying and spreading rumours;
  - Playing nasty jokes to embarrass and humiliate;
  - Mimicking;
  - Encouraging others to socially exclude someone;
  - Damaging someone’s social reputation and social acceptance;
  - Cyber-bullying, which involves the use of email, text messages or chat rooms to humiliate and distress.

6. **What Bullying is not**

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

a) **Mutual conflict**
In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for ‘retaliation’ in a one-sided way.

b) **Social rejection or dislike**
Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

c) **Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation**
Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different students is not the same as bullying.

7. **Why is it Important to Respond to Bullying?**

Bullying hurts people physically, emotionally and spiritually. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect with regard to their person, their property and their activities at school.

Pupils who are bullying need to learn different ways of behaving, and if necessary to be prevented from continuing with such behaviour. Schools have a responsibility to respond promptly and effectively to issues of bullying.

This College takes that responsibility seriously and will work proactively to prevent bullying and to protect students who are being bullied.
8. Common Characteristics of Bullying Behaviour

Common characteristics of bullies are that they:
- Are often attention seekers;
- Bully because they think they are popular and have the support of others;
- Do not accept responsibility for their behaviour;
- Have a need to feel in control and dominate peers;
- Will continue to bully if no one complains;
- Show little or no remorse for hurting another child;
- Demonstrate higher than average aggressive behaviour patterns.

9. Signs and Symptoms of Bullying Behaviour

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and they should investigate further if a child:
- Is frightened of travelling to or from school;
- Doesn’t want to go on the school/public bus;
- Begs to be driven to school;
- Changes their usual routine;
- Is unwilling to go to school (school phobic);
- Begins truanting;
- Becomes withdrawn, anxious, or lacking in confidence;
- Starts stammering;
- Attempts or threatens suicide or runs away;
- Cries themselves to sleep at night or has nightmares;
- Feels ill in the morning;
- Begins to do poorly in school work;
- Comes home with clothes torn or books damaged;
- Has possessions go ‘missing’;
- Asks for money or starts stealing money (may be needed to pay off a bully);
- Has lunch or other monies continually ‘lost’;
- Has unexplained cuts or bruises;
- Comes home starving (may indicate money/lunch has been stolen);
- Becomes aggressive, disruptive or unreasonable;
- Is bullying other children or siblings;
- Stops eating;
- Is frightened to say what is wrong;
- Gives improbable excuses for any of the above.

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and should be investigated.

10. Cyber Bullying

At Rehoboth, we value the important role that new technologies play in education and the social lives of our students. However, with technologies’ benefits come the challenges faced by cyber bullying and the moral disengagement students sometimes feel when using such technologies.

11. What is Cyber Bullying?

Cyber bullying is a new way of doing the same bullying that is mentioned earlier in the policy and procedures document.
"Cyber bullying uses information and communication technologies to support deliberate, repeated and hostile behaviour, by an individual or group that is intended to harm others."
(Bill Belsey, 2007, www.bullying.org)

Cyber bullying is different from traditional bullying in the following ways:
- Students may have 24/7 access to one another through technologies;
- The bullying has a wide broadcast and, therefore, a high level of public humiliation;
- Cyberspace communications are often anonymous or via avatar (this reduces inhibitions and allows nastiness that might not be exercised face-to-face);
- There are few authorities to monitor it;
- Students don't tell because of punitive fears;
- Students do not 'switch off' or go offline because they see cyberspace as their world and they need to know what is being said about them;
- 'Net speak' (the language used online) is often difficult for authority figures to understand because it actively seeks to 'disable' non-natives (parents and authority figures).

Another challenge of cyber bullying is that bullying can occur at school and/or via private computers or phones.

12. What are some Cyber Bullying Behaviours?
- 'Flaming' – a heated exchange.
- Harassing and threatening messages, e.g. text wars, games.
- Denigration – sending nasty SMS, pictures or prank phone calls, text bombing, 'Slam books' (websites or negative lists which are very hard to have taken offline).
- Impersonation – using person's screen name or password.
- 'Outing or trickery' sharing private personal information, messages, pictures with others.
- Posting 'set up' devaluing images/video online with the purpose of humiliating.
- Ostracism – intentionally excluding others from an online group.

13. What is the Social Architecture of Cyber Bullying?
Bullying is usually a strategy to gain status and power in a peer group and it is often successful. The target is often a submissive, insecure, or physically weaker person or is in a lower power/rejected position in the group. Studies show that group bullying is more harmful than individual bullying (because of the diffusion of responsibility) although most students do not like seeing bullying. Mobilising these students to take action is an important part of dealing with the issue. Studies show that defended victims are much better adjusted than the undefended ones.

Students find dealing with bullying uncomfortable because they place much importance on peer group acceptance and the need to conform. Students are usually more ‘pro-bully’ and less ‘pro-victim’ in their attitudes. There is a culture of silence and unwillingness to talk with teachers. It is significant to note that in cyberspace, students are 'usually' bullied by students of the same gender and girls and boys usually use different sites.

Cyber bullying has a devastating effect on its target because it seeks to humiliate and hurt in a context that the student is unable to escape from. They are not free from the pain in their own home, or even during sleep. Many students have their phone on and their computers online all night. This has devastating consequences for their education and social well-being.
14. **Cyber Bullying of Teachers**

Teachers may become the target of cyber bullying. There are a number of sites that actively encourage this, as well as the usual sites that students frequent where such things may occur (for example ‘facebook’). Teachers have the same rights as students to have this dealt with by the school as unacceptable.

15. **Procedures in Helping a Student who has been distressed by another Student**

The student being harassed, their parent(s), or another student or Staff member who is aware of the problem, should report the harassment to a member of Staff. They will refer the matter to the relevant Year 7-8, Year 9-10 or Year 11-12 Director of Students. The relevant Director of Students, or another Senior Member of Staff will talk with the student to find out exactly what has happened.

The student will be given the opportunity to be accompanied by a parent, a friend or another Staff member during this discussion. As appropriate to the age of the student, and taking into consideration the particular circumstances, the distressed student may be involved in the process of determining how to proceed in dealing with the offending student.

The relevant Director of Students dealing with the matter will then take appropriate steps as detailed below to deal with the offending student and to ensure that the behaviour is stopped. The student being harassed will be offered ongoing support and access to Staff for advice and counsel. The student will be encouraged to continue to report harassment on future occasions, and the importance of doing this in order to end the harassment will be stressed. The College Chaplain will be included in this process.

The relevant ‘Director of Students’ referred to are Mrs Nathan (Year 7-8); Mr Martens (Year 9-10) or Mr Vasquez (Year 11-12). In the primary context this may be the classroom teacher.

16. **Procedures in Dealing with a Student who Causes Distress to Others**

A student who bullies other members of the College community will be approached about the matter in one or more of the following ways:

- Through an informal talk with a Staff member;
- Through counselling and mediation;
- Through a formal meeting (which may include the student, their parents and Staff Members);
- School Psychologist, College Chaplain or College Board members;
- Through removal from the school, either temporarily or permanently.

The emphasis in the first place will be on solving the problem of the distress being caused, rather than punishing an offender. The offender is expected to immediately and completely cease the behaviour. The offending student may be given the opportunity to genuinely apologise for their behaviour to the distressed student. If appropriate, steps towards reconciliation between the students may be taken. A punishment or penalty may however be applied to the student causing the distress, where appropriate. This will be the case especially where repeat offences are involved. A **Student Incident Record** of each incident of bullying behaviour will be made under the name of the offending student.
17. Consequences of Bullying Behaviour

a) The initial infraction results in a contract being written. This is signed off by the student, parent and the relevant Director of Students, outlining student responsibilities, expectations and consequences. This process will also involve a period of suspension and include regular meetings with the College Chaplain, as deemed necessary. This contract shall remain in force for the remainder of the students' time at the College.

b) In the event of a second infraction, the student will be suspended for 5 days, and the same process mentioned in Stage a) will be followed. If appropriate, the Director of Students or Chaplain will contact the Youth Pastor of the Church, and engage the student involved in an anti-bullying program.

c) In the event of a third infraction, the student will be suspended indefinitely, pending a review by the disciplinary panel to determine their exclusion from the College.

In the event of a police investigation, the College will assist police in every way. In certain cases the College may initiate contact with the police. Parents of the distressed student and the student(s) who are causing the distress will be kept informed throughout the process.

Art students on site with some examples of work from the Art and D&T classes
Conflict Resolution Policy

During the course of your child’s school life, conflicts of opinions between Staff and parents may arise. Rehoboth is a Christian school and our conflict resolution policy is based on Biblical principles. We ask you to take the time to read this policy and to prayerfully follow the procedure with the goal of arriving at an amicable solution to the problem.

1. The teachers at Rehoboth do their best. It is vital that the home and school work together. You can be confident in approaching our Staff. We encourage you to give prayerful consideration to the matter.

2. It is our Christian duty to talk to people with whom we have a concern and address any issues in a Godly way. It is critical that we guard against gossip, repeat hearsay or rumours about teachers or their actions. We must take the Biblical injunction of ‘loving one another’ seriously and both parents and Staff must speak honourably of one another (Romans 12:9-10) and believe the best of each other. We are both dedicated to the Christian nurture of our children and it is vital that we work together as partners, rather than against one another, to mould and grow the children in our care. We need to set an example to students of how we manage and resolve conflict or concerns.

3. Inquire about the problem with your child and get all the facts you can. Establish the problem in your own mind. Question carefully. Consider that your child may not have all the facts. Look for the other point of view. Refrain from making a judgement.

4. It is important to always maintain respect for the teacher before your child. To act or speak otherwise is destructive to the teacher/child relationship and undermines the child’s view of authority.

5. Make an appointment with the teacher and let them know why you want to talk.


7. Express your concern to the teacher. Ask for the teacher’s perspective. In light of this, the concern may disappear.

8. If the concern still remains, clarify it together.

9. Discuss and determine goals and strategies for all the appropriate parties (teacher, parent, and child).

10. Allocate a time span for the implementation of these goals and strategies. Set a date for further communication when there can be evaluation of these goals. If the goals are achieved then the bond between both teacher and parent has been strengthened.

11. If the concern has not been fully resolved then the process should be gone through again (points 8–10).

12. If, after several attempts at this method, the parent feels that the concern still exists, it is their prerogative to approach the Principal. The Principal’s task is to work with both parties with the aim of arriving at an amicable resolution.

13. If the concern still exists you may approach the Board liaison member for your campus for their input.

14. If the concern is regarding the Principal, approach the Principal directly with your concern and follow points 8–10 and 13.
Curriculum

Rehoboth’s Curriculum is based on the eight learning areas in the Australian Curriculum. These include:

- English (includes Literature and Drama);
- Health and PE (includes Sport, Specialist Sport and Outdoor Education);
- Humanities & Social Sciences (includes Modern History and Geography);
- Languages/LOTE (Indonesian);
- Mathematics;
- Science (includes Physics, Chemistry and Human Biology);
- Technology & Enterprise (includes Food Science and Design and Technology);

Rehoboth also designates Christian Studies (including Christian Perspectives) as an additional Curriculum area.

The responsibilities for these areas are allocated to the five Heads of Learning Area, under which each is grouped. The Head of TEA (Mrs Howard) is responsible for Technology & Enterprise and The Arts, for example. Overall leadership of the Curriculum area is provided by Mr Vasquez.

The areas finalised under the Australian Curriculum (English, Maths, Science, History and Geography) have already been adopted from Years K-10, and teachers are using these in their programming.

Please refer to the Australian Curriculum, Assessment and Reporting Authority (ACARA) website (www.acara.edu.au) for further details.

Rehoboth Year 7 students visit the Australian War Memorial as part of their annual trip to Canberra which takes place at the end of Term 2
Detention

Students who misbehave in class, often come late, or fail to complete assignments on time, may be required to attend ‘detention’. Teachers may informally detain students during break times, but this is not part of the main detention system.

There are two formal types of Detention used by the College. These are ‘Lunchtime Detentions’ and ‘After School Detentions’. **Student attendance to all detentions is mandatory and takes precedence over all other activities.** ‘Lunchtime Detention’ is given for minor offences and consists of being detained for fifteen minutes during the thirty-five minute lunch break. **Failure to attend detention is a disobedience issue and will result in escalation through the discipline system (a one day in-school suspension in the first instance).**

The Directors of Students are each in charge of two year groups. They will be informed of behaviour/discipline problems with students in their year groups and will follow up on the matter. They will meet with individual students as the need arises for pastoral care. The Secondary Administration will co-ordinate the pink slips system.

After three lunchtime detentions during a term, a warning letter will be sent home. The Director of Students will be sent a copy of the letter in order to follow-up with the student. It is suggested that parents follow this up by contacting the relevant Director of Students for Year 7–8, Year 9–10 or Year 11–12. The Assistant Principal is in overall charge of the administration of the Detention system.

After the sixth detention in a term, the student will automatically be given a one day in-school detention. After the tenth detention in a term the student will be escalated to the next step in the Discipline System (see page 72), which will involve an out-of-school suspension.

<table>
<thead>
<tr>
<th>Per Term</th>
<th>Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 x Pink Slip</td>
<td>Lunchtime Detention</td>
</tr>
<tr>
<td>3 x Pink Slips</td>
<td>Letter sent home to parents</td>
</tr>
<tr>
<td>6 x Pink Slips</td>
<td>One-day in-school detention for each pink slip received after 6</td>
</tr>
<tr>
<td>10 x Pink Slips</td>
<td>Next level in the discipline system, usually an out-of-school suspension</td>
</tr>
</tbody>
</table>

**A one day in-school suspension** is usually given for persistent minor or more serious offences. It is **held as soon as possible after the offence.** If your child is placed on a one day in-school suspension, the Assistant Principal or the administering teacher will contact parents by email regarding the details.

Frequent detentions should be interpreted as a serious warning that a student's behaviour is unsatisfactory. Students who acquire more than one in-school detention in a given week will be escalated to the next stage in the discipline system (i.e. out of school suspension).
Students will know if they have been placed on ‘After School Detention’. **Attendance to this detention is mandatory.** If a student has a serious problem which may prevent them from attending the detention on a certain date (e.g. dentist's appointment etc.), the student should inform the parent, and the parent should phone the Assistant Principal to discuss the matter. It should not be assumed that the College will automatically set an alternative punishment. Although any disciplinary measures a school takes may cause inconvenience at times, it is our expectation that parents will support the College in such matters.

# Discipline Policy

Discipline in its proper sense is the process of ‘discipling’ or leading someone to follow Christ. As such, it includes many different aspects, including praise, encouragement, teaching, nurturing, example and correction. The ‘other side of the coin’ includes chastisement, punishment and restitution, as well as aspects of justice, graciousness, repentance, forgiveness and reconciliation.

The **basic principle** underpinning the discipline policy is that the student receives a **warning prior to a consequence** and there is an **escalating series of consequences** if the student’s behaviour does not improve. Responsibility for **classroom discipline falls upon the teacher** who may implement a variety of strategies at increasing levels.

In the case of repeated or high level offences, or issues that occur outside the classroom, these will be referred to the relevant Director of Students. These are:

- Mrs Nathan  Director of Students (Years 7–8)
- Mr Martens  Director of Students (Years 9–10)
- Mr Vasquez  Director of Students (Years 11–12)

The main strategies used at Rehoboth can be grouped under the following levels:

- Low Level Strategies;
- Medium Level Strategies;
- High Level Strategies;
- Very High Level Strategies.

## Low Level Strategies
These may include:
- Moving the student to a different seating position in the classroom;
- Verbal reprimand warning;
- Speaking to the student after class;
- Keeping students in for a short time during break times.

## Medium Level Strategies
These may include:
- Yard duty;
- Sending students outside rooms;
- Lunchtime detention.

## High Level Strategies
These may include:
- Student incident record;
- Sending students to the Office;
- Student contracts;
- Daily report;
- Friday ‘after school’ detention.
Very High Level Strategies
These may include:

■ Suspension
In certain cases a student may be suspended from attending school. A decision to suspend a student is made by the relevant Director of Students, or a Deputy Principal and will usually be for serious or persistent problems (especially when a student’s behaviour is harming others). If a decision is made to suspend a student, parents will be contacted as soon as possible to discuss the matter.

Stage 1: In the first instance a period of suspension will be for 1 day in-school suspension.

Stage 2: The student will be suspended for 1 day out of school.

Stage 3: The student will be suspended for 3 days out of school.

Stage 4: The student will be suspended for 5 days out of school.

Stage 5: If there is a further incident, the student will be suspended indefinitely, pending a decision by the disciplinary panel concerning the student’s future at the College.

In the event of a serious breach of conduct, the consequences may be escalated more quickly, e.g. the use of obscene language to a Staff member – 3 days out of school suspension. Where a 3 or 5 day suspension is warranted, these matters are referred to the Principal.

After a 3 or a 5 day suspension, the child and a parent will also need to make an appointment with the Principal or a Deputy Principal or the relevant Director of Students at the end of the time of suspension to discuss readmission. Sometimes a student may only be readmitted on a ‘conditional enrolment basis’ with various conditions being documented and requiring the student and parent to sign the document (or contract) to indicate that they are aware that continued enrolment is subject to the stated conditions being met. In certain cases, a student may be suspended pending a possible decision about exclusion.

■ Exclusion
In certain cases a student may be excluded from attending the College. A student can only be excluded from the College if the Board (or its representative) agrees to a recommendation from the Principal that such an action is necessary. This occurs after a review of the circumstances by a Discipline Panel. Suspension and exclusion are very rare occurrences in this College, but parents need to be aware of the policies that apply. Parents who would like to discuss these matters should contact the Principal or a Deputy Principal.

Drugs, Tobacco and Alcohol

The possession or use of drugs is considered to be a major offence in the College and students who bring drugs to school or to school excursions (whether they are tobacco, alcohol or illegal drugs) should expect to be punished severely. In most cases, students doing so should expect to be suspended or even excluded from the College.

Exclusion will occur in the case of a student introducing illegal drugs into the College, or distributing them to others.
Students also need to realise that any discussions among students regarding drugs, their use and availability need to be conducted in a proper and responsible manner. Students who talk about these matters in an inappropriate way should also expect to be disciplined.

As Christian parents, we need to be realistic about the temptations which young people face in this area. We need to take seriously our responsibility to discuss drug and alcohol issues in the home regularly so that our children are properly informed and prepared to take a strong Christian position. Some of the printed material available to our young people regarding drug usage is quite incorrect and irresponsible and as parents we need to be aware of the hidden agendas of some groups that attempt to promote the 'safe use of drugs' or to minimise the physical and mental dangers.

**Exam Policies**

**Study Time Prior to Exams (Years 11–12)**
The College recognises the need for students to have adequate opportunity for preparation, organization and study prior to major examination blocks. It is acknowledged that students require a period of time free from the requirement to prepare formal home-based assignment/hand-in work, in order to effectively review the work they are expected to have mastered for the examinations.

In recognition of this factor, Staff will require no formal home-based assignment/hand-in work to be due any later than three school days prior to the first examination of the exam block in question. This also means that Staff will not grant extensions for late work to be handed in during that period, or during the exam block itself; and students should not expect work to be accepted by teachers during that time.

**Work during Holidays (for Years 7–12)**
The College recognises the need for students to have adequate rest and relaxation from school and study routines during the regularly scheduled school holidays. The College does not expect students to use holidays for the completion of formal assignment/hand-in work set by teachers as part of their courses.

In recognition of this factor, Staff will not set any formal home-based assignment/hand-in work prior to a holiday which is due to be handed in during the first week of the following school term. The one exception to this may be for Year 12 students in courses where small group moderation is necessary and the timing is determined by another school. Students may wish to use a part of their holidays for organization and review of work, but should ensure that they rest sufficiently to begin the following term motivated to do their best.

Year 11 and 12 ATAR students should however, expect to use a significant part of the July and October holidays in preparation for exams, paying particular attention to the organization of an effective study program, and attending revision courses.

These are run by:
Wesley College e:[waceseminars@wesley.wa.edu.au](mailto:waceseminars@wesley.wa.edu.au) web:[www.wesley.wa.edu.au](http://www.wesley.wa.edu.au)

These are recommended for students who want to improve their grades and get assistance with revision. Many past students speak highly of these courses.
Expectations of Year 7-10 Students

To build a suitable working environment which helps support learning and the development of good working habits, the expectations below are the minimum requirements which students are expected to follow.

These expectations are also explained to students in the College Homework Diary which students buy each year. These are issued to students on the first day and billed on the family’s College fee account.

1. Students will line up quietly and on time outside the classroom before a lesson begins. Students are not permitted to sit on the benches outside classrooms while waiting for the teacher.

2. At the start of each lesson students are expected to bring to class everything which is needed for the lesson, including homework diaries and any homework which is due that lesson.

3. Students will not distract other students from completing work and other tasks.

4. Students will give their 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 property; and the student remaining silent and listening.

5. 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 and effective teaching and learning environment.

6. Students will take responsibility to keep up with class work and to keep their books and files in an organized manner. When students are absent they must make sure they find out what they missed out on, firstly by asking other students before coming to class, and then by asking the teacher.

7. Students will submit homework on the due date unless an extension has been requested and granted before the due date.

8. Students will raise their hands on each occasion when they wish to speak, and will not call out without being given permission to speak.

9. Students will not leave their seats or move around the classroom for any reason without permission from the teacher.
Rehoboth’s Grievances and Complaints policy is available upon request and is on the College website. There are three stages in the policy:

- **Stage 1**: Informal Resolution
- **Stage 2**: Formal Resolution
- **Stage 3**: Appeal Process

The Appeals process involves the CEO and a Complaints Panel Hearing.

This process is more fully laid out in the Grievances and Complaints flow Chart on page 68.

Rehoboth Christian College is committed to developing an educational and organizational culture based on mutual trust and respect. We are committed to following procedures to resolving issues in a manner that is honouring to our Lord Jesus Christ and His word.

We appreciate that whenever people work together in a community, concerns may develop. In order for this College to work effectively, together with its parents, we need to be able to openly, honestly and in a Christ-like manner share our concerns with each other. **Unity is not the absence of conflict – it is more about how we resolve the conflict and move forward together.**

Although this may not always be easy, it is important to deal with concerns sooner than later. It will prevent any issue from getting much bigger.

**Steps to Follow** (refer to the Conflict Resolution Policy on page 69)

- Carefully and prayerfully consider the matter and then think about how you will share this concern in a manner that will be conducive to a healthy and productive conversation. Go to the source of the concern first.

- Make an appointment with the person and explain the reason for the appointment.

- Be prepared to listen to each other’s views and discuss them respectfully, honestly and openly.

- Set strategies and plans in place to deal with the issue if appropriate; plans that you are both agreeable to and prepared to work with.

- A follow-up meeting may be necessary to discuss progress.

- If this does not resolve your concern please meet again.

- If the concern remains, please do not hesitate to involve the Principal.

- If the issue still is not resolved after that process, please seek advice from the CEO.

We would hope that through open and honest communication and prayerful consideration we will be able to resolve your concerns.
Local Shops

No student is permitted to go to the shops once students have arrived at school, as the College cannot fulfil its duty of care and this is an area of unacceptable risk. This policy was changed several years ago due to issues like increasing traffic, the lack of teacher supervision, the extension to the College canteen facilities and the potential targets that students can be. Once students arrive at school in the morning, students may not leave the school grounds without permission. This also applies during exam blocks, if students are staying at school to study or waiting before an afternoon exam.

Mandatory Reporting

If it is suspected that a student is the victim of sexual abuse, it is the legal responsibility of teachers to report such cases. If a student confides in a teacher that abuse has occurred, the teacher is also obligated to report the incident. In both cases, the report is made to the Department of Child Protection (DCP). This is what is known as mandatory reporting. Under the law, no Staff member can question the child about the abuse once a disclosure has been made. Protective Behaviours are covered in Health classes.

Mobile Phones and Electronic Devices

The College acknowledges that students will use these technologies outside the school and our role is to assist students to use them responsibly and appropriately. The following rules and guidelines apply to the use of mobile phones and other electronic devices (including laptops):

- Students who choose to have mobile phones and other electronic devices at school will be entirely responsible to make sure that they are kept in a secure place;
- Students are NOT permitted to use a mobile phone or any other electronic device at all during the school day, unless under a teacher’s supervision (this includes recess and lunch time, as we want students to have a break or play sport at these times);
- A teacher may permit a student to use a mobile phone or other electronic device during a class as part of the educational purpose of the class. If this is permitted, the teacher will give specific instruction on each occasion concerning (a) which student(s) may operate such devices, and (b) the tasks for which the devices may be used;
- Students should NOT have a mobile phone or other electronic device in their possession during any in-class assessment or exam. These can be checked in with the supervising teacher if necessary and collected at the end of the assessment;
- Students not following these rules will face normal disciplinary procedures. Confiscation of a phone or other electronic device may occur during a school day. Confiscated devices will be returned to the student at the end of the same school day;
- Use of these technologies inappropriately which harms another student or staff member will be treated under the bullying policy;
- If a phone call to parents needs to be made by students, these should be arranged through the Administration Office. Students should NOT contact their parents during the day, using their mobiles. We would encourage parents who receive such calls to phone the Administration Office before coming to the school, to let us know of the problem so that we can address it.

Sometimes your child may not have given you a completely accurate version of events, or may have other reasons for wanting to be picked up. A phone call before coming to the school could save unnecessary frustration, concern, and a trip to the College.
Parents on Holidays – Duty of Care

If parents plan to go away for a holiday, work or other reason and leave children in the care of other relatives, friends or older (adult) siblings, it is important for you to contact the College to let us know who will be responsible for your child while you are away, and how we can contact them. If a child is sick or injured, or if there is a problem with their schoolwork or other school matters, we need to be able to contact a responsible adult.

Before you go away, please send the College a note containing the name and contact details for the person who will be responsible for your child, your dates of departure and return, and also whether your child will be living at their usual home or with someone else.

We strongly advise parents to only leave children in the care of a responsible adult. On rare occasions parents have gone away and left children in the care of siblings who are only slightly older. This should be avoided, as serious problems can occur.

Permission Notes and Excursions

A note will be sent home regarding any College excursions that may occur. This will usually involve a permission slip to be returned to the College. Your co-operation when returning permission notes would be much appreciated in assisting us to process information efficiently. Please check that your child returns the note to the person indicated on the return slip. Return permission and response slips by the due date or notify the Secretary if this is not possible or presents difficulties.

Students who forget to return permission notes by the due date will be required to see the relevant Director of Students. Unless parent’s permission is received, students will NOT be permitted to attend the excursion. Those who repeatedly fail to bring notes on time will be given a lunchtime detention.

Excursions and incursions are an important part of the Drama and Music programs

On two occasions throughout the year, all students are required to attend the ‘House’ Swimming and Athletics sports carnivals. These events are compulsory. Interschool events are attended by competitors only.

During the first week of school, each student will receive a letter requesting parental permission for them to attend ‘whole school excursions’ throughout 2016. Notification of the dates of these events will be by a letter home to parents with due notice and the details will be included in the College newsletter.
Prohibited Items at the College

There are various items which students are NOT permitted to bring to the College due to problems which have occurred in the past when these items have been brought to the College. The following items may not be brought to school at any time, and students who do so will be disciplined:

1. **Chewing gum** – **the use or possession of chewing gum at the College is NOT permitted.** When used at school, gum is frequently disposed of carelessly. It causes irreparable damage to floor coverings and breaches of this rule will be treated seriously. A detention punishment will be the most common result. We ask parents to understand that this is necessary to control the damage caused.

2. **Spray deodorants, perfumes, body sprays etc., are NOT permitted** due to the health risks to some students and Staff with allergies. Roll-on and dab-on forms of these products are permitted.

3. **Liquid paper / whiteout in brush / bottle form.** Liquid paper (and other similar white-out fluids in bottles with brushes) can cause considerable and expensive damage when spilled on carpets or used to graffiti furniture, walls etc. Please note that **liquid paper and similar white-out fluids will NOT be allowed at school.** Breaches of this rule will result in punishments. Whiteout in pen, roll-on or other non-spillable forms are permitted.

4. **Laser pointers** – some types of laser devices pose a danger to vision when misused.

This list is not exhaustive, and in general students should not bring to the College any items which may be dangerous, which have the potential for misuse and/or which are not necessary for them to have at the College as part of normal College activities.

Your assistance in ensuring that your children do not bring such items to school will be helpful in providing a safe and attractive College for all students.

Sun-Smart Policy

As a result of a study of the policy of a number of other schools who have a ‘no hat, no play’ policy as part of their Sun-smart Policy, (as recommended by the Cancer Council), we have extended this policy to the Secondary at Rehoboth. This policy already exists in our Primary schools, and therefore this establishes a more consistent policy across the College.

As Secondary students are often very unwilling to wear hats, especially school designed hats, we have decided to adopt the principle of ‘purpose over preference’. Therefore, we will allow students to wear hats of their own choosing (in line with their own choice of bags), on the theory that some head covering is better than none at all. Students are likely to be more supportive if they can wear their own hats.

The following applies to the wearing of hats in the summer terms (Terms 1 and Term 4):

1. Only students with a hat will be allowed to play on the Oval at recess and lunch time, and a hat will also be required in PE class (when on the Oval).
2. Hats must be appropriate (in terms of logo or wording), and can only be worn when students are out in the sun.
3. They must have their names written inside them.
4. If students are not wearing a hat, they will be asked to leave the Oval and spend their break under cover.
Sick Students

The College has limited facilities to assist students who are very unwell. We have a sick bay which can accommodate one student at a time. We have Staff who are qualified in first aid procedures to assist students in an emergency, but we do NOT have a school nurse for the care of sick students on an ongoing basis. It is important to consider that sick students may pass on their illness to other students and Staff.

If your child is sick, and may not be able to stay in class, please keep him or her at home or arrange for them to be cared for by friends or relatives.

If your child is too unwell to remain in class during the day, we will contact you to ask for them to be collected by yourself, a friend or relative.

Your assistance in giving your child the best opportunity for a quick recovery, and avoiding passing on an illness, will help the school maximize the opportunities for learning, particularly during the winter months when influenza and colds are prevalent.

Uniform Policy and Regulations

The wearing of the full College uniform is compulsory for all students. A College Uniform Handbook is provided to all families upon enrolment and annually in subsequent years. In the Uniform policy, Junior Secondary School refers to students in Years 7-10, while Senior Secondary School refers to students in Year 11 and 12.

If a student is unable to wear any item of the correct uniform on a particular day, an explanatory note must be sent by a parent. The note should be presented at the Secondary Office in the morning before school starts so that a uniform pass may be issued for that day. Permission for a student to wear a non-uniform item can only be given for a limited period of time, such as one or two days, and only in a genuine emergency. Permission will NOT be granted for students who will be leaving the College within a short time to wear non-uniform items for the end of their time at the College. In such circumstances the student may be able to obtain second-hand uniform items.

Please note the following consequences for the incorrect wearing of the College uniform. The College maintains a centralised record system regarding students who fail to wear the College uniform fully and correctly. The College will keep a record of times when teachers speak to a student about incorrect uniforms.

After three recorded infringements parents will be contacted to inform them that, should a further three occur within the current term, the student will be suspended from the College. Suspensions, as a matter of course, are recorded on the student’s College Record file.

Parents’ co-operation in maintaining high standards of appearance for our students would be much appreciated. All uniform items must be obtained from the College Uniform Shop located at the Kenwick campus, with the exception of footwear and sports socks. ‘Similar’ items purchased from other retailers are not permitted to be worn. If parents are in doubt about the suitability of any footwear item or sports socks to be purchased for wear as part of the College uniform, they are advised to contact the relevant Director of Students for their year group. This will avoid the expense of having to purchase the correct replacement item. All other items will automatically be correct because they must be purchased from the College Uniform Shop.
Assistance with Uniform Purchases
Students must always attend school in the full College uniform, but we understand that occasionally family circumstances may make this difficult. If a parent is unable to afford to purchase uniform items, please contact either the Assistant Principal or Deputy Principal of the College and confidential arrangements can be made to assist you to obtain the necessary items.

Bracelets
A single plain and simple bracelet or bangle may be worn on the wrist; no ankle chains or ankle bands of any kind may be worn.

Contact Lenses
No coloured contact lenses are permitted.

Earrings
Girls only may wear a single pair of earrings (one per ear only, and worn in the lower lobe of the ear). Only a small plain stud or sleeper of up to 5 mm diameter is permitted, NOT ‘dangling’ earrings. Boys may NOT wear earrings, including immediately following ear piercing – no exceptions will be permitted.

No nose rings or studs or other body piercings are permitted.

Gloves
Black knitwear gloves. Gloves may not be worn in classrooms. Only the gloves sold by the College Uniform Shop are permitted to be worn.

Hair Accessories
Hair accessories should be simple and unobtrusive, and in College colours (red, white and blue). We reserve the right to ask a student not to wear a particular style of accessory.

Hair (Girls)
Hair which is shoulder-length or longer is to be tied up and back. The hairstyle must allow for unobstructed eye contact between the student and the teachers, and without hair falling over the eyes so that the student can see effectively to work. Untidy, extreme or faddish hair styles or colours, as determined by the College, are NOT permitted.

Hair (Boys)
The staff member in charge of uniform matters is the sole judge of the acceptability of a hair style. Untidy, extreme or faddish hair styles or colours, as determined by the College, are not permitted. Sideburns may not be longer than the middle of the ear and hair must be cut so that it is above the collar, and above the eyebrows. Boys must be clean-shaven.

Hat
Students must wear a hat as part of the Sun-Smart policy during the Summer terms (1 and 4) for protection from the sun. This applies to recess and lunchtime, on the Oval or in full sun areas, and includes PE lessons. Hats may not be worn in classrooms or around the College verandahs.

House Shirts
House shirts for Newton, Tyndale or Wycliffe (as applicable) should be worn for all House competitions and activities to assist in distinguishing between the different House teams participating in events. These are compulsory items.
Jacket
College tracksuit jacket. No other style or type of jacket is permitted.

Jewellery
No excessive jewellery is to be worn. Any jewellery worn should be plain and simple. Non-permitted jewellery will be confiscated and returned at the end of the day (also see bracelets, earrings, hair accessories, neck chains, piercings, rings, etc.).

Jumper with shirt / blouse
When the shirt or blouse is worn with the College jumper, no part of the shirt / blouse may be visible below the hem of the jumper. If this happens it will be necessary for the student to tuck the shirt / blouse into their waistband.

Labelling
All clothing and personal items, including shoes, must be clearly marked with the student’s name (NOT initials only). Custom-made fabric labels are available for school clothing. These can be ironed into most uniform items. One company supplying these is Identity Direct (visit their website at www.identitydirect.com.au). Officeworks also supplies many personalised school-style labels.

The College will not make PA announcements regarding, or attempting to find, items of students’ lost property which were not labelled in accordance with these requirements. Exceptions will be made in the case of money, or other very small items such as jewellery which would be impossible to label.

Lost Property
The College takes no responsibility for lost clothing. There is a lost property box located behind the main reception counter of the Secondary Administration Office where lost items are held for a time.

Please check with the Secretary before accessing the lost property box to look for items. At the end of each term, all remaining lost property will be donated or otherwise disposed of, as appropriate.

Make-up
No visible make-up, nail polish or coloured / patterned acrylic nails are to be worn at school. Students will be sent to the Secondary Administration Office and required to remove these at the start of the day.
Neck-Chains
A single thin metal neck-chain may be worn. The chain should not hang outside the shirt or blouse. A small plain pendant may be worn on the chain, if desired. Beads, leather bands and other items not meeting the above description may not be worn.

Non-Uniform (or 'Uniform Free') Days
On a few occasions during the year, such as some excursions or activities with a practical component, 'non-uniform' days etc., students may be permitted to wear casual clothing. At such times, all clothing worn must be appropriate to the activity or classes to be undertaken by the students, and must always be suitably modest and decent. The determination of "appropriate ... modest and decent" will be by the relevant Director of Students of Years 7-8, 9-10 or 11-12.

Students whose clothing for such activities is determined to be not appropriate, modest and decent will NOT be permitted to take part in the excursion or activity and will be required to work in the Administration area on that day. The length of skirts or shorts and the degree of cover provided by tops are areas likely to be particularly considered on such occasions. Skirts should be the length of regulation school skirts. Shorts should be the length of school sports shorts. Singlets are not suitable attire for school for boys or girls, and all tops must be of a modest design.

If in doubt, students should choose to dress more rather than less conservatively to avoid being excluded from activities or classes. If students are involved in Science Labs, Food Technology or Materials Design classes, closed footwear must be worn.

In 2015, the Year 11/12 Teen Challenge College Ball was held at Fraser’s (in Kings Park). In 2015 it will be held at AQWA, but it has been brought forward to the Term 1 holiday break (in response to parent feedback)

Piercings
No nose rings or studs or other body piercings are permitted.

Rings
A maximum of one ring per hand may be worn.

Scarves
Navy blue scarf. Only the scarves sold by the College Uniform Shop are permitted to be worn.

School-bags
Optional – royal blue two-way bag (back-pack), with College crest.
School Shoes
These are to be black leather school shoes. We want to avoid having footwear becoming an area for competition, and are expecting students to wear a conservative, mainstream style of school shoe. **Shoes which have been adapted with ‘fashion’ or ‘sports’ features for marketing purposes will NOT be suitable.** Please contact the Secondary Office if there may be any doubt about the suitability of shoes (from Monday, 25th January 2016). The College will be unable to approve unsuitable shoes simply because they have been purchased and worn. There are many suitable styles of shoes available. **Please see the examples in the Secondary College Uniform Handbook to help you make your choice of school shoes BEFORE you purchase your student’s footwear.**

Skirt Length
Skirts must be of a modest and appropriate length, as determined by the College. This requirement will be checked and determined by the relevant Director of Students (or their nominee), as the need arises, and her decision will be final. Hem lengths of skirts as a rule should not be shortened. Girls who shorten their skirt by rolling them at the waistband will have a uniform infringement recorded.

The Year 11/12 Philippines Missions Trip raises money to buy resources that our team can distribute in the Philippines through events like the annual Philippines Mission Quiz Night that takes place in Term 3

Sports Uniforms
Students must wear sports uniform and footwear when they have sports classes. The sports uniform and/or footwear may NOT be worn to class for the remainder of the day on which the student has Physical Education or Senior Sport class. Students may change into their sports uniform at the break time immediately prior to their PE class, but must change back into their normal attire after the class is finished. If they have PE at the start of the day, or at the end of the day, they may arrive in the PE uniform, or go home in it.

**Inter-House Sports Events**
The official sport uniform must be worn as above, **including the House shirt.** This applies to both competitors and non-competitors (non-competitors may wear the normal College uniform as an alternative, if they wish to).

**Inter-School Sports Events**
The official sport uniform must be worn as above by all competitors. Competitors not complying will not be permitted to compete. Non-competing spectators at inter-school events must wear the College uniform, unless they are members of the ‘official’ cheer squad.

Students who wish to wear specialised sports uniforms for competition in certain events may be permitted to do so. Individual cases should be discussed with the student's physical education teacher (for practice at school) or sports coach (for actual competition days).
Sunglasses
Students are encouraged to wear sunglasses (outside only) for protection from the sun. Sunglasses may not be worn in classrooms, either on the face, head or clothing.

Tank-Tops / Singlets / Camisoles / Waistbands
Students wishing to wear a garment underneath the College shirt / blouse, for warmth or comfort, may wear a tank-top or singlet / camisole style top, provided no part of this is visible outside the College shirt / blouse. This should be white or a neutral colour, with no visible colours, patterns or emblems showing through the shirt. A t-shirt with a visible crew neck and/or sleeves is NOT acceptable. Separate waistbands (if worn) should not be visible below the hem of the blouse at any time.

Tattoos
No visible tattoos are permitted.

Uniform Shop
All uniform items must be obtained from the College Uniform Shop located at the Kenwick campus, with the exception of footwear and sports socks. Opening times are: Thursday, 28th January, 2016 from 9.00am – 3.00pm for new families to the College and on Friday, 29th January, 2016 from 9.00am – 3.00pm for all existing families. The Uniform Shop will be open on the first day of school on Monday, 1st February 2016, from 8.00am to 10.00am. For the remainder of 2016, the trading hours are:

- Tuesday – 8.30am to 10.00am
- Tuesday – 2.30pm to 4.00pm
- Thursday – 8.30am to 10.00am

Contact: UNIFORM SHOP – Phone: 9452 3431
Mrs Phillips (after hours) – Phone: 9459 3360, Mobile: 0431 087 224.

Year 11 and 12 Physical Education Studies
Students studying the subject Year 11 or 12 Physical Education Studies are reminded that they will be required to wear the full, correct Rehoboth sports uniform for most of the practical tasks. Physical Education Studies students will be required to change back into regular College uniform and footwear for all other classes, however – students arriving back from sporting venues away from the College must be at their next class on time and in full, correct College uniform.

Year 12 Leaver’s Jacket
The official Year 12 school leavers’ top, whether a jumper or jacket as determined from year to year, may be worn by Year 12 students only, in place of the equivalent regular uniform item, from Term 2 onwards. In regard to all other clothing items, Year 12 students are expected to wear the full College uniform at all times.