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Principal’s Welcome

The Endeavour Program is an exciting two-year program that combines elements of the Primary and Secondary programs. Educational research informs us that students in the Year 7 & 8 age groups have different needs. We aim to create 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. These become some of the foundations for the 21st century learning skills of communication, collaboration, critical thinking and creativity.

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

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

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

“Rehoboth is more than just an ordinary school; it’s a close-knit body of parents, students and teachers who strive to honour God. My kids are developing into wonderful young people who have a well-balanced world view, encouraged by a strong Biblical foundation.”

(Mrs T. Catterall, Parent)

R Stirling
Principal
The Rehoboth Story

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

In 1959, the Association for Christian Education was started and planning began for a Christian school in Perth. The Association commenced a ‘Saturday school’ for the children of members in 1961. Then in 1966, Rehoboth Christian Primary School (Years 4-7) was started in Wilson with 2 teachers and 23 students. In 1977, Rehoboth Christian High School began in South Perth, and then moved to its current Kenwick site in 1979. The Association expanded in 1992 when a second primary campus opened in Yangebup. This closed at the end of 2001. In 2005, a primary campus was added on at the Kenwick site. Currently, over 700 students attend Rehoboth Christian College on its two campuses.

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

Christian Worldview

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

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

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

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

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

The College Motto

SOLI DEO GLORIA
_To God Alone Be the Glory_

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

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

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

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

Association for Christian Education, Inc.

WE BELIEVE THAT:

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

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

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

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

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

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

LOCUS 2019, the College’s strategic plan for 2016-2019, defines Rehoboth’s mission and vision as:

VISION

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

MISSION

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.

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

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

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

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

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

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

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

Service (for others)
"Dear children, let us not love with words or tongue but with actions and in truth.”
(1 John 3.18)

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

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

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

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

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

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

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

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

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

Our goal is to create a curriculum that seeks to develop four essential skills sets that can be expected to be developed in a 21st century learning environment. These are:

Communication – The ability to effectively share thoughts, questions, ideas and solutions;
Collaboration – The ability to recognise the God-given talents of others and be able to work together to achieve shared goals;
Critical Thinking – Looking at problems, tasks, and issues in fresh ways by linking ideas and concepts across disciplines to find solutions;
Creativity – Trying new approaches and resources to achieve solutions (innovation and invention).

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

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

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

This handbook will enable you to discuss your child’s work with him/her on a regular basis, as it will help you to know what subjects your child is studying. There will be an opportunity to discuss the teaching curriculum at a **Meet the Teachers’ evening for Year 7 & 8 parents on Tuesday, 14th February, 2017** (Week 3 of Term 1). If you have any questions as you go through this booklet, please contact the **Year 7 & 8 Director of Students, Mr C. Murray** (or the Year 7 & 8 Home Group Teachers) straight away. Do not feel that you need to wait until your child has commenced Year 7. We are more than happy to talk through any of the questions or concerns that you may have.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Social Skills**
- A focus on how to treat ourselves and to respect others;
- Teaching communication skills;
- Anti-bullying program.
Technology
Computers and other technologies have become an important tool in our society. Students are given the use of a Chromebook throughout Year 7-12. In the Endeavour Program, students will be given the skills to use this technology in a wise manner, developing a worldview that is both biblical and well informed. Students will be given the opportunity to examine the impact that computers and the Internet have made on shaping of world values and develop skills of discernment in their use.

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

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

In 2016, students explored an historical figure and constructed a presentation of their achievements and life story. They were interviewed as that character as part of the Night of the Notables presentation. They constructed bridges and explored some existing bridges in our local area. They formed teams for the regional Tournament of Minds competition against 140 other schools. This was a series of group challenges (i.e. building an invisible vehicle to carry a bottle of water; constructing an historical reality show).

Students also worked on producing a digital resource about a global issue while exploring and debating the issues of human rights and a biblical view of justice and poverty. 2017 will have its own surprises – no two weeks are the same. Enquiries about Year 7-8 LEX@R should be addressed to Mrs R. Dalais at rdalais@rehoboth.wa.edu.au. Entry requirements include a recommendation from a previous teacher, high marks in core subjects and any other evidence of achievement, as well as a desire to explore the world as we know it.
LITS – Literacy Support (LITS)
(for a small number of students during Indonesian)
Literacy Support is a program that occurs for selected students that need intensive/extra literacy support. These students are withdrawn during their two periods of Indonesian to work on areas of Literacy and to support them in other Learning areas. Literacy is foundational to a student’s success in Secondary school, and LITS intentionally seeks to improve outcomes in this area.

Leadership
Part of the Year 7 & 8 program is the intentional development of student leadership. The Year 7 & 8 Endeavour Program will have its own leadership group, who will work with the Year 7 & 8 Director of Students, and meet together once per fortnight. Student leaders will be chosen through a process of nomination, school approval and election by their peers. The functions of the student leaders will be to set a good example, look out for students who could be experiencing difficult situations, mentoring others and assisting with the organisation and running of fundraising events. Student leaders will also represent their peers by being the ‘student voice’.

Communication
Between staff and parents
Each student will receive regular notification in their diary which indicates their attitudes, achievements and behaviour for the week. This informs parents about how their children are performing and demonstrating expected behaviour standards, as well as where they may need to improve. The diary can also be an important communication link between parents and teachers. Parents are most welcome to make an appointment to see their child’s Home Group teacher about any concerns that they may have.

Between children and their parents
It is also very important that communication between parents and their children remains strong, loving, clear and consistent as children pass through adolescence. Make an effort to keep communication channels open with your son/daughter. The issues and tensions that accompany the child’s passage through this time of life can often be related to important issues for your child.

It is crucial to be available when you see them struggling. Your child may not want to talk about their school day as much as they used to. This is often because they are tired, through the busyness and changing routines of the day and through the physical demands of adolescence. However, if parents wait for the right time, they will often find that their child will still want to talk about some aspects of their school and social lives.

Boundaries
It is our responsibility to set appropriate boundaries throughout our children’s school years. It will often be necessary and appropriate to say “No” to things the young person wants to do. This, too, is an important part of our role as parents and teachers, as we use our greater experience of life to assist our children to grow and fulfil the potential that God has planted in them.
Assessment & Testing

Assessment for Year 7 & 8 students will be based on term work, tests and exams. Semester exams are one part of a student’s total work which counts towards assessment, so it is important for students to be working hard all of the time. Year 7 & 8 students will be issued with two reports during the year, at the end of Term 2 and the end of Term 4 (i.e. a semester report). In addition, an Interim Report will be issued during Term 1, to provide parents with some early feedback on their child’s progress and how they are settling into the Endeavour program. Other learning areas will also be assessed, but less frequently.

Grade Descriptors

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

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<th>Grade</th>
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<tr>
<td>A Excellent</td>
<td>The student has demonstrated excellent achievement of what is expected for this Year level. This grade means that the student has: Achieved the essential requirements of the course; A superior knowledge and understanding; Competency in a wide range of skills; Demonstrated appropriate and ready application of knowledge and skills to new situations; Worked at a very high standard overall.</td>
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<tr>
<td>B High</td>
<td>The student has demonstrated high achievement of what is expected for this Year level. This grade means that the student has: Achieved the essential requirements of the course; A good knowledge and clear understanding; Competency in a range of skills; Demonstrated reasonable success in applying knowledge and skills.</td>
</tr>
<tr>
<td>C Satisfactory</td>
<td>The student has demonstrated satisfactory achievement of what is expected for this Year level. This grade means that the student has: Achieved the essential requirements of the course; A knowledge of much of the content with reasonable understanding; Adequate development of the fundamental skills; Demonstrated some success in applying knowledge and skills.</td>
</tr>
<tr>
<td>D Limited</td>
<td>The student has demonstrated limited achievement of what is expected for this Year level. This grade means that the student has: Achieved the essential requirements of the course; Limited knowledge of the content; Demonstrated limited development of the fundamental skills.</td>
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<tr>
<td>E Very Low</td>
<td>The student had demonstrated very low achievement of what is expected for this Year level. This grade means that the student has: Failed to achieved the essential requirements of the course; Little knowledge of the subject; Demonstrated few of the relevant skills.</td>
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It is important that all school reports are kept in a safe place, to form part of a student’s resume portfolio when seeking further study or employment.
NAPLAN (Year 7)
NAPLAN tests identify whether all students have the literacy and numeracy skills that provide the critical foundation for their learning. The annual NAPLAN tests take place early in Term 2 each year, and represents a useful external measure. In 2014, the *Weekend Australian* newspaper ranked Rehoboth as the 28th school in W.A. Rehoboth’s Year 7 results clearly outperformed the WA means in all NAPLAN categories. In 2015, Rehoboth was the 25th school in W.A. Rehoboth’s Year 7 results again outperformed the WA means in all NAPLAN categories – Grammar (+26), Numeracy (+27), Writing (+29), Reading (+21) and Spelling (+20). This was repeated in 2016, where Rehoboth was ranked the 32nd ranked school, one of only a handful of low fee schools consistently in the ‘Top 50’ Schools. Compared to other WA schools, Rehoboth achieved results well in excess of the W.A. mean in all categories – Grammar (+33), Reading (+33), Spelling (+28) Numeracy (+24), and Writing (+18). These results were also reflected in Year 9, where Rehoboth similarly outperformed the W.A. means by similar margins.

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

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

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

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

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

The journey to Canberra takes place in the last two weeks of Term Two. The cost of the trip is approximately $2000. This includes return flights to Canberra, eight night’s accommodation, coach hire around Canberra, all meals and snacks, as well as entry into all venues. The Federal Government offers a rebate to parents for all Primary students who visit Parliament House, the Museum of Australian Democracy, the Australian War Memorial, and the Electoral Education Centre. This rebate will be approximately $240 per family.
Some highlights from the 2016 Canberra Trip (from top left): Glenloch Sheep Station; the Snowfields at Perisher; visiting GeoScience; and Parliament House

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

Arts Festival Week
This is a week of events to celebrate our multicultural focus and our Arts program in Music, Drama and Art.

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

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

Rehoboth Sports Council Basketball
The Rehoboth Sports Council runs a Year 5 & 6 and a Year 7 & 8 Basketball Competition on Fridays after school during Terms 3 and 4 each year. The Year 7 & 8 age group plays from 3.20-4.05pm, followed by the Year 5 & 6 age group. There is a perpetual trophy for the winning team, as well as a trophy for the M.V.P. Medallions are also awarded to the ‘All-Star team’ (the top 10 players in each age division).
A Christian education acknowledges that all of life is part of God’s creation, and as such, all subject areas will be studied from a Christian perspective. The following diagram shows the basic framework which will form the basis of our curriculum planning:

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

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

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

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

**Christian Attitude, Values and Character Behaviour Expectations**

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

**Classroom rules**

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

A number of the Year 7 and 8 students are part of the Rehoboth Cadet Unit
Outdoor rules
- Students will line up quietly and on time outside the classroom before a lesson begins.
- Students will walk in all Year 7–12 areas, and along concrete pathways.
- All play must take place away from the fences.
- Trees must be left alone and not climbed.
- Students are not to be in the classroom without the teacher’s permission or presence.
- Throwing or collecting of stones, sticks or tree parts is not permitted.
- All rubbish is to be deposited in the bins provided.
- All play ceases when the bell rings, and students will return to class.
- Students are not allowed to leave the College premises.

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

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

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

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

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

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

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

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

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

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

All Year 7 & 8 subjects in 2017 will be taught in **Semester-length units.** Each subject unit will be graded and reported on at the end of the semester. **The school week is divided into 40 periods, each of 40 minutes.** The table below shows the subject areas and their allocated teaching periods. There is one period per week devoted to Form activities. Each morning will commence with a **devotion and prayer time with their Home Group (Pastoral Care) teacher (in Form class).** The Australian Curriculum is the basis of what is taught, but it will be taught from an overtly Christian perspective. This is a cross-curriculum priority that will encompass all learning areas.

### Year 7 Timetable (Overview)

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

### Year 8 Timetable (Overview)

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

ENGLISH

Year 7

The study of English in Year 7 aims to develop and practice skills in Reading and Viewing, Writing, and Listening and Speaking. The course content focuses on building individual needs while considering students’ varied learning capabilities. Skills are developed through student participation in novel studies, book reviews and individual reading programs. A range of short texts are examined in order to focus on comprehension skills, such as inferring information and applying that knowledge into other contexts. Students examine the main ideas of texts, learning how to identify supporting details. Reading for pleasure is promoted. Multimedia and visual texts such as big picture books are explored to develop critical awareness. Students engage in film studies to identify the visual features.

Writing activities ensure students focus on how to write in a range of different text types, including persuasive essays, descriptive writing, poetry, procedures and reports. Students will master a range of proof reading and editing skills. There is a focus on grammar, in particular, using the different parts of speech correctly. Students learn spelling rules and explore words to enhance their vocabulary. In Speaking and Listening, students engage in listening activities and learn public-speaking skills to build auditory and oral skills. Students will have opportunities to participate in a range of impromptu talks, prepared speeches, performances and presentations. Rudimentary skills involved in debating are introduced.

Year 8

The Year 8 English course will involve a range of activities related to Reading, Writing, Viewing, Speaking and Listening outcomes, including:

- Developing an understanding of the ways in which language is an aspect of humans being created in the image of God;
- Allowing them to think, order, reflect, respond, make meaning, communicate and operate in community;
- Using the conventions of Standard Australian English with increasing understanding, in a variety of forms and situations;
- Speaking, listening, viewing, reading and writing effectively with purpose and critical awareness.

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

Year 7

Mathematics is divided into a number of sections. In **Number and Algebra**, a major area of study is fractions, decimals and percentages. Algebra, patterns and linear relationships are another focus area where students will learn many new concepts. The four operations of addition, subtraction, multiplication and division will continue to be developed.

In **Measurement and Geometry**, units of study will include area, perimeter and volume; solids and prisms; location and transformations; and geometric reasoning. These units allow for many hands-on activities and also how to use mathematical formulas correctly. In **Statistics and Probability**, the students will do experiments to calculate chance and probability. They will conduct surveys to collect data and make tables and graphs to display and analyse their information. They will also learn how to work out the mean, median, mode and range from a set of data. Students will continue to work on their speed, accuracy and strategies for **Mental Maths**. To be able to solve problems efficiently, students need to know how to use the four operations of addition, subtraction, multiplication and division quickly and accurately. Students will continue to practice the times tables. They will also use Maths IT programs as part of their learning.

Year 8

In Year 8, students will learn to solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.

Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences. They determine complementary events and calculate the sum of probabilities.
**HUMANITIES**

**Year 7**
The study of History provides opportunities for students to learn about God’s sovereignty over all nations and the peoples within them. History is ‘His’ story. We study the Ancient Roman Civilisation and its integral role in the Christian faith.

*Geography* involves practical mapping skills, and a knowledge of the world’s continents and oceans. Through project-based learning, we investigate water sustainability in relation to Australia and Asia Pacific, allowing for the development of creative and collaborative skills. In preparation for the Year 7 Canberra Trip at the end of Term Two, the Civics & Citizenship unit allows students to investigate Local, State and Federal Governments and the law-making process. In Economics, students are introduced to the concepts of natural, human and capital resources; production, consumption and exchange; and supply and demand. Christian perspectives on conducting business in the marketplace, and how we use our talents to serve others, are discussed.

**Year 8**
The Geography units lay the foundation of the key questions in Geography. The students will gain an appreciation of the unique planet God has created. In studying Landforms and Landscapes, the students will learn about the different types of landscapes and their distinctive landform features. They will learn about the relationship man has with the environment. Changing Nations includes a study of the causes and consequences of urbanization and the patterns of settlement. The students will compare Australia’s patterns of settlement with that of an Asian country.

The History course is an overview of the important features and events of the Medieval period (feudalism, trade routes, voyages of discovery, contact and conflict). This will help students understand broad patterns of historical change. The first depth study is Investigating Medieval Europe, which covers the way of life in Medieval Europe. Students will investigate significant developments like the changing relationships between Islam and the West (Crusades), the cathedral building era and Medieval culture. The second depth study covers the Black Death in Asia, Europe and Africa. Trade between Europe and Asia began the diffusion of culture, particularly seen in the Silk Road. The desire for Asian goods changed societal attitudes to different cultures. Marco Polo’s contact with the Chinese (and Mongol) culture during his travels, led to the Age of Discovery and Imperialism. In Economics & Business, the students will look at how markets operate in Australia, how the government is involved in the market and how the types of businesses (e.g. sole trader, partnership, etc.) respond to opportunities. The Civics & Citizenship unit will cover democracy and law in action in Australia. This will include the freedoms of speech, rights to assembly and religion. Students will investigate the electoral system, focussing on federal and state elections.
**SCIENCE**

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

Year 7 & 8 students participated in the **Science Education Perfect** Championships each year. In 2015, Rehoboth was ranked: **First overall globally** (101-250 students); **First** in Australia (101-250 students); and **First overall** in W.A. (out of 89 schools). **Mukho Naw** wrote the following:

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

**Year 8**
Students are given opportunities to develop their basic laboratory skills and how to work scientifically through designing and conducting experiments. We focus on the building blocks of life, looking at how cells were discovered and their incredible complexity. We build on the student’s knowledge of cell structure and function to look at the human body as a whole as well as various individual systems. We also study the very building blocks that make up all substances … atoms! A large focus is placed on safe practice in chemistry as students will conduct basic chemistry experiments. Through exploring everyday experiences, we introduce some basics physics principles, such as conservation of energy, energy transformation and different types of energy. Students are given a taste of what it is like to be an engineer through designing a machine that puts into practice their developing understandings of physics. Our dynamic earth is constantly changing and we investigate how the rock cycle creates this change. Students learn how the structure of materials influences how we choose to use them and identify everyday examples of rock and mineral use.
CHRISTIAN STUDIES

Year 7
The Bible unit entitled '30 Major Turning Points of the Bible' is a Bible overview which examines how God directed events in the Old Testament to bring about the Messiah, and also looks forward to the end of time when we may live with God in perfect fellowship forever. This unit gives students a glimpse of the big picture of God's redeeming work.

In Church History, students will examine the changes that came about in the Church as a result of a number of revolutionary ideas. Following the Reformation, an age of doubt and emphasis on reason ushered in the Enlightenment. Students will see the results of this in a series of swings from liberalism to fundamentalism, with revival movements leading to an ever-expanding denominationalism. Students will examine the lives of the leaders of these movements and consider what is to be learned for the Church today. In addition, the growth of the church in Australia as well as the globalization of the church will be examined.

Year 8
In the Bible unit, students will learn and memorise an overview of the Old Testament. They will then study the book of Mark in a thematic approach.

In Church History students will focus their attention on the earliest days of the New Testament church through a systematic study of the book of Acts. Through an examination of the themes, purposes and applications, students will be better able to understand principles of Bible study and how to apply the Bible to their own lives.

In addition, students will also examine an in-depth study of how the Bible came to us through the processes of revelation, inspiration and canonization of Scripture. Students will discover the process of Biblical translation into many languages and the people who were willing often to risk their lives in the cause of bringing Scripture to every person.

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

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

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

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

A scene from 'The Importance of Being Earnest,' performed at the College

DRAMA (Studied in Year 8 ONLY)

Year 8
Year 8 Drama provides a range of opportunities to explore drama as a powerful means of visual communication which provides both entertainment and insight into life. Dramatic skills are part of our creative nature, as humans were created in the image of a creative God.

Students will explore ways in which our voices, hands, faces, bodies, movement, space, silence, gesture and body language can be used for entertainment and enhance our communication possibilities.

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

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

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

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*Rehoboth’s Food Science students are involved in catering and serving at many of our school events*

**Year 8**
This unit enables students to explore food related issues through a range of practical experiences and apply aspects of the technology process to given design briefs using different technologies.

The aim of Year 8 Food Technology is to continue to develop the student’s knowledge and skills in a range of areas such as making healthy food choices, developing management skills, correct food handling and processing techniques to prepare a range of simple meals and snacks. Students will focus on the various groups of foods, their properties and how to prepare them into a meal.
FORM CLASS
Our desire for our students is to develop their sense of belonging, a spirit of excellence and a commitment to discipleship while at Rehoboth. We also encourage our students to grow these values not just in themselves, but with the wider school community and beyond. Community Service is an integral part of this goal, and form classes in Year 7 & 8 are invited to choose one Community Service project to become involved in as a major yearly focus.

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

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

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

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

Students learn Indonesian through a variety of means, such as trips to an Indonesian Restaurant or involvement in the International Language Perfect competition. These opportunities further engage the students and provide a window into the world of another language and culture. In 2014, Gwyneth Anggadjaja (in Year 9) achieved first place in the world in this international competition. In 2015 (in Year 10), Gwyneth topped the world for the second year in a row, while Jason Anggadjaja (Year 7) achieved second place in the world. In 2016, Jason Anggadjaja (Year 8) topped the world, while Gwyneth Anggadjaja (Year 11) achieved second place in the world. Some of our participating students’ wrote:

"I love using Language Perfect. It is an absolutely amazing tool for learning Indonesian,” Esteban Weesner.

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

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

Year 8
In the Year 8 course, the students are given the opportunity to use technology, eat authentic foods and partake in role-play. They interact with the language and develop cultural understandings, in a range of different topics that cover personal well-being, ‘in my city’ and shopping.
MUSIC
In Year 7 and 8 Performing Arts, students focus on music performance and theory, listening skills, composition and arranging skills using the software package *GarageBand*. Rehoboth holds an annual *Rehoboth Arts Festival* in September, in addition to regular concerts, Assemblies, and performances (in local venues like Manoah Homes) in which students are invited to participate.

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

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

Students are encouraged to participate in a school ensemble or choir to expand on their music skills. Rehearsals for these ensembles will be held once per week, and students will participate in various performances during the year. A list of ensembles and their rehearsal times will be provided to students at the start of the year.
INSTRUMENTAL MUSIC PROGRAM (IMP)
Rehoboth Christian College invites students to become part of its expanding Instrumental Music Program. Learning an instrument enhances commitment, critical assessment and time management and also improves musical and creative skills. Creating music gives enjoyment and a sense of achievement to students, boosting confidence levels. Lessons are provided for the following instruments: Flute; Clarinet; Guitar; Saxophone; Piano; Drums; and Violin (available in 2017).

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

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

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

Year 8
Physical Education in Year 8 seeks to build on student’s prior learning by having a concentrated focus on key sports that have a College-wide focus. The College organizes representative teams in Interschool carnivals in sports such as Basketball, Soccer, Volleyball, Athletics and Swimming. Students are continually developed in these areas through their Physical Education classes. Students will also participate in other sports throughout the year, such as Netball, AFL Football, Badminton and Cricket. Underpinning the knowledge and development of skills in these sports is the development and understanding of personal fitness, interpersonal skills and self-management skills. Students in Physical Education will often be challenged to think beyond a superficial level of learning about sport to explore how they can demonstrate Christ-like attitudes in the way they participate, encourage others, and aim for their personal best.
VISUAL ARTS

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

Year 7

The Year 7 Visual Arts program is designed to inspire and expand student knowledge, skills and creativity. This is achieved through research and appreciation of the styles and techniques of various art movements past and present. Skills and techniques are practiced using design, good composition and colour through drawing activities as well as creative painting, collage and paper sculpture using recycled materials. The students will experiment at making paint from basic materials such as egg, chalk, coffee and food colouring. Acrylics and watercolours will also be used to create original paintings and abstract designs. Detailed learning about correct proportions in portraits and the human figure will help students mature in their spatial skills. Each student is given the freedom to discover their own talents in areas they are drawn to and realise their God given strengths.

Year 8

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

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