

*"We want our students to be robust in mind, heart and character, seeing a vision for living beyond themselves; a vision that is grounded in a clear understanding of who they are in God's world."*

*CEN - Christian Education:  
Head Heart Hand*



# 2016 ANNUAL REPORT

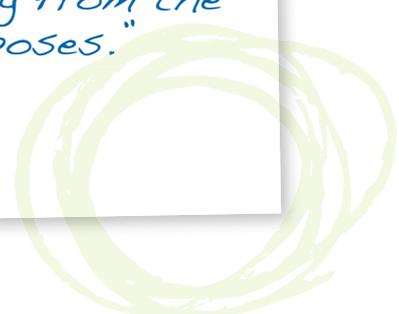




*"If we recognise that Jesus Christ truly is the Son of God, One of the Trinity, then we need a God-centred model, a paradigm that harmonises with our outward profession... We need a model of schooling which understands the curriculum to be part of divine revelation, emanating from the omniscient One, and used for His purposes."*

Norman de Jong

*Truth or Falsehood: The Essence of Christian Education*





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# COLLEGE PROFILE

Established by the Association for Christian Education Inc. in 1966, Rehoboth Christian College was the first parent-controlled Christian school in Western Australia. The College celebrated its fiftieth anniversary in 2016 with a series of events held across our two campuses located in the southern suburbs of Perth:

## Wilson Campus K-6

22 Dalton Place  
WILSON WA 6107

## Kenwick Campus K-12

94 Kenwick Road  
KENWICK WA 6107

## SUMMARY

Sector	<b>Independent/Non-Government</b>
Co-educational	<b>Yes</b>
No. of campuses	<b>2</b>
Year levels offered	<b>K-12</b>
Registration period	<b>1 January 2016 to 31 December 2020</b>
Student population	<b>697 (as at the 2016 August census)</b>
International student population	<b>23 (as at the 2016 August census)</b>
Staff population	<b>80 FTE</b>
ABN	<b>90 553 423 792</b>
CRICOS Provider No	<b>01984B</b>
Motto	<b>Soli Deo Gloria (For the glory of God alone)</b>

A Business Office is maintained at the Kenwick campus, providing administrative support to the Board as well as financial, HR, project and other non-educational services to the College community.

## 3 Schools | 2 Campuses | 1 College

Rehoboth promotes a unified College, with a singular vision and mission. Educational programs are mirrored at both Wilson and Kenwick and staff are committed to whole-College planning across all aspects of teaching and learning.

## VISION AND MISSION

### Our Vision

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 bests innovations and resources of a 21st century learning environment.

### Our Mission

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, stimulating the God-given creativity and curiosity of lifelong learners, and immersion in a Christian worldview.

## GOVERNANCE AND LEADERSHIP

Upon enrolling their children at Rehoboth, parents may opt to become Members or Affiliate Members of the Association for Christian Education Inc. A Board drawn from this membership provides governance and strategic direction, and has appointed a Chief Executive Officer (CEO) to translate strategy into practice and facilitate the day to day operations of the College. The CEO has oversight of the Senior Leadership Team, which in 2016 consisted of:

CEO	<b>Mr Mark Steyn</b>
Principal – Kenwick Campus	<b>Mr Rob Stirling</b>
Head of Primary – Kenwick Campus	<b>Mrs Nicole Pleysier</b>
Principal – Wilson Campus	<b>Mrs Willy Pike</b>
Finance Manager	<b>Mrs Rachael Fairlamb</b>

Our CEO is the primary contact for further information on the College and its policies and is available by appointment via the Business Office.





## EDUCATIONAL PHILOSOPHY AND STRENGTHS

We believe that each of our students has been created in the image of God (Genesis 1:27). Because of this, they deserve to be respected and valued. Our education programs and extra-curricular offerings are therefore designed and selected to allow students to explore the gifts that God has given them, and to provide opportunities to develop their individual skills. Our programs seek to help students come to an understanding that their whole lives—academic, spiritual, emotional, social and physical—come under the Lordship of Jesus Christ.

Our approach is to view everything within the context of the “big picture” story of Scripture; a story that starts with what God intended (the Creation) before heading into what went wrong (the Fall, when sin marred the world). This leads to God’s plan to deal with the problem of sin (Redemption) and finishes with our response to God and the coming renewal of His creation (Restoration).

Rehoboth has a particular strength in developing and delivering distinctly Christian curriculum, and places great emphasis on the consideration and formulation of a Christian worldview. Teachers undergo continual Professional Learning to provide them with the tools and resources they need to take the standard Australian Curriculum, re-shape it according to a Christian worldview, and deliver it to our students. Embedded within our curriculum is the Creation-Fall-Redemption-Restoration model which guides teachers in framing key questions and learning outcomes.

Our educational philosophy can be summarised in three statements:

**Purpose:** Inviting students to see God’s purpose in all things by viewing the world through the lens of His Word and challenging them to think deeply and critically about it.

**Partnership:** Working together with the home and church to reinforce a Christian worldview so that students can see for themselves how the Christian life can be lived out.

**Preparation:** Training students to be disciples who know and love Jesus and are ready to be people of outstanding character and citizenship as they discover God’s plan for their lives.

## UNIQUE PROGRAMS AND EXTRA-CURRICULAR OFFERINGS

### Christian Studies and Church History

All students complete an age-appropriate Christian Studies course in each year level, while students in Year 5-8 have the opportunity to explore the history of the Christian church with a curriculum designed specifically for, and by, Rehoboth.

### Missions

The outworking of our educational philosophy is evident in our missions programs, which commence in Primary School with supporting a sponsor child through weekly monetary donations before expanding to a work with the Leonora Bush Mission in Year 10 and a Philippines trip in Year 11-12. This latter trip operates as an alternative to leaver’s week, where students are encouraged to serve others by putting their faith into action over a two-week program.

### Year 7-8 Endeavour Program

This program has been tailored to meet the needs of Year 7 and 8 students as they make the transition from Primary to Secondary learning. The Endeavour curriculum is full of hands-on, learning-rich activities which are designed to not only engage students, but also teach them problem-solving skills, community-based learning, higher-order thinking skills and ways of learning that will benefit their later years of study.

Endeavour aims to lay the foundation for the key 21st century learning skills of communication, collaboration, critical thinking and creativity.

### LEX@R

Learning Extension @ Rehoboth (LEX@R) is much more than a gifted and talented program, with selection based on a recommendation from a previous teacher, high marks in core subjects, other evidence of achievement and most importantly, a desire to explore the world. LEX@R utilises inquiry-based learning techniques to immerse students in projects that require lateral problem-solving skills and independent thinking. LEX@R operates in Year 5-6 and Year 7-8.

### Literacy Support

Our Literacy Support program provides intensive or additional support for students and is run in place of mainstream Indonesian periods for selected students.

### Sports

Rehoboth partners with the Western Australia Christian Schools Sports Association (WACSSA) to provide students with interschool sporting opportunities in athletics, swimming, basketball, soccer and volleyball. Internally, the College runs a soccer tournament in Term 2 and basketball competition in Term 3.

### Emergency Services Cadets

In 2016, Rehoboth introduced a Cadets unit for Year 7-11 students to encourage the development of leadership skills and a servant heart by being community-focussed. Cadets participated in fundraising activities, planned a sensory garden for a neighbouring school and provided gardening assistance for members of the community.



*"Leaders do not choose, rather they respond to God choosing them. Thus, the first responsive step of leadership is of utmost importance... It is to relinquish a life of many options so that you can receive God's one option."*

- Mark Sayers  
*Facing Leviathan*



### **Technology in the Classroom**

The College is keen for students to utilise emerging technology in ways that extend their learning or that facilitate new ways of approaching problems and projects. To that end, all students in Year 5-12 are issued with a College-owned Chromebook and given access to Google Classroom and other educational apps, while junior students have access to iPad banks.

Attendance, reporting and pastoral care modules of the SEQTA Learning Management System were successfully implemented during the year. These modules allow for early identification of, and intervention for, at-risk students by making student information available to all teachers. SEQTA will become a centrepiece of student-teacher-parent interactions over the next 18-24 months as additional modules are opened.

### **Instrumental Music Program (IMP)**

Over 200 students participate in the College's music program, which in 2016 catered for clarinet, drums, flute, guitar, piano, saxophone and violin. Rehoboth recognises the educational value of music as well as the opportunity it presents for personal enrichment. IMP seeks to teach students commitment, critical assessment and time management skills while they learn their instrument. Involvement in one of the College's music ensembles also provides students with opportunities to further develop their skills and confidence in actual performance settings.

### **COMMUNITY CHARACTERISTICS**

Our student body is diverse in character, owing to various factors. The College draws from a large area of the southern Perth metropolitan region, extending to Aubin Grove, Armadale, Martin, High Wycombe, Ascot, East Perth, Ardress and Kardinya. Our CRICOS registration also allows for the enrolment of students with temporary Visa arrangements.

The College is proud to have over fifty nationalities represented in its community, and we celebrate the diversity of God's people in this way.

Most importantly, our community is characterised by a shared love for, and acknowledgement of, Jesus Christ as our Lord, saviour, and ultimate head. In this way, Rehoboth is a community of Christian families, each serving God in their local churches and believing that one of the most effective ways to meet their God-given responsibility to raise and nurture their children according to Biblical principles is in conjunction with the Christian school. To facilitate this, the College strongly emphasises a three-way partnership that provides consistency in communicating a Christian worldview across school, home and church.

### **Engaging with Parents**

Opportunities for parents and family members to engage with the College and their children's learning are designed into our programs. For example, work sample books are used to encourage parents to comment on and discuss their children's work and reports, while student diaries are used extensively to communicate between parents and teachers on a daily basis. Parents may also assist in the classroom with small group work or reading, and may volunteer their time or expertise in many other ways as part of the College Support Program. In addition, parents were provided with opportunities to serve as Parent Representatives at open days and excursions, busy bees and renovation work in outdoor play areas, canteen, sports carnivals, and other areas as needed.

### **Pastoral Care**

Rehoboth offers a variety of avenues for pastoral care, chiefly via our Chaplain (a position which is partly funded by the Australian Government Department of Education, Employment and Workplace Relations under the National School Chaplaincy and Student Welfare Program). The College maintains a zero-tolerance policy towards bullying and encourages students to adopt a Christian approach of "others before self" in their interactions, affirming that every member of our community is to be valued and respected because they bear the image of God.

**For more information on Rehoboth, its educational philosophy and policies, please visit our website – [rehoboth.wa.edu.au](http://rehoboth.wa.edu.au).**



# CHAIRMAN'S REPORT

Mr Chris van der Veen  
CHAIRMAN

Many Christian schools around Australia recorded a decrease in their student numbers for 2016, while others struggled with governance matters or managed some quite sensitive situations. Rehoboth was blessed to be able to buck this trend and experience incredible growth and cause for celebration.

2016 was once again a testament to the provision and grace our Lord saw fit to bestow on us. The extraordinary hard work of teachers and staff in a number of key areas was rewarded with some outstanding academic results for students and many new families joining the College community. At a Board level, we welcomed Mrs Nicole Pleysier to the Senior Leadership Team in the position of Head of Primary at Kenwick, and we were very pleased with the smooth transition at Wilson as Mrs Willy Pike ably took over the role of Principal. We were also able to commission a curriculum review, which confirmed that our teachers have an excellent understanding of developing and delivering a Christ-centred curriculum. As with all things, there is room for improvement, and we look forward to some of the changes to come as teachers also come to grips with new aspects of the SEQTA Learning Management System.

The 50th Anniversary was naturally the focus for much of the year, and the theme Seed Nurture Flourish—again, recognising that it is God who gives the growth—was deeply embedded in all things.

Nevertheless, the business of governing and operating a multi-campus school continued unabated. At the Annual General Meeting, we said farewell to Mr Lee Klomp and acknowledged his nine years of voluntary service on the Board and the many ways in which he contributed to the College during that time.

Also at the AGM, the College's new strategic plan, Locus2019, was launched, and will be the centrepiece of decision-making and direction for the period 2016-2019. Seven initiatives were outlined, which will see Rehoboth continue to experiment with 21st century learning techniques such as flipped classrooms and project-based learning, place a greater emphasis on group work and collaborative learning, greater integration of technology as a tool for learning, and increasingly help students to connect faith and learning outside the classroom.

While it is the desire of the Board to see Rehoboth's educational offerings take on more innovative concepts and contemporary practices, this is always balanced against the fundamental questions of how such practices support and promote a Christian worldview, and what benefits they provide for students. Innovation for its own sake is a slippery slope, and the Board has been very pleased with the way in which the Senior Leadership Team have continually assessed each decision in regards to

Locus2019 against a Biblical basis. Rob Geijsman, our former Secondary Principal and teacher, shared these words at the 1994 AGM, and they are as true today as they were then:

*"There is an increasing utilitarian thrust in education. What is learned must be useful, productive and economically profitable or it is quickly dismissed. As Christians, we need to see that we are preparing our children for more than paid employment. We do not want our children to be motivated by economic rationalism as their reason for being."*

While we aim for students to be equipped to step into an increasingly uncertain job market, our hope is that they are obeying God's calling on their lives in whatever they do. As parents and as those responsible for the governance of the College, we know that teaching techniques come and go and those we hope to implement over the next few years will in their time be replaced—but the Word of the Lord endures forever.

## In 2016 your Board consisted of:

<b>Chris van der Veen</b>	Chairman
<b>Frank van der Kooy</b>	Vice Chairman and 50th Anniversary Task Group Chair
<b>Paul Nieuwerkerk</b>	Treasurer and Secretary
<b>Greg Fleming</b>	Membership Monitor
<b>Jason van Schie</b>	Curriculum Monitor
<b>Ben van der Kooy</b>	Building Task Group Chair
<b>Jackson Chiang</b>	Building Task Group member



## CEO'S REPORT

*"What happens in our lives is cloaked in the mystery of God's will. The joy for us as His children is that the mystery holds no terror—only waiting, appropriately acting on His principles and direction, and the promise that He is with us forever"*

– R. C. Sproul

2016 has been a year in which we have looked back on Rehoboth's past, as well as to its future. On 16 February, we celebrated the College's 50th birthday, utilising Skype to host simultaneous assemblies at Wilson and Kenwick. We then enjoyed a truly memorable anniversary weekend over 1-3 April with a Board and Staff Dinner, Re-Dedication Service, Concert and Family Fair and Thanksgiving Service.

While these events gave all in the Rehoboth community a chance for reflection, it was also a privilege to look to the immediate future with the launch of Locus2019 at the Annual General Meeting in March. This new strategic plan, covering the period 2016-2019, will see our staff test a variety of 21st century learning techniques as we strive to engage with, and equip, students in ways that will prepare them for the realities they will encounter—a rapid pace of change, the explosion of the knowledge economy, an increasingly mobile workforce, and workplaces that are increasingly given over to automation are but a few of the challenges they will face; challenges that were unheard of a decade ago.

The four skill sets of a 21st century learner are:

**Communication:** The ability to effectively share thoughts, questions, ideas and solutions.

**Collaboration:** The ability to recognise the God-given talents of others and 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.

There are many aspects of education that have remained unchanged for some time now. In some cases, this is because they are tried-and-true methods for stimulating learning and growth in students. In others, we have inherited practices and philosophies of education

that were originally laid down during the Industrial Revolution. Locus2019 attempts to challenge our thinking and practices across all areas of the College to ensure that we are developing and delivering programs that draw on the best educational traditions and contemporary practices, while being firmly Christ-centred. Our aim is for Rehoboth to be recognised as a thought leader for Christian Education in Australia by 2019.

It is exciting to be able to enter a new phase and to explore the possibilities that new ideas and approaches to education might bring. But we do so in the knowledge that we are travelling a path laid by many teachers over the years who have done their best with the resources, knowledge and skills at their disposal. We will be forever thankful for their dedication to Rehoboth and their students, and it is by their efforts, as well as many others in our community, that Rehoboth was grown to become a beacon of Christian Education in WA over the past fifty years.

Our building program continues apace, with planning well underway for construction of a multipurpose hall and administration centre at Wilson (due to commence in 2017), and a double storey classroom block at Kenwick (due to commence in 2018). These plans are supported by student growth well beyond our projections. In 2017 we will welcome over 740 students to Rehoboth—the largest population in the College's history—and we are extremely thankful to God that each of those students will have the opportunity for a Christian Education.

Technology continued to be a key focus area, with the extension of our successful Chromebook program to Year 5 in 2016.

Staff also made the transition to recording attendance, reporting and pastoral care items in SEQTA, our newly implemented Learning Management System. Over the next 18-24 months we will roll out additional curriculum, parent and student modules which will replace many systems already operating in the College under the one platform.

Our new bus fleet was also a great success, significantly upgrading this service for families and helping to facilitate excursions, camps and other off-campus activities. The fleet made a great debut during the 50th Anniversary Celebration Weekend, ferrying guests from offsite parking to the College and back again.

There were many other successes and challenges in 2016, culminating in a busy year that left many thankful for the Christmas break. While we make our plans for 2017 and look forward to a variety of exciting developments, we are nevertheless reminded of who is ultimately in control and find comfort and peace knowing that God holds all things in His hand. It is a good lesson that R. C. Sproul teaches when he reminds us to wait while God reveals His will, acting in the meantime on the principles and direction we find in His Word and trusting His promise to be with us forever.

Mr Mark Steyn  
CEO



## KENWICK PRINCIPAL'S REPORT

*2016 was an important milestone in our history with the 50th Anniversary of the opening of Rehoboth's doors back in 1966. The highlight of this theme for the year was the terrific celebration weekend of activities at the start of April.*

Mr Rob Stirling  
PRINCIPAL - KENWICK CAMPUS

### 2016 CHANGES

The new staff that were appointed for 2016 included **Mr Jun Vasquez**, who came to us from Southern Hills Christian College. Mr Vasquez became our Head of Science, Year 11-12 Director of Students and a Year 11 Form teacher. He also taught classes in Physics and Maths. **Mr Philip Taylor** joined us from Leeming Senior High School to teach Human Biology, Year 9 and 10 Science and was also a Year 10 Form teacher. **Mr Nic Butson** taught Year 10 Boys PE as well as teaching across the College at both Wilson and Kenwick Primary Schools, while **Mrs Hannah Bargerbos** re-joined our staff part-time after maternity leave to teach Art with our Year 7 Endeavour students.

A significant change for 2016 was the relocation of the two Year 7 classes into the Secondary Rooms J and K, which became their home rooms. To allow this to take place, two demountables were relocated from Wilson to Kenwick. The first of these was set up as a PE and Cadet Room, while the second was divided into two Humanities learning spaces. Meanwhile, Room H (at the end of the main quadrangle) once again become part of the Secondary as the second English Room.

Some exciting new ventures included the **launch of the Rehoboth Cadets Unit** with **Mr Nathan de Bruyn** as the Cadet Unit Leader. **Mr Campbell Murray**, **Mrs Claudine James** and **Mrs Amber Stewart** took on roles as squad leaders in the team. Initially a Red Cross Unit, this evolved into the **Emergency Services Cadet Unit** by the end of the year. The unit well and truly exceeded our expectations, with 45 cadets joining this program.

### CURRICULUM

The major curriculum change which commenced in 2016 was the reintroduction of Specialist Sport into Year 10, providing

a pathway that flowed on from Outdoor Education which has been taught in Year 9. In Year 10 Maths, a third stream (taught by Mr Vasquez) was commenced, so that the individual needs of struggling students could be better addressed. Mr Taylor began an extension **TESLA Club** (with Mr Vasquez) on Tuesday afternoons, which proved popular amongst students interested in programming and coding.

At the start of Term 3, Rehoboth acted as host for a two week visit of 16 Indonesian students from **Penabur School**, located in Kota Wisata. This was a great opportunity for our students to increase their cultural awareness of students from another nation. **Mrs Sheela Nathan** coordinated the families who acted as hosts and the students who had the role of "buddies" to our visitors during their time at Rehoboth.

The Rehoboth Arts Festival was a major Term 3 highlight. The week of festivities began on Monday with circus activities at lunchtime. Tuesday featured the **International Assembly**. Wednesday saw the Arts Festival Evening, which started with a half-court basketball tournament. This was followed by the Careers Expo, organised by **Mrs Joy Drennan**, and an Art Exhibition. The Pop-up Café and Sausage Sizzle kept everyone well-fed, while the Cadets operated a car wash on the Oval.

The program included an Evening Concert, which featured performances from our Primary and Secondary musicians, and included two Drama presentations. On Thursday, there were further lunchtime performances from our Year 10 musicians, and a special guest performer. On Friday, the Interschool Cross Country took place and the Festival concluded with the annual Quiz Night on Saturday to raise money for the Philippines Mission Trip, run by **Miss Marilyn Smoker** and her Philippines Missions Team.

### ACADEMIC ACHIEVEMENTS

The 2016 NAPLAN results showed Rehoboth means significantly exceeding both State and National means in all five areas tested in both Year 7 and Year 9. It is very encouraging to see the steady rate of growth and development taking place between Year 7 and Year 9. A feature of the Year 7 performance was their consistent improvement in Writing from Year 3 through to Year 7.

Rehoboth students have also continued to perform strongly in many areas. **Jason Anggadaja** was presented with the award for **first place in the world** (in schools with 101-250 students) for Indonesian in the Education Perfect (Language) International competition. This is the third year in a row where one of our students has achieved this distinction. Second place in the world went to **Gwyneth Anggadaja**. Jason and Gwyneth both achieved the Elite category award.

Rehoboth also took part in the Science Education Perfect Championships and was ranked **top school in the world** (in schools with 101-250 students); and the sixteenth ranked school globally (out of 1015 schools). Gwyneth Anggadaja achieved the Elite category award in Science. In the English Education Perfect Championships, Rehoboth was ranked the **top school in the world** (in schools with 101-250 students); and the thirteenth globally (out of 948 schools).

In Social Science, Rehoboth was ranked **second place in the world** (in schools with 101-250 students); and in ninth place globally (out of 830 schools). **Jordan Tuffin** achieved the Elite category award in Social Science. In Maths, Rehoboth was ranked **fourteenth in the world** (in schools with 101-250 students).

**Mrs Rachel Dalais' Year 7-8 LEX@R students** are to be congratulated as their project "Exploring Global Justice" was selected for an AISWA publication, while



**Alena Yun** and **Marcus Johnsen** had their poetry published in *Primo Lux*.

23 Rehoboth Secondary students won prizes in the Canning Art Show, with **Sheisla Riffo-Vera**, **Viola Moro**, **Peace Akinpelu** and **Grace Williams** taking out First Prizes. Rehoboth ran its own Poetry Competition (concluding in August) with **Hannah Beaney**, **Ethan Hunter**, **Keziah Erispe**, **Marcus Johnsen**, and **Mrs Ann Crittenden** taking out the First Prizes in the various categories.

## SPORTS

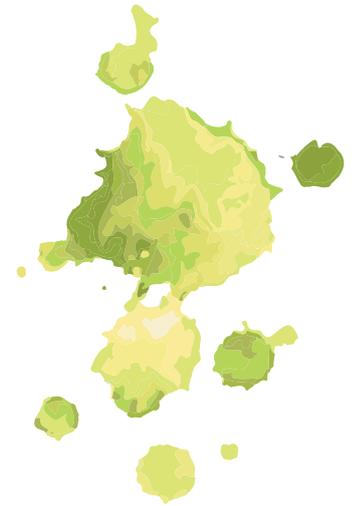
Sporting highlights included excellent performances at our Interschool Carnivals in Swimming (where **Jairus Magsaysay** and **Gloria Kennedy** were Age Champions), Athletics (where **Tori Moss**, **Grace Bong**, **Josh Rentenaar** and **Catherine Astell** were Age Champions), Cross-Country (where **Catherine Astell** excelled) and in Interschool Soccer. **Josiah Hunter** excelled in his gymnastics competitions, while **Rochelle Hondema** was selected in the U/19s Football Team that competed in the School Sport National Championships.

The Rehoboth Sports Council ran an After-School Basketball Competition during Terms 3 and 4 on Friday afternoons. **Ify Okiwelu** and **Brody Blennerhassett** took out the MVP awards in the Year 5-6 and Year 7-8 divisions, which were won by the Cavaliers and the Raptors.

**Tyndale House** won the Champion House for the second year in a row.

## MISSIONS

Our emphasis on missions continued with ten Year 10 students participating in the **Leonora Bush Missions Trip** in October, and twenty Year 11 and 12 students participating in our **Philippines Missions Trip** in November.



*Despite more difficult economic circumstances, it has been very encouraging to see the growing demand for places in our College continue, especially in Years 7 and 8. The progress we have made across a large number of areas has been excellent, and we are thankful for the privilege of working in partnership with parents in providing a distinctly Christian Education. We give thanks to God for his faithfulness to us which has been evident throughout a huge 2016.*





## KENWICK HEAD OF PRIMARY'S REPORT

*Christian Education is, and always has been, our core business at Rehoboth. We were blessed to witness and experience the 50th celebrations in 2016, remembering how God has blessed the faithful delivery of His Word in every aspect of our College's life.*

Mrs Nicole Pleysier  
KENWICK HEAD OF PRIMARY

Rehoboth has a long history of developing a curriculum that not only meets the State and Australian requirements, but also reflects our worldview. An overarching strategic initiative, as reflected in Locus2019, is to have our worldview inform not just our curriculum, but our teaching practice.

We acknowledge that the workplace is changing; therefore, our students need to be prepared somewhat differently for life outside of school. Skills that are required in this new environment include critical thinking, collaboration, creativity and communication (the "4 Cs")—all of which are also essential for sharing the Gospel. One of our main initiatives in the Primary School has been to trial project-based learning sessions. This is where teachers guide and model students into solving real world problems using skills and knowledge from across disciplines such as Maths, Science, Technology and Enterprise. The students thoroughly enjoyed these experiences and the teachers were often amazed at the ingenuity, deep thinking and problem solving skills of the children.

In 2016, we began a program that we termed the "4 Cs sessions". These were two hour blocks each week where students and teachers could investigate 21st century learning styles. Experts in education have suggested using a "split screen model" for experimenting with this style of learning. On one hand, maintaining traditional teaching methods for subjects such as Maths, English and more formal learning areas while trialling emerging methods in others around which research is continually growing. The teachers enjoyed these sessions as much as the students as it allowed for a creative approach to delivering the curriculum.

Some of the themes and ideas explored at Kenwick Primary were:

Invention and Inventors (Year 6) where the children researched historical inventions and inventors that changed how we perform certain tasks, as well as a hands-on aspect where children were encouraged to research, design, make and market a

product that made someone's life easier.

The inventions were varied and included a cup that also held snacks, specially designed for teachers on duty; a bin that was easier to wheel for the elderly; and a whiteboard eraser that did not subject the class to the teacher's wobbly arms! There were a lot of laughs with the presentations, but some very sound thinking behind these inventions.

The Year 3 and 4 class researched the Olympics and its origins and some of the historical facts surrounding them. Year 2 researched and made puppets, while the Year 1/2 class surveyed the school and, from those results, came up with a design for the perfect lunch box. Year 5 designed a board game that had an ICT component.

It is our intention that we continue to develop this area across the School and incorporate some other subject areas in time.

Learning support has also been a major focus in 2016. **Mrs Debra Naylor**, as part of her role as Curriculum Coordinator, has used her passion and gifts for this area to develop programs and gain assistance from outside agencies for children who require additional support. This will continue to develop in 2017 in conjunction with the team of learning support coordinators in the other campuses of our College.

As always, there are many value-adding programs in the School. The students participated in excursions, incursions, swimming lessons, carnivals and Edu-Dance. These are a normal part of school life, but always greeted with great anticipation. The lower Primary grades have travelled by bus on several occasions to make use of the newly-installed playground and park at Mills Park. We were very excited to see our own new

playground opened early in the year. Many parents were instrumental in raising the funds and we are grateful to **Mrs Willy Pike** who helped make it possible. It is cutting edge in playground equipment and a real source of fun and physical challenge for the Year 3-6 students.

We welcomed **Mr Warren Preece** in Year 5 as well as **Mr Nicholas Butson** as our new Physical Education teacher.

**Miss Samantha Wong**, who was already teaching Indonesian at Wilson, joined us at Kenwick. **Mrs Alyce Verdouw** left midyear on maternity leave and has had a gorgeous little girl, Taylah. **Mrs Rachael Hall** and her husband were also blessed with a new little baby boy, Ashton. **Mrs Trudie Botha**, formerly our Camp Australia coordinator has taken over for 2017.

**Mrs Jayne Suckling** has replaced **Mrs Jennifer Faulkner** in administration. Mrs Suckling has a calm and lovely manner, both with the staff and children that often visit her. She is gifted in many areas and has already taken on a great deal of responsibilities in partnership with Mrs Stepanoski. **Mrs Jacqueline Nieuwkerk** and **Mrs Monica van Dam** have also joined our staff to cover the Early Childhood teachers DOTT time. Both have a long history with Rehoboth and are both parents of students at our School.

It is a blessing to have such a strong community of teachers and support staff who work together to minister to our children's educational, emotional and spiritual needs. We look forward to the new year with renewed vigour and energy and trust in our sovereign God, knowing that He will remain faithful.



## WILSON PRINCIPAL'S REPORT

*As part of our 50th Anniversary celebrations this year, we embraced the theme **Seed Nurture Flourish**. Students explored this theme in their Devotions in class, in House Meetings, at Assemblies and finally in the **HARVEST** Concert. They were challenged to treasure the seed of the Gospel in their hearts, to nurture their faith through prayer, reading the Bible and interacting with other Christians at church and at school.*

Mrs Willy Pike  
PRINCIPAL - WILSON CAMPUS

We looked outward to see how we could spread the Good News to our neighbours near and far—in our families, our church and school and further afield in various areas of mission, including our Compassion child in Indonesia and supporting the Philippines Mission Trip.

Learning can be exciting and challenging and students enjoyed participating in some project-based learning units. To read more about this, please see Mrs Pleysier's report. We were particularly excited by the Year 3/4 class as they used their "Six Thinking Hats" to help them plan their Bible Garden Project. We now have some plants that existed in Bible times near the new buildings and we are looking forward to working together with the Secondary School students to place a small gazebo near these to create a place of contemplation and reflection.

We continued to develop our Professional Learning Communities across the campuses this year. The main focus of these is to improve student learning and, at Rehoboth particularly, to ensure that this is Christ-centred. Teachers welcomed the opportunity to discuss the units of work they teach at the various year levels and to share ideas for Christian perspectives for these.

One of the initiatives in our Locus2019 Strategic Plan is to maximize staff capabilities and it has been wonderful to see each staff member contribute within their area of expertise and strength. We have also had numerous opportunities to engage in Professional Learning to improve our practice.

At Rehoboth, students from the Upper Primary School have been learning about Computer coding; practising the skills and processes involved in creating apps and basic computer programming. This has

been undertaken through a series fun and engaging lessons. In the near future, this will become a compulsory component of the curriculum and it is encouraging to see both teachers and students embracing this.

At Rehoboth, as always, we seek to find ways in which we can give glory to God—the greatest coder of all—and students will get the opportunity to consider the ways that they can apply these new skills to further honour the Lord.

Each year we develop various parts of the campus, and this year we added a couple of big concrete pipes in the Early Learning outdoor area as well as at the other end of the school. The Kindy and Pre-Primary students have enjoyed the new garden areas, the mound with its rocks to climb over, and the new shaded sandpit, enormously.

Senior staff have appreciated the move to their much larger office next to the Canteen, with each having a large desk as well as plenty of space for their resources. This has become a place to collaborate in their respective fields of expertise including Learning Support, Curriculum and ICT.

We refurbished their old office and we now have a beautiful Interview Room, complete with comfortable couches which is used by the Chaplain and the various professional staff that come to the campus.

We were delighted to welcome **Mrs Katherine Tebbit** to our teaching staff and have been amazed at her expertise as she has taught the Year 2 class like a seasoned

teacher. We also welcomed our Physical Education specialist, **Mr Nic Butson**, to both the Primary campuses and the students have revelled in the variety of sporting activities that have been offered. We praise God for these young teachers who excel in their fields and who have a solid understanding of what it means to teach Christianly.

As always, our thanks go to parents, friends and other volunteers who partner with us to make Rehoboth the wonderful community that it continues to be. Praise be to our wonderful Lord and Saviour.

# STUDENT POPULATION AND ATTENDANCE

## WHOLE COLLEGE POPULATION SUMMARY

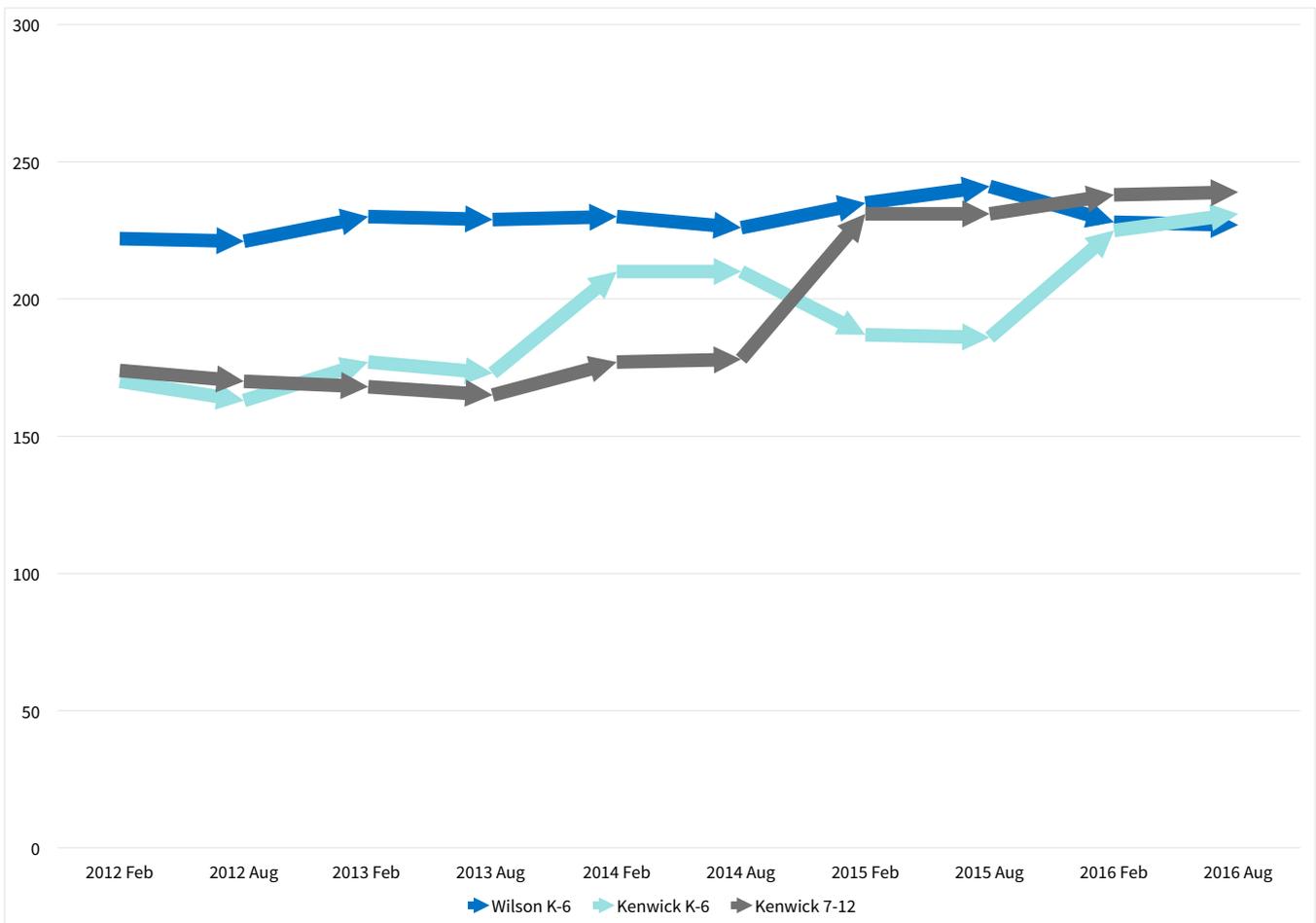
Area of College	Female	Male	Total	Average Attendance %
Early Learning (K-PP)	64	59	123	94
Primary (Year 1-6)	161	174	335	95
Endeavour (Year 7-8)	50	42	92	95
Junior Secondary (Year 9-10)	32	45	77	95
Senior Secondary (Year 11-12)	32	38	70	96
<b>TOTAL</b>	<b>339 (49%)</b>	<b>358 (51%)</b>	<b>697</b>	<b>95</b>

## COMPARATIVE POPULATION SUMMARY 2012-2016

The graph below shows overall student growth over the past five years, as taken from the February and August census dates each year. The respective peak and drop between Kenwick Secondary

and Kenwick Primary in 2015 is due to Year 7 becoming part of the Secondary School.

In 2016, Rehoboth experienced 6% overall growth in enrolments.



# STUDENT POPULATION AND ATTENDANCE

## BREAKDOWN BY CAMPUS AND YEAR GROUP

### WILSON K-6

Year Group	Female	Male	Total	Avg. Attnd. %
Kindy	18	7	25	94
Pre-Primary	16	15	31	94
Year 1	14	20	34	96
Year 2	10	20	30	96
Year 3	10	22	32	96
Year 4	11	12	23	96
Year 5	14	15	29	95
Year 6	9	14	23	96
<b>Total</b>	<b>102</b>	<b>125</b>	<b>227</b>	<b>95</b>

### KENWICK K-6

Year Group	Female	Male	Total	Avg. Attnd. %
Kindy	13	27	40	93
Pre-Primary	17	10	27	95
Year 1	13	10	23	94
Year 2	22	16	38	95
Year 3	11	15	26	94
Year 4	22	7	29	95
Year 5	15	13	28	96
Year 6	10	10	20	95
<b>Total</b>	<b>123</b>	<b>108</b>	<b>231</b>	<b>95</b>

### KENWICK 7-12

Year Group	Female	Male	Total	Avg. Attnd. %
Year 7	25	2	48	96
Year 8	25	19	44	95
Year 9	18	19	37	94
Year 10	14	26	40	95
Year 11	13	20	33	96
Year 12	19	18	37	96
<b>Total</b>	<b>114</b>	<b>125</b>	<b>239</b>	<b>95</b>

## MANAGEMENT OF NON-ATTENDANCE

The College acknowledges its obligations under Part 2, Division 3 of the *School Education Act 1999* relating to student attendance requirements, and a Student Attendance and Tracking Policy is maintained to enable us to meet these obligations.

Student attendance is taken by teachers twice daily in Primary years, once at 9:00am and again at 1:10pm following lunch. In Secondary, attendance is recorded within the first 10-15 mins of each period.

In the event of a student's absence, and where parents have not already informed the College, the School Secretary will attempt to contact parents by phone or SMS and request a reason for the absence. This information is then recorded in SEQTA, the College's Learning Management System (LMS).

Parents are required to contact the College if their child will not be attending either the whole or part of the day. Students arriving late or leaving early are to report to their

School Administration Office to have the absence recorded.

Where the reason for an absence is not given, it is recorded as "unexplained" and a formal letter is sent to the parent requesting an explanation for the absence.

Campus Principals maintain an "Attendance at Risk" case file for each student who is at risk of failing to meet attendance requirements, and staff are able to observe attendance trends in SEQTA. This data is also used for pastoral care purposes.

Families are encouraged to speak with the campus Principal where an extended period of absence arises.

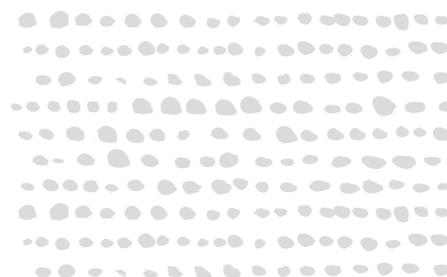
Where a student has high levels of unexplained or unapproved absences, parents will be contacted with a view to implementing appropriate strategies to minimise absences and ensure that the student does not become at risk of failing to meet attendance requirements.

## STUDENT TRACKING

The Department of Education Services, in conjunction with schools in the Independent and Catholic systems, has developed guidelines for the operation of a Student Tracking System (STS). The purpose of this system is to manage students who may leave one school for another without a formal exiting process that includes a transfer notice.

If a student leaves Rehoboth and his or her destination is unknown, the student is considered missing. In such cases the College will make every effort to either restore the student to regular attendance, or to facilitate enrolment elsewhere.

If, despite all efforts, a student cannot be located, the College will refer the case to the STS Officer.





# KEY STUDENT OUTCOMES

## 2016 NAPLAN RESULTS

The 2016 National Assessment Program – Literacy and Numeracy (NAPLAN) testing took place from 10–12 May. It allows each student and group performance to be measured against common national standards, giving teachers information to inform their planning and classroom teaching in literacy and numeracy and assisting the College to monitor students’ performance.

NAPLAN represents a student’s achievement on one assessment on a single day in the year. It should also be remembered that direct comparisons of statistical results are limited in scope given the small sample size at Rehoboth. The results of a few students at either end of the spectrum that are significantly higher or lower than average have a greater impact on year group averages in small sample sizes (like Rehoboth) compared to State or National averages, and can skew the outcome (either positively or negatively). A significant number of new students now enter the College at Year 7 level, potentially affecting the Year 7 and 9 trends.

### Year 9 Results (38 Students Tested)

When analysing the performance of the cohort over time, the NAPLAN data reveals the extent of this cohort’s improvement.

The trend is generally above the National trends of improvement. They show a steady rate of improvement in all areas, except in Grammar and Punctuation, where the levels achieved in Year 7 were extraordinary.

In terms of the results, Rehoboth’s means significantly exceeded both State and National means in all five areas tested, as shown in Table 2, and are excellent results. Compared to the State means, Spelling (+37), Grammar and Punctuation (+31), Writing (+27), Numeracy (+24), Reading (+18), are all relative strengths for this group.

It is very encouraging to see the steady rate of growth and development taking place between Year 7 and Year 9, although this is not quite at the rapid trends exhibited between Year 5 and 7.

The cohort of 38 students is a large enough group for the results to be quite statistically reliable.

**Table 1: Percentage of Year 9 students at or above the National minimum benchmark**

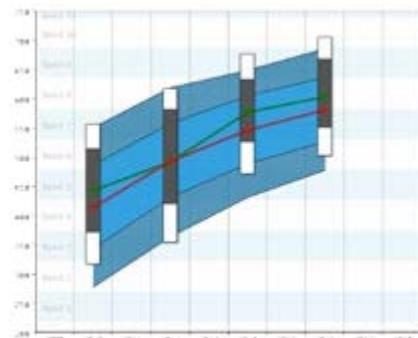
Reading	97%
Writing	97%
Spelling	100%
Grammar	97%
Numeracy	100%

**Table 2: Rehoboth Year 9 compared to State and National means**

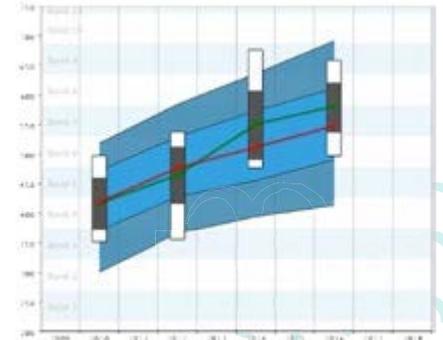
	Rehoboth	State	National
Reading	603	585	581
Writing	581	554	548
Spelling	620	583	580
Grammar	604	573	570
Numeracy	618	594	589

- 95th %ile National
- 80th %ile National
- %iles 5-95 School
- %iles 20-80 School
- School Mean
- National Mean

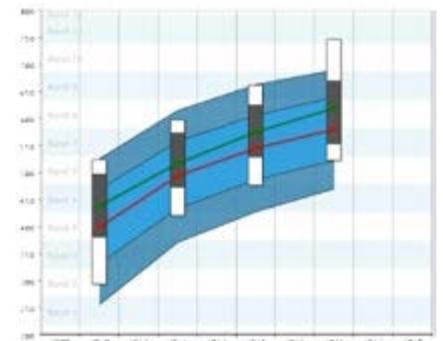
**Graph 1 – Reading**



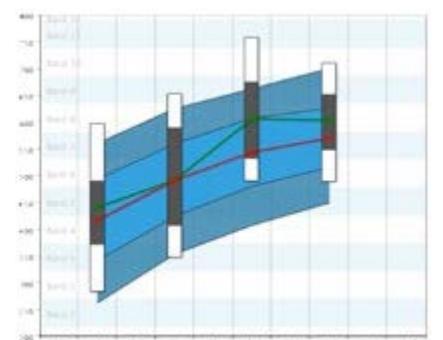
**Graph 2 – Writing**



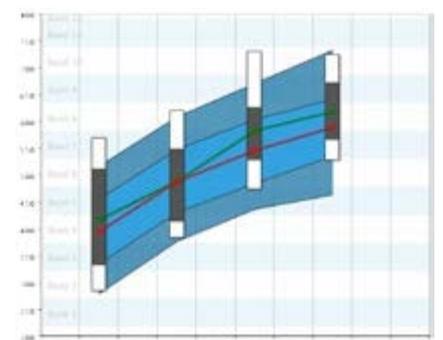
**Graph 3 – Spelling**



**Graph 4 – Grammar and Punctuation**



**Graph – Numeracy**



## Year 7 Results (47 Students Tested)

A comparison with national benchmarks and the NAPLAN Year 7 standards indicated that the Rehoboth mean was well above the WA and National Schools means in all areas tested.

Compared to State means, Grammar (+33), Reading (+33), Spelling (+28), Numeracy (+24) and Writing (+18) are relative strengths for this group.

A feature of this group's performance is their strong Grammar and Reading results, and their consistent improvement in Writing from Year 3 through to Year 7, where they now surpass the National Mean.

The cohort of 47 students is a large enough group for the results to be statistically reliable.

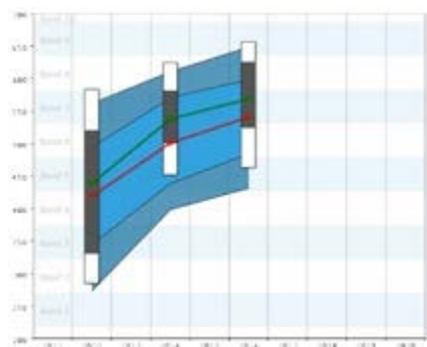
**Table 3: Percentage of Year 7 students at or above the National minimum benchmark**

Reading	98%
Writing	96%
Spelling	96%
Grammar	98%
Numeracy	96%

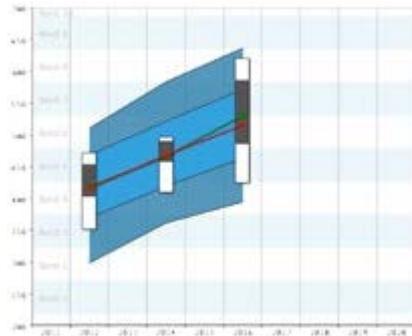
**Table 4: Rehoboth Year 7 compared to State and National means**

	Rehoboth	State	National
<b>Reading</b>	570	537	541
<b>Writing</b>	530	512	515
<b>Spelling</b>	568	540	543
<b>Grammar</b>	570	537	540
<b>Numeracy</b>	572	548	550

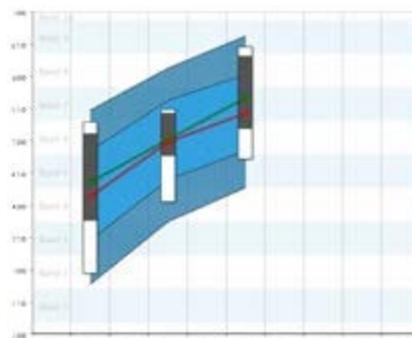
### Graph 6 – Reading



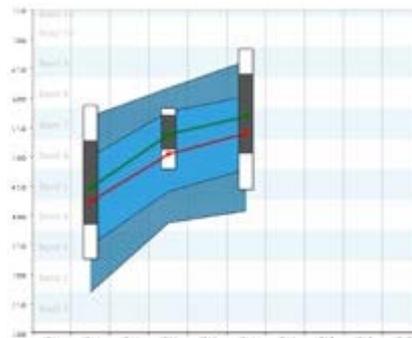
### Graph 7 – Writing



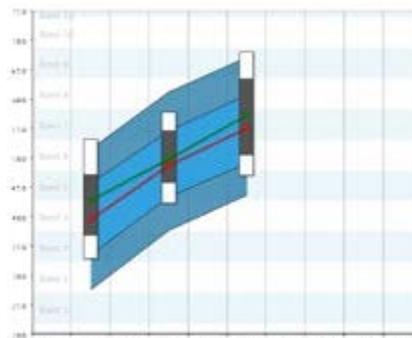
### Graph 8 – Spelling



### Graph 9 – Grammar and Punctuation



### Graph 10 – Numeracy



## Year 5 Results (58 Students Tested)

2016 Year 5 data for Wilson and Kenwick has been combined. A comparison with the State and National means (Table 6) indicates excellent results, with Rehoboth students on average performing well above these means in all areas tested.

**Table 5: Percentage of Year 5 students at or above the National minimum benchmark**

Reading	98%
Writing	95%
Spelling	97%
Grammar	98%
Numeracy	98%

**Table 6: Rehoboth Year 3 compared to State and National means**

	Rehoboth	State	National
<b>Reading</b>	526	495	502
<b>Writing</b>	504	470	475
<b>Spelling</b>	522	488	493
<b>Grammar</b>	531	499	505
<b>Numeracy</b>	515	486	493

## Year 3 Results (57 Students Tested)

As with Year 5, Year 3 data for Wilson and Kenwick has been combined.

No graphs are included for Year 3 as these are intended to show a cohort's progress over time. Since this is the cohort's first year of NAPLAN testing, there is no basis for comparison. However, Tables 7 and 8 show the cohort performing well above the State and National means and NAPLAN standards in all areas tested.

**Table 7: Percentage of Year 3 students at or above the National minimum benchmark**

Reading	100%
Writing	100%
Spelling	100%
Grammar	100%
Numeracy	100%

**Table 8: Rehoboth Year 3 compared to State and National means**

	Rehoboth	State	National
<b>Reading</b>	443	416	426
<b>Writing</b>	434	414	421
<b>Spelling</b>	456	412	420
<b>Grammar</b>	458	425	436
<b>Numeracy</b>	442	395	402

## 2016 OLNA RESULTS

The Online Literacy and Numeracy Assessment (OLNA) was designed by the School Curriculum and Standards Authority (SCSA) to measure the minimum standard of literacy and numeracy skills considered to be necessary for functioning in society post-senior secondary schooling.

Year 12 students in 2016 were the first to be required to meet this minimum standard for literacy and numeracy to achieve their Western Australia Certificate of Education (WACE). Students met this minimum standard either by demonstrating Band 8 or higher in the NAPLAN reading, writing and numeracy tests in Year 9, or through OLNA testing.

### Year 12

31 students achieved the minimum benchmarks in all categories. 6 students in Year 12 did not achieve the minimum Band 8 benchmark to be awarded the WACE. 3 of these were in numeracy; 1 in numeracy and reading; 1 in numeracy, reading and writing; and 1 in reading.

### Year 11

28 students achieved the minimum benchmarks in all categories, with 5 students in Year 11 not yet meeting the Band 8 benchmark. 3 of these are in numeracy; 1 in numeracy, reading and writing; and 1 in reading. These students have two further opportunities of demonstrating these levels.

### Year 10

36 students have achieved the minimum benchmarks in all categories, with 4 students in Year 10 not yet meeting the minimum Band 8 benchmark. 1 of these is in numeracy; 2 are in reading and writing; and 1 is in writing. These students have four further opportunities of demonstrating these levels.

Due to the results in numeracy, a third class of Year 10 Maths was begun in 2016, and extra OLNA tutoring classes were started after school in the lead up to the OLNA tests.



*Humanities Students on excursion to Lesmurdie Falls*

## CLASS OF 2016



*"Be strong and courageous. Do not be terrified; do not be discouraged, for the Lord your God will be with you wherever you go"*

- Joshua 1:9

# STUDENT AWARDS

The following major awards were presented during Awards and Graduations evenings held in 2016:

## Wilson Year 6 Graduation and Awards Evening – Monday, 5 December

Christian Growth	<b>Aaron Ling</b>
Christian Character	<b>Caitlyn Randall</b> <b>Natalia Kappert</b>
Outstanding Effort	<b>Nathanael Bryant</b>
Principal’s Award	<b>Nathaniel Lobaugh</b>

## Kenwick Year 6 Graduation and Awards Evening – Tuesday, 6 December

Christian Growth	<b>Kayla Bongers</b>
Christian Character	<b>Victor Komaiya</b>
Outstanding Effort	<b>Tayla Whittle</b>
Principal’s Award	<b>Goziem Nnadigwe</b>

## Kenwick Year 7-8 Endeavour Awards Evening – Wednesday, 7 December

### Citizenship Award

Year 7A	<b>Jedidiah Lee</b>
Year 7B	<b>Hannah Beaney</b>
Year 8A	<b>Cheryl Rompas</b>
Year 8B	<b>Faith Lee</b>

### Leadership Award

Year 7A	<b>Rosie Young</b>
Year 7B	<b>Eden French</b>
Year 8A	<b>Christopher Holmes</b>
Year 8B	<b>Nikita Strickling</b>

### Creative Excellence Award

Year 7	<b>Christoffel Wesseloo</b>
Year 8	<b>Miriam Lobaugh</b>

### Sportsperson Award

Year 7	<b>Tori Moss</b>
Year 8	<b>Brody Blennerhassett</b>

## Kenwick Year 9-12 Awards and Presentation Ceremony – Thursday, 8 December

### Year 9

Campion Outstanding Effort Award	<b>Aynsley Vivian</b>
Association for Christian Education Citizenship Award	<b>Mukho Saw</b>

### Year 10

Campion Outstanding Effort Award	<b>Rachael Fleming</b>
Association for Christian Education Citizenship Award	<b>Josiah Hunter</b>
City of Gosnells Scholarship Award	<b>Tim Komaiya</b>
Australian Defence Force “Long Tan” Leadership and Teamwork Award	<b>Tim Komaiya</b>

### Year 11

Positive Stationery Outstanding Student Award	<b>Nelson Nieuwkerk</b>
Perm-A-Pleat Citizenship Award	<b>Heleema Rawlings</b>

### Year 12

Australian Defence Force “Long Tan” Leadership and Teamwork Award	<b>Rowell Sarmiento</b>
Association for Christian Education Service Award	<b>Paul Kennedy</b>
Positive Stationery Personal Excellence Award	<b>Alena Yun</b>
Positive Stationery All Rounder of the Year	<b>Reuben Black</b>
Perm-A-Pleat Citizenship Award	<b>Josiah Kappert</b>
Australian Super Award for Vocational Excellence	<b>Rebekah Oostryck</b>
Gosnells Lions Club Dux	<b>Catherine Astell</b>

### Awards Across Year Groups

Association for Christian Education Creative Excellence Award	<b>Rowell Sarmiento</b>
Campion Sportstar of the Year Award	<b>Catherine Astell</b>
House Trophy	<b>Tyndale House</b>

# SENIOR SECONDARY OUTCOMES

## YEAR 12 WACE RESULTS

The Western Australian Certificate of Education (WACE) is awarded to students who have completed Year 11 and 12 of their secondary education in WA.

Rehoboth's Year 12 WACE results reflected a cohort of 37 students—a larger group compared to the previous three years, with a higher percentage of students aiming for Vocational pathways. The 2016 cohort had a smaller group of strong ATAR students, with most students achieving in the 50-65% range, representing an average distribution.

Those students not offered direct university entrance were offered alternate pathways for entry, which is becoming increasingly common.

Year 12 Summary	
Total number of Year 12 students	<b>37</b>
No. of ATAR students	<b>22</b>
No. of Vocational students	<b>15</b>
% of ATAR students in top 10 percentile	<b>27%</b>
% of ATAR students exceeding a score of 80	<b>50%</b>
No. of ATAR students offered direct university pathway	<b>17</b>

Comparative Top 3 Student ATAR Scores			
	2016	2015	2014
	94.4	97.5	92.15
	93.2	95.6	91.85
	92.4	94.95	91.4

The top six students scored ATARs in excess of 90; in fact, 11 of the ATAR group achieve a score exceeding 80 (or 50%), which are good results.

Comparative Median ATAR			
	2016	2015	2014
	78.85	84.20	76.75

Rehoboth's 2016 median ATAR score placed it in the top half of schools.

Comparative Graduation Rate (% of students achieving their WACE)			
	2016	2015	2014
	88%	96%	100%

The 2016 graduation rate reflected the increasing standards required to achieve the WACE qualification; specifically, achieving a Band 8 in the NAPLAN/OLNA as minimum.

## POST-GRADUATION DESTINATIONS

### Individual Student Performance

Student	Award
<b>Catherine Astell</b> (Dux)	SCSA Certificate of Distinction *
<b>Reuben Black</b>	
<b>Oriana Luntungan</b>	SCSA Certificate of Merit *
<b>Ebuka Nnadigwe</b>	
<b>Alena Yun</b>	
<b>Rebekah Oostryck</b>	Australian Super Award for Excellence in VET *
<b>Ebuka Nnadigwe</b>	Defence Force University Scholarship
<b>Josiah Kappert</b>	Young Australia League Scholarship

\* Published in *The West Australian*

**Paul Kennedy** successfully gained entry to WAAPA in Music (Jazz). **Ashlyn Pedrotti** was accepted into the Australian National University (Canberra). Other notable Year 12 achievements include top student performances across a range of subjects, with the highest scores achieved being 83.4 in Maths Applications and 83.1 in Literature.

The 2016 cohort performed to expectations and continued the pattern of healthy results gained by Rehoboth students in recent years.

### 2017 University Applications

No. of students with an ATAR who applied	<b>20</b>
Median ATAR of the students who applied	<b>82.35</b>

	Curtin	ECU	UWA	Total
Total no. of students with a first preference (inc. students without an ATAR)	16	1	5	22
No. of students offered their first preference	11	1	3	15
No. of students offered any of their preferences	15	1	3	19
No. of students who have enrolled in a university course	7		3	11
No. of students who have deferred	2		1	2

Statistics extracted from TISC on 30 January 2017.

There were no students applying for Murdoch University in 2016.



## 2017 OFFERS BY FIELD OF EDUCATION

### Curtin University

	Offered	Enrolled	Deferred
Natural and Physical Sciences	2	1	0
Computer Engineering	1	0	0
General Nursing	2	1	0
Health Promotion	1	0	0
Physiotherapy	1	0	1
Occupational Therapy	1	1	0
Speech Pathology	2	2	0
Teacher Education: Secondary	1	0	0
Business and Management	1	0	1
Business Management	1	1	0
Communication and Media Studies	2	1	0
<i>Double Degrees</i>			
Computer Science	1	0	0
Occupational Health and Safety	1	0	0

### Edith Cowan University

	Offered	Enrolled	Deferred
Music	1	1	0

### University of Western Australia

	Offered	Enrolled	Deferred
Natural and Physical Sciences	1	1	0
Engineering and Related Technologies	1	1	0
Society and Culture	1	1	0

Statistics on university offers extracted from TISC on 30 January 2017



Year 11 and 12 students have the opportunity to participate in a ten day mission trip, working with Kids International Ministry and Journey for Hope in the Philippines.

# STAFF STANDARDS AND WORKFORCE COMPOSITION

## WORKFORCE COMPOSITION

Teaching staff	59
Full-time equivalent teaching staff	49
Non-teaching staff	43
Full-time equivalent non-teaching staff	30
Aboriginal and Torres Straight Islander staff	1

As at 31 December 2016

## STAFF RECRUITMENT AND APPOINTMENTS

Rehoboth aims to employ the highest standard of Christian educators, actively seeking teachers who are well-trained, experienced, passionate and eager to engage with students and colleagues alike within the College's framework of Christian Education.

Rehoboth recruits staff who are best able to meet the needs and requirements of the advertised position and of the College. These will be people who can uphold and actively promote the Christian values and beliefs of the Association for Christian Education.

In addition to any relevant qualifications and experience, we consider that an active Christian lifestyle and membership of a local Protestant church is the best way for a candidate to demonstrate their suitability for employment.

For the recruitment of teaching staff in particular, the College requires a pastor or minister of a Reformed theological background to be a member of the interview panel. The purpose of this role is to provide feedback to the CEO and Principals with regards to the candidate's spiritual maturity and Christian walk.

Teaching positions are advertised locally and nationally through reputable employment sites and appropriate media. The same procedures and standards apply for the recruitment of non-teaching staff.

In addition to posting vacancies on the College's website and social media pages, the following avenues for recruitment were utilised in 2016:

- ChristianJobs.com.au
- Christian Education National (CEN) Job Vacancy List
- Teachers.on.net
- The West Australian

Staff who were appointed or exited, or who took on new roles in 2016 included:

### Wilson Primary

Appointed	Position
Nic Butson	Teacher (Physical Education)
Thelma Muilenburg	Administration and Enrolments Officer
Willy Pike	Principal
Katherine Tebbit	Teacher (Year 2)
Jayne Suckling	Administration Assistant

Exited	Position
Germaine Gregory	Teacher (Early Childhood)
Julie Pollock	Teacher (Year 1/2)
Heidi Sheppard	Education Assistant (Special Needs)

### Kenwick Primary

Appointed	Position
Nic Butson	Teacher (Physical Education)
Roslyn Howard	Education Assistant
Debra Naylor	Curriculum Coordinator
Jacqueline Nieuwkerk	Teacher (Early Childhood)
Emily Pike	Education Assistant
Nicole Pleysier	Acting Head of Primary
Warren Preece	Teacher (Year 5)
Sally Ray	Teacher (Year 2)
Jayne Suckling	Administration Assistant
Rebecca Swarts	Early Childhood Program Coordinator
Samantha Wong	Teacher (LOTE)
Monica van Dam	Teacher (Early Childhood)

Exited	Position
Jennifer Faulkner	Administration Assistant
Rachael Hall	Education Assistant
Willy Pike	Head of Primary
Alyce Verdouw	Teacher (Year 2)

### Kenwick Secondary

Appointed	Position
Hannah Bargerbos	Teacher (Year 7 Art)
Nic Butson	Teacher (Physical Education)
Philip Taylor	Teacher (Year 9-10 Science, Human Biology)
Jun Vasquez	Head of Learning Area (Science), Teacher (Physics, Maths), Director of Students (Year 11-12)

Exited	Position
Ian Sheldrick	Deputy Principal (Administration)

## STAFF QUALIFICATIONS AND RECRUITMENT

All teaching staff meet the requirements for registration with the Teacher Registration Board of Western Australia (TRBWA). To qualify for full registration, teachers must:

- hold a teaching qualification from an accredited Initial Teacher Education (ITE) program, or a teaching qualification recognised by the TRBWA as equivalent;
- demonstrate proficiency to the prescribed standard in English, both oral and written;
- meet the Professional Standards for Teachers in WA at the “Proficient” level;
- be a fit and proper (requiring a criminal record check); and
- have taught for a minimum of 100 days in the five years prior to application in one or more educational venues in WA or other Australian or New Zealand schools.

First-year teachers are registered under the TRBWA’s Provisional standards, which require a qualification from an accredited ITE and that the teacher meets the fit and proper requirements.

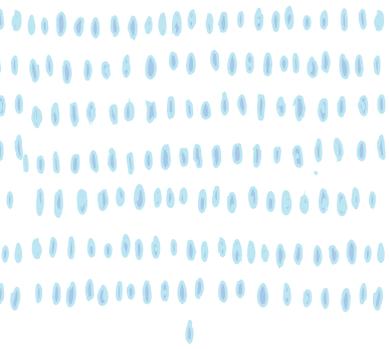
All teaching and non-teaching staff are required to hold a valid Working with Children Check at all times, and to provide a National Police History Check which is no more than three months old at the time of their appointment. The College may request that the National Policy History Check be updated periodically.

### Staff Qualifications

Certificate	20
Diploma	22
Associate/Graduate Diploma	11
Bachelors	58
Bachelors (Hons)	7
Postgraduate Certificate	1
Postgraduate Diploma	3
Masters	2
Doctorate	1
Other	9

*“ For Jesus, sharing with others about the world (i.e. teaching) was never a matter of neutrality. It always involved the recognition that teaching is committed to a cause—it is designed to help make the hearers and learners wise in how they think, what they commit themselves to, and how they act both now and for eternity.”*

- Dr Richard Edlin  
The Cause of Christian Education



## PROFESSIONAL LEARNING

We consider staff, as well as students, to be lifelong learners, and many took advantage of a range of opportunities to extend their learning and improve their teaching practice throughout the year. The list below demonstrates the diversity of areas our staff are concerned with, as well as their willingness to engage with current trends.

Maximising staff capabilities and enhancing staff collaboration and whole-College planning are two key initiatives of Locus2019. The professional learning undertaken by staff in 2016 feeds directly into this, while also having benefits for our students as teachers go about applying what they have learned.

- AASE Supporting Students
- Adobe InDesign Training (ATI Mirage)
- Amplify: Designing Bright Futures (AISWA)
- Assessment and Reporting – Maths (AISWA)
- Assessment in PE Workshop (AISWA)
- Associations Law Information Session (Department of Commerce)
- ATAR English Workshop (AISWA)
- ATAR Geography Workshop (GAWA)
- CEN Certificate of Christian Education (Delivery)
- Certificate II Training (Skill Hire)
- Connecting Students to the World (AISWA)
- Creating Multi-Modal Texts
- Critical Visual Literacy
- CSA Conference
- CSA Gender Symposium
- Djarlgarra Yarning – Stories for Teachers
- Digging Deeper with Projects
- DSF Literacy
- Early Years Learning Framework (EYLF)
- EdTech – Google for Education
- Emergency Service Training (ESCC)
- English Networking Day (AISWA)
- Evidence-Based Phonics Program
- EYLF for Education Assistants
- EYLF for Years 1-2
- Framework for Christian Teachers
- Global Leadership Summit
- Head of Maths Networking Meetinh (Cath Ed)
- Inspiring to Write Creatively (Cath Ed)
- iPad Smashing – Creating
- Journeys of Enquiry – Early Years
- Key Message (SCSA)
- Literacy Networking Day (AISWA)
- Music Networking Day
- New Teachers Geography (GAWA)
- Pastoral Care
- Physical Education Studies: Theory and Practice (UWA)
- Power of Enquiry – Years 3-6
- Pre-Primary with Diana Rigg
- Primary School Curriculum
- Protective Behaviours Workshop
- Senior First Aid
- Sensory Behaviours Workshop
- SEQTA Attendance and Pastoral Care Workshop
- SEQTA Introduction to Curriculum and Marksbook
- SEQTA Programming Workshop
- SEQTA Planning and Implementation Workshop
- STEAM Workshop (Pearson)
- Students as Global Citizens
- Students with Disabilities (Cath Ed)
- VET Coordinators Meeting (AISWA)
- Visual Arts Networking Day
- Vose Deputies Seminar
- WACE Forum (AISWA)



## VALUE-ADDED ACTIVITIES

Value-added activities are those which aim to enhance or supplement our students' core learning experience. In many cases these activities aid in nurturing the vital partnership between the College and its families, help to foster community engagement and encourage student to develop social and leadership skills. Activities such as competitions and excursions also provide opportunities for students to apply their learning and develop a sense of citizenship.

While the majority of these activities are designed and run by staff, some are undertaken in partnership with external agencies.

### ACADEMIC

Curtin University Year 12 English Literature Conference  
 Kindy/Pre-Primary On-Entry Testing  
 LEX@R Year 5-6  
 LEX@R Year 7-8  
 LEX@R Year 7-8 Tournament of the Minds  
 NAPLAN Testing  
 OLNA Testing  
 Project-Based Learning Activities  
 Science Groups  
 Science Week: "Light"  
 Work Sample Books (Fortnightly)  
 Vocational Program (VETfs)

### ASSEMBLIES

ANZAC, Easter, International, Thanksgiving (Held once per Term)  
 Fortnightly Wilson and Kenwick Primary Celebrations  
 Fortnightly Year 7-8 Endeavour  
 Fortnightly Year 9-12

### BIBLE TOURNAMENTS

Wilson Campus Junior and Senior Secondary House  
 Year 7-8 Endeavour

### CAMPS

Outdoor Education  
 Year 5 Overnight Stay  
 Year 6 Leadership  
 Year 7 Canberra Trip  
 Year 8 Overnight Stay  
 Year 9 Adventure  
 Year 11-12 Study Retreat

### COMMUNITY

50th Anniversary Birthday Assembly – 14 February  
 50th Anniversary Celebration Weekend – 1-3 April  
 Early Childhood Mini Olympics  
 Edu-Dance Concerts  
 Father's Day Stalls  
 Father and Son Breakfast  
 Firm Foundations Evenings (new parent induction evenings)  
 Girls' Brigade  
 Governor's Prayer Breakfast  
 Graduation and Awards: Year 6 Evenings (Wilson and Kenwick)  
 Graduation and Awards: Year 7-8 Endeavour  
 Graduation and Awards: Year 9-12 Ceremony  
 Harmony Day  
 Kent Street Weir Tree Planting  
 Kenwick Primary Upper Playground Opening  
 Kindy Orientation Day  
 Meet the Teachers Evenings  
 Mother and Daughter Afternoon Tea  
 Mother's Day Stalls  
 Mrs R Hall Baby Shower  
 Mrs A Verdou Baby Shower  
 Mrs R Swarts Wedding  
 Parent-Teacher Evenings  
 Wilson Campus Open Day  
 Teen Challenge Senior Secondary Ball  
 Year 3 – Starry Night Community Evening  
 Year 5 – Tribal Wars  
 Year 6 – Becoming a Man/ Becoming a Woman sessions  
 Year 6 – Student Leadership Teams  
 Year 6 – Year 7 Orientation Day (inc. parents afternoon tea)

Year 8 – Vaccinations  
 Year 12 – Exo Day  
 Year 12 – Farewell Dinner

### EDUCATION PERFECT COMPETITIONS

Geography  
 Language  
 Maths  
 Science

### EXCURSIONS AND INCURSIONS

Agmaroy Nursing Home  
 AQWA  
 Art and Design  
 Art Gallery and the Constitution Centre  
 Bstreetsmart  
 CSIRO  
 FarmEd  
 Final Day Activities  
 Fremantle Literacy Centre  
 Fremantle Prison  
 Geography  
 Humanities  
 Mills Park  
 Perth Observatory  
 Perth Zoo  
 Pioneer Village  
 RAC  
 Scitech  
 Shipwreck and Maritime Museum  
 Spare Parts Puppet Theatre  
 Whiteman Park  
 Year 11 Christian Perspectives visit to Wilson Year 5



## EXTRA-CURRICULAR

Chess Tournament  
Emergency Services Cadets Corp  
TESLA Club  
After School Sports

## FACILITIES

Busy Bees  
Secondary Humanities Demountables  
Secondary Room C Science Lab  
Secondary Learning Resource Centre  
Second-hand Uniform Shop

## HOUSE CARNIVALS AND ACTIVITIES

Athletics  
Cross Country  
Swimming  
Iron Person Competition  
Winning House Activities

## LITERACY AND NUMERACY

Book Week: "Australia! Story Country"  
Lexile Reading Program Awards  
Literacy Groups  
Make-Your-Own Storybook Competition  
Maths Pi Day  
Numeracy Groups

## MISSIONS

Bible League Fundraising  
Indonesian Students Visit to Rehoboth  
Leonora Bush Mission Trip  
Non-Uniform Fundraising Days  
Operation Christmas Child  
Philippines Mission Trip  
Philippines Mission Trip Quiz Night  
Phones for Cambodia  
Teen Challenge Street Appeal

## MUSIC AND CREATIVE ARTS

Choir (Wilson and Kenwick Primary)  
Choir (Secondary)  
Instrumental Music Program (inc. concerts)  
Junior Worship Band  
Secondary Drama Class Performances  
Senior Worship Band  
Wilson Campus Concert: "Harvest"  
Wilson Worship Band  
Rehoboth Arts Festival

## SPORTS

AFL (Secondary Girls)  
Athletics Training  
Basketball Competition (Year 5-6)  
Basketball Competition (Year 7-8)  
Basketball Competition (Secondary)  
Edu-Dance  
Elite Sports Basketball Carnival  
Little Athletics  
Rehoboth Sports Council  
Soccer Tournament (Primary)  
Soccer Tournament (Secondary)  
Swimming Training  
Swimming Lessons Year 3-6

## WACSSA/INTERSCHOOL CARNIVALS

Athletics  
Cross Country  
Soccer  
Swimming  
Volleyball  
Other  
Canning Art Show  
Drills: Evacuation and Lockdown  
Externally Set Tasks  
First Aid Training  
Homework Hub  
Interim Reports  
NAIDOC Week  
Secondary Careers Evening  
Secondary Curriculum Meetings  
Semester Reports with Parent-Teacher Interviews  
Year 10 Work Experience



# COMMUNITY SATISFACTION AND DEVELOPMENT

## NEWSLETTER SURVEY

Rehoboth did not conduct a College-wide satisfaction survey in 2016, as we aim to conduct these larger surveys bi-annually. We chose to run a communications survey, focussing on our newsletter.



Since 2014, Rehoboth has partnered with Schoolzine Pty Ltd to prepare and distribute a feature-rich digital newsletter that goes out fortnightly to all families and Association members. The survey focussed on four key questions, and the results to questions 1-3 are below. The final question asked, "Do you have any suggestions or general comments on the newsletter?" The question was optional to complete, and parents could respond with a text-based answer.

### I would prefer to receive newsletters:

Electronically	86%
Printed	14%

### I think the newsletter contains:

Sufficient information	81%
Too little information	3%
Too much information	16%

### How much time do you spend reading each newsletter?

2-5 mins	27%
5-10 mins	53%
10-20 mins	17%
20+ mins	3%

From the comments received to Question 4, families are overall very happy with the College's newsletter in its current style, format and (to a lesser degree) length. There is a strong preference for the electronic format over printed, though there is a tendency for families to limit their reading to those sections that they consider relevant to them. This is not an uncommon response in this busy day and age, though we would like to encourage families to see what is happening across the College by reading through all sections of the newsletter.

Navigation of the newsletter was cited as an issue for a number of respondents, as was access to upcoming event information via the calendars. Our aim is address these during Semester 1 of 2017 as we believe some education on the features of Schoolzine's platform could be beneficial here.

The Senior Leadership Team was generally happy with the responses received and will continue to refine the newsletter and other channels of communication. Our aim is to provide families with timely and relevant information in ways that are efficient and not overly intrusive, and take advantage of new technology as appropriate.

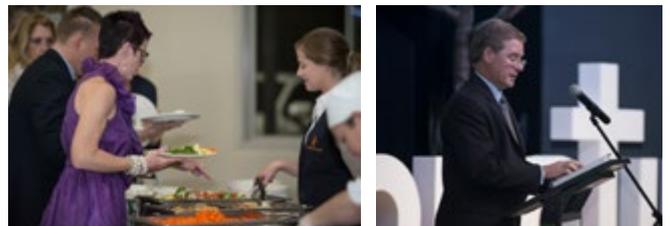
## 50TH ANNIVERSARY CELEBRATIONS

A major focus of our community relations in 2016 was Rehoboth's "golden jubilee". We first opened our doors at the Wilson campus on 14 February, 1966 (the same day Australia officially transitioned to decimal currency), and we are humbled that God has seen fit to continue the work that was started at Rehoboth fifty years ago.

**Seed Nurture Flourish** was the anniversary theme, and a Celebration Weekend was held over 1-3 April with four major events:

### Board and Staff Dinner, 1 April

This event was open to Board and staff members past and present, along with their partners. Three keynote addresses were given throughout the evening, on the themes of Seed (Mr Eric Swarts), Nurture (Mrs Nicole Pleysier) and Flourish (Mr Mark Steyn). The evening was attended by more than 220 guests and was ably MC'd by Mr Frank van der Kooy (Chair of the 50th Anniversary Task Group). The gymnasium was transformed, thanks to the talents of Mrs Jacqueline Nieuwkerk, Ms Charmaine Kik, Mrs Sue Rentenaar and their teams.





### Re-Dedication Service, 2 April

Saturday morning was given over to a time of memories and reminiscing, as we met at the Wilson campus. The Re-Dedication Service looked at the early days of life at Rehoboth, and before, into some of the history of Christian schooling in the Netherlands.

The service—attended by more than 200 guests—was interspersed with worship, prayer, Scripture readings and items from the Combined Primary School Choir.



### Concert and Family Fair, 2 April

In the afternoon, the celebrations continued at the Kenwick campus in the form of a concert featuring items from classes and students across the College. The gymnasium was full to capacity, with attendance approaching 700 as many family and friends took the opportunity to watch the range of talent and creativity on display. Rehoboth has a long history of concerts and performances, and the afternoon continued this in fine fashion.

Following the concert, the day continued with the Family Fair on the Kenwick campus grounds. Rides, activities and food were available, music provided by our talented students, and 50th themed merchandise available for purchase or gifted to students. The festive atmosphere contributed to a wonderful sense of community.



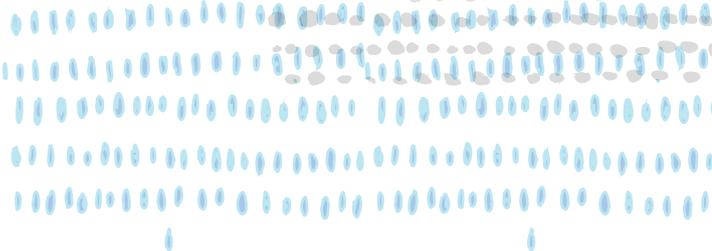
### Thanksgiving Service, 3 April

The weekend was brought to a close with a church service in the Kenwick gym that was characterised by gratefulness and joy in our God. Guests were lead in worship and prayer and enjoyed items from past and current students as well as a challenging message

from Pastor Haydn Nelson, himself a former Rehoboth student. The interdenominational service demonstrated both the diversity of families at Rehoboth, and our unity in Christ.



# FINANCIAL REPORT



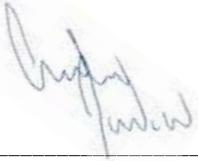
## STATEMENT BY THE BOARD

The Board has determined that the Association for Christian Education Incorporated is not a reporting entity and that this special purpose financial report should be prepared in accordance with the accounting policies outlined in Note 1 to the Financial Statements.

In the opinion of the Board, the financial statements and notes as set out on pages 30 to 44 are in accordance with the *Australian Charities and Not-for-profits Commission Act 2012* and:

- (i) comply with the Australian Accounting Standards applicable to the Association for Christian Education Inc.;
- (ii) give a true and fair view of the financial position of the Association for Christian Education Inc as at 31 December 2016 and its performance for the year ended on that date in accordance with the accounting policies described in Note 1; and
- (iii) at the date of this statement, there are reasonable grounds to believe the Association for Christian Education Incorporated will be able to pay its debts as and when they fall due.

This statement is made in accordance with subsection 60.15(2) of the Australian Charities and Not-for-profits Commission regulation 2013 and is signed on behalf of the Board by



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Chris van der Veen  
CHAIRMAN OF THE BOARD



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Paul Nieuwkerk  
TREASURER OF THE BOARD

Dated at Perth 6 February 2017

**INDEPENDENT AUDITOR’S REPORT**

Jack Barker Family Trust T/A



Registered Company Auditor No. 13908  
 ABN 39 572 331 975

93 Carawatha Avenue  
 Mount Nasura WA 6112  
 Telephone/Facsimile 9497 3501  
 Mobile 0411 168 719  
 Email jbarker@iinet.net.au

**INDEPENDENT AUDIT REPORT**

**TO THE BOARD OF  
 ASSOCIATION FOR CHRISTIAN EDUCATION INC  
 OPERATING AS REHOBOTH CHRISTIAN COLLEGE**

**Scope**

I have audited the attached special purpose financial report of the Association for Christian Education Inc, operating Rehoboth Christian College (“the College”) for the year ended 31 December 2016, comprising the Statement of Financial Performance, Statement of Financial Position, and notes forming part of the Financial Statements. The Board is responsible for the financial report, and has determined that the accounting policies used are consistent with the financial reporting requirements of the Association’s constitution and are appropriate to meet the needs of the Board. I have conducted an independent audit of the financial report in order to express an opinion on it to the Board. No opinion is expressed as to whether the accounting policies used are appropriate to the needs of the members.

The financial report has been prepared for distribution to the Board for the purpose of fulfilling the Board’s financial reporting requirements under the College constitution. I disclaim any assumption of responsibility for any reliance on this report or on the financial report to which it relates, by any person other than the Board, or for any purpose other than than for which it was prepared.

My audit has been conducted in accordance with Australian Auditing Standards. My procedures included examination on a test basis of evidence supporting the amounts and other disclosures in the financial statements, and the evaluation of significant accounting estimates. These procedures have been undertaken to form an opinion whether, in all material respects, the financial report is presented fairly in accordance with the accounting policies described in the notes to the financial statements.

**Audit Opinion**

In my opinion the financial report presents fairly in accordance with the accounting policies described in notes to the financial statements, the financial position of the Association for Christian Education Inc, operating Rehoboth Christian College as at 31 December 2016, and the results of its operations for the year then ended.

**WJ Barker – FCPA Auditor  
 6<sup>th</sup> February 2017**



**STATEMENT OF FINANCIAL POSITION**  
**AT 31 DECEMBER 2016**

	Note	2016 \$	2015 \$
<b>ASSETS</b>			
<b>CURRENT ASSETS</b>			
Cash and cash equivalents	3	1,921,329	1,573,982
Family accounts receivable	4	216,889	129,822
Other current assets	5	79,552	121,180
<b>TOTAL CURRENT ASSETS</b>		<b>2,217,770</b>	<b>1,824,984</b>
<b>NON-CURRENT ASSETS</b>			
Property, plant and equipment	6	12,991,444	12,745,634
<b>TOTAL ASSETS</b>		<b>15,209,214</b>	<b>14,570,618</b>
<b>LIABILITIES</b>			
<b>CURRENT LIABILITIES</b>			
Trade and other payables	7	665,038	411,681
Loans - current portion	8	869,588	733,674
Employee benefits	9	374,275	133,277
<b>TOTAL CURRENT LIABILITIES</b>		<b>1,908,901</b>	<b>1,278,632</b>
<b>NON-CURRENT LIABILITIES</b>			
Loans	8	4,090,980	4,598,994
Provisions	9	541,788	723,822
<b>TOTAL NON-CURRENT LIABILITIES</b>		<b>4,632,767</b>	<b>5,322,816</b>
<b>TOTAL LIABILITIES</b>		<b>6,541,668</b>	<b>6,601,448</b>
<b>NET ASSETS</b>		<b>8,667,546</b>	<b>7,969,170</b>
<b>EQUITY</b>			
Accumulated funds		7,915,360	7,264,485
Building Fund		686,292	656,253
General reserve		65,895	48,432
<b>TOTAL EQUITY</b>		<b>8,667,546</b>	<b>7,969,170</b>

*The accompanying notes and schedules form part of these financial statements*

## STATEMENT OF PROFIT AND LOSS AND OTHER COMPREHENSIVE INCOME FOR THE YEAR ENDED 31 DECEMBER 2016

	Note	2017 BUDGET \$	2016 ACTUAL \$	2015 ACTUAL \$
<b>RECURRENT OPERATIONS</b>				
Federal per capita grants		4,416,369	4,327,371	3,705,257
State per capita grants		1,890,937	1,760,974	1,656,521
Other grants	2a	393,480	253,348	431,113
Tuition fees		3,720,442	3,626,244	3,201,263
Other family charges		302,233	289,782	239,354
Church grants & donations		4,000	2,382	10,107
Membership fees		25,000	23,456	22,333
Interest	2b	28,500	36,124	41,258
Other income	2c	108,630	167,006	120,967
Total Revenue		10,889,591	10,486,686	9,428,173
Employee benefits		7,910,269	7,589,849	6,840,995
Direct tuition		404,339	423,883	420,260
Depreciation and amortisation		556,407	516,421	455,558
Bad debts		42,275	52,462	51,997
Finance costs		269,125	218,943	182,305
Repairs, maintenance, grounds & utilities		362,510	395,438	373,588
Insurance and scholarships		81,153	77,033	92,694
Subscriptions, levies & copyright		71,483	67,313	66,101
Board provisions		12,000	97,741	28,624
Bus operating costs (excluding payroll)		89,768	104,590	149,082
Other expenses		474,917	448,856	478,852
Total Expenses		10,274,247	9,992,528	9,140,056
<b>Operating surplus for the year</b>		615,344	494,158	288,117
<b>Recurrent surplus for the year</b>		615,344	494,158	288,117
<b>NON-RECURRENT OPERATIONS</b>				
<b>Capital donations received</b>			36,251	69,215
<b>Non-recurrent surplus for the year</b>		615,344	530,409	357,332
<b>OTHER COMPREHENSIVE INCOME:</b>				
<b>Capital grant/ Capital contribution</b>		120,000	150,500	0
<b>Total other comprehensive income for the year</b>		120,000	150,500	0
<b>TOTAL COMPREHENSIVE INCOME FOR THE YEAR</b>		735,344	680,909	357,332
<i>Budgeted cost of debt servicing - Principal</i>		718,415	474,766	392,553

**STATEMENT OF CHANGES IN EQUITY**  
FOR THE YEAR ENDED 31 DECEMBER 2016

**2016**

	<b>Accumulated Surplus</b>	<b>Capital Development Reserve</b>	<b>General Reserve</b>	<b>Total</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Balance at 1 January 2016</b>	7,264,485	656,253	48,432	7,969,170
Surplus attributable to the entity	494,158			494,158
Capital donations received		36,251		36,251
Contribution to reserves during the year (City of Canning)		150,500		150,500
Transfer between reserves during the year	156,712	-156,712	17,463	17,463
Rounding adjustment (prior periods)	5			5
<b>Sub-total</b>	<b>650,870</b>	<b>30,039</b>	<b>17,463</b>	<b>698,372</b>
<b>Balance at 31 December 2016</b>	<b>7,915,360</b>	<b>686,292</b>	<b>65,895</b>	<b>8,667,546</b>

**2015**

	<b>Accumulated Surplus</b>	<b>Capital Development Reserve</b>	<b>General Reserve</b>	<b>Total</b>
<b>Balance at 1 January 2015</b>	6,849,075	714,331		7,563,406
Surplus attributable to the entity	288,117			288,117
Transfer between reserves during the year	127,293	-58,078	48,432	117,647
<b>Sub-total</b>	<b>415,410</b>	<b>-58,078</b>	<b>48,432</b>	<b>405,764</b>
<b>Balance at 31 December 2015</b>	<b>7,264,485</b>	<b>656,253</b>	<b>48,432</b>	<b>7,969,170</b>

The Capital Reserve includes tax deductible donations received and maintained in separate bank accounts in respect of the Special Appeal and the General Appeal Funds.

Capital grants and contributions received are recognised as non-recurrent income.

## STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 31 DECEMBER 2016

	Note	2016 \$
<b>CASH FLOWS FROM OPERATING ACTIVITIES:</b>		
Receipts from families		3,910,789
Receipts from grants		6,353,374
Payments to suppliers		-2,215,552
Payments to employees		-6,642,405
Interest Received		36,124
Capital donations		186,751
Finance Costs		-217,601
Other Cash flow		-3,295
Net cash provided by operating activities		<u>1,408,185</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES:</b>		
Property, plant and equipment		-692,820
Net cash used in investing activities		<u>-692,820</u>
<b>CASH FLOWS FROM FINANCING ACTIVITIES:</b>		
Repayment of borrowings (net of amounts advanced)		-368,018
Net cash used in financing activities		<u>-368,018</u>
Net increase in cash and cash equivalents held	12	347,347
Cash and cash equivalents at beginning of the year	3	1,573,982
Cash and cash equivalents at end of financial year	3	<u>1,921,329</u>

**NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2016**

	<b>2016</b>	<b>2015</b>
	<b>\$</b>	<b>\$</b>
<b>2a Other grants</b>		
Students with disabilities	142,143	334,315
Universal access & chaplaincy	80,877	81,874
Active after school	12,400	8,550
Vocational training	17,928	5,465
Playground project	0	909
	<b>253,348</b>	<b>431,113</b>
<b>2b Interest received</b>		
On deposits - ANZ and Westpac banks	36,124	41,258
<b>2c Other income</b>		
Campus fundraisers & functions	14,879	16,483
Rent and facility hire	18,900	38,366
Paid parental leave offset	34,497	11,571
Professional learning subsidies	2,343	3,903
Canteen & community donations	34,272	0
Insurance claims & adjustments	19,046	6,023
Principals' Reserve income	38,868	34,203
Surplus on disposal of equipment	280	4,800
Jury duty subsidy	1,706	6,192
Minor trading - books	2,485	-574
Sundry adjustment	-270	0
	<b>167,006</b>	<b>120,967</b>
<b>3 Cash and Cash Equivalents</b>		
Bank balances and cash	232,412	169,183
Term deposits	1,002,625	748,546
Sub-total- unrestricted funds	<b>1,235,036</b>	<b>917,729</b>
Restricted purpose funds - Building Fund	686,293	656,253
	<b>1,921,329</b>	<b>1,573,982</b>

**NOTES TO THE FINANCIAL STATEMENTS**  
**YEAR ENDED 31 DECEMBER 2016**

**4 Trade and other receivables**

Family balances  
 Less: Provision for impairment

**5 Other current assets**

Prepaid expenses  
 Deposits  
 ATO Receivable  
 Other receivables

	<b>2016</b>	<b>2015</b>
	<b>\$</b>	<b>\$</b>
	398,732	296,027
	181,843	166,205
	<b>216,889</b>	<b>129,822</b>
	57,414	49,009
	4,838	1,711
	7,422	66,713
	9,878	3,747
	<b>79,552</b>	<b>121,180</b>





**NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2016**

**6 Property, Plant and Equipment (Continued)**

	Assets at Cost			1 January 2016	31 December 2016	Accumulated Depreciation			1 January 2016	31 December 2016	Net Book Amount 2016	Net Book Amount 2015
	1 January 2016	Additions	Disposals & Re-allocations			Charge for year	Disposals	1 January 2016				
Furniture and fittings												
Secondary	\$ 616,624	\$ 51,854	\$ 668,478	\$ 495,456	\$ 668,478	\$ 22,064	\$ 517,520	\$ 150,958	\$ 121,168			
Rehoboth C'tre	118,654	25,039	178,754	51,267	118,654	10,108	61,375	57,279	67,387			
Kenwick Primary	153,715	38,707	406,815	81,991	178,754	12,636	94,627	84,127	71,724			
Wilson Primary	368,108	2,865	31,774	268,701	406,815	17,814	286,515	120,299	99,406			
Business Office	28,909	118,465	0	22,075	31,774	1,240	23,315	8,459	6,834			
	<b>1,286,010</b>	<b>118,465</b>	<b>0</b>	<b>919,491</b>	<b>1,404,475</b>	<b>63,862</b>	<b>983,353</b>	<b>421,122</b>	<b>366,519</b>			
Plant and equipment												
Secondary	150,482	33,049	183,531	86,929	183,531	12,012	98,941	84,590	63,553			
Kenwick Primary	22,085	2,050	22,085	11,060	22,085	1,654	12,714	9,371	11,025			
Wilson Primary	65,659	33,049	65,659	53,720	65,659	1,791	55,511	10,148	11,939			
	<b>238,226</b>	<b>33,049</b>	<b>0</b>	<b>151,709</b>	<b>271,275</b>	<b>15,457</b>	<b>167,166</b>	<b>104,109</b>	<b>86,517</b>			
Computer equipment												
Secondary	740,108	16,035	738,483	571,726	738,483	44,099	598,165	140,319	168,383			
Kenwick Primary	130,121	2,800	132,171	70,819	132,171	15,082	85,901	46,270	59,302			
Wilson Primary	314,572	4,203	304,460	237,115	304,460	19,714	254,431	50,029	77,457			
Business Office	104,178	99,812	108,381	76,417	108,381	7,465	83,882	24,499	27,761			
School-wide network	99,812	1,863	99,812	73,867	99,812	6,487	80,354	19,458	25,945			
	<b>1,388,791</b>	<b>25,088</b>	<b>1,383,307</b>	<b>1,029,944</b>	<b>1,383,307</b>	<b>92,847</b>	<b>1,102,733</b>	<b>280,575</b>	<b>358,848</b>			
Library resources												
Secondary	132,429	1,863	132,429	117,907	132,429	2,614	120,521	11,908	14,522			
Kenwick Primary	59,413	4,941	59,413	40,167	59,413	3,464	43,631	15,782	19,246			
Wilson Primary	167,445	1,863	169,308	148,666	169,308	3,548	152,214	17,094	18,779			
	<b>359,287</b>	<b>4,941</b>	<b>361,150</b>	<b>306,740</b>	<b>361,150</b>	<b>9,626</b>	<b>316,366</b>	<b>44,784</b>	<b>52,547</b>			
Bus Fleet	<b>437,785</b>	<b>0</b>	<b>442,726</b>	<b>0</b>	<b>442,726</b>	<b>65,668</b>	<b>65,668</b>	<b>377,058</b>	<b>437,785</b>			
Low Value Assets	<b>9,968</b>	<b>0</b>	<b>9,968</b>	<b>9,968</b>	<b>9,968</b>	<b>0</b>	<b>9,968</b>	<b>0</b>	<b>0</b>			
<b>Total Assets</b>	<b>16,162,922</b>	<b>772,747</b>	<b>16,905,097</b>	<b>3,417,292</b>	<b>16,905,097</b>	<b>516,419</b>	<b>3,913,653</b>	<b>12,991,444</b>	<b>12,745,634</b>			

**NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2016**

**7 Trade and Other Payables**

Creditors and accrued expenses	472,842	246,464
Sundry amounts payable - other	137,967	103,157
Amounts received in advance	54,230	62,060
	<b>665,038</b>	<b>411,681</b>

**8 Borrowings**

CURRENT

Secured liabilities	563,096	442,354
State government - low interest loans	306,492	291,320
<b>Total current borrowings</b>	<b>869,588</b>	<b>733,674</b>

NON-CURRENT

Secured liabilities	1,523,845	1,999,588
State Government - low interest loans	2,567,135	2,599,406
<b>Total non-current borrowings</b>	<b>4,090,980</b>	<b>4,598,994</b>

TOTAL BORROWINGS

Secured liabilities	2,086,941	2,441,942
State Government - low interest loans	2,873,627	2,890,726
<b>Total</b>	<b>4,960,567</b>	<b>5,332,668</b>

**Security**

The State Government and other loans are secured by mortgages registered over the Association's land and buildings.

**9 Employee Benefits**

CURRENT

Long service leave	285,946	0
Personal and annual leave	88,329	133,277
<b>Total current</b>	<b>374,275</b>	<b>133,277</b>

NON-CURRENT

Long service leave	541,788	723,822
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## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2016

### 10 Capital and Leasing Commitments

#### (a) Operating leases and other commitments

Non-cancellable operating leases contracted for but not capitalised in the financial statements - minimum lease payments:

No later than 1 year (Network security software)	12,120
--------------------------------------------------	--------

Between 1 year and 5 years (Networked printers and document storage) per 12 months:	56,400
-------------------------------------------------------------------------------------	--------

Three final instalments are payable at the conclusion of an additional operating lease for the provision of student laptops. Final value :	5,500
--------------------------------------------------------------------------------------------------------------------------------------------	-------

The following contracts are in place on annual renewals basis:

Cleaning; software; advertising; wetlands management; after school care; grounds and machinery maintenance.

#### (b) Capital expenditure commitments

Capital expenditure commitments contracted for:

Wilson Gymnasium construction project - contract signed in 2016	2,750,200
-----------------------------------------------------------------	-----------

Secured loans for this project will amount to:	2,184,000
------------------------------------------------	-----------

Capital expenditure plans not contracted for at the balance date:

Negotiations are in progress for the construction of a new classroom block at the Kenwick Campus. No contract has been signed. Approximate value:	3,000,000
---------------------------------------------------------------------------------------------------------------------------------------------------	-----------

The Association will be provided with secured loan facilities amounting to:	2,700,000
-----------------------------------------------------------------------------	-----------

for the Kenwick classroom block project. A Capital grant in the 2017 round of Federal capital funding will also be sought.

### 11 Contingent Liabilities

The Association has received capital grants from the Commonwealth Government for various specific capital projects. The government has the right to recovery in the event the facilities are not used for the approved purpose or should the Association sell or otherwise dispose of the facility. The amounts of capital grants repayable in that event are:

Capital grant 1992	168,124
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Remaining equity	0
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Capital grant 2011	2,392,795
--------------------	-----------

Remaining equity 31 December 2016	1,674,957
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**NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2016**

**2016**  
**\$**

**12 Cash Flow Information**

**(a) Reconciliation of cash**

Cash at the end of the financial year as shown in the statement of financial position is reconciled to items in the statement of cash flows as follows:

Balances of cash and cash equivalents	
Balance at 1 January 2016	1,573,982
Balance at 31 December 2016	1,921,329
Net increase in cash and cash equivalents for the period	<u>347,347</u>

**(b) Reconciliation of result for the year to cash flows from all activities/statement of financial position**

Net operating surplus for the year	680,909
Non-cash flows in net operating surplus:	
Depreciation	516,421
Operating cash effect	1,197,330
Cash flow from investing activities	
Property, plant & equipment - gross value of assets acquired	-772,745
Asset value adjustment (prior year)	10,518
Cash flow from financing activities:	
Reduction in net overall borrowings	-372,101
Changes in assets and liabilities	
(Increase) in family accounts receivables	-87,067
Decrease in sundry receivables	41,628
Increase in trade and other payables	253,356
Increase in provision for staff entitlements	58,964
Increase in general reserve	17,464
Increase in Cash and Cash Equivalents for the year	<u>347,347</u>

## SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES FOR THE YEAR ENDED 31 DECEMBER 2016

### 1 Summary of Significant Accounting Policies

#### (a) Basis of preparation

This financial report is a special purpose financial report prepared in order to satisfy the financial reporting requirements of the Australian Charities and Not-for-profits Commission Act 2012 and the constitution of the Association for Christian Education Incorporated. The Board has determined that the Association for Christian Education Incorporated (the "Association") is not a reporting entity.

This financial report has been prepared in accordance with the recognition and measurement requirements specified by Australian Accounting Standards and Interpretations of the Australian Accounting Standards Board ("AASB") applicable to not-for-profit entities, and the disclosure requirements below:

AASB 101: Presentation of Financial Statements

AASB 107: Statement of Cash Flows

AASB 108: Accounting Policies, Changes in Accounting Estimates and Errors

AASB 110: Events after the Reporting Period

AASB 1031: Materiality

AASB 1048: Interpretation of Standards

AASB 1054: Australian Additional Disclosures

This financial report has been prepared on an accruals basis and is based on historic costs. No adjustments have been made in relation to the valuation of assets and liabilities in relation to changes in specific or general price levels.

The following significant accounting policies, which are consistent with the previous period unless otherwise stated, have been adopted in the preparation of this financial report. The amounts presented in the financial report have been rounded to the nearest dollar. The financial statements are expressed in Australian Dollars.

#### (b) Comparative figures

Comparative figures have been adjusted to conform to changes in presentation for the current financial year where required by the Australian Accounting Standards or as a result of a change in accounting policy.

#### (c) Property, plant and equipment

Each class of property and equipment is carried at cost. No revaluation reserve applies. Values are as indicated, less any accumulated depreciation where applicable. The valuation of assets at cost has been reduced by any identified impairment losses.

The depreciable amount of all property, plant and equipment is depreciated over the useful lives of assets to the Association, commencing from the time the asset is held ready for use.

# SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES FOR THE YEAR END 31 DECEMBER 2016

## 1 Summary of significant Accounting Policies (Continued)

### (d) Property, plant and equipment (continued)

#### Property

Freehold land and buildings are shown at cost less subsequent depreciation of buildings.

#### Plant and equipment

Plant and equipment is measured on the basis of cost.

The carrying amount of equipment is reviewed annually by management to ensure that the value does not exceed the recoverable amount. The recoverable amount is assessed on the basis of the expected net cash flows that are likely to be received from any subsequent sales.

#### Depreciation

Depreciation is calculated so as to write off the cost of each asset over its expected useful life. Additions during the year are capitalised at cost. Land is not depreciated.

The depreciation rates used for each class of depreciable assets are:

<b>Class of Fixed Asset</b>	<b>Depreciation Rate</b>
Buildings	2.0%
Demountables	10.0%
Computer Equipment	25.0%
Furniture, fixtures and fittings	15.0%
Motor Vehicles (Buses)	15.0%
Library Books	18.0%

The assets' residual values, depreciation methods and useful lives are reviewed, and adjusted if appropriate, at the end of each reporting period. An asset's carrying amount is written down immediately to its recoverable amount if the carrying amount exceeds the estimated recoverable amount.

Gains and losses on disposals are determined by comparing proceeds with the carrying amount. Any gains and losses are included in the Income Statement.

### (e) Impairment of assets

At the end of each reporting period, the Association reviews the carrying values of its assets to determine whether there is any indication that those assets have been impaired. If such an indication exists, the recoverable amount of the asset, being the higher of the fair value less costs to sell and value in use, is compared to the asset carrying value. Any excess of the carrying value over its recoverable amount is transferred to the Income Statement.

### (f) Cash and cash equivalents

Cash and cash equivalents include cash on hand and term deposits held with banks.

## SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES FOR THE YEAR ENDED 31 DECEMBER 2016

### 1 Summary of Significant Accounting Policies (Continued)

#### (g) Employee benefits

Provision is made for the Association's liability for employee benefits arising from services rendered by employees to the end of the reporting year. Employee benefits that are expected to be settled within one year have been measured at the amounts expected to be paid when the liability is settled.

Employee benefits payable later than one year have been calculated using a measure of probability that payment will be required.

Contributions are made by the Association to the employee nominated superannuation funds. These are charged as expenses when incurred.

#### (h) Provisions

Provisions are recognised when the Association has a legal or constructive obligation, as a result of past events, for which it is probable that an outflow of economic benefits will result, and where the outflow can be measured reliably.

#### (i) Trade and other payables

Trade and other payables represent the liability outstanding at the end of the reporting period for goods and services received by the Association during the reporting period which remain unpaid. The balance is recognised as a current liability. These amounts are generally settled within 30 days of recognition of the liability.

#### (j) Income Tax

The Association is exempt from income tax under the Income Tax Assessment Act 1997 as amended.

#### (k) Operating Leases

Lease payment for operating leases, where substantially all of the risks and benefits remain with the lesser, are charged as an expense over the life of the lease term.

#### (l) Revenue and other income

Distinction is made between revenue from operations (recurrent income) and revenue received for capital purposes (non-recurrent income).

Income from tuition fees and related income is recognised when the service is delivered.

Income from the sale of goods is recognised upon the delivery of goods to the purchaser.

Income from recurrent operational grants is recognised in the year to which the funding relates. When there are conditions attached to the grant revenue relating to the use of those grants for specific purposes, the income is recognised in the statement of financial position as a liability until such conditions are met or services provided.

The Association receives government grants to fund capital projects from time to time.

These capital grants are credited to the Capital Development Reserve until drawn.

Interest revenue is recognised using the effective interest rate method, which for floating rate financial assets is the rate inherent in the instrument.

Donations and special contributions are recognised when received.

All revenue is stated net of the amount of goods and services tax (GST)

## **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES FOR THE YEAR ENDED 31 DECEMBER 2016**

### **1 Summary of Significant Accounting Policies (Continued)**

#### **(m) Good and services tax (GST)**

Revenues, expenses and assets are recognised net of the amount of GST, except where the amount of GST incurred is not recoverable from the Australian Taxation Office. In these circumstances, the GST is recognised as part of the cost of acquisition of the asset or as part of an item of the expense. Receivables and payables in the statement of financial position are shown inclusive of GST, where GST applies.

#### **(n) Critical accounting estimates and judgements**

Management evaluates estimates and judgements incorporated into the financial statements based on historical knowledge and best available current information. Estimates assume a reasonable expectation of future events and are based on current trends and economic data, obtained both externally and within the Association.

#### **(n-i) Key estimates - Impairment**

The Association assesses impairment at the end of each reporting year by evaluating conditions specific to the Association that may be indicative of impairment.

#### **(n-ii) Key judgements - provision for impairment of receivables**

Included in trade receivables at 31 December 2016 are fees receivable from parents for which there is some doubt as to the recoverability of the amounts owing. Consequently, a provision for doubtful debts of \$181,843 has been adjusted at 31 December 2016.

#### **(o) Economic Dependence**

The continuing operation of the Association is dependent upon achieving and maintaining appropriate enrolment numbers, the continuation of adequate funding from the Australian Commonwealth and State Governments in respect of operational and capital grants and the achievement of operating surpluses and positive operating cash flows.

#### **(p) Adoption of New and Revised Accounting Standards**

In the year ended 31 December 2016, the Board had reviewed all of the new and revised Accounting Standards and interpretations issued by the AASB that are relevant to the Association and effective for the current annual reporting period. As a result of this review, the Board has determined that there is no material impact of the new and revised Standards and Interpretations on the Association and, therefore, no material change is necessary to the Association's accounting policies.



*"Christian schools strive to be dynamic and creative leaders in learning; learning that instructs the mind, shapes the heart and equips the hand. We look at God's world with Biblically-informed glasses. We see each child as an image-bearer of God—unique, loved, gifted and full of potential."*

- CEN  
Christian Education: Head Heart Hand

# FEE SCHEDULE APRIL 2017 TO MARCH 2018

The proposed fee schedules for the period April 2017 to March 2018 are outlined below.

<b>SECURITY OF ENROLMENT FEE</b>	<b>\$ Per Student</b>
A \$200 Security of Enrolment Fee applies per student, for the first two students enrolled and is payable within fourteen days of the date of your Letter of Confirmation. This is applied to your College fees account in the first Term following enrolment, but is otherwise non-refundable. The College reserves the right to allocate a place to another student in the event that this fee is not paid by the due date.	200

<b>Tuition Fees (Resident Students)</b>	<b>\$ Base Per Term</b>	<b>\$ Discounted Per Term <sup>1</sup></b>	<b>\$ Indicative Annual Total <sup>2</sup></b>	<b>\$ Indicative Per Month</b>
<b>FIRST STUDENT</b>				
Kindergarten	649	590	<b>2,847</b>	<b>237</b>
Pre-Primary	1,508	1,372	<b>6,273</b>	<b>523</b>
Primary	1,508	1,372	<b>6,188</b>	<b>516</b>
Secondary Year 7-8	1,889	1,719	<b>7,896</b>	<b>658</b>
Secondary Year 9-10	1,889	1,719	<b>8,161</b>	<b>680</b>
Secondary Year 11-12	1,889	1,719	<b>8,324</b>	<b>694</b>
<b>SECOND STUDENT</b>				
Kindergarten	552	502	<b>2,461</b>	<b>205</b>
Pre-Primary	1,282	1,166	<b>5,384</b>	<b>449</b>
Primary	1,282	1,166	<b>5,299</b>	<b>442</b>
Secondary Year 7-8	1,606	1,461	<b>6,798</b>	<b>567</b>
Secondary Year 9-10	1,606	1,461	<b>7,063</b>	<b>589</b>
Secondary Year 11-12	1,606	1,461	<b>7,226</b>	<b>602</b>
<b>THIRD STUDENT</b>				
Kindergarten	389	354	<b>1,817</b>	<b>151</b>
Pre-Primary	905	823	<b>3,901</b>	<b>325</b>
Primary	905	823	<b>3,816</b>	<b>318</b>
Secondary Year 7-8	1,133	1,031	<b>4,931</b>	<b>411</b>
Secondary Year 9-10	1,133	1,031	<b>5,196</b>	<b>433</b>
Secondary Year 11-12	1,133	1,031	<b>5,359</b>	<b>447</b>

**Please note:** The eldest child in each family is the first student for billing purposes

<sup>1</sup> The \$ discount per Term rate applies once a family has completed 5 hours of voluntary time as part of the College Support Scheme.

<sup>2</sup> The \$ indicative annual total is included for illustrative purposes only and may differ from actual fees charged. It includes the base tuition rate, all levies, stationery and technology charges. For Secondary, it also includes an average subject fee allocation. For exact subject fee charges, please refer to the subject fee tables overleaf.

YEAR 7 AND 8 SUBJECT FEES	(\$ Per Year)
Design and Technology	30
Food Technology	30
Indonesian	30
Mathematics	30
Science	30
Visual Arts	30

YEAR 9 SUBJECT FEES	(\$ Per Year)
Design and Technology	27
Drama	25
Food Technology	30
Health and Physical Education	35
Indonesian	30
Mathematics	28
Music	20
Outdoor Education	75
Specialist Sport	30
Science	30
TESLA	45
Visual Arts	45

YEAR 10 SUBJECT FEES	(\$ Per Year)
Design and Technology	35
Drama	25
Food Technology	40
Health and Physical Education	10
Indonesian	30
Mathematics	28
Music	20
Science	30
Specialist Sport	30
TELSA	45
Visual Arts	45
Visual Communication	150

YEAR 11 AND 12 SUBJECT FEES	(\$ Per Year)
Authority Developed Workplace Learning	100
Certificate II in Business	150
Certificate II in Building and Construction	300
Chemistry ATAR Units 1 and 2	60
Chemistry ATAR Units 3 and 4	60
English ATAR Units 1 and 2	30
English ATAR Units 3 and 4	40
English General Unit 1 and 2 or Foundation Unit 1 and 2	30
English General Unit 3 and 4 or Foundation Unit 3 and 4	30
Food Science and Technology General Units 1 and 2	120
Food Science and Technology General Units 3 and 4	120
Geography ATAR Units 1 and 2	50
Geography ATAR Units 3 and 4	50
Human Biology ATAR Units 1 and 2	50
Human Biology ATAR Units 3 and 4	50
Indonesian SL Unit 3 and 4	50
Literature ATAR Units 1 and 2	30
Literature ATAR Units 3 and 4	40
Mathematics	30
Modern History ATAR Units 1 and 2	40
Modern History ATAR Units 3 and 4	40
Music ATAR Units 1 and 2	80
Physical Education ATAR Units 1 and 2	100
Physical Education ATAR Units 3 and 4	100
Physical Education General Units 1 and 2	100
Physical Education General Units 3 and 4	100
Physics ATAR Units 1 and 2	50
Physics ATAR Units 3 and 4	50
Senior Sport	Variable
Visual Arts General Units 1 and 2	100
Visual Arts General Units 3 and 4	100

**Notes to the subject fee schedule:**

1. All subject fees are charged annually in Term 1.
2. Subjects that do not incur any additional fees have not been listed.

**INTERNATIONAL STUDENTS FEE SCHEDULE**

Tuition Fees (International Students)	\$ Base Per Term	\$ Discounted Per Term <sup>1</sup>	\$ Indicative Annual Total <sup>2</sup>	\$ Indicative Per Month
<b>FIRST STUDENT <sup>3</sup></b>				
Kindergarten	2,432	2,213	<b>9,926</b>	<b>827</b>
Pre-Primary	3,984	3,625	<b>16,105</b>	<b>1,342</b>
Primary	3,984	3,625	<b>16,020</b>	<b>1,335</b>
Secondary Year 7-8	5,326	4,847	<b>21,544</b>	<b>1,795</b>
Secondary Year 9-10	5,326	4,847	<b>21,809</b>	<b>1,817</b>
Secondary Year 11-12	5,326	4,847	<b>21,972</b>	<b>1,831</b>

<sup>3</sup> Discounted rates for second and third siblings are available upon request at the Business Office.



## BUS SERVICES

Following an extensive review, Rehoboth commenced operating its own fleet of three buses from Term 1, 2016. This represents a substantial improvement in the quality of the service provided and the vehicles themselves, as all three buses were no more than two years old at the time of purchase. Each vehicle is equipped with air conditioning, seat belts, reversing cameras and security cameras among other safety features.

The service is managed by the Bus Fleet Manager, and three additional drivers complete the College-employed team. This has enabled a smooth transition in the service for families. In addition, key staff received training and acquired the appropriate licenses, enabling them to drive the buses where the need might arise.

Buses continue to service the Canning Vale, Southern River and Success/Leeming areas for daily transport to and from the College. Teachers are now able to book buses using an internal system for excursions, camps and other offsite activities.

All families wishing to use the service in 2017 are required to complete an application form, and students are required to sign their agreement to the Conditions of Use. All Secondary students are also required to sign an agreement, regardless of whether they use the bus for daily transport. It is expected that students and their parents will be familiar with Rehoboth's Bus Service and Conditions of Use policy.

### The fee schedule for bus usage in 2017 is as follows:

<b>Full-time users (usage = 60% or more)</b>	<b>\$</b>
Per Term – one student	206
Per family, per Term – two or more students	305
<b>Part-time users (usage is less than 60%)</b>	<b>\$</b>
Per Term – one student	118
Per family, per Term – two or more students	185
<b>Casual users</b>	<b>\$</b>
Per journey	6
Transfer to Kenwick Train Station (afternoons only)	\$33

Casual vacancies may not be available if buses are filled to capacity. Travel vouchers can be purchased in advance at campus offices and must be presented to the bus driver upon entry.

**Please note:** Bus fees may increase periodically in line with the cost of providing this service.



## 2016 FIGURES OF INTEREST

### TECHNOLOGY AND COMMUNICATION

**466**

Total Chromebooks at the College

**557**

Students with access to Google Classroom

**520,000**

Total files uploaded by Students to Google Classroom

**6,314**

Reach of highest-performing Facebook post (50th Weekend)

**950**

Average no. of newsletter subscribers

### WEB

#### Website sessions

2016: **29,427**  
2015: **21,301**

#### Users

2016: **17,505**  
2015: **13,231**

#### Page views

2016: **76,745**  
2015: **62,207**

#### Desktop

2016: **16,800**  
2015: **14,000**

#### Tablet

2016: **2,900**  
2015: **2,200**

#### Mobile

2016: **9,800**  
2015: **5,100**

### READING AND LITERACY

**1,285**

Highest Lexile reading measure recorded at Wilson

**314**

Secondary Library loans

**2814**

No. of books read in the Kenwick Primary literacy program

**36,131,809**

No. of Lexile words read at Kenwick Primary

**673**

Highest number of Lexile books read by a single Kenwick Primary student

### OTHER

**11,385**

Canteen orders

**30%**

Kenwick students registered for online Canteen ordering

**53%**

Wilson students registered for online Canteen ordering

*"As parents, we can help our children to make wise decisions on choosing their friends and peer groups... Partnering with your child's school is another powerful influence which can have lifelong effects."*

*Anne Blair-Hickman  
Nurture, October 2016*



## REHOBOTH CHRISTIAN COLLEGE

### WILSON PRIMARY K-6

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