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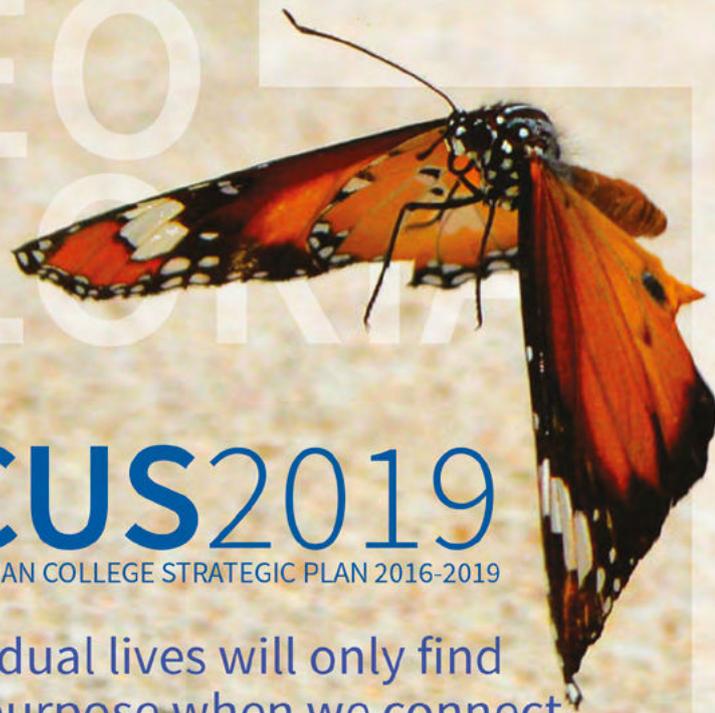
LOCUS2019

REHOBOTH CHRISTIAN COLLEGE STRATEGIC PLAN 2016-2019

“Our individual lives will only find their true purpose when we connect with our source: God”

John Dickson
A Spectator's Guide to Worldviews

2ND EDITION





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1 BACKGROUND

The Lord God has met every need of the Association for Christian Education, enabling it to provide distinct, Christ-centred education for families at Rehoboth Christian College. As stewards of the assets and resources that God has entrusted to the Association, it is the responsibility of the Board to ensure that a plan outlining its vision, strategic intent, and mission for Rehoboth is developed and implemented.

As the 2011-2015 strategic planning cycle came to an end, the Board conducted an initial review and education session on 8 June, 2015. At its subsequent meeting of 29 June, the Board ratified the motion that: "The CEO work with the Leadership Team and the Administration in order to develop a draft Strategic Plan for the Board's approval. The draft Strategic Plan should be developed taking into account the Association's Constitution, the 2011-2015 Strategic Plan, the publications entitled 'Foundational Principles' and 'Rehoboth Distinctives', Policy 401 Board Objectives, the history of the College, future developments in education, and recent developments in other schools (particularly Christian schools). The CEO will present the draft Strategic Plan for the Board's consideration by 5 October 2015."

The final document, titled Locus2019, was originally launched at the Association's 2016 Annual General Meeting. In its first year, the initiatives to be implemented were discussed exhaustively in light of the College's educational philosophies and in terms of how they were to be achieved.

This 2nd edition takes those discussions into consideration along with other developments and feedback received during 2016.

Strategic plans are fluid documents and should be adaptable to changes in circumstances, new knowledge and emerging trends and, importantly, feedback from stakeholders. To this end, Locus2019 was reviewed in April 2017 following its first year of implementation. Revisions have been made that help ensure the development framework is being followed and initiatives are still meeting the stated Vision and Mission.

2 EXECUTIVE SUMMARY

Locus2019 has been prepared by Rehoboth's Senior Leadership Team at the request of the Board. Its aim is to describe a series of strategic initiatives that will provide direction for the College during the 2016-2019 strategic cycle, and allow the Association to achieve its Constitutionally-mandated Objects.

Strategic goals were originally identified and defined by the Senior Leadership Team in consultation with senior staff members over a number of workshops. The resulting set of strategic initiatives strongly emphasised the current and future educational needs of the College while anticipating broader developments in the education sector over the 2016-2019 period.

In this 2nd edition, those initiatives have been reviewed and, where necessary, adjusted to reflect the progress that has been made and where shifts in thinking have altered the outcomes that were originally anticipated.

The College's overall Vision and Mission remains unchanged, however – at the heart of which is the uncompromising desire to honour Jesus Christ as Lord of all.



3 INTRODUCTION

“For by grace you have been saved through faith. And this is not your own doing; it is the gift of God, not a result of works, so that no one may boast. For we are His workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them”

– Ephesians 2:8-10

We view this world as God’s and recognise Him as sovereign over it and over our lives. This extends to the education of our children, as it is our responsibility as Christian parents and educators to equip them with the skills and abilities they will need for the good works which God, in His wisdom, has prepared for them.

Rehoboth Christian College aims to assist parents in fulfilling this responsibility by providing a learning environment that develops the whole child, nurturing not only their academic achievement, but their spiritual, emotional, physical, and social development as well. This is done so that our students may be ready and able to answer God’s calling in their lives.

Because we are committed to helping students achieve educational outcomes that are both personally significant and thoroughly Christ-centred, our aim during this strategic cycle is to shift our locus from a passive learning environment to an active, or participatory one which aims to engage students more deeply in, and take greater responsibility for, their learning.

This involves shifting our thinking across almost every aspect of the College; what we call a turn in our locus that enables us to engage with a set of emerging practices that, once reconstructed through the rubric of our Christian worldview, is able to equip learners for the current age.

The College has enjoyed considerable student growth over the past five years, growing 23% during that time from 567 students at the August 2013 census to commencing in 2017 with 742 students. Rehoboth’s transition from a small to a medium-sized school is one example of the realities that will be driving change during the Locus2019 strategic cycle.

The document you now hold in your hands aims to share with you a vision for the Rehoboth of 2019, and outlines the strategic initiatives necessary to achieve it while building on the successes of our 2011-2015 Strategic Plan. Why have we opted for a four-year plan?

There are three main reasons:

- Four years provides reasonable accuracy when planning for the future and provides us with the ability to re-evaluate our strategy and structure in more manageable ways.
- The education landscape is a rapidly changing one, with new research and field work being continually conducted. We want to be able to take advantage of the innovations such work produces.
- It is difficult to predict how schools should adapt in the long term to the changing nature of the workplace. A four-year plan allows us to begin the process of change and adjust our direction accordingly if needed.
- The College is currently registered with the Department of Education Services through to 2020, and it is our intention to enter that re-registration year with a revised and updated Strategic Plan.

“Their parents’ generation may have used a simple recipe to succeed in their jobs: choose a profession, acquire foundational knowledge and slowly become an expert throughout their working lives. But as career paths are becoming less predictable, future workers will need to be more flexible. Instead of training for a particular occupation and working in that area for life, studies have estimated that Australians will make 17 changes in employers across 5 different careers.”

Foundation for Young Australians

The New Work Smarts (2017)

4 CHRISTIAN WORLDVIEW

How we make sense of the world – how we determine what is right and wrong, true and false – is determined by our “big picture” view of life. This is our worldview, “a framework or set of fundamental beliefs through which we view the world and our place in it [...] Our worldview acts as the lens through which we view the world. We might not look at the lens, but we do look through it” (Smart, 2016). It is a system of beliefs we have each developed and through which we view and interpret the world. It is like wearing a pair of glasses – if you wear glasses with a blue lens, the world you see will be coloured blue.

Whether we are aware of it or not, our worldview provides the starting point for how we answer the big questions of life and influences how we respond to circumstances, the decisions we make, and the actions we take.

A secular worldview places man at the centre. As Christians, we believe that Christ should be at the centre of all things. At Rehoboth, there are four fundamental beliefs that formulate our worldview as Christian educators. These are expressed in the boxes to the right. Because of these beliefs, we think and act in certain ways: they underpin and inform our decision-making, our strategic goals, and how we will go about achieving them.

“Wimpy worldviews make wimpy Christians [...] What is missing is the Bible. I mean the whole Bible, with its blood and guts and sins and horrors – and all of it under the massive hand of God. The hand whose fingers flick stars into being. The hand that gives life and takes it. The hand that rules everything. Everything. What we need is to know the great things about God.”

John Piper

Spectacular Sins (2013)



What we believe about:

Christ and His Sovereignty

Jesus Christ is the only Son of God and our only means of salvation from sin (Jn 3:16; Rom 5:8; 1 Jn 4:9). God the Father has made Jesus King of kings and Lord of lords, which means that there is no authority higher than Him and that He has sovereignty over every aspect of our lives (Phil 2:5-11; 1 Tim 6:15-16). Christ is fundamentally central to everything (Col 1:16)

Families

We believe families are a God-ordained and fundamental unit of society. Though subject to sin and imperfect relationships, it is within the family unit that children first encounter a model of Christian living and discipleship. Parents are primarily responsible for raising their children in the fear and knowledge of the Lord, and the Christian school exists to assist parents in meeting this responsibility via a God-honouring partnership. Rehoboth is therefore a community of like-minded believers, unified under the lordship of Jesus Christ (Eph 2:19-22).

Students

We believe that students are made in God's image, and are therefore due the dignity and respect that this entails. Each student is unique in character and gifted by God for His service (Eph 2:8-10). We view students as God's children and hold that His Covenant of Grace extends to them also. Students have the potential to be future influencers for Christ in the culture and circumstances in which they live.

Staff

Employees of Rehoboth are Christ's representatives to the College and external communities. We believe our staff are made in God's image, are uniquely gifted, and called to influence students for His glory. Staff are lifelong learners, both spiritually and professionally, and play a central role as custodians of our Christian worldview.

Image:

Jamaica Kappert

Year 10

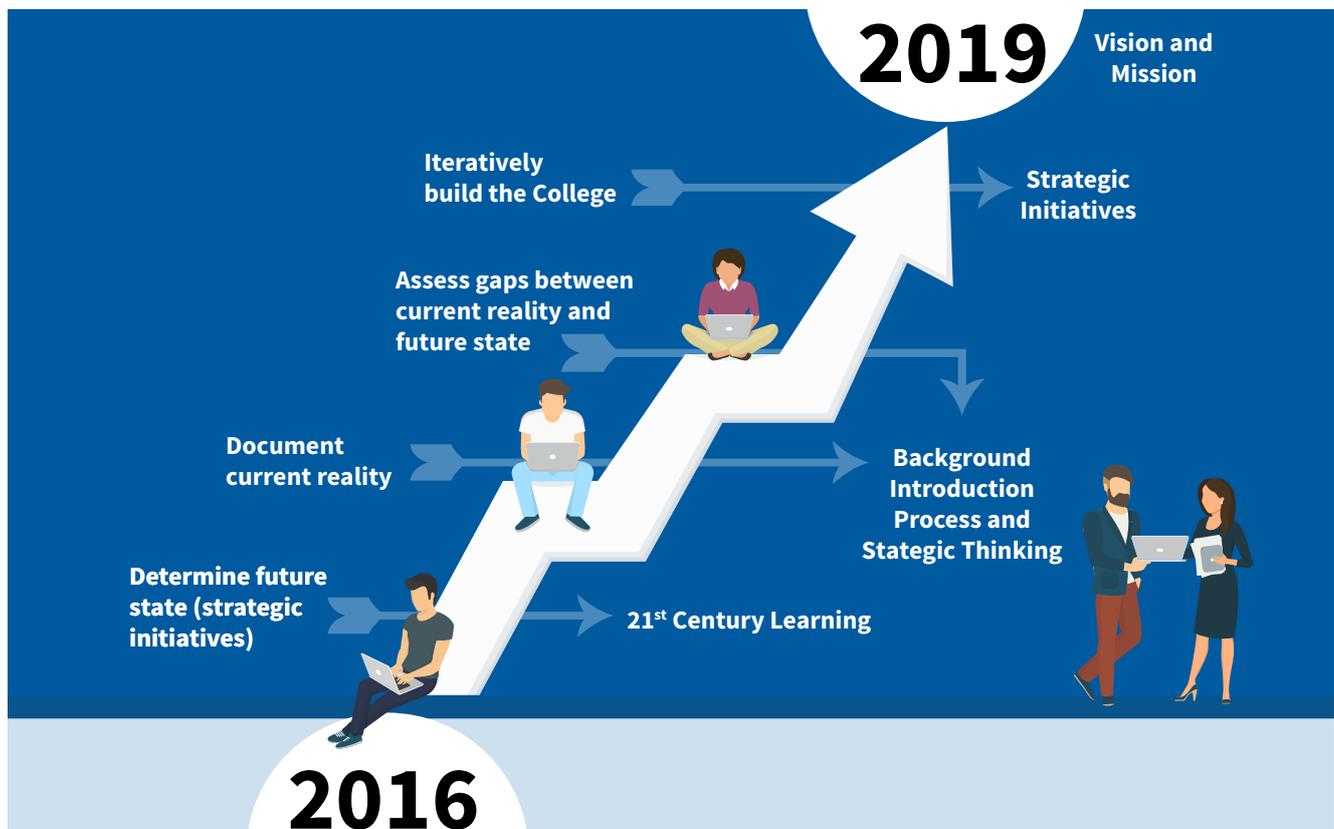
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5 CULTURE AND STRATEGIC PROCESS

Locus2019 has been developed by drawing on a range of planning resources and models, and in consultation with staff and Board. This creates a picture of Rehoboth “now” in 2015 (when Locus2019 was first conceived) and the Rehoboth in the “future” of 2019. Part of that strategic process is to define our current reality in order to understand what needs to change if we are to achieve our goals for the future. The overarching development framework can be summarised visually as follows:



As Christians, we are in some ways more attuned to our culture than other organisations. Culture can be defined as the shared assumptions, values and beliefs that characterise a group of people. It influences the behaviour of individuals within the

group, how decisions are made, and is the bedrock of how the group perceives itself and is in turn perceived by others.

These embedded values and beliefs need to be understood well, as it is out of these

that our Vision and Mission will emerge. Decision-making and strategic thinking can then be guided by God’s Word and filtered through the resulting Vision and Mission statements.



There are many things we value at Rehoboth. As part of our process, we have identified four of these values, which are outlined below. Of the many Christ-centred values we will continue to hold and promote, we believe these four in particular are integral to our strategic and operational planning and should be emphasised during the Locus2019 cycle:

God First

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

Five Solas

These principles, originally developed during the Protestant Reformation of the 16th century, summarise our view of God and the Christian faith, and connect us to our Reformed heritage: Sola Gratia (Grace alone), Sola Fide (Faith alone), Solus Christus (Christ alone), Sola Scriptura (Scripture alone), and Soli Deo Gloria (For the glory of God alone).

Purpose, Partnership, Preparation

More than simply an advertising slogan, this is a summary of our beliefs and approach to Christian Education. No educational model is values-neutral, and so we choose to make ours thoroughly Christ-centred. We therefore believe that a Christian Education is:

- one that invites students to see the world through the lens of Christ and from the perspective of God’s Word, instilling them with **purpose**
- a three-way **partnership** between the home, church, and school, encouraging students to develop a deeper understanding of Christ and Christian living
- a whole-child philosophy that aims to **prepare** students for all of life, developing their spiritual, emotional, and physical potential without compromising on academic rigour.

Students as Influencers for Christ

Drawing on Matthew 28:19-20, our aim as Christian educators, in partnership with the home and church, is to bring students to a more complete understanding of the sovereignty of Christ over all things, including their own lives, and to encourage them to accept God’s covenant promises for themselves so that they might take their place in society as influencers for Christ.

Because of these core values, we believe that it is our role as educators to orient students Biblically towards the knowledge of God, humanity, and the rest of God’s creation, so that they would seek His will to see things as He sees them, and to engage with and influence the culture in which we live. We believe in partnering

with parents to develop the whole child to inspire students to excel, to be intolerant of mediocrity, and to make wise choices.

6 21ST CENTURY LEARNING

“We’d like to encourage you to take a few minutes to reflect on the most transformational aspects of your education – experiences that took place either inside or outside the classroom. We’ve asked this questions to thousands of people and received a wide range of responses. People describe participating in an after-school club; leading a committee; designing and completing an ambitious project; being inspired by a teacher with an infectious love for a given field; hearing from an adult who believed in them; practicing and playing on an athletic team; failing at something and recovering. Not a single person we’ve asked has responded, ‘Well, there was a lecture class with multiple-choice quizzes that really changed me.’”

Tony Wagner and Ted Dintersmith

Most Likely to Succeed (2015)

Underpinning the strategic initiatives in Locus2019 is the notion of 21st Century Learning. This is the idea that learning is most effective when it takes place in a context that promotes collaboration, interaction, and interdisciplinary approaches to problem-solving. Decisions regarding the resourcing, staffing, and environments in which learning takes place are then based on this context.

Though there is still debate about what exactly a 21st Century model of education should look like, at its core is “an effort to define modern learning using modern tools” (Rich 2010). It is considered to be more of a skills-based approach to learning, emphasising collaborative approaches to problem solving and the student’s own “discovery” of knowledge via the application of learnt skills.

This is a shift away from what could be described as “passive learning” towards “active learning” – away from such practices as memorisation of information, textbook-driven lessons, and the division of learning into discrete subjects, towards understanding of concepts, research-driven collaborative projects, and integrated subjects (interdisciplinarity).

At the same time, this is not a dismissal of those time-honoured educational practices that have a demonstrated history of effectiveness. It is a recognition of the differences the 21st Century has already brought about in comparison to the previous century. As the new century progresses, these differences will only be accentuated; for example, it has already been acknowledged how the role of the teacher is changing as the ability

“Students cannot possibly learn everything of value by the time they leave school, but we can instill in them the desire to keep questioning throughout their lives.”

Grant Wiggins

The Futility of Trying to Teach Everything of Importance (1989)

of students to access more and more information online increases: “With the avalanche of information available online, the teacher is now more the facilitator of learning than the holder of all knowledge” (Bruniges 2015).

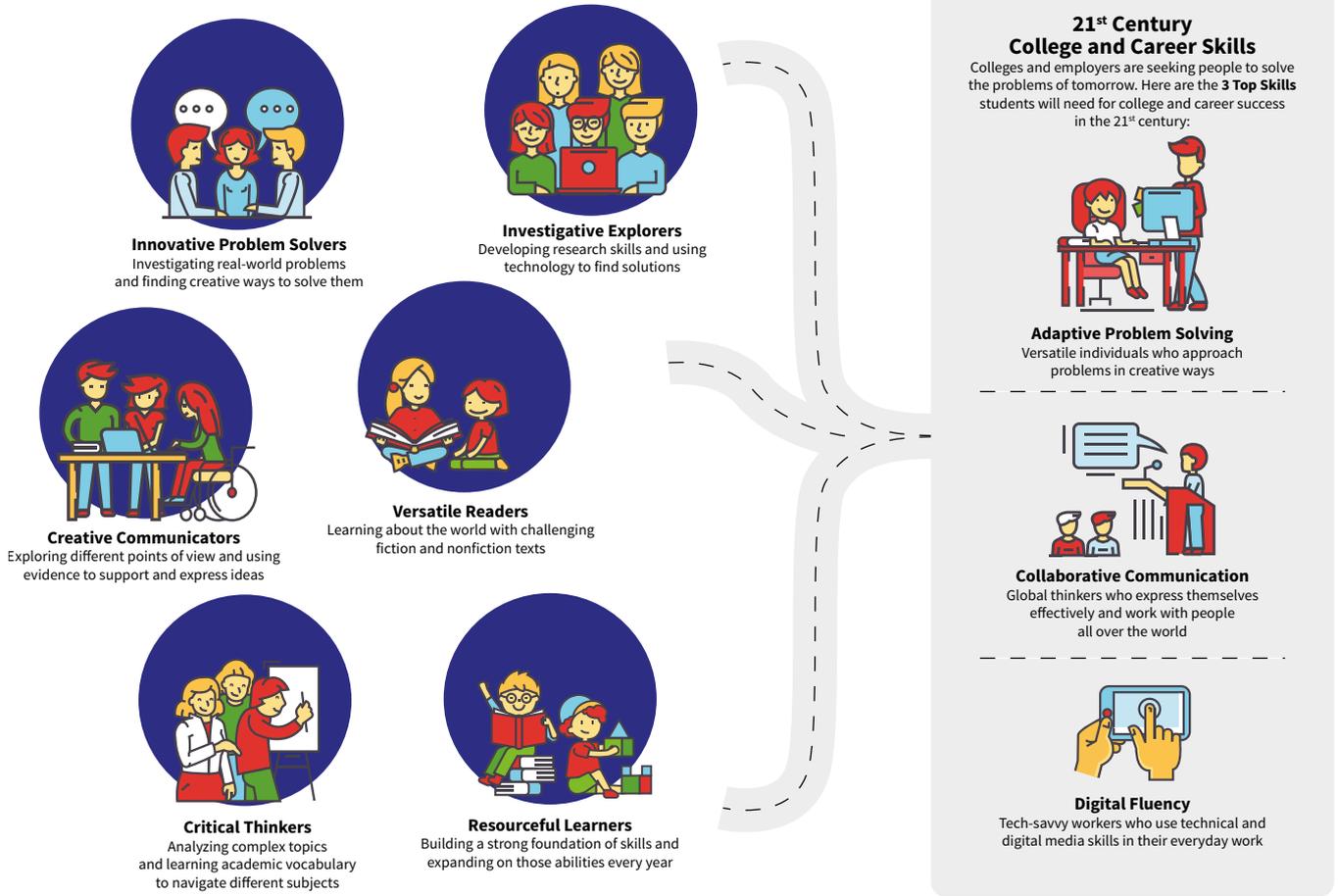
We cannot hope to teach a student everything he or she will need to know about a given subject or job, but we can teach the skills that will serve them best to find out what they need.

A 21st Century approach to learning is all about empowering students with the skills needed to communicate, collaborate, and think through problems to find creative solutions – in addition, at Rehoboth, it means viewing this through the lens of our Christian worldview where it is Jesus, not man, who is Lord and King.



We believe this model of education lends itself well to developing an understanding that there is no area of life which can be considered neutral or where God is not Lord and King. In section 6.2 below, we discuss how we might apply a Christian worldview to a 21st Century Learning model at Rehoboth.

ROADMAP OF 21st CENTURY SKILLS



Rob Kriete

Adapted from *Paths to 21st Century Success* (2015)

6.1 THE FOUR CS OF 21ST CENTURY LEARNING

There are four skill sets a 21st Century learner can be expected to develop:

<p>COMMUNICATION</p> <p>The ability to effectively share thoughts, questions, ideas, and solutions</p>	<p>COLLABORATION</p> <p>The ability to recognise the God-given talents of others and be able to work together to achieve shared goals.</p>	<p>CRITICAL THINKING</p> <p>Looking at problems, tasks, and issues in fresh ways by linking ideas and concepts across disciplines to find solutions.</p>	<p>CREATIVITY</p> <p>Trying new approaches and resources to achieve solutions (innovation and invention)</p>
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These Four Cs feed directly into the kind of active learning outlined above. But what does asking students to find “fresh” or “innovative” solutions to “real-world” problems really mean? It means that, while students are at school and growing academically, spiritually, emotionally, socially, and physically, they have the opportunity to explore, test, measure, and create in the relative safety of the

school environment. The goal is not just the solution or measuring how innovative it is, but the process the student has undertaken to arrive at it. It is during this process that the Four Cs are developed, students find their gifting, and the skills that will translate beyond their learning into future endeavours can be identified.

By 2030 what we do in every job will change

There will be



A reduction in

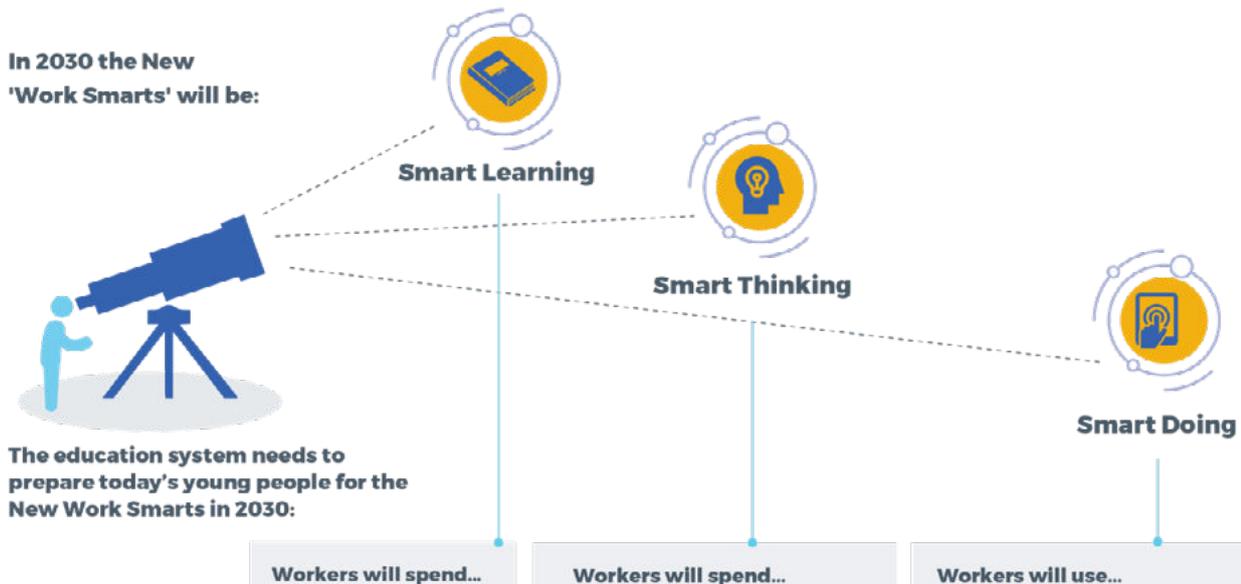
the need for workers to complete routine, manual tasks

An increase in

the time workers spend focusing on people, solving strategic problems and thinking creatively

The change in work means young people will need to be equipped with the New Work Smarts

In 2030 the New 'Work Smarts' will be:



Workers will spend...



30%

more time learning on the job

Workers will spend...



Almost **100%** more time at work solving problems



41% more time on critical thinking and judgment



77% more time using science and mathematics skills



17% more time per week using verbal communication and interpersonal skills

Workers will use...

Workers will need to develop an entrepreneurial mindset due to



26% less management



14% less organisational coordination



10% less teaching

Foundation for Young Australians – *The New Work Smarts Report (2017)*. Reproduced with permission.

This infographic shows how the Four Cs might potentially impact student skills in the workplace.



CREATION



FALL



REDEMPTION



RESTORATION

6.2 A REHOBOTH VIEW OF 21ST CENTURY LEARNING

As Christians, we continue to look to God's Word for an unchanging standard of truth. While we will not "be tossed and blown about by every wind of new teaching" (Eph 4:14), we also recognise that society's expectations of the knowledge and skills that students will possess as they transition to life beyond school are continually changing. Our approach to 21st Century Learning is therefore an attempt to ensure that Rehoboth's educational programs remain relevant and modern, while taking our cues for life and living from God's Word and not the prevailing culture.

For example, a common term in the literature related to 21st Century Learning is that of "problem-solving". In this context, students demonstrate their learning less by the memorisation and recall of information and more by utilising a range of skills to solve a set problem. Where possible, these problems are taken from real-world examples to make them relevant to students.

As Christians, we know what the ultimate problem with humanity and the world is – sin. We know that God created the universe, the world and everything in it, and He said it was "very good" (Gen 1:31), but that the curse of sin introduced death and separation from God. We know too that God put a plan to redeem His creation in place and that this has been fulfilled by the death and resurrection of His Son, Jesus Christ, on our behalf. Finally, we know that the end goal of God's plan is the restoration of His creation.

"When we realise that Jesus is going to someday destroy hunger, disease, poverty, injustice and death itself, it makes Christianity what C. S. Lewis called a 'fighting religion' when we are confronted with a city slum or a cancer ward. [It] reminds us that God created both the material and the spiritual, and is going to redeem both the material and the spiritual."

Tim Keller

Tim Keller Explains the Gospel (2008)

This Creation-Fall-Redemption-Restoration model forms the basis of our Christian worldview at Rehoboth – it is the "big picture" story of Scripture that puts everything else into context. It counters the sentiment that "it is the journey that matters, not the destination" because it shows that we have a purpose and a destination: we are bound for glory, and are encouraged to fix our eyes on the prize (Phil 3:14).

Developing our students' ability to problem-solve via this Biblical framework not only equips them with the Four Cs they need to tackle and think through challenges, but it grounds them in a Christian worldview. It gives a name to their gifts – communication, collaboration, creativity, and critical thinking – and develops a sense of responsible citizenship and service because they are attuned to how the ultimate destination influences their decision-making in the present.

Our aim is for the Christian faith to be real and lived out – by teachers in front of their students, and subsequently by students as they accept Christ for themselves and make the transition to life after school. We believe this is best achieved when Christ has been demonstrated to students as Lord of all and they have developed an appreciation for the practical application of faith to life. We believe an emphasis on active learning in the 21st Century style, coupled with the best time-proven teaching practices, is a sound model for Christian Education.



7 VISION AND MISSION

A Vision statement should paint a picture of where it is we are headed, while a Mission statement should provide a filter through which decision-making can be passed to assess whether it will be a step towards realising that Vision.

7.1 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 best innovations and resources of a 21st Century Learning environment.

7.2 MISSION

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



8 STRATEGIC INITIATIVES

These are the initiatives we believe are best suited to drive the change necessary to achieve our Vision for the Rehoboth of 2019. They are not ready-made solutions, and the process of reviewing them has highlighted areas where each can benefit from being tailored more to the needs and realities of the College. What has worked, and what has not? Have the goals shifted as initiatives have been discussed and tested or new information has come to light? Was an initiative unclear or the indicators of success poorly described?

While the overarching Vision and Mission have not changed, how we get there is part of a cycle of discussion, development, testing, and re-shaping. Each initiative is driven by Rehoboth's Christian ethos and heritage, the desire to orient students Biblically towards the knowledge of God, and to train them to seek His will.

8.1 INITIATIVE 1: REDEFINING SUCCESS

We recognise that all students are made in the image of God and are uniquely gifted. Our aim is to draw out that gifting and assist students to realise their potential. Therefore, we believe that success is not defined by material wealth or prestige, but that students are prepared to walk with the Lord (1 Kings 2:3) and are enabled to do the good works that He has prepared for them (Eph 2:10).

This reflects our "whole-child" philosophy and, consequently, we view standardised testing such as NAPLAN and ATAR, with their focus on academic success, as only part of this picture. As we seek to develop students' skills as 21st Century learners, we will augment data from such testing with innovative assessment practices and pastoral care techniques that aim to not only draw out a student's God-given gifting, but connect all aspects of their learning to real-life opportunities. Some of the ways we might achieve this include, but are not limited to:

- a) helping students to discover their gifting and to identify and listen for God's calling on their lives by exposing them to a variety of academic and extra-curricular activities (such as music, missions, leadership, entrepreneurship, and so on);
- b) investigating alternative pathways for post-Secondary schooling;
- c) promoting good citizenship by providing students with opportunities to be involved in community projects where they might come to appreciate that they are not gifted for their own sake (selfless serving), and are able to influence the culture for Christ;
- d) identifying resources and developing programs that can help students to recognise their gifts, understand what their learning style is, and provide them with a vocabulary to be able to articulate the basics of their faith and a Christian worldview;
- e) reviewing and redesigning our Christian Studies program so that it is an integral part of all learning, becoming a requirement for graduation and positioned as Rehoboth's flagship program;
- f) using quality feedback to help students reflect not only on their academic learning, but spiritual development as well, with a view to showing students where they have grown and where they can continue to improve;
- g) equipping students to serve in their own churches and communities, not only during their time at school, but in life afterwards.

8.2 INITIATIVE 2: FOSTERING STUDENT INQUIRY AND ENGAGEMENT

Project-based, collaborative learning will be an essential teaching technique in order to promote such 21st Century Learning skills as teamwork, the connection of learning to real-world issues and challenges, and effective communication of ideas and solutions. Some examples of how we might achieve this include, but are not limited to:

- a) developing teaching programs that will more fully integrate current and future strategies for teaching and learning in order to improve student outcomes (such as peer teaching, flipped classrooms, and quality feedback);
- b) translating teaching and learning strategies into pedagogical approaches that cater for individual student learning styles and abilities (such as differentiation in assessments or extension learning).
- c) teachers using inquiry and project-based learning activities that will complement time-tested teaching methods, encourage greater student ownership of learning, emphasise “deep” or “real” learning over the accumulation of “facts”, and lead to a teacher-facilitated learning environment;
- d) selecting ICT and other learning resources for their ability to augment, modify, and ultimately redefine learning activities that will be facilitated by the Learning Management System;
- e) providing opportunities to engage students in a broad range of experiences that link the classroom to all of life;
- f) providing students with opportunities to develop leadership qualities across a broad spectrum of student life.

8.3 INITIATIVE 3: EMPOWERING OF TEAMS

Existing hierarchical management structures will be transitioned to more open and collaborative cross-Campus teams. The purpose of creating such flexible, dynamic teams is to reposition the College as an effective learning organisation (Garvin et al, 2008) where staff are empowered to continually improve their knowledge and practice. Rehoboth will aim to implement the Four Cs of 21st Century Learning at a staff level; utilise staff expertise in addressing areas of focus; and promote intentional whole-College planning. Some examples of how we might achieve this include, but are not limited to:

- a) the establishment of Professional Learning teams that will work to intentionally develop continuity across all year levels and subject areas;
- b) each established team setting clear goals and reporting regularly at staff meetings;
- c) restructuring and enhancing existing teams and adequately resourcing them in order to provide greater support to teachers.

8.4 INITIATIVE 4: RECRUITING AND EQUIPPING EXCELLENT STAFF

A culture of continual improvement, accountability, and spiritual growth will be promoted amongst teaching and non-teaching staff. This will assist in identifying areas of improvement and creative solutions to challenges. An enhanced recruitment process, making greater use of existing staff strengths, and an ongoing cycle of professional development will aid in the retention of excellent teaching and non-teaching staff alike. Some examples of how we might achieve this include, but are not limited to:

- a) identification and recruitment of staff who are recognised for their excellence and professional practice and are able to fill particular strategic needs;
- b) employing “teachable teachers” and staff who are committed to their own Christian growth and development;
- c) benchmarking of staff performance against recognised evidence-based standards;
- d) systematically developing leadership capacity in current staff (such as identifying future leaders, development of a training program, coaching and mentoring);
- e) extending pastoral care to include support of staff by promoting Christian discipleship and staff members’ identity in Christ as the basis for good mental and spiritual health.
- f) creating opportunities for staff to develop in their faith, Biblical literacy, and Christian worldview.

“Two great lies have been promoted in our culture during the past twenty years:

- 1. If you work hard enough, you can be anything you want to be*
- 2. You can be the best in the world*

Success, defined as being the master of one’s own destiny, has become an idol [...] As Christians, we have a mission that our Lord expects us to accomplish right now. We are called to steward all we have been given while we wait for our Saviour’s return.”

Hugh Whelchel

The Biblical Meaning of Success (2014)



*“Jesus Christ did not say,
‘Go into all the world and tell the
world that it is quite right.’”*

C. S. Lewis

God in the Dock (2014)

8.5 INITIATIVE 5: FOSTERING PARENT PARTNERSHIP

We highly value the family unit and recognise that it is the responsibility of parents to raise and nurture their children in the Lord. As Rehoboth exists to help parents meet this responsibility, we aim to foster partnerships that recognise the privilege of membership in a covenant community, with God Himself as our perfect model of partnership (Father, Son, and Holy Spirit). Parents will be provided with opportunities that support and enable them to participate in meaningful ways in their children’s education; in the life of the College; and to grow in their understanding of Christian Education. Some of the ways we might achieve this include, but are not limited to:

- a) communicating in clear and relevant ways with parents about their children’s progress. This may include moving beyond the standard reporting format by introducing the parent-facing modules of a Learning Management System, streamlining access to teachers and pastoral care services, and so on;
- b) a standardised volunteer program that provides greater coordination and increased opportunities for parents to be involved with day to day activities;
- c) the development of a parent education program that covers the foundational principles of Christian Education and Rehoboth’s distinctives.

8.6 INITIATIVE 6: APPLYING FAITH AND LEARNING

Our desire is to see students grow into a saving knowledge of the Lord Jesus and to be able to live out this faith in ways that positively impact and influence the culture around them for His glory. We regard their Christ-centred schooling to be a fundamental aspect of their preparation for such service. To that end we will provide opportunities for students to test and apply their skills, knowledge, and faith in a variety of personally challenging, socially aware, and age-appropriate circumstances. Families will have a clear picture of the educational journey their children will undertake at Rehoboth and how we aim to connect faith and learning to real life. Some of the ways this might be achieved include, but are not limited to:

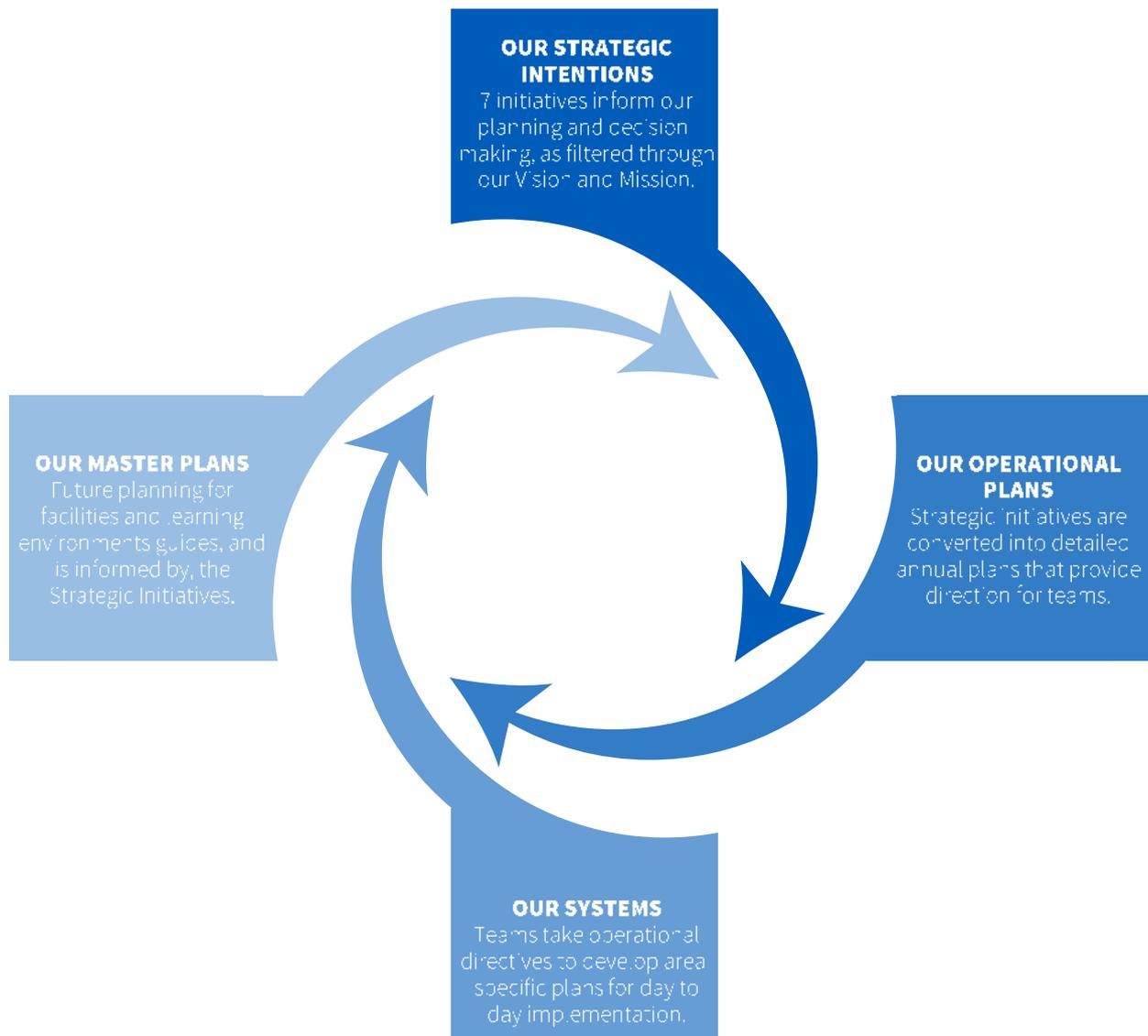
- a) a well-communicated “road map” for parents that takes in all aspects of student learning at Rehoboth from Kindy to Year 12, with clearly visible continuity in Scope and Sequence and related curriculum information;
- b) extending our Missions Program to include Kindy to Year 12, based on authentic, age-appropriate activities (e.g. Early Learning students may learn about missionaries and how we can support them, while Year 12 students may have the opportunity to travel to the Philippines);
- c) establishing partnerships with churches and church leaders in order to provide training and experience in a variety of local ministries, with the aim of preparing students for service;
- d) developing age-appropriate learning activities that allow students to apply faith in areas such as IT and online environments, vocational situations, civics and citizenship, and general stewardship of God’s creation.
- e) emphasising and exercising servant leadership as modelled by Jesus Christ (Matt 20:26-28), this being leadership that involves the head (thoughtfulness), heart (empathy), hands (practicality), and habits (Christian discipline).

9 INTERACTION OF STRATEGIC AND OPERATIONAL PROCESSES

Strategy is just one of a number of areas that need to work in unison in order to enable change and produce growth at Rehoboth. For strategy to be effective, the Vision and Mission driving it should be embraced by all stakeholders and become an integral part of the thinking and decision-making processes that inform the development of the College's systems and structures. These processes subsequently generate the various plans, policies, routines, and infrastructure that are used in the day to day operations of the College. They will typically cover areas such as:

- Governance and Risk
- Financial Planning
- Property and Facilities
- Human Resources
- ICT
- Community Relations and Marketing

How these various strategic, operational, and system-specific components interact with each other is represented in the following:





10 CONCLUSION: ALIGNING VISION WITH PRACTICE

If a strategic plan is to be more than simply words on paper, a commitment must be made to honour the vision it describes by being open to change, embracing a spirit of innovation, and working together to find creative ways of delivering on the initiatives outlined.

Achieving the initiatives described in Locus2019 is therefore not the work of any one teacher, Board member, or interested parent, but an effort of the whole Rehoboth community willing to operate in unison and under the direction of the Holy Spirit.

Some of the initiatives described will require a shift in the College's underlying culture to implement them. This is not always a comfortable process as it challenges us to examine our assumptions and to ask whether our practices are the best they can be.

Many of the initiatives, however, build on our existing strengths and distinctives – our Christian ethos, Christ-centred curriculum, and community united by its shared love of Jesus Christ as Lord and Saviour.

These are the things that we wish to preserve as we seek to align our current culture and practices with our vision for the Rehoboth of 2019. Locus2019 describes the trajectory we might take to achieve this, as we seek to continually improve outcomes for students, equip them not only to engage with, but excel in, a 21st Century world, and to be thoroughly grounded in their faith and prepared for the work God has in store for each of them.

“If we are to be biblical people, we must learn again to view the world through the lens of Scripture. To again turn to Scripture’s wisdom, which divides soul and spirit, laying bare the motivations of the human heart.”

Mark Sayers

Strange Days (2017)



11 REFERENCES AND FURTHER READING

We encourage you to read more about the issues and concepts raised in Locus2019, such as 21st Century Learning, Christian worldview, and the ways in which society and the workforce might change in the coming years. The material listed below has informed our own thinking and practice and is a good place for you to start. However, as with all things created by humans, they are not perfect, and not all these writers and thinkers are Christians or come from a Christian perspective. We therefore do not necessarily fully endorse all the views represented, and trust you will take the time to investigate each for yourself.

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