



# ANNUAL REPORT 2020



**Cover Image:**

**Rebecca Morling (Year 8)**

**Bird inspired by Peter Cromer**

The work of Australian contemporary artist Peter Cromer was the inspiration behind this colourful bird collage. The artist is well known for his beautiful wildlife designs using his own hand painted paper to create emotion with colour. Using the techniques of the artist, students created their own bird collage which celebrated the diverse range of birdlife in God's creation.

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# College Profile

## Summary

Governing body	Association for Christian Education, Inc.
Sector	Independent/Non-Government
Co-educational	Yes
No. of campuses	2
Year levels offered	K-12
Registration period	1 January 2021 to 31 December 2025
Total student population	805 (as at August 2020 Census)
International student population	19 (as at August 2020 Census)
Staff population	110 FTE
ABN	90 553 423 792
CRICOS Provider No.	01984B
Motto	Soli Deo Gloria (For the glory of God alone)

Established by the Association for Christian Education in 1966, Rehoboth Christian College was the first parent-governed Christian school in Western Australia, and the third in Australia.

The Association operates two campuses located in the southern suburbs of Perth:

<b>Wilson Campus K-6</b>	<b>Kenwick Campus K-12</b>
22 Dalton Place Wilson WA 6107	92 Kenwick Road Kenwick WA 6107

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

We promote 'One College, Two Campuses, Three Schools', ensuring that educational programs are consistent across both Primary Schools and provided a firm foundation for Secondary learning. The same strategic and improvement plans apply to all schools operated by the Association.

## Vision

*To engage the whole child to think, respond, and live with excellence for the glory of God alone.*

## Mission

*Rehoboth exists as an extension of the Christian home, partnering with parents as a covenant community to support them in their task of nurturing and educating their children to equip them for all of life.*

## Purpose

*We believe that it is our purpose as educators and parents to orient our students Biblically toward the knowledge of God, the Gospel, humanity, and all of God's creation, so that they would seek His will, see things as He sees them, and engage with and influence the culture in which they live. We believe that the Christian school must partner with parents and churches to develop the whole child (i.e. their spiritual, moral, academic, personal, and social growth), to inspire them to excel, to be intolerant of mediocrity, and to make wise choices. Such an education is distinctly Christian in its character, intentions, and outworking.*

## Governance

Upon enrolling their children at Rehoboth, parents opt to become Ordinary or Affiliate Members of the Association. The rights and responsibilities of Members are outlined in the Association's Constitution (Amended 2019).

A Board elected from Ordinary Members exercises ownership and control of all schools operated by the Association. The Board provides governance and strategic direction but delegates day-to-day operations of the College to the Chief Executive Officer.

The role of the Board is to maintain schools for children of Christian families where they may obtain the highest standard of education. These schools and the education they offer are distinctly Christian in character, consistent with a Reformed interpretation of Scripture, and aim to equip students to take a worthy place as Christians in church, state, and society.

The Board meets monthly (excluding January) to carry out the business of the Association. Board members are required to declare annually that they are fit and proper for their role and to sign their agreement with the Westminster Confession and/or the Three Forms of Unity, which form the doctrinal and faith basis of the Association and College.

In addition to controlling the strategic direction of the College, the Board are ultimately accountable for the standard of student learning and quality of educational programs offered at Rehoboth, the ongoing financial viability of the College, the safety and welfare of students and staff, and compliance with all relevant laws and regulations. Some of the ways in which the Board meets these responsibilities include, but are not limited to:

- monthly reports received from the College's Senior Leadership Team
- the maintenance of a comprehensive Risk Register
- regularly scheduled financial and strategic reports
- a suite of policies that clarify the Board's duties and responsibilities and ensure adequate separation of governance and operations, and
- implementing the rules and provisions prescribed in the Association's Constitution.

**In 2020, the Board consisted of:**

Name	Role	Attendance (out of 11 meetings)
<b>Frank van der Kooy</b>	Chairperson	10
<b>Paul Nieuwkerk</b>	Deputy Chairperson	11
<b>Bruce Whyatt</b>	Treasurer	11
<b>Andrew Matthews</b>	Secretary	10
<b>David Geijsman*</b>	Board Member	2
<b>Eric Lim*</b>	Board Member	2
<b>Kate Murphy</b>	Board Member	11
<b>Karinda Olde</b>	Board Member	7
<b>Ben van der Kooy</b>	Board Member	10

\* David Geijsman and Eric Lim were appointed to the Board at the November Annual General Meeting (Reconvened).

## Leadership

To maintain the integrity of its governance role and ensure it is able to focus on its areas of accountability, the Board has appointed a Chief Executive Officer (CEO). The responsibilities of the CEO include, but are not limited to:

- translating the Board's strategic direction into operational reality
- ensuring that the educational plans and policies of the College are implemented
- reporting on the financial position and educational performance of the College
- ensuring the development, safety and welfare of staff and students
- facilitating the day-to-day operations of the College

The CEO has oversight of the Senior Leadership Team, which in 2020 consisted of:

Name	Role
<b>Mark Steyn</b>	CEO
<b>Marilyn Louwen</b>	Principal (Kenwick Secondary)
<b>Nicole Pleysier</b>	Principal (Kenwick Primary)
<b>Willy Pike</b>	Principal (Wilson Primary)
<b>Rachael Fairlamb</b>	Finance Manager

## COVID-19 Response

The Board and Senior Leadership Team worked very closely together to ensure a unified response to the developing COVID-19 situation. Over the course of March, April and May this involved several extraordinary meetings of the Board (in addition to its monthly meetings), daily operational briefings of the Senior Leadership Team, and daily briefings with the Chairperson and CEO.

A staged response was implemented, beginning with the cancellation of various activities and culminating in the transition to online learning on 31 March. Rehoboth@Home enabled students to continue their learning with programs developed by their teachers to suit the online and home environments. This was managed in a very limited timeframe under strenuous circumstances, and our teachers and support staff are to be commended for the way they rose to the challenge.

At all stages, the health and safety of the College community was our primary concern. Decisions and planning took into account the latest advice from the State and Federal Departments of Health and Association of Independent Schools WA (AISWA) as well as the concerns of parents and staff.

Information pages were launched for parents and staff and communications from the Board and CEO were sent regularly. As the financial impact of lockdowns started to be felt, the Board resolved to offer financial assistance to Rehoboth families. This substantial package enabled all families to maintain their enrolments during the height of the pandemic.

It was encouraging to see the Rehoboth community come together to support one another during the year, and we are incredibly thankful to God for His protection over Western Australia. Rehoboth@Home was only necessary for 3-4 weeks before regular classes resumed in Term 2. We pray for the continued wisdom of our State's leaders and that God would continue to guard our health and security as the pandemic continues into 2021.



## Educational Philosophy

It is the responsibility of Christian parents to provide for their children an education in keeping with their Christian faith. This education must be of such a nature that the entire curriculum is taught in a Christian manner and with a Christian worldview by teachers and staff members professing a Christian faith and living a Christian lifestyle. The Biblical revelation of God, creation, man, sin, the Holy Spirit, and redemption pervades the whole curriculum.

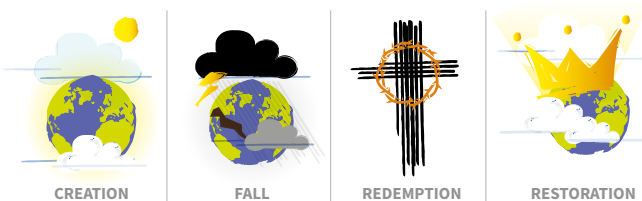
God has mandated that parents are to nurture and instruct their children according to His Word in everything they do (Deut 6:6-9). Later, during His earthly ministry, the Lord Jesus Himself would expand on this mandate with what He called the greatest commandment: 'Love the Lord your God with all your heart, and with all your soul and with all your might'. Jesus would follow this with a second, inextricably linked command, 'Love your neighbour as yourself' (Matt 22:36-40).

Fulfilling this mandate requires a whole of life response. The establishment of Christian schools and employment of qualified Christian staff is one way that parents may achieve this.

We believe that it is our purpose as educators and parents to orient our students Biblically toward the knowledge of God, the Gospel, humanity and all 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 they live. We believe that the Christian school must partner with parents and churches to develop the whole child (i.e. their spiritual, moral, academic, personal, and social growth), to inspire them to excel, to be intolerant of mediocrity, and to make wise choices. Such an education is distinctly Christian in its character, intentions and outworking.

## Christian Worldview

We believe that each of our students has been uniquely created in the image of God (Gen 1:27). Because of this, they deserve to be respected and valued. Our education programs and extra-curricular offerings are therefore selected and designed to allow students to explore the gifts that God has given them and to provide opportunities to develop their individual skills.



Our approach is to view everything within the context of the Bible's 'big picture' narrative: beginning with what God intended (the Creation) before heading into what went wrong (the Fall, when sin marred the world), leading to God's plan to deal with the problem of sin (Redemption) and finishing with our response to God and the coming renewal of His creation (Restoration).

This Creation-Fall-Redemption-Restoration model 'helps us to understand the place and role that Jesus Christ has within the whole scriptural story and, importantly, that He is the central pivot point of the Scriptures'<sup>1</sup>

<sup>1</sup> National Institute for Christian Education. 2015. *Transformation by Design*. Penrith, NSW: National Institute for Christian Education.

## Educational Strengths

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.

The College has adopted the curriculum guides, *Transformation by Design* and *Crafting Formational Learning*, published by the National Institute for Christian Education, to assist teachers in the development of Christ-centred teaching and learning programs.

Teachers undergo continual professional learning to provide them with the tools and resources they need to deliver the Australian Curriculum from a Christian worldview. In addition to framing lessons around the Creation-Fall-Redemption-Restoration model, teachers draw on the Biblical Threads contained in *Transformation by Design* to develop essential learning questions, highlight Biblical perspectives, and equip students 'to identify, test, and critique the underlying meanings and assumptions implicit in all the material they explore'<sup>1</sup> (National Institute for Christian Education 2015 p9).

Our goal in making Christ central to everything we do is for students to see Him as sovereign over all aspects of their lives. This is what we refer to as a distinctly Christian education, an outworking of our educational philosophy and worldview that challenges students to think deeply about how education and faith intersect and to pursue excellence as they seek to honour Christ.

We summarise what a distinctly Christian education means with 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 a Christian Studies course in each year level, while students in Years 5-9 have the opportunity to explore the history of the Christian church with a curriculum designed specifically for, and by, Rehoboth.

### Emergency Services Cadets

Our Cadets program is well-supported by Year 7-12 students who are committed to meeting each week and learning new skills, as well as helping others and working towards community service projects.

### Instrumental Music Program

In addition to our classroom Music Program, over 250 students participate in the College's Instrumental Music Program (IMP). In 2020 the program catered for drums, flute, guitar, piano, violin and voice. We recognise the educational value of music as well as the opportunity it presents for personal enrichment. The 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.

## LEX@R

Learning Extension @ Rehoboth (LEX@R) is much more than a gifted and talented program. Acceptance into the program is based on a recommendation from a previous teacher, high marks in core subjects, evidence of academic and personal achievement and, most importantly, a desire to explore the world. LEX@R utilises problem-based learning techniques to immerse students in projects that require lateral problem-solving skills and independent thinking. In 2020, LEX@R operated in Years 5-6 and Years 7-8.

## Literacy Support

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

## 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 work with the Leonora Bush Mission in Year 10 and a Philippines trip in Year 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. Due to COVID-19, we were unable to run the Philippines trip in 2020. Students instead raised funds for food, building materials, and other supplies to be sent to our mission partners.

## SEQTA

Use of the SEQTA Learning Management System allows us to bring together several systems into one platform. It is an online system that allows teachers to prepare and share lesson plans, record attendance, assessments, and pastoral care, deliver student reports and more. The system allows for early identification and intervention for at-risk students by making information available to all teachers and key administration staff. Via the SEQTA Learn portal, students are able to access timetables, unit outlines, and homework, as well as set goals, submit work, and receive results. Parents can view their children's progress and communicate with their teachers via the SEQTA Engage portal.

## Sports

In Primary School, 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. Our Secondary School competes in the Associated and Catholic Colleges (ACC) competition for interschool sports. In addition to our Physical Education program, we run a soccer tournament, basketball competition, and volleyball competition as well as athletics, swimming, and cross-country carnivals. Physical Education options for Secondary students include: Specialist Sport, Physical Education Studies General, and Physical Education Studies ATAR.

## Technology in the Classroom

We are keen for students to utilise emerging technologies in ways that extend their learning or that facilitate new ways of approaching problems. To that end, all students in Years 5-12 are issued with a College-owned Microsoft Surface Pro device and provided access to a range of educational apps as well as SEQTA Learn. Junior students have access to iPad and Chromebook banks.

## Year 7-9 Endeavour Program

This program has been tailored to meet the needs of Year 7-9 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.

## Community Characteristics

We celebrate the diversity of God's people with over fifty nationalities represented in the College community.

Rehoboth draws from a large area of the southern Perth metropolitan region, extending to Aubin Grove, Armadale, Martin, High Wycombe, Ascot, East Perth, Ardross, and Kardinya. Our CRICOS registration also allows for the enrolment of students with temporary Visa arrangements.

Most importantly, our community is characterised by a shared love for, and acknowledgement of, Jesus Christ as our Lord, saviour, and head. In this way, Rehoboth is a community of Christian families, each serving God in their homes and local churches. Our families believe that one of the most effective ways to meet their God-given responsibility to raise and nurture their children 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 built into our programs. For example, work samples books are used to encourage parents to comment on and discuss their children's work and reports in Primary School, while Secondary students and teachers utilise SEQTA to communicate with parents on a regular basis.

Parents are also able to assist in the classroom with small group work or reading, and our College Support program continues to be a key avenue for parents to volunteer their time or expertise in many other ways. In addition, parents are provided with opportunities to serve as Parent Representatives at open days and excursions, busy bees, and renovation work in outdoor play areas, canteens, 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.

We maintain a zero-tolerance policy towards bullying and encourage 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 please visit our website – [rehoboth.wa.edu.au](http://rehoboth.wa.edu.au).**



## A Word from the Chair

**‘Have I not commanded you? Be strong and courageous. Do not be frightened, and do not be dismayed, for the Lord your God is with you wherever you go’ (Joshua 1:9)**

These words, originally spoken by God to Joshua when he became leader of Israel after the death of Moses, provided real comfort to our College during the challenges of the last year. Joshua was given the enormous task of leading his nation into a hostile land that had been promised to the people of Israel. Although Joshua could have been overwhelmed by his circumstances, he trusted God’s promise and held to God’s law. He knew that success would only be found in God.

When we look back on 2020, the Association should be encouraged by the way in which the Rehoboth community rose to the challenge of COVID-19. There were stressful times as we assessed how to respond to the pandemic, including how to best care for our students, their families, and staff; whether and when to move to online learning (what we called ‘Rehoboth@Home’); deciding when students should return to campus; and how to offer support to parents in our community who had suffered financially as income and jobs were affected.

Rehoboth is a community of people who have put their trust in Jesus Christ. While we may not know what tomorrow will bring, we know someone who does. He is Lord and King, and He tells us not to be afraid because He is with us.

Trusting God as Joshua did, the College finished 2020 well despite the challenges presented by COVID-19.

The Board appreciated a closer working relationship with the Senior Leadership Team. Not only was this essential to formulating a prompt response to the evolving COVID-19 situation, but it ensured that teaching and learning did not suffer and that the health and safety of students and staff was prioritised.

Rehoboth’s staff across the College performed admirably throughout the year, ensuring that students were taken care of and that there were minimal disruptions to learning. There were many stories of our dedicated staff going above and beyond the call of duty to help parents and assist their students.

Early in 2020, and before COVID-19 had significantly impacted Western Australia, the Association launched its new strategic plan, Axiom23. Covering the period 2020-2023, this plan focuses on four strategic priorities:

- Thinking Christianly
- Teaching Christianly
- Responding Christianly
- Living Christianly

Implementation of the plan picked up in the second half of the year as Western Australia emerged from lockdowns and returned to normal routines. The Board is looking forward to seeing Axiom23 bear fruit over the next three years.

Last year the College also faced re-registration, when Rehoboth goes through an exhaustive audit with the Department of Education in order to renew its registration. The process involved every aspect of the College and included collation and submission of a large number of documents as well as a panel review. Although the review was conducted via video conference this year, we are pleased to report that Rehoboth performed very well, receiving the maximum five-year registration. This outcome demonstrates the strength of the education Rehoboth offers, the skills of the staff who serve our community, and the quality of our facilities.

Financially, the Association emerged at the end of 2020 in a good position despite the potential threat posed by the pandemic. Student numbers, which are the main driver of budgeting and planning, remained steady throughout 2020 and at the August census our numbers had increased slightly (by two students), contrary to the Board’s expectations earlier in the year when we had planned for a number of withdrawals due to the impact of COVID-19. Instead, God blessed us with an increase in student numbers.

We learned a great deal about managing our response to the pandemic from an educational, operational, and governance perspective and we feel confident going into 2021.

The Board took a community-minded approach to the pandemic, establishing a COVID-19 Support Fund to assist families who experienced job loss or a reduction in work hours. The purpose of the Fund was to enable all families to continue with their enrolment at Rehoboth, minimising the disruption to learning for students and doing what we could to aid our brothers and sisters in Christ.

It was encouraging to see the Rehoboth community support one another during a difficult time in prayer, financially, and in other ways. While education might be our ‘core business’, Rehoboth exists to support parents in nurturing and raising their children, and it is no small thing to belong to a community of like-minded people who love the Lord.

Please continue to pray for the College in 2021.

**Mr Frank van der Kooy**  
**Chairperson**





## A Word from the CEO

**In the Axiom23 Strategic Plan, launched in March 2020, students were challenged to ‘be distinct’; to develop and deepen their Christian character, take responsibility for their learning, and use the opportunities presented to them to discover the gifts and calling God has placed on their lives.**

This is how we define success at Rehoboth. Regardless of what pathway a student takes, what career they go into, or how wealthy or well-known they become, success is whether they are using their gifts and talents to the best of their ability for the glory of God alone.

Whether students are just starting in Kindy or finishing up Year 12, they have the choice to be distinct, and our staff are there to help them along this journey the whole way.

They can choose to be students of outstanding character, standing up for the things of God and living a life pleasing to Him. They can be inspired to excel, committing themselves to their studies and striving to improve their personal best. They can choose to ‘no longer be satisfied with drifting along with the masses’<sup>2</sup>, thinking independently and readily adapting to circumstances. And they can make wise choices, developing the skills of judging, interpreting, and discerning the world around them truthfully.

This is the task of Christian education, and it is a considerable one. It needs parents accepting their responsibility to raise and educate their children in God’s ways; it needs teachers rigorously preparing and delivering lessons from a Christian perspective; it needs bus drivers and administrators fulfilling their duties with diligence and grace.

It needs us – the whole Rehoboth community – living out our faith in front of students, showing the Christian life in action. By working together at home, church, or school we connect faith and learning to life and help develop students of outstanding character who are ready to respond when God calls.

COVID-19 made our task very difficult in 2020, as it did for all schools. We thank God that Western Australia emerged relatively unscathed from the lockdowns and restrictions. Our Year 12 students were able to complete the year more or less as normal, and some excellent results were achieved in both ATAR and VET pathways.

Staff responded exceptionally well when the challenge of online learning arose. They are a credit to Rehoboth and I was very proud as they overcame their own anxieties and apprehensions to ensure students could continue learning. Parents, too, rose admirably to the occasion, and Rehoboth@Home was a fine example of the strength of our partnership with parents.

While we were learning to live with the changing landscape of COVID-19, we dove straight into the re-registration of the College. This time the process was entirely online, which was much more

straightforward. Our final submission of evidence included over 1,200 items – everything from policies and teaching plans, to photos, reports, and minutes of meetings – showing the breadth to which the Department of Education reviewed the College. It was thrilling to receive the full five-year renewal! It demonstrates the quality of Rehoboth’s educational programs, the level of pastoral care we provide, the stability of our Board, and the commitment of our staff to the education and growth of students as young men and women.

This Annual Report is evidence of God’s continued hand on Rehoboth in a year that presented many challenges. Student outcomes were as strong as they have ever been, and staff found a reserve of strength I dare say they never knew they had in them. We look forward to what 2021 might bring, knowing that our Lord has all things in His hand.

**Mr Mark Steyn**  
**Chief Executive Officer**

<sup>2</sup> Swindoll, Charles R. 1989. *Living above the Level of Mediocrity*. Nashville, TN: Thomas Nelson.



## Principals' Report (Primary)

This year we found ourselves engaging in some online learning during the COVID-19 lockdown. This was a period of great growth in many ways, and we commend our staff for their flexibility and adaptability throughout this time.

Student learning continued to be of a high standard, and we give thanks to God for His provision in every area of the College. As we went through the process of re-registration, we were able to update many policies and practices including those related to the Child Safe Framework. We were delighted to, once again, receive a five-year extension to our registration as a College.

### Student Learning and Standard of Education

#### NAPLAN

Due to COVID-19, students did not participate in NAPLAN testing this year. Please refer to the Student Outcomes section later in this Annual Report for more information.

#### Talk4Writing

Many teachers attended workshops throughout the year on the Talk4Writing program that we have begun implementing. Talk4Writing is an approach to writing that starts with students learning language conventions orally before reading, analysing, and writing. The Year 3/4 Professional Learning Community (a team of our Year 3-4 staff from both Primary Schools) was instrumental in the initial

stages of rollout. Many teachers presented units of work and found the program effective. This will be a focus area for 2021 as planned units of work in a two-year cycle for the students.

#### STEAM

The Wilson Campus received a grant to refurbish the double room, enabling teachers to present STEAM lessons in a dedicated space with the equipment they required at their fingertips. In 2021, additional time will be allocated to the STEAM Coordinator role to enable two teachers to work on this cross-campus.

#### Christian Studies

We have been conducting a review of our Christian Studies program for 18 months. This year the program was finalised for the Primary Schools and teachers have greatly benefitted from the wealth of material provided to them by Mrs Shelly Vivian to teach the various topics in their year levels.

The use of Biblical Threads has also featured in every area of learning. These Threads can be woven through the curriculum, drawing together meaning and purpose in learning. Examples include 'Loving God – Students respond to God's love by loving Him in return and their neighbour as themselves' and 'Shaping Culture – Students understand their cultural context, discern its errors and its virtues, and seek to "shake and shape" it for the Kingdom'.

### Early Childhood

The education of our youngest students focuses on Being, Belonging, and Becoming. Students therefore learn that they are part of their own families, communities, and of God's family. They study the world around them and recognise that God created it, they are part of it, and they have a role to play in caring for it. The focus at Rehoboth is to help our students see that God is at the heart of all that we do and learn.

This year, we continued with our Quality Improvement Plans and focused on our Educational Program and Practice (QA1), Staffing (QA4) and our Collaborative Partnership with our Parents and Communities (QA6), setting goals in each area and working to achieve them.

The teaching and learning program continues to be of the utmost importance and we use a blend of explicit teaching and inquiry-based learning which builds on the children's interests and abilities. This year, as we went through the re-registration process, we had the opportunity to ensure that our staffing was of the highest quality and that all requirements were met regarding professionalism, safety and that student-to-educator ratios are always maintained. Processes within the Child Safe Framework were also upheld, and we saw the introduction of more stringent procedures in this area.

Another focus was on partnering with our parents to create opportunities for them to



contribute to the program with their skills and knowledge, including wonderful multicultural lunches and assistance with special events. Parents continue to appreciate Storypark as a means of communication about their child's learning journey.

## Pastoral Care and Child Safety

As part of the re-registration process in 2020, we conducted a Child Safety Audit provided by Childsafe.org. This audit highlighted that we take child safety and wellbeing seriously at Rehoboth, but also illuminated some areas for improvement.

One of the items requiring improvement was child agency in developing the processes and policies that we have pertaining to child safety. We led several student workshops to redefine our processes and found ways of helping even the youngest of students understand their rights and responsibilities.

The Chaplains collaborated with students to make a child friendly, God-honouring video on child safety and ways to inform the school if they are feeling unsafe. With students, we created posters and information documents to highlight that student wellbeing is a priority at Rehoboth.

## Staff Growth and Development

Staff participated in a follow-up of last year's professional development by participating in the 'Bible in the Belly of the Culture' workshop led by Dr Rod Thomson from the National Institute of Christian Education. This helped us to understand how knowing the Bible impacts our lives, our educational work with students, and the culture and practices of the College community.

We had looked forward to getting together with our CEN counterparts in July in Geraldton, but this was postponed due to COVID-19.

Having identified that we wanted to see further improvement in our students' written language, most of the Year 1-6 Primary staff attended Talk4Writing workshops and were excited by the program, quickly starting to implement this in their classrooms. This is a well-researched program which has shown excellent results, particularly in the United Kingdom. It is hands-on and involves much collaboration, brainstorming, and scaffolding to help students improve their writing skills.

The 8People staff development process also continued throughout the year and staff attended various professional development workshops in areas of interest or further growth.

## Implementation of Strategic Plan

There are three interconnected, yet distinctive documents in play in school improvement:

- Axiom23 Strategic Plan: Provides the 'big picture' of where we are and where we are heading.
- Focus2020: A document unpacking the strategic plan and organising it into a workable annual plan with measurable goals and outcomes.
- School Improvement Plan: The Academic Executive, consisting of the three Principals, collaborated to develop an additional single-year document focused specifically on improving student learning.

Both Focus2020 and the School Improvement Plan include directly notated links to Axiom23 to ensure all goals are in alignment.

The areas of Student Learning, Pastoral Care, and Staff Growth addressed above are evidence of our implementation of these plans. The emphasis in 2020 has been on meeting the needs of all students.





## Response to Intervention Model

We currently operate within the Response to Intervention Model for addressing diverse student learning needs. The RTI model explains that a school can be broken down into three overlapping levels of student intervention.

Tier 1 of the model is effectively the main body of the school, which operates within the curriculum guidelines for their year level. In this tier, we regularly monitor student progress and review programs to ensure that they fit in with best practice, are research based and data driven, and are providing effective learning outcomes at our school. To that end, we have invested in new programs and endeavours in literacy, numeracy and STEAM.

Tier 2 students are working marginally below their outcome standards for their year level. We provide three excellent programs to improve literacy for children who fall within this band. The students are regularly assessed, and we have documented success with all programs. These successes are widely celebrated within the College community.

Tier 3 students are traditionally students whose learning support requires greater intervention. These are dealt with through individualised education plans. Teaching staff work diligently to carefully program and assess the needs of students and work collaboratively with our Learning Support Coordinators and outside agencies such as occupational and speech therapist to ensure that specific learning targets are met.

## Digital Learning

With the increasing use of devices both in school and at home, a comprehensive scope and sequence for digital learning has been developed to encompass our desire for excellent learning outcomes balanced with digital safety and citizenship. This program will be rolled out in 2021 in a test phase and will be reviewed and updated annually in the ever-changing digital landscape. At the core of this program is helping students to understand that there is a Christ-centred way to operate and behave in a digital platform.

## 2021 Focus

A number of our areas identified for improvement in 2020 are ongoing, mainly due to setbacks from COVID-19. New focus areas and initiatives we plan for 2021 include:

- consolidation of the K-6 mathematics program;
- development of mathematics intervention programs for Tier 2 students;
- further monitoring of data using SEQTA Analyse;
- external and internal professional development on the MyEd program;
- cross-campus moderation;
- improvement in STEAM and problem-based learning programs; and
- investment in ongoing improvement in Professional Learning Community goals and outcomes.

## Conclusion

We are thankful for God's provision and His constant source of strength and encouragement as we look back over 2020 with mixed emotions. As a staff and leadership group, we have been stretched in ways we could not have envisaged and have responded to these challenges only in God's power. We have also seen enormous growth in both our staff and students. We look forward to 2021 with great excitement and anticipation.



## Principal's Report (Secondary)

**2020, a year of doing things differently, learning a variety of new platforms, and a year of trusting and seeing God's faithfulness.**

It has been a year of reflection on what, where, and how we learn, and who and what is important in life. Students and staff adjusted well to online learning but indicated a preference for face-to-face learning as the most engaging mode.

### Student Learning and Standard of Education

We continue to maintain a high standard of education. We want to model an intolerance of mediocrity for our students, and that began with a series of reviews conducted in all Secondary learning areas. These identified some ways we can improve our programs in their development and delivery. One positive outcome of the reviews was the introduction of new VET Certificates from Year 11 to challenge our students in relevant areas of study for them.

The level of student engagement across the Secondary School has been encouraging. Despite COVID-19, as we completed the year, we saw many students successfully reaching their goals. We celebrated with our Year 12 cohort as they were able to complete their final assessments and move forward to the next step in God's plan for them.

### Pastoral Care and Child Safety

Chris Holmes, our Student Council Captain for 2020, initiated Student Representatives from Year 7-12. The aim was to give each year group a direct line of contact with the Student Council and to begin developing their leadership skills.

The Student Representatives were involved in a session to contribute to the writing of our Student Code of Conduct. It was very productive, and after much in-depth conversation they produced a useful document that takes in the perspective of students.

Secondary students were then informed of the Code via a student-produced video, Form classes, and a Direct Message. This covered ways that students are able to communicate any compliments, concerns, or complaints through email, posters around the campus, electronic forms in SEQTA and our website, through the communication boxes, or face to face. Although we have been careful to maintain an 'open door' policy with students, this process has helpfully formalised the various ways that students are able to communicate concerns.

We provided additional intentional teaching this year on cyber safety, online

etiquette, and time management when learning remotely. While Rehoboth@Home brought these issues to the fore as students moved to online learning, it is an ongoing process as we strive to keep ourselves safe online and use these resources wisely.

Resilience, or the ability to recover quickly from setbacks and adapt to circumstances, continues to be a prayerful concern. The importance of this skill was evident in 2020, and it is not uncommon for students to struggle through questions of who they are and what their place is in God's world. As a staff we continue to walk with students and their families and encourage the Rehoboth community to continually raise our students up in prayer.

### Staff Growth and Development

'Bible in the Belly of the Culture' was a great development course to start 2020 as a community of God's people. We then went on through the year to draw on the content of that course and were involved in professional learning in mental health (our own and students'), first aid, epilepsy, diabetes, COVID-19 hygiene training, the use of Classpad calculators, ATAR specific courses, VET training, and the AITSL Graduate to Proficient Teacher program.





## Implementation of Strategic Plan

Secondary staff held a number of sessions reviewing the Axiom23 Strategic Plan as well as our Operational Plan and School Improvement Plans. Staff have understood the purpose and aims of each plan and how they all fit together.

We shared personal understandings of the four Axiom23 strategic priorities and we are working on each one in more detail. We see these priorities as fundamental to how we consistently improve and refine our tasks for the benefit of student learning.

We look to ensure that Visible Teaching and Learning expectations are well-defined, with programs measured and assessed accordingly. Staff are also completing our Digital Technology Scope and Sequence for Years 9-12, showing where and how it is integrated across all learning areas. We have reviewed all textbooks being used and mapped our curriculum more visibly to ensure that all areas of study are covered as we cater for the needs of our students at all levels.

## 2021 Focus

The Secondary School looks excitedly to 2021 for the opportunities it will bring for deep learning of God's Word and His world, and to strengthening our partnership with parents in the worthy cause of the education and nurturing of their children.

In line with Axiom23 we will continue to unpack the characteristics of a Christian learner, defining the ways we will intentionally encourage each student to grow towards being the person God wants them to be.

We want to strengthen resilience, celebrate with one another, serve and forgive, care for God's creation, use our gifts, be creative, continue to build our relationships with God and one another, and make the most of every learning opportunity.

**Mrs Marilyn Louwen**  
Principal (Kenwick 7-12)



## Student Performance and Outcomes



# Student Population and Attendance

Year level	Female	Male	Total	Average Attendance
Kindy	44	27	71	95
Pre-Primary	34	33	67	95
Year 1	27	34	61	94
Year 2	36	38	74	96
Year 3	25	27	52	95
Year 4	31	24	55	95
Year 5	25	31	56	95
Year 6	33	33	66	96
Year 7	36	35	71	95
Year 8	29	26	55	96
Year 9	28	28	56	96
Year 10	22	28	50	95
Year 11	18	16	34	95
Year 12	24	13	37	91
<b>Total</b>	<b>412</b>	<b>393</b>	<b>805</b>	<b>95</b>

All student population figures are taken from the August 2020 census and include international students.

## International Students

Rehoboth is a registered education provider under the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) scheme. This enables us to enrol students studying in Australia on student visas.

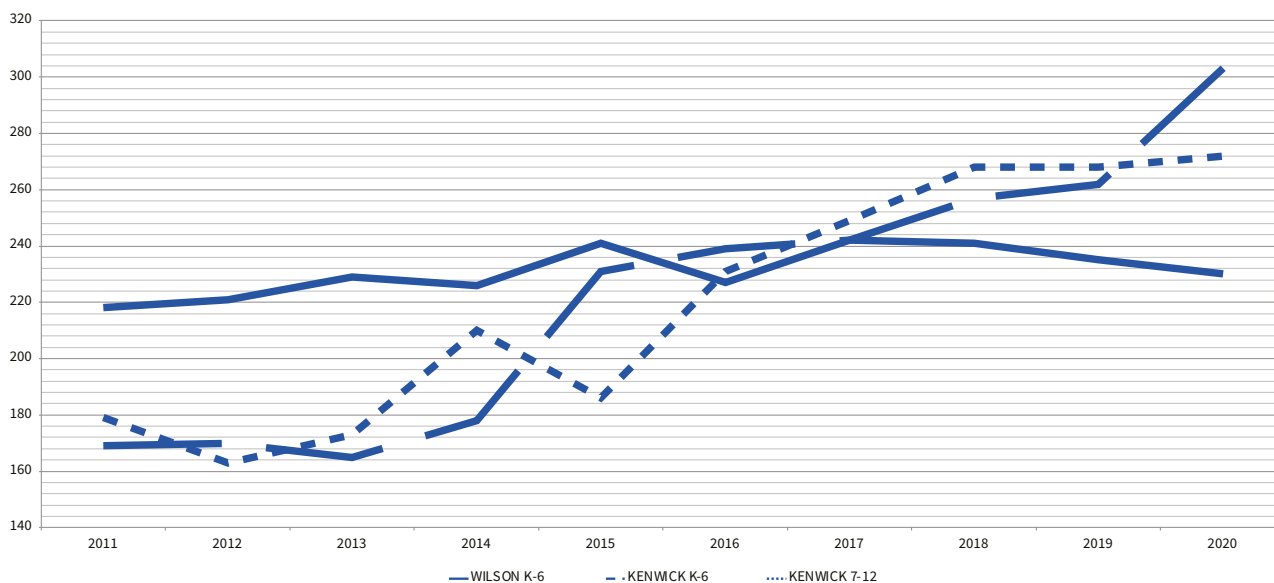
CRICOS providers must meet the requirements of the Education Services for Overseas Students Act 2000 (ESOS Act) in order to maintain their registration. Rehoboth's registration was successfully renewed for the maximum period of five years 2020-2025.

The following table shows the number of international students enrolled at Rehoboth in 2020.

Area of College	Female	Male	Total
Early Learning (K-PP)	2	0	2
Lower Primary (Year 1-2)	4	0	4
Middle Primary (Year 3-4)	2	2	4
Upper Primary (Year 5-6)	1	2	3
Endeavour (Year 7-9)	3	1	4
Senior Secondary (Year 10-12)	0	2	2
<b>Total</b>	<b>12</b>	<b>7</b>	<b>19</b>

## Comparative Population Summary 2011-2020

The graph below shows movements in the student population over the past nine years, as taken from the annual August census date. The respective peak and drop between Kenwick Secondary and Kenwick Primary in 2015 is due to Year 7 formally becoming part of the Secondary School.





## Management of Non-Attendance

We acknowledge our obligations under Part 2, Division 3 of the School Education Act 1999 relating to student attendance requirements. We maintain a Student Attendance and Tracking Policy in order to meet these obligations.

Student attendance is taken by teachers twice daily in Primary – once at 9:00am and again at 1:10pm following lunch.

In Secondary, attendance is recorded within the first fifteen minutes of each period.

In the event of a student's absence, and where parents have not already informed us, the School Administration Assistant 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.

Parents are required to contact us if their child will not be attending either the whole or part of the day. Students arriving late or leaving early are required 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 parents requesting an explanation. In cases 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.

Our Principals maintain an 'Attendance at Risk' case file for each student who is at risk of failing to meet attendance requirements. Staff are able to observe attendance trends in SEQTA. The case file and SEQTA data are also used for pastoral care purposes.

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

## Student Tracking

The Department of Education, in conjunction with schools in the Independent and Catholic school systems, has developed guidelines for the operation of a Student Tracking System (STS). The purpose of the 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 we 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 case is referred to the STS Officer.

# Key Student Outcomes

## 2020 NAPLAN

Due to the COVID-19 pandemic, NAPLAN testing was cancelled by the Education Council for 2020. However, the impact on our students was minimal as we include a number of standardised tests each year. These include South Australian Spelling and the 2017 NAPLAN tests each year, as well as placement testing for Reading, Spelling and Maths. Standardised tests assist us in ensuring that our students, in general, are performing at the academic level appropriate for their age. It shows us trends that we, as teachers, may need to address in our programmes and gives us a good snapshot of the quality of our curriculum throughout the primary years. Teachers also administer tests to assess students' readiness for the next stage in their learning and to identify concepts they need to be taught to the whole class or to a smaller group within the class. Students in the Pre-Primary do On-Entry testing, again to assist teachers in knowing what needs to be taught next. Lastly, testing is done with identified students who may have a Learning Difficulty or Disability to ensure they too can access their next stage of learning at their own level.

## 2020 OLNA

In the Secondary School, the Online Literacy and Numeracy Assessment (OLNA) was conducted in Years 9-12. OLNA was designed by the School Curriculum and Standards Authority (SCSA) to measure literacy and numeracy skills identified as necessary for functioning in society post-senior secondary schooling.

Year 12 students are required to meet a minimum standard for literacy and numeracy to achieve their West Australia Certificate of Education (WACE). Students can meet this minimum standard either by achieving Band 8 or higher in the NAPLAN Reading, Writing, and Numeracy tests in Year 9, or through OLNA testing.

The 2020 results show substantial improvement over the year, which is encouraging. It is pleasing that the majority of Year 12 students have met the minimum standards.

We offered additional literacy and numeracy tutoring in 2020 to help students achieve the minimum OLNA requirements to attain their WACE. This support will continue into 2021 for students in Years 10-12 who still need to meet the benchmarks.

### Year 12 (35 students)

Out of the eligible 35 students to receive the WACE, 33 achieved this standard (94%). The cohort made satisfactory progress in Numeracy, Reading, and Writing from their results in Year 9 (2017). In Numeracy, this group improved from 74% to 94%, achieving the standard. In Reading and Writing, the group improved from 66% to 100%, achieving the standard.

### Year 11 (35 students)

In Year 11, 94% of our students have met the minimum standard in Numeracy and Writing, while 97% have attained the minimum standard for Reading. Students who have not achieved the minimum standard will have two further opportunities in 2021 to sit OLNA testing to achieve the benchmark required for the WACE.

### Year 10 (49 students)

At the end of 2020, a majority of our Year 10 cohort had achieved the minimum standard in Numeracy, Writing, and Reading. Of 49 students, 46 (94%) have attained Category 3 in all domains.

### Year 9 (55 students)

In 2020, our Year 9 students had the opportunity to sit the OLNA, with 87% achieving the minimum standard in Reading and 85% achieving the minimum standard in Numeracy and Writing. The high standard of achievement is commendable, considering this group was doing an assessment usually conducted in Year 10.

**Table: Percentage of Year 9-12 students who have demonstrated the minimum standards**

	Numeracy	Reading	Writing
<b>Year 9</b>	85%	87%	85%
<b>Year 10</b>	94%	94%	94%
<b>Year 11</b>	94%	97%	94%
<b>Year 12</b>	94%	100%	100%





# Senior Secondary Outcomes

## Year 12 Summary

Total size of cohort	35
No. of ATAR students within cohort	18
No. of VET students within cohort	17
% of ATAR students in top 20 percentile (ATAR exceeding 82)	50%
No. of ATAR students offered direct university pathways	17
% of cohort achieved WACE	94%
% of VET students achieving certificates (Cert II or higher)	95%

## Year 12 WACE results

### Comparative Graduation Rate (% of Students Achieving the WACE)

2018	2019	2020
100%	97%	94%

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

Of our graduating students, 94% demonstrated the numeracy standard, 100% demonstrated the reading standard, and 100% demonstrated the writing standard. The high standard of numeracy and literacy demonstrated the increasing standard required to achieve the WACE, specifically the required achievement in Band 8 in NAPLAN/OLNA.

## Individual Student Performance

Dux	Chris Holmes
Certificate II Building and Construction	Jake Thygesen
Certificate II Business	Lydia Ghebru
	Annti Moro
	Joshua Plowman
Certificate III Medical Administration	Bethany Klomp
Certificate III Sport and Recreation (Traineeship)	Sarah Naylor
Certificate III Population Health	Lydia Ghebru
	Annti Moro
Certificate IV Business	Shaun Mutendera
	Bupe Myola
	Axyle Povey
Certificate IV Community Services	Miriam Badiashile
Certificate IV Design	Yonnie Lee
	Rachelle Winarto
Certificate IV Education Support	Emily Bronkhurst
	Kamryn Little
	Diego Riffo-Vera
	Shanae Wright



# Senior Secondary Outcomes

## ATAR

### Comparative Top 3 Student ATAR Scores

2018	2019	2020
98.55	97.80	97.85
98.35	94.80	95.10
96.95	85.00	92.25

### Comparative Median ATAR Scores

2018	2019	2020
74.35	72.30	83.45

Our 2020 ATAR group achieved to our expectations, with the median above the State average of 81.65. All ATAR students are eligible for university placements. The middle 50% of our cohort achieved a range of 75.25 to 89.25 percentile ranking. Fourteen students achieved a rank exceeding 75. Our top students performed well across a range of subjects, with the highest scores achieved being in Mathematics Methods, Chemistry, Physics, and English.

While seventeen ATAR students were offered directed university pathways, one student gained entry through a portfolio pathway.

## Vocational Education and Training

Vocational Education and Training (VET) students should be proud of the 95% achievement rate of certificates. The one student who did not achieve the qualification will be able finish their certificate in 2021.

Once again, many of our students who achieved a Certificate IV qualification will continue to further their education through a university pathway.

The 2020 VET cohort performed to expectations and continued the healthy results gained by Rehoboth students in recent years.

The overarching principle that guided the 2020 Year 12 cohort was a persistent redefinition of what success means and the realisation of God's compassionate mercy, protection, and guidance in a year marked by sudden changes and uncertainty. Not only are we pleased that our Year 12 students can access further education without any hindrance from COVID-19, but more importantly, we are thankful to God for His provision in equipping our students to be culture changers.

## University Application Statistics

	Curtin	ECU	Murdoch	Total
No. of students with a 1st preference (inc. students without an ATAR)	15	0	2	17
No. of students offered their 1st preference	9	0	2	11
No. of students offered any preference	14	1	2	17
No. of students who have enrolled	11	0	1	12
No. of students who have deferred	0	0	0	0

Statistics extracted from TISC on 19 January 2020

## University Offers by Field of Education

### Curtin University

Field of education	Offered	Enrolled
Creative Arts	1	1
Education	1	1
Engineering and Technologies	1	1
Health (Medical Studies and Physiotherapy)	5	4
Management and Commerce	1	1
Natural and Physical Sciences	2	2
Society and Culture (Psychology and Human Studies)	4	2

### Edith Cowan University

Field of education	Offered	Enrolled
Human Welfare Studies	1	0

### Murdoch University

Field of education	Offered	Enrolled
Law	1	1
Nursing	1	1
Mixed Field Program	2	1

# Student Awards

The following major awards were presented during graduation and celebration events held 7-10 December 2020:

## Kenwick Year 6 'Step Up, Step Out' Graduation and Awards Evening, Monday 7 December

Christian Character Award	<b>Blessing Moyo</b>
	<b>Samson van der Kooy</b>
Christian Growth Award	<b>Josie Murray</b>
Outstanding Effort Award	<b>Hanna Benson</b>
	<b>Jesse van Dam</b>
Principal's Award	<b>Joshua Bakulikira</b>

## Wilson Year 6 'Step Up, Step Out' Graduation and Awards Evening, Tuesday 8 December

Christian Character Award	<b>Catherine Hadisuseno</b>
	<b>Benjamin Steadman</b>
Christian Growth Award	<b>Lincoln van der Kooy</b>
Outstanding Effort Award	<b>Josiah Wright</b>
Principal's Award	<b>Claris Chiang</b>

## Kenwick Year 7-11 Celebration Assembly, Thursday 10 December

### Year 7

Citizenship Award	<b>Deon Burger</b>
Leadership Award	<b>Summer Phillips</b>
Principal's Award	<b>Charis Randall</b>

### Year 8

Citizenship Award	<b>Elijah Hunter</b>
Leadership Award	<b>Aberly Arianto</b>
Principal's Award	<b>Josiah Lovett</b>

### Year 9

Citizenship Award	<b>Cody Chew</b>
Leadership Award	<b>Georgia Strickling</b>
Principal's Award	<b>Hka Nan Maran</b>

### Year 7-9

Year 7-9 Creative Excellence Award	<b>Jean Teo</b>
Year 7-9 Sportsperson Award	<b>Seth Povey</b>

### Year 10

ACE Outstanding Effort Award	<b>Mitchell Ong</b>
Campion Citizenship Award	<b>Kayla Bongers</b>

### Year 11

Campion Outstanding Student Award	<b>Chelsea de Bruyn</b>
Campion Citizenship Award	<b>Zac Blennerhassett</b>

### Year 12

Positive Stationery All-Rounder of the Year	<b>Rachel Rowbottom</b>
Positive Stationery Personal Excellence Award	<b>Brody Blennerhassett</b>
Positive Stationery Citizenship Award	<b>Sarah Naylor</b>
Positive Stationery Service Award	<b>Diego Riffo-Vera</b>
ACE Vocational Excellence Award	<b>Bethany Klomp</b>
ACE Creative Excellent Award	<b>Darcy Terpstra</b>
Campion Sportstar of the Year	<b>Nikita Strickling</b>

We wish to thank all our award sponsors for their generous support of our students.

# Extracurricular Activities

Extracurricular activities aim to add value and enhance or supplement our students' core learning experience. In many cases these activities aid in nurturing the vital partnership between Rehoboth and our families and encourage students to explore their gifts and develop their social and leadership skills.

Activities such as competitions and excursions provide opportunities for students to apply their learning, help to foster community engagement, and develop a sense of citizenship.

While the majority of these activities are designed and run by our staff, some are undertaken in partnership with external agencies. Due to the COVID-19 pandemic, the number of activities was not as extensive in 2020 as in previous years, but staff made every effort to reschedule or redesign activities once school returned to normal in the second half of the year.

## Academic

BizKids Maker's Market	Year 8 Market Day
Externally Set Tasks	Year 9-12 OLNA
Learning Extension @ Rehoboth (LEX@R)	Year 10 Work Experience
Maths Pi Day	

## Assemblies

Primary Celebrations	Year 6 Farewell Assembly
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## Camps

Cadet Camp	Year 6 Sleepover
Year 5 Class Camp	

## Community

Book Week and Parade	Starry Night
Camp Australia After School Care	Teen Challenge Collection Day
Careers Evening	Year 6 'Step Up, Step Out' Graduations
Class Photos	Year 7 Orientation Day
Display Evening and Picnic	Year 7-11 Celebration Assembly
Girls Brigade	Year 11-12 Teen Challenge Ball
Kindy Orientation Day	Year 12 Celebration Evening
Meet the Teachers Evenings	

## Competitions

Australian Geography Competition	Game Changer Awards
Australian Maths Competition	House Competitions
Education Perfect Language Championships	Robocup Junior State Event
Education Perfect Science Championships	South Metro Synergy Schools Solar Challenge
First Lego League Regionals	





## Excursions and Incursions

Art Gallery of WA	Medieval Immersion Day
Artillery Barracks: Remembering Our Diggers	Mills Park
Bibra Lake	Penguin Island Field Trip
Bizkids Maker's Market	Perth Cultural Centre
Bizkids Nursery Visit	Perth Observatory
Bounce Inc	Perth Zoo
Browns Dairy Tour	Photograph the City
BStreetsmart Smarter Safer Drivers	RAC Imagine Program
Canning River Eco Education Centre	Science Week Incursions
Caversham Wildlife Park	Scitech
Clean Up Australia Day	STEM United Robotics
Constitution and Electoral Education Centre	Suitcases: Stories of Migration (State Library)
Earth Day	Vinnies Cannington
Film Viewings	WA Shipwrecks Museum
Fremantle Prison	WA Maritime Museum
Fremantle Treasure Hunt	WA Museum
Geography Field Trips	Year 10 River Cruise
Kalamunda History Village	Zone Bowling
Kings Park Naturescape	

## House Carnivals and Activities

Athletics	Swimming
Cross-Country	Winning House Activities

## Interschool Events

Athletics	Cross-Country
Basketball Competitions	

## Missions

Compassion Sponsor Children	Philippines Fundraising Activities
Leonora Bush Mission Trip	

## Music and Creative Arts

Arts Festival	Year 5-6 Worship Band
Choir (Primary)	Year 7-8 Worship Band
Choir (Secondary)	Year 9-10 Worship Band
Instrumental Music Program Concerts	Year 11-12 Worship Band
Wilson Campus Concerts	

## Other

Year 8 Vaccinations	Year 10 Vaccinations
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## Sports

Basketball	Little Athletics
Crossfit	Parkour
Edu-Dance	Run Club
Golf	Soccer
Indoor Rock Climbing	Swimming Lessons
Karate	Swimming Training
Lawn Bowls	Volleyball



Staffing

# Staff Standards and Workforce Composition

## Workforce Composition

Total staff population	110 FTE
No. of teaching staff	65
Full-time equivalent teaching staff	53 FTE
No. of non-teaching staff	80
Full-time equivalent non-teaching staff	57 FTE
Aboriginal and Torres Strait Islander staff	1

## Staff Recruitment and Appointments

A strategic aim of ours is to employ excellent Christian educators; staff who are recognised for their commitment and professional practice and who are able to fill particular needs within the College. Our staff are people who can uphold and actively promote the vision, mission, and Christian values and beliefs of the Association for Christian Education.

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

The College requires a pastor or minister of a Reformed theological background to be a member of interview panels. The purpose of this is to provide feedback to the CEO and Principals with regards to the candidate's spiritual maturity and Christian walk.

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

In addition to posting vacancies on our website and social media pages, the following avenues for recruitment were utilised in 2020:

- ChristianJobs.com.au
- Christian Education National (CEN) Job Vacancy List
- Christian Schools Australia (CSA) Job Vacancy List
- Employment Office
- Eternity News
- Seek.com.au
- Teachers.on.net
- The West Australian

Staff who were appointed or exited in 2020 included:

### Wilson Primary

Appointed	Position
Madison Heaysman	Teacher
Kristen Joubert	Teacher
Susie Masters	Teacher (Physical Education)

### Kenwick Primary

Appointed	Position
Te-Neele Artie	Teacher
Joyce Davies	Teacher
Clare Kent	Teacher (Early Childhood)
Susie Masters	Teacher (Physical Education)
Amy Matthews	Teacher
Christina Ravis	Education Assistant
Ruth Sands	Administration Assistant
Lily Stieler	Teacher (Early Childhood)
Mae Walker	Education Assistant (Special Needs)

Exited	Position
Warren Preece	Teacher
Denise Stepanoski	Administration Assistant

### Kenwick Secondary

Appointed	Position
Vanessa Christie	Teacher (English)
Jarryd Marrell	Teacher (HASS)
Norman Niles	Teacher (Mathematics)
Taylah Philips	Education Assistant (Special Needs)
Sam Pretorius	Teacher (Geography/Humanities)
Sam Thomson	Teacher (Music)
Wayne Blennerhassett	VET Coordinator

Exited	Position
Norman Niles	Teacher (Mathematics)



## Other

Appointed	Position
Wayne Blennerhassett	Chaplain and Child Safety Officer
Michael Cook	Bus Driver/Groundsman
Cameron Harries	IMP Tutor
Della Huang	IMP Tutor
Esther Kartawinata	Finance Officer/Assistant Accountant
Simon Laarkamp	Bus Driver/Groundsman
Sharisse Low	Marketing and Communications Assistant
Liesl Theaart	Chaplain and Community Relations Officer
SiSi Woodhouse	Bus Driver

## Staff Qualifications

All teaching staff employed at Rehoboth 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 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.



# Professional Learning

Despite the lockdowns and cancelation of events due to COVID-19, our staff were able to take part in a wide range of professional learning opportunities.

The ongoing personal and professional development of our staff is vital to achieving the priorities of our Axiom23 Strategic Plan. We foster a culture of continual improvement, accountability, and spiritual growth amongst all staff as well as the Board. To that end, professional learning is scheduled throughout the year and staff are strongly encouraged to investigate opportunities for learning in an area of improvement or professional interest. By investing in professional learning and training, we raise the calibre of our educational programs, enhance student learning, and ensure the College is operating efficiently.

The professional learning undertaken by staff in 2020 has been catalogued below:

## Board, Governance and Financial

AACS AGM	CEN Board Foundations
AISWA Child Protection and Mandatory Reporting for Boards	CEN Godly Governance Conference
CEN AGM	

## Christian Education

Bible in the Belly of the Culture	Foundations: Authentic Christian Education
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## Early Childhood

National Quality Standards Session	
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## Leadership

Changing Parent-School Partnerships	Successful Leadership: Decluttering Crucial Conversations
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## Learning Support and Special Needs

Diabetes Workshop	Inclusive Environments and School Transitions for Autistic Students
Down Syndrome WA	Teaching Year 11-12 Preliminary and Foundation Courses to Students with Disabilities
Epilepsy Workshop	

## Literacy, English and LOTE

AISWA Year 1-12 ATAR Indonesian Workshop	Talk4Writing: Online Sessions
ATAR English Full Requirements Session	Talk4Writing: Planning
ATAR Indonesian Collaboration Sessions	SCSA Year 11-12 ATAR English Improving Student Performance Workshop
Literacy and Learning in Years 1-2	

## Numeracy and Mathematics

ATAR Maths Applications 2019 WA Exam Discussion Forum	Classpad for Specialist Maths Units 1-4
ATAR Maths Methods 2019 WA Exam Discussion Forum	Playing with Place Value: An Important Idea in Mathematics
ATAR Maths Specialist 2019 WA Exam Discussion Forum	

## Occupational Health and Safety

COVID-19 Infection Control Training	First Aid Training
COVID-19 Hygiene Course	Mental Health Workshop
Evacuation and Lockdown Drills	Skill Hire Trainers Workshop

## Other

Getting Started with OneNote	New Staff Induction
Global Drone Solutions Remote Drone Pilot License	SEQTA

## Pastoral Care and Child Safety

Mandatory Reporting	Rite Journey Training Day
National Principles for Child Safe Organisations eLearning Modules	Youth Mental Health and Adolescent Development
Protective Behaviours	

## Pedagogy

AISWA Graduate to Proficient Teacher	Introduction to Enquiry Learning
AISWA Mentoring and Early Career Teacher	Secondary Curriculum Team Meetings

## Physical Education (PE)

ACC Scoring System Training	Sports Council Meetings
HBF Stadium Scoring System Training	

## Science and Technology

Digital Technology and STEM Conference	
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## Vocational Education and Training

AISWA VET Coordinators Forum	
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# Community Satisfaction and Development

## **No community surveys were conducted in 2020 due to the pandemic.**

In order to assess the mental health and wellbeing of students during the lockdown and in the weeks following, teachers surveyed students in Years 5-12.

The purpose of the survey in the Primary Schools was to regularly check in with students to help gauge their physical and emotional health. Students appreciated having the ability to raise confidential matters that they otherwise might not have, and it allowed staff to meet specific needs, not all of which were academic. Questions were regularly changed so that students would not fall into the habit of providing rote responses, but generally the surveys asked whether students felt supported, if they had a friend they could rely on, and if there was anything their teacher should know.

In the Secondary School, surveys were conducted to gain feedback on how confident students felt, whether they felt supported, how they spent their leisure time, and what challenges students expected to face. Most questions asked for written responses.

The surveys were a tool used internally to manage student wellbeing during the COVID-19 period. Results were kept confidential to preserve the integrity of the process and provide students with a 'safe space' to share their questions or concerns. Aspects of the surveys have continued post-lockdown and have given us a good starting point on developing a more rigorous wellbeing program.



## Finances

Association for Christian Education Incorporated  
Operating Rehoboth Christian College

## Abridged Financial Statements

### 31 December 2020

	2020 \$	2019 \$
<b>STATEMENT OF PROFIT AND LOSS</b>		
<b>Operating Income</b>		
Fees, grants and sundry income	13,529,884	12,789,456
<b>EXPENSES</b>		
Operating Expenses	13,046,428	12,382,242
Operating Surplus for the year	<b>483,456</b>	<b>407,214</b>
transferred to retained income		
<b>STATEMENT OF OTHER COMPREHENSIVE INCOME</b>		
<b>Non-Operating Income</b>		
Stimulus Grant (2019 - Capita grant)	1,852,000	711,093
Donations - Building Fund	80,026	25,031
Sub-total - Other Comprehensive Income	<b>1,932,026</b>	<b>736,124</b>
transferred to equity		
<b>TOTAL COMPREHENSIVE INCOME FOR THE YEAR</b>	<b>2,415,482</b>	<b>1,143,338</b>
<b>ABRIDGED STATEMENT OF FINANCIAL POSITION</b>		
<b>At 31 December 2020</b>	<b>2020 \$</b>	<b>2019 \$</b>
<b>FUNDS EMPLOYED</b>		
Retained Income	13,855,938	11,440,455
General Reserve	48,322	48,322
<b>TOTAL EQUITY</b>	<b>13,904,260</b>	<b>11,488,777</b>
<b>EMPLOYMENT OF FUNDS</b>		
<b>Non-Current Assets</b>		
Property and Equipment	20,815,295	20,561,650
	<b>20,815,295</b>	<b>20,561,650</b>
<b>Current Assets</b>		
Cash and Equivalents	1,478,786	1,291,168
Amounts receivable	501,715	680,815
	<b>1,980,501</b>	<b>1,971,983</b>
<b>Total Assets</b>	<b>22,795,796</b>	<b>22,533,633</b>
Current liabilities and provisions	2,245,298	2,122,978
Non-Current liabilities and provisions	6,646,238	8,921,876
<b>Total liabilities</b>	<b>8,891,536</b>	<b>11,044,854</b>
<b>NET ASSETS</b>	<b>13,904,260</b>	<b>11,488,779</b>

A complete set of financial statements and supporting notes is available upon request



# Fee Schedules

Our aim, in keeping with our Constitutional mandate, is to make Christian education affordable and accessible to as many Christian families as desire it. To that end, the Board are proposing to hold tuition fees at the current rates for the period April 2021 to March 2022. The Board are mindful of the financial cost to families choosing to enrol their children at Rehoboth, particularly in an environment still feeling the effects of the COVID-19 pandemic.

## How Fees are Calculated

A number of factors are taken into consideration when calculating tuition fees for the coming year. These include, but are not limited to, ensuring staff salaries are competitive, projected expenses, a comparison to similar schools, Government funding, the Consumer Price Index for Education, and the overall viability of the College.

Tuition fees only account for about 33% of the Association's income. Tuition fees represent the gap between the total cost of educating a student and the funding we gratefully receive from State and Federal Governments (roughly 66% of income).

As a not-for-profit organisation, the Association also operates on a 'break even' budget and does not derive a profit from any fees charged.

A discount applies to families who complete five hours of volunteer time as part of our College Support Scheme.

## Expansion of Kindy Program

In February 2021, the Board made the decision to expand the College's Kindy program from five days per fortnight to six days. The expanded program will come into effect from Term 1 2022.

The additional day will provide teachers and students with more time to explore the Early Childhood curriculum and will assist families who would otherwise require day care.

A separate Fee Schedule for Kindy is included here to reflect the extra day in Term 1 2022.

## Kindy Fee Schedule (Resident Students)

	<b>\$ Base Fees Term 2-4 2021</b>	<b>\$ Base Fees Term 1 2022</b>	<b>\$ Indicative Annual Total Term 2 2021 to Term 1 2022</b>	<b>\$ Indicative per month amount Term 2 2021 to Term 1 2022</b>
First student	677	803	3109	259
Second student	576	683	2686	224
Third student	407	483	1979	165

## Other Applicable Fees

<b>Fee Type</b>	<b>Detail of Charge</b>	<b>\$ Amount</b>
Security of Enrolment Fee	Payable within fourteen days of a place being offered and is applied to Term 1 tuition fees	200
General Purpose Levy	Charged per term, per student.	50
Kindy Stationery Levy	Personal items charge in place of a Kindy booklist, charged once at the beginning of the year.	75

## Pre-Primary to Year 12 Fee Schedule (Resident Students)

Tuition Fees	\$ Base Per Term	\$ Discounted Per Term	\$ Indicative Annual Total	\$ Indicative Per Month
<b>FIRST STUDENT</b>				
<b>Kindergarten</b>	677	616	2,975	248
<b>Pre-Primary</b>	1,574	1,433	6,569	547
<b>Primary (Years 1-6)</b>	1,574	1,433	6,479	540
<b>Secondary (Years 7-8)</b>	1,971	1,794	8,338	695
<b>Secondary (Years 9-10)</b>	1,971	1,794	8,443	704
<b>Secondary (Years 11-12)</b>	1,971	1,794	8,743	729
<b>SECOND STUDENT</b>				
<b>Kindergarten</b>	576	524	2,573	214
<b>Pre-Primary</b>	1,338	1,218	5,627	469
<b>Primary (Years 1-6)</b>	1,338	1,218	5,537	461
<b>Secondary (Years 7-8)</b>	1,676	1,526	7,162	597
<b>Secondary (Years 9-10)</b>	1,676	1,526	7,267	606
<b>Secondary (Years 11-12)</b>	1,676	1,526	7,567	631
<b>THIRD STUDENT</b>				
<b>Kindergarten</b>	407	371	1,898	158
<b>Pre-Primary</b>	945	860	4,060	338
<b>Primary (Years 1-6)</b>	945	860	3,970	331
<b>Secondary (Years 7-8)</b>	1,183	1,077	5,196	433
<b>Secondary (Years 9-10)</b>	1,183	1,077	5,301	442
<b>Secondary (Years 11-12)</b>	1,183	1,077	5,601	467

## Secondary Subject Fees

The subjects listed below are not the extent of what Rehoboth offers. These are only the subjects that attract additional fees. For a full listing of available courses please contact the Secondary School.

All subject fees are charged annually in Term 1.

### Year 7-8

Design and Technology	30	Food Technology	30
Digital Technology	30	Science	25
Education Perfect	100	Visual Arts	30

### Year 9

Design and Technology	50	Music	30
Drama	30	Specialist Sport	80
Food Technology	60	Science	55
Health and Physical Education	35	TESLA	50
Indonesian	30	Visual Arts	50

### Year 10

Design and Technology	80	Science	55
Drama	30	Specialist Sport	80
Food Technology	80	TELSA	50
Health and Physical Education	35	Visual Arts	50
Indonesian	30	Visual Communication	150
Music	30		

## Year 11-12

Certificate II Music Industry	250	Integrated Science General Units 1-2	50
Certificate II Community Services	235	Integrated Science General Units 3-4	50
Chemistry ATAR Units 1-2 *	110	Materials Design and Technology	130
Chemistry ATAR Units 3-4 *	110	Modern History ATAR Units 1-2	40
Food Science and Technology General Units 1-2	130	Modern History ATAR Units 3-4	40
Food Science and Technology General Units 3-4	130	Physical Education General Units 1-2	100
Geography ATAR Units 1-2	50	Physical Education General Units 3-4	100
Geography ATAR Units 3-4	50	Physical Education ATAR Units 1-2	100
Human Biology ATAR Units 1-2	50	Physical Education ATAR Units 3-4	100
Human Biology ATAR Units 3-4	50	Physics ATAR Units 1-2 *	100
Indonesian General Units 1-2	50	Physics ATAR Units 3-4 *	100
Indonesian General Units 3-4	50	Senior Sport	20
Indonesian ATAR Units 1-2	50	Visual Arts General Units 1-2	100
Indonesian ATAR Units 3-4	50	Visual Arts General Units 3-4	100

\* If students elect both Chemistry and Physics, then the total subject fees charged will be \$200.

## International Students Fee Schedule

Discounted rates for siblings of international students are available upon request from the Business Office. All other applicable and subject fees also apply to international students.

### Kindy Fee Schedule

	\$ Base Fees Term 2-4 2021	\$ Base Fees Term 1 2022	\$ Indicative Annual Total Term 2 2021 to Term 1 2022	\$ Indicative per month amount Term 2 2021 to Term 1 2022
First student	2,563	3,037	10,726	894

### Pre-Primary to Year 12 Fee Schedule

Tuition Fees	\$ Base Per Term	\$ Discounted Per Term 1	\$ Indicative Annual Total	\$ Indicative Per Month
Primary (PP-Year 6)	4,157	3,783	16,877	1,406
Secondary (Years 7-8)	5,557	3,783	22,648	1,877
Secondary (Years 9-10)	5,557	5,057	22,753	1,896
Secondary (Years 11-12)	5,557	5,057	23,053	1,921







# Notes



# SOLI DEO GLORIA

## REHOBOTH CHRISTIAN COLLEGE

**PURPOSE | PARTNERSHIP | PREPARATION**

COMMITTED TO DISTINCTLY CHRISTIAN EDUCATION

### REHOBOTH CHRISTIAN PRIMARY SCHOOLS

08 9274 9900

#### Wilson K-6

wilson@rehoboth.wa.edu.au  
22 Dalton Place  
Wilson WA 6107

#### Kenwick K-6

kenwickprimary@rehoboth.wa.edu.au  
270 Brixton Street  
Kenwick WA 6107

### REHOBOTH CHRISTIAN SECONDARY SCHOOL

08 9274 9900

#### Kenwick 7-12

secondary@rehoboth.wa.edu.au  
280 Brixton Street  
Kenwick WA 6107

### BUSINESS OFFICE AND ENROLMENTS

08 9274 9900

business@rehoboth.wa.edu.au  
enrolments@rehoboth.wa.edu.au  
92 Kenwick Road  
Kenwick WA 65107  
**rehoboth.wa.edu.au**  
**distinctlychristianeducation.com.au**

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