

# Annual Report 2022





## 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.



**Cover Image:**

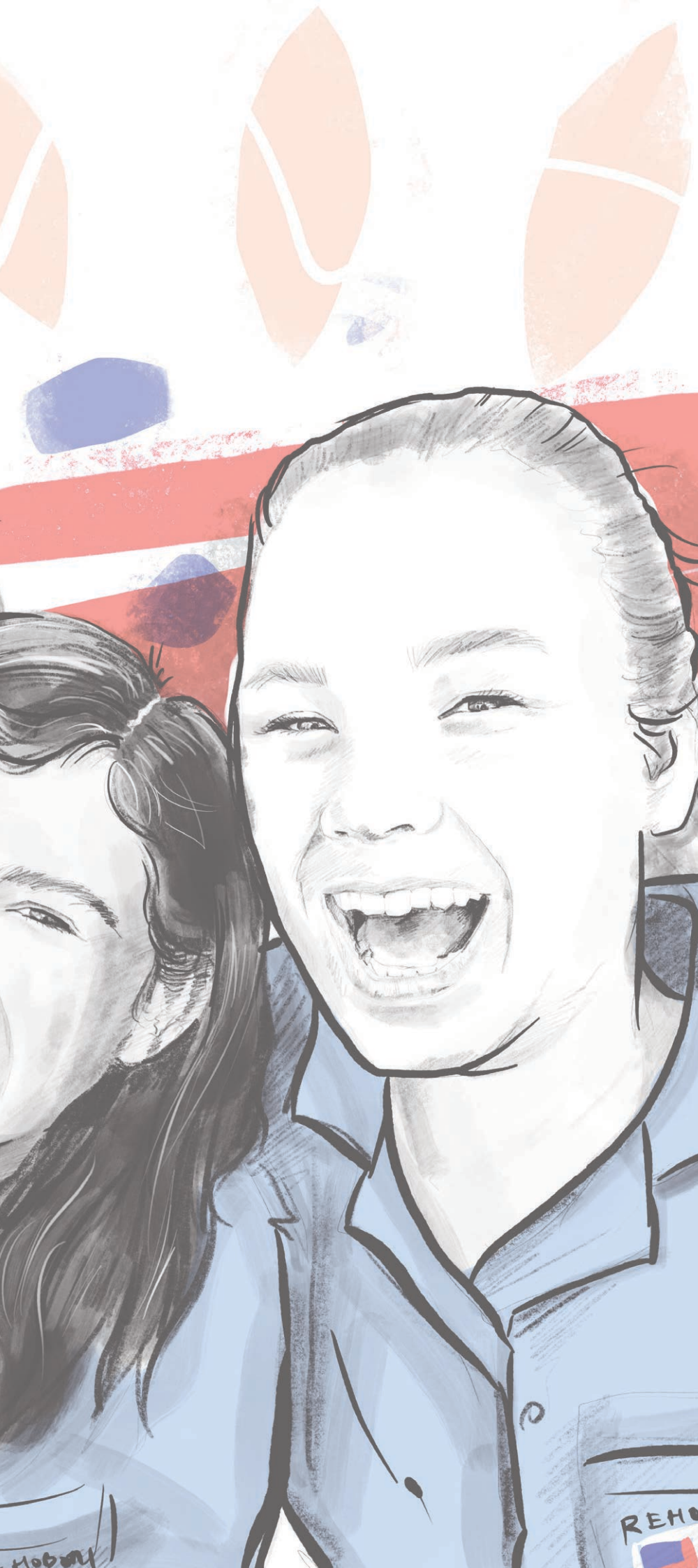
**Illustration of Student playing guitar**

By Haylee Fields (Fieldy)

Illustrator, Mural Painter, Painter







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# College Profile

## Summary

College established	<b>14 February 1966</b>
Governing body	<b>Association for Christian Education Inc.</b>
Association No.	<b>A0630061T</b>
Sector	<b>Non-Government/Independent</b>
Co-educational	<b>Yes</b>
No. of campuses	<b>2</b>
Year levels offered	<b>K-12</b>
Registration period	<b>1 January 2021 to 31 December 2025</b>
Total student population	<b>932 (as at August census)</b>
International student population	<b>12 (as at August census)</b>
Staff population	<b>119 FTE</b>
ABN	<b>90 553 423 792</b>
CRICOS Provider No.	<b>01984B</b>
Motto	<b>Soli Deo Gloria (For the glory of God alone)</b>

Opened by the Association for Christian Education on 14 February 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:

### **Wilson Campus K-6**

22 Dalton Place  
Wilson WA 6107

### **Kenwick Campus K-12**

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, human resources, projects, and other non-educational services to the College community.

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

Our strategic plan, titled Axiom23, was launched in March 2020 and covers the period 2020-2023. It seeks to maintain Jesus Christ as our axiom – our central starting point – around which everything we think, do and say turns.

Our desire is to ensure that all aspects of the College – from classrooms to homework, gardens to boardrooms, and the community that surrounds theme – are dedicated entirely to helping students place Jesus Christ at the centre. With Christ as their axiom, we believe students will have the best opportunity to excel in their learning, discover their God-given gifts, and live for the glory of God alone.



## Governance

Rehoboth Christian College is governed by the Board of the Association for Christian Education.

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.

A Board elected from the Ordinary membership exercises representative ownership and control of all schools operated by the Association. The Board provides governance and strategic direction but delegates day-to-day management 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 the Holy Bible, and aim to equip students to take a worthy place as Christians in church, state, and society.

The Board meets monthly (excluding January and July) to carry out the business of the Association. In 2022, an extraordinary Board meeting was also held in August. 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 of Faith 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 programmes delivered 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:

- the operating of a Finance and Risk Subcommittee;
- monthly reports received from the College's Senior Leadership Team;
- the maintenance of a comprehensive Risk Register;
- regularly scheduled financial, strategic, and school improvement 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 in the Association's Constitution.

### In 2022, the Board consisted of:

Name	Role	Attendance (out of 11 meetings)
<b>Frank van der Kooy</b>	Chairperson	10
<b>Ben van der Kooy</b>	Deputy Chairperson	10
<b>Bruce Whyatt</b>	Treasurer	11
<b>Karinda Olde</b>	Secretary	8
<b>Kate Murphy</b>	Board member	11
<b>David Lee</b>	Board member	11
<b>Bronwen Charlesson*</b>	Board member	6
<b>David Montgomery*</b>	Board member	6
<b>Shenny Ruan**</b>	Board member	3

\* Bronwen Charlesson and David Montgomery were elected to the Board at the Annual General Meeting held 7 June 2022.

\*\* Shenny Ruan was elected to the Board in a casual capacity at the Board meeting held 5 September 2022.







## 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; and
- facilitating the day to day operations of the College.

The CEO has oversight of the Senior Leadership Team, which in 2022 consisted of:

Name	Role
<b>Mark Steyn</b>	CEO
<b>Rachael Fairlamb</b>	Finance Manager
<b>Marilyn Louwen</b>	Principal (Kenwick 7-12)
<b>Nicole Pleysier</b>	Principal (Kenwick K-6)
<b>Willy Pike</b>	Principal (Wilson K-6)
<b>David Geijsman</b>	Specialist Consultant: Teaching and Learning

## Christian Worldview

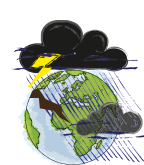
We believe that. That is, Christian education encompasses the whole child

We also believe that each of our students has been uniquely created in the image of God (Genesis 1:27). Because of this, they deserve to be respected and valued.

Our education programmes and extracurricular 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.



CREATION



FALL



REDEMPTION



RESTORATION

We 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 serves as the basis of our educational philosophy and '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' (National Institute for Christian Education 2015 p11).



## Educational Philosophy

'In a Christian Philosophy of Education, changing people is the goal, for this was the purpose of the events on which Christianity is based. The goal concerns man's relationship with God, a relationship which should be one of fellowship, full allegiance, a love which involves the whole personality [...] The change which is to be brought about in persons is to bring them to full maturity as persons' (Hogg 2012 p27, 29).

God has mandated that parents are to nurture and instruct their children according to His Word in everything they think and do (Deuteronomy 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', and He followed this with a second, inextricably linked command, 'Love your neighbour as yourself' (Matthew 22:36-40).

Fulfilling this mandate requires a whole of life response. Simply taking our children to church once a week will not fulfil it, nor can we separate their lives into 'sacred' (e.g. church, family) and 'secular' (e.g. education, work) activities. As Anna Hogg (2012 p31) puts it, 'Christian education is not a limited affair; it is as wide as truth itself'. God's mandate to parents and the Bible's claim to absolute truth means that 'children must be taught about God continually' (Bird 2019).

In other words, if the Christian faith is of any value at all, then it is of value in every area of life and thought and there would not be any area of life over which Jesus Christ is not sovereign. That includes teaching and learning. Therefore, the establishment of Christian schools and employment of qualified Christian staff in every area of those schools is one way in which parents may achieve God's mandate.

So, we believe it is the responsibility of Christian parents to provide for their children an education that is in keeping with their faith and which nurtures and educates the whole child (their spiritual, moral, personal, social, as well as academic development). 'In a Christian Philosophy of Education there is no hierarchy of courses. Some subjects may be more difficult, some more academic, but none is more important than the others' (Hogg 2012 p31).

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, redemption, and restoration – which encompasses the entirety of God's absolute truth – must pervade the whole curriculum. 'Every pupil should be given the opportunity to pursue truth as best he can so that he may have the opportunity for developing as fully as possible' (ibid p31).







# Chairperson Report

It is my privilege to present the annual report of the Association for Christian Education for 2022. Through God's provisions, Rehoboth Christian College ended the year in a strong position, sustained by growth in enrolments, further investment in infrastructure and facilities, and rigorous financial management.

Although the first half of the year continued to be disrupted with COVID-19 restrictions, the last of these were lifted by June and it was a relief to see the campuses return to their normal rhythms and routines.

During the year, staff made great strides in improving our educational programmes. The Christian Worldview Curriculum, developed over the last two years by Mrs Shelly Vivian, began to be rolled out across the schools, with staff working diligently to implement it. This is a cornerstone project for the Association as it gets right to the heart of what Rehoboth is about – the development and delivery of authentic Christian education.

The Board was excited to approve five new electives for Secondary students in 2023 - Economics, Careers and Enterprise, Politics and Law, Psychology, and Drama.

Mr David Geijsman joined the staff in the role of Specialist Consultant: Teaching and Learning. This was a one-year appointment before moving to the role of Principal at the Wilson Campus. His focus over 2022 was on reviewing and analysing the processes, programmes, and structures that support teaching and learning across the College. This yielded a number of action items, including the introduction of Progressive Achievement Tests across most of the College, and the creation of Deputy and Head of Teaching and Learning positions. We look forward to these and other initiatives taking shape in 2023.

The Board also spent considerable time on Master Planning throughout the year. The primary focus was on securing a site to which we can relocate the Secondary School. Several options continue to be under consideration at

this stage and, in the meantime, in response to increasing enrolments, the Board approved the installation of four new transportable classrooms at the Secondary School.

We also welcomed three new members to the Board – Bronwen Charlesson and David Montgomery were elected at the AGM held in June, while Shenny Ruan accepted a casual appointment at the September Board meeting. They have hit the ground running, contributing valuable insight and experience combined with a real heart for the College and Christian education.

Finally, at the end of the year, we said farewell to two much-loved and respected leaders in the College, Mrs Willy Pike and Mr Craig Hunter. Both have been exceptional leaders who evidenced a vibrant faith while consistently modelling the highest standards of the College. We thank Willy and Craig for their years of faithful service and will pray for every success in their future endeavours.

The Board would like to express its gratitude to all of the College's staff who have contributed so much to Rehoboth's success for so many years. Association members, please continue to pray for our staff as they seek to encourage our students to love and serve Jesus.

As we look ahead to 2023 and the challenges we anticipate it will hold, the Board will continue to lean on the Lord who is our refuge and our strength.

**Frank van der Kooy**  
Chairperson



# CEO Report

I am gratified to reflect once again on another year of growth, development, and achievement for students and staff at Rehoboth. God's provision is clearly on display in every area of College life, and for this we are thankful. We wholeheartedly give Him all the glory, in the certain knowledge that Rehoboth prospers under God's mighty and merciful hand.

Enrolments increased by a remarkable 11% in 2022, with a total of 932 students attending on census day in August. This growth was primarily driven by the many positive testimonies of people in our community. That so many

As a measure of academic achievement, our NAPLAN results were outstanding, with all year levels exceeding State and National scores in all tested disciplines. Our Year 12 cohort also achieved excellent results; 59% of ATAR students gained scores above 80, and 75% of VET students completed a good range of certificates. I suspect that most students surprised themselves with what they were able to achieve. A well-planned approach, including the setting of realistic goals and devoting adequate time to study has paid dividends for many of our students.

The concept of '3 Schools, 2 Campuses, 1 College' has been a unifying theme at Rehoboth in recent years, bringing into focus our desire that the same teaching and learning ought to take place across both Primary Schools and continue into the Secondary School. Mr David Geijsman's work as Specialist Consultant: Teaching and Learning has provided much-needed insight into our programmes and processes this year. We look forward to implementing his findings to ensure that we continue to deliver consistently excellent and distinctly Christian teaching and learning in every part of the College.

We continue to invest in our facilities and infrastructure with the purpose of providing the best possible learning environment for our students. Our focus in 2022 was on increasing learning spaces in the Secondary School; we have updated the exteriors of the classroom blocks, built new toilet blocks, and at the end of the year we added four new classrooms. A number of smaller initiatives and technology improvements were also implemented.

speaking so highly of Rehoboth is a reflection of the quality of our education, the committed efforts of our staff, and the wonderful partnerships we share with families. The Association can be justifiably proud of Rehoboth's growing reputation for delivering authentic, distinctly Christian education. We are dedicated to pursuing this unique mandate and I have no doubt that as we continue to approach this vital work with integrity, God will continue to cause the College to flourish.

Rehoboth offers a wide and growing range of academic and cocurricular activities that cater to the diverse interests and talents of our students. Our curriculum is designed to provide a balanced education, underpinned by a deep understanding that each child has been created for God's unique purposes. It is incumbent upon us to lead every student to discover and develop their gifts and abilities. To do so requires us to promote critical thinking, creativity, and a love of learning that will continue long after our students graduate.

Challenges are inevitable, and we have faced a number this year. These have reminded us to fix our eyes on Christ and to continue to rely upon God, and that He has upheld us throughout. I am proud of the way in which our staff have conducted themselves throughout the year.

'Let us fix our eyes on Jesus, the author and perfecter of our faith, who for the joy set before Him endured the cross, scorning its shame, and sat down at the right hand of the throne of God.' (Hebrews 12:2).

We look forward to continuing to provide an excellent Christian education to our students in the year ahead.

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







# Principals Report (Primary)

## Student Learning and Standard of Education

We have a dedicated staff who are continuously working to see the standard of education is maintained at a high level, that our core beliefs are central to their children's learning, and that students are celebrated for their growth and development in all facets of learning.

With the arrival of many new staff in 2022, we focused on understanding our Christian perspectives with the Christian Worldview Curriculum Project and assisted staff to build these perspectives into their programmes along with the Biblical Threads.

Mandarin was introduced in Years 1-6 as our new Language programme, with students enjoying their first year of learning the language and studying the culture.

Year 1-6 students engaged in reading and numeracy Progressive Achievement Tests (**PAT**) for the first time, providing teachers with essential data and progress tracking. The information gathered from PATs underwent analysis by teacher groups and was used to inform classroom teaching and intervention focus. Data from PAT, along with NAPLAN, will form part of a longitudinal study to track student growth in their learning.

## Early Childhood

The Early Childhood learning area continues to be a delightful place of discovery and exploration and is the entry point for many parents in their partnership with Rehoboth. The team of educators at both campuses worked collaboratively to ensure that the Early Childhood Quality Improvement Plan (**QIP**) was a meaningful and authentic document that tracked and recorded goals for improvement. The National Quality Standards Principal's Audit showed that we are meeting and/or exceeding all seven Quality areas.

## Pastoral Care and Student Wellbeing

Our chaplains have continued to work alongside staff with students and families under pressure. It is challenging work that requires Godly wisdom. We consider it a privilege to be part of healing and growth, but we also covet your prayers for our chaplains and staff as they navigate the challenges that come with this work.

The Fathering Project continued to grow and it is an excellent way for men to strengthen their partnership with the College and to benefit from shared experiences in Biblical parenting with other dads.

## Staff Growth and Development

Staff new to Rehoboth spent a day each term with Mrs Shelly Vivian, delving into what it means to teach Christianly. These sessions are integral to our staff development and in helping new staff to capture the Rehoboth culture.

We were blessed to be able to join with our CEN network in an online symposium hosted by Geraldton Christian College. This year's symposium was focused on the gender and sexuality agenda and equity laws that are currently being debated in State Parliament. While this topic can elicit strong responses from Christians, we are reminded of God's sovereignty and faithfulness.

Staff engaged in a wide range of professional learning opportunities including Talk4Writing, literacy development, and inquiry learning. Our Learning Support Coordinators also directed relevant staff to upskill in understanding and building a toolkit of strategies targeting specific learning challenges such as Dyslexia, Autism, and Down Syndrome.





## Implementation of Strategic Plan

Mr David Geijsman was instrumental in identifying areas for growth and development across the College during his tenure as Specialist Consultant: Teaching and Learning in 2022. A set of fresh eyes from with experience in a different school structure provided wonderful insights and highlighted areas where we have made significant growth, as well as identified areas for further development. We look forward to seeing the results of the several initiatives to address areas for improvement in 2023.

## 2023 Focus

In the year ahead, we plan to focus on four major areas:

- Staff development pathways programme
- Data-informed practice
- Middle leadership growth and development
- Creation of new middle leadership teaching and learning roles

## Conclusion

We look with anticipation to 2023 with a renewed vigour. We are expecting a very significant growth in student numbers for the coming year. While that brings some challenges, it also gives us great hope for the future of Christian education. We are partnering with more families in pointing God's covenant children to Jesus and fulfilling the promises we make to partner with families in growing and shaping students to be disciples of Christ.

**Willy Pike**  
Principal (Wilson K-6)

**Nicole Pleysier**  
Principal (Kenwick K-6)



# Principal Report (Secondary)

## **Our 2022 focus was on trusting God for everything**

We waited, focused, and trusted Him in all circumstances while learning more about Him and His world.

Staff equipped students with the tools they each need to continue growing in knowledge and understanding with our Christian Worldview Curriculum.

Trust, respect, and doing your best were the challenges set for students and staff in 2022.

## **Student Learning and Standard of Education**

Overall, our Year 7-11 cohorts made good progress over the course of the year. Extra attention was paid to Year 7 and Year 8 numeracy and literacy as staff undertook training on technique and assessments to best cater for all students.

Our Year 12 student performance results were very good. We had 42 students who graduated from Rehoboth in 2022, a quarter of whom achieved an ATAR above 90.

Students qualified for entry into medicine, occupational therapy, theological studies, pharmacy, and teaching tertiary studies. All our Year 12 students were able to access further education, whether directly or indirectly, to pursue their goals to university, TAFE, an apprenticeship, ASDAN, or Life Skill courses at TAFE.



## **Pastoral Care and Child Safety**

We continue to offer the level of care that students individually require for health, welfare, and learning. We want each student to master resilience for life, so we work with them through experiences and step-by-step challenges to develop this important skill in them, while also rejoicing with those who take challenges on.

Illness was an issue throughout the year for several students, and we were able to alter assessments and put learning plans in place to cater for individual needs.

## **Staff Growth and Development**

Our development and growth discussions have revolved around how teachers guide the process of learning by inspiring, challenging, and exciting students to learn. We have focussed on God's grace in assessments, which has seen some challenging thoughts and positive changes in practice emerge.

We have also looked at ways we can reveal Jesus through our daily teaching:

- our use of language
- clear communication
- showing the beauty of creation
- working each day for God
- showing love for one another (staff, parents, and students)
- cultivating joy by being flexible to the needs of others





## Staff Growth and Development (cont)

- creating a sense of belonging
- trusting
- considering process
- starting each day with Devotions and training in God's Word; and
- working with differentiation.

## Implementation of Strategic Plan

We continued to build Biblical literacy through our Bible Study lessons and to embed it through all learning areas to provide a firm foundation for students to immerse themselves in as they grow in their relationship with God.

Our classroom focus has been to create lessons and questioning that encourage deep learning with Christ at the centre, and to see each of our students as God's image bearers at the level they are at. Teachers were asked to intentionally set their classroom teaching on sharing God's truth and managing students according to His example.

## 2023 Focus

Our 2023 focus comes from Jeremiah 17:7-8, which encourages us to get to know God more, trust Him, and to stand strong in His ways, showing respect as we do our best to make progress in our learning.

***Blessed is the man who trusts in the Lord,  
whose trust is the Lord.***

***He is like a tree planted by water,***

***that sends out its roots by the stream,  
and does not fear when heat comes,***

***for its leaves remain green,  
and is not anxious in the year of drought,  
for it does not cease to bear fruit.***

The tree does not need to worry because it has its roots in the right place where it can:

- be stable and not fall over;
- be fed from the stream; and
- bear fruit, standing on truth in confidence.

We look to grow in God like the tree growing by the water.

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





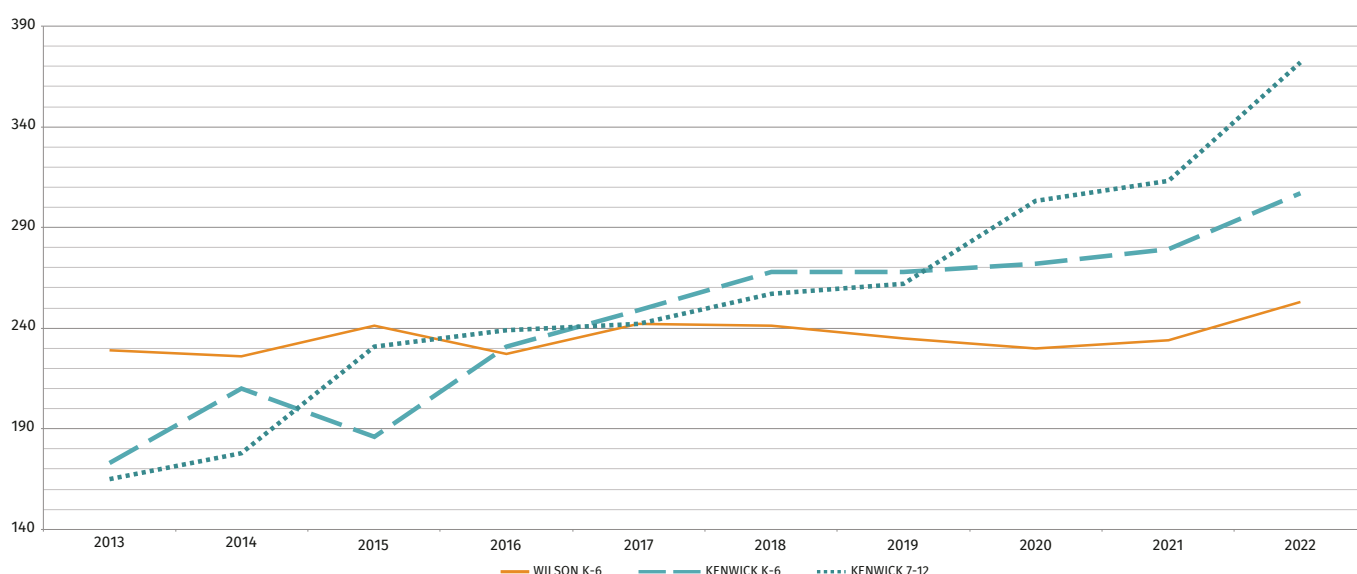
# Student Performance and Outcomes



# Student Population and Attendance

## Comparative Population Summary 2013-2022

The graph below shows movements in the student population over the past ten 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.



Year Level	Female Population	Male Population	Total Population	% Average Attendance
Kindy	34	35	69	88
Pre-Primary	31	44	75	88
Year 1	47	33	80	92
Year 2	38	33	71	91
Year 3	32	39	71	93
Year 4	34	38	72	92
Year 5	29	35	64	92
Year 6	33	25	58	92
Year 7	33	40	73	91
Year 8	31	34	65	91
Year 9	41	34	75	89
Year 10	34	30	64	89
Year 11	28	24	52	89
Year 12	18	25	43	96
<b>Total</b>	<b>463</b>	<b>469</b>	<b>932</b>	<b>90</b>

All student population figures are taken from the August 2022 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 is registered for the period 2020-2025.

The following table shows the number of international students enrolled at Rehoboth in 2021.

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



## 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 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 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 minimum attendance requirements.

Our Principals maintain an Attendance at Risk case file for each student who is at risk of failing to meet minimum 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 procedure 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

At Rehoboth, we conduct more than ten types of standardised tests each year. These tests help us identify trends in student and cohort progress and ensure that students are performing at the academic level appropriate for their age.

Standardised testing provides teachers with invaluable data to inform their programmes and practice, assess the quality of our curriculum, and to determine students' readiness for the next stage of their learning.

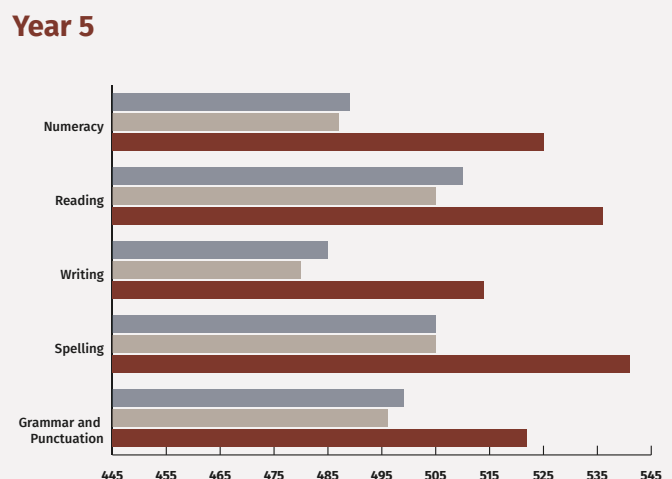
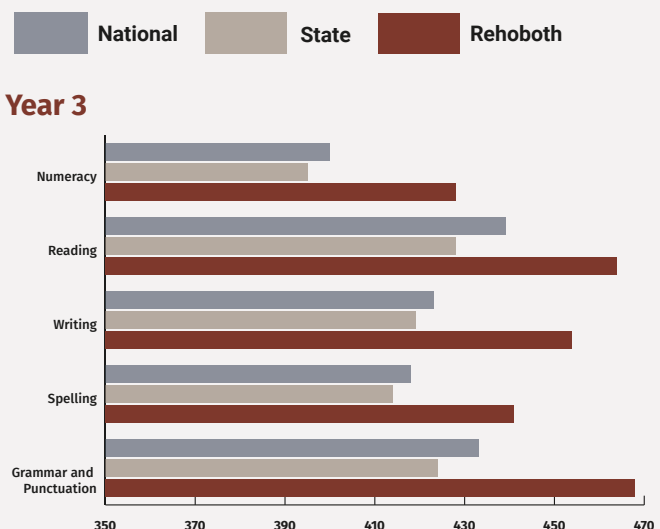
In addition to NAPLAN and OLNA, our annual standardised testing regime includes South Australian Spelling, 2017 NAPLAN tests, placement testing for Reading, Spelling, and Maths, on-entry testing in Kindy and Pre-Primary, learning difficulty/disability assessments, and Progressive Achievement Tests (**PAT**) in various learning areas.

## 2022 NAPLAN

The National Assessment Programme – Literacy and Numeracy (**NAPLAN**) is an annual assessment for all students in Years 3, 5, 7, and 9. Its aim is to test 'the types of skills that are essential for every child to progress through school and life' (ACARA 2022) – reading, writing, spelling, grammar and punctuation, and numeracy.

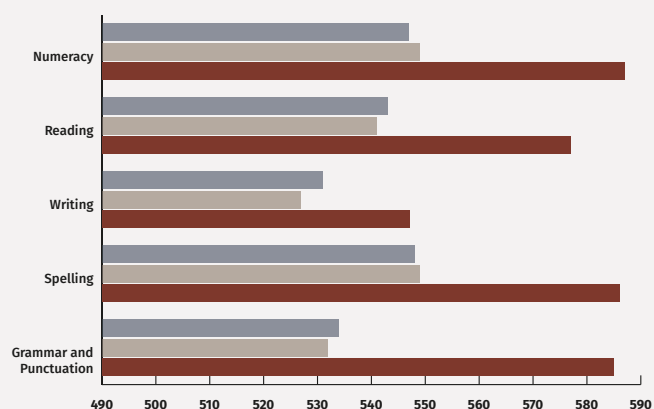
NAPLAN is just one of many standardised tests that help us identify learning trends across a cohort, individual students at risk, and inform teaching practice. The assessment allows the performance of each student and cohort to be measured against common national standards and the data it provides is then analysed rigorously by our staff to improve planning and classroom practice.

In 2022, NAPLAN testing was conducted online from 10-13 May. This year, cohorts averaged 40 points higher than both State and National means across all areas tested, which is a strong result. It was also pleasing to see that 88% of Year 9 students have met the Band 8 minimum standard required in reading, writing, and numeracy to achieve their Western Australian Certificate of Education (**WACE**). Those Year 9 students who have not yet met the minimum standards will have further opportunities to demonstrate this with the Online Literacy and Numeracy Assessment (**OLNA**).

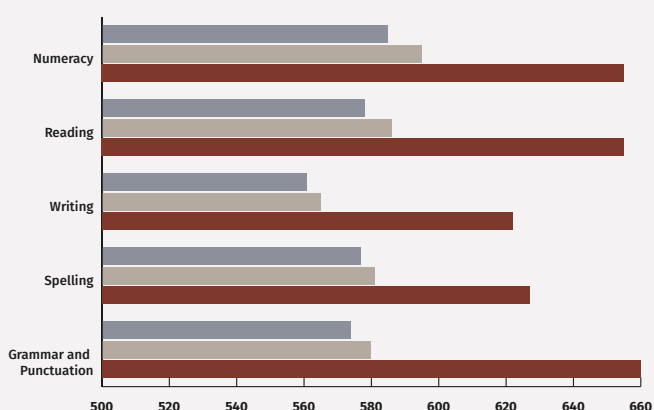




## Year 7



## Year 9



## 2022 OLNA

The Online Literacy and Numeracy Assessment is conducted annually in Years 10-12. OLNA measures the literacy and numeracy skills considered essential for post-senior secondary schooling. 'To successfully meet the literacy and numeracy requirement, students must demonstrate the skills regarded as essential to meet the demands of everyday life and work in a knowledge-based economy' (SCSA 2014). Students can meet these requirements either by achieving Band 8 or higher in their Year 9 NAPLAN reading, writing, and numeracy tests or through OLNA.

OLNA consists of three components:

- A reading component, consisting of 45 multiple-choice questions;
- A writing component, consisting of a written response of up to 600 words; and
- A numeracy component, consisting of 45 multiple-choice questions.

The 2022 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 2022 to help students achieve the minimum OLNA requirements to attain their WACE. This support will continue into 2023 for students in Years 10-12 who still need to meet the benchmarks. The table below shows the 2022 cohorts achieving OLNA standards.

	Reading	Writing	Numeracy
Year 10	94%	79%	90%
Year 11	94%	92%	91%
Year 12	96%	88%	94%



# Student Awards

Because the gifts God's grants each of us are evident in all areas of life, we celebrate many aspects of student success, from academic to service, leadership to sports and creative excellence. In addition to subject awards, the following major awards were presented during graduation and awards events held 6-9 December 2021.

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

## Year 6 (Wilson)

Christian Character Award	<b>Tyler Jend</b>
Christian Growth Award	<b>Jessie Boog</b>
Outstanding Effort Award	<b>Emma Chen</b> <b>Raiden Chang</b>
Principal's Award	<b>Olivia Lee</b>

## Year 6 (Kenwick)

Christian Character Award	<b>Timothy Richards</b> <b>Evie Poh</b> <b>Annette Gaudance</b>
Outstanding Effort Award	<b>Gabrielle Stephens</b>
Principal's Award	<b>Evelyn Witcombe</b>

## Year 7

Citizenship Award	<b>Ceanna Morling</b>
Leadership Award	<b>Emily Henry</b>
Principal's Award	<b>Lefay Callow</b>

## Year 8

Citizenship Award	<b>Catherine Hadisuseno</b>
Leadership Award	<b>Samson van der Kooy</b>
Principal's Award	<b>Deanna Whittle</b>

## Year 9

Citizenship Award	<b>Daniel Matthews</b>
Leadership Award	<b>Darcy Moloney</b>
Principal's Award	<b>Samuel Richards</b>

## Year 7-9

Year 7-9 Creative Excellence Award	<b>Daniel Matthews</b>
Year 7-9 Sports All-Rounder Award	<b>Daniel Dalais</b>

## Year 10

ADF Long Tan Award	<b>Aberly Arianto</b>
Campion Outstanding Effort Award	<b>Elijah Hunter</b>
Campion Citizenship Award	<b>Claudia Verkerk</b>
City of Gosnells Scholarship Award	<b>Alana Beaney</b>

## Year 11

Campion Outstanding Student Award	<b>Alexandra Verkerk</b>
Campion Citizenship Award	<b>Georgia Strickling</b>
ACE Creative Excellence Award	<b>Nathan Budiman</b>

## Year 12

ACE Vocational Excellence Award	<b>Charlotte Phillips</b>
ADF Long Tan Award	<b>Mitchell Ong</b>
Gosnells Lions Club Dux	<b>Victor Komaiya</b>
Positive Stationery All-Rounder of the Year	<b>Samuel Bakulikira</b>
Best All-Rounder Award	<b>Kayla Bongers</b>
Sports All-Rounder Award	<b>Kayla Bongers</b>
Positive Stationery Citizenship Award	<b>Tayla Whittle</b>
Positive Stationery Personal Excellence Award	<b>Mitchell Ong</b>
Positive Stationery Service Award	<b>Kayla Bongers</b>



# Extracurricular Activities

Extracurricular activities 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 most of these activities are designed and run by our staff, some are undertaken in partnership with external agencies.

## Academic

Bizkids Maker's Market	Maths Pi Day
LEX@R Programme	NAPLAN
It Takes a Spark STEM Conference	Sharemarket Game

## Assemblies

Anzac Assembly	Thanksgiving Assembly
Easter Assembly	Year 6 Farewell Assembly
Grandparents Assembly	Year 7-11 Celebration Assembly
Primary Celebrations	

## Camps

Cadets End of Year Big Day Out	Year 8 Nanga Mill Camp
Fathering Project Overnighter	Year 9 Rite Journey Calling Camp
Year 6 Boddington Camp	Year 9 Rite Journey Overnight Challenge
Year 7 Quaranup Camp	Year 10 Leonora Bush Mission

## Community

Book Week	Parent Representative Meetings
Class Photos	Philippines Sausage Sizzle Fundraiser
Emergency Services Cadets	Praise Party
Fair Go Food/40 Hour Famine	Rite Journey Parent Information Evening
First Aid	Teen Challenge Ball
Flourishing Families	Under the Stars Movie Night
Girls' Brigade	Year 6 Step Up Step Out Evenings
Governor's Prayer Breakfast	Year 7 Orientation Day
Kindy Orientation Days	Year 10 River Cruise
Mills Park Tree Planting	Year 12 Celebration Evening
Mission Support Days	



## Competitions

Australian Geography	RACI Titration Nationals
Education Perfect Language	Rotary Club 4-Way Speeches
First Lego League Regionals	Synergy Solar Car Challenge
Game Changer Awards	Write a Book in a Day

## Excursions and Incursions

Adventure World	Geography Planning of Sustainable Cities
Alison Baird Reserve Tour	Market Research Day
Army Museum of WA	Medieval Immersion Day
Art Gallery of WA	Murdoch University Science Workshops
ASDAN Westfield Carousel	Perth Hills Discovery Centre
Aviation Heritage Museum	Perth Zoo
Bible Society Masterclass	RAC BStreetsmart
DFES Visit	Scitech
Drone Fairs	Supercool Science @ Curtin
Film Viewings	Teddy Bears Picnic
Keep Australia Beautiful Day	UWA Chemistry Tours
Indonesian Consulate General Tour	Visual Communications Photograph the City
Indonesian Restaurant	Visual Communications Portrait Photography
Geography Global Spatial Distribution of Production	Visual Communications Sculptures by the Sea
Geography Fieldwork Days	

## House Carnivals and Activities

Athletics	House Activities
Cross Country	Swimming
Field Events	





## Interschool Events

AFL Football	Netball
Athletics	Soccer
Basketball	Swimming
Cross Country	Volleyball
Field Events	

## Music and Creative Arts

Arts Festival	Semester 1 Music Showcase
Choir Performances	Semester 2 Music Showcase
Instrumental Music Programme Concerts	Wilson Campus Concert

## Other

Dental Screenings	Speech Screenings
Occupational Therapist Screenings	

## Sports

Adrenaline Vault	Lazer Blaze
Bounce	Little Athletics
CrossFit	Portside Boulders
Edu-Dance	Pot Black
Golf	Run Club
Lawn Bowls	Ten Pin Bowling

# Senior Secondary Outcomes

## Year 12 Summary

Size of cohort	42
No. of ATAR students within cohort	26
No. of VET students within cohort	12
% of students with ATAR exceeding 80	42%
% of students with ATAR exceeding 90	27%
% of cohort of achieved their WACE	93%
% of VET students achieving certificates	75%

The overarching principle that guided our 2022 Year 12 cohort was a persistent redefinition of what success means and the realisation of God's compassionate mercy, protection, and guidance throughout the year. Not only are we pleased that our Year 12 students can access further education without any hindrance, but more importantly, we are thankful to God for His provision in equipping our students to be culture changers.

As each cohort leaves a legacy, the 2022 cohort's most notable contribution was a strong sense of family, community, and reliance on God's plan and wisdom. Their yearbook comments, for example, demonstrate a reliance on God for their future that reflects their developing definition of success.

## WACE

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

2020	2021	2022
94%	96%	93%

The Western Australian Certificate of Education (**WACE**) is awarded to students who have completed Year 11 and Year 12 of their education in WA and have met all the standards and requirements. We are very pleased that 93% of our Year 12 cohort successfully graduated.

The three students who did not achieve the WACE were instead enrolled in the Award Scheme Development and Accreditation Network (ASDAN) and successfully graduated from this programme. ASDAN provides alternative learning options for students who may not be suited to mainstream learning due to special needs or disabilities.

Our students have achieved well due to their collective efforts as well as the assistance given by staff.





## ATAR

The Australian Tertiary Admission Rank (**ATAR**) is a number that indicates a student's position relative to all other eligible students. It is calculated from the student's four best scaled scores of ATAR subjects they have studied.

In 2022, our ATAR cohort achieved to expectations, including seven students who achieved on ATAR of 90 and above. We were particularly pleased for Victor Komaiya, who achieved an ATAR of 98.30. A further eight students achieved an ATAR between 80-89. These are solid results for a cohort who set realistic goals and worked hard to achieve them.

## VET

### Percentage of VET students completing certificates



Students taking a Vocational Education and Training (**VET**) pathway can access a wide range of certificate courses. In 2022, our VET cohort undertook Certificate III and Certificate IV courses in Population Health, Design, Community Services, and Nursing Preparation.

Of the 12 students who began VET certificates, one was unable to complete his course due to medical reasons and was given an extension by the registered training provider. Two students voluntarily withdrew to complete school-based courses instead. Seven students successfully completed their courses, two of whom were offered university entry on the basis of their certificate work. A further two students plan to continue their studies at TAFE before applying for university entry.

## Other Achievements

The School Curriculum and Standards Authority (**SCSA**) awards students for achievement in various fields with the Certificate of Distinction and Certificate of Merit. These certificates recognise academic consistency in ATAR, VET, and General pathways. The awards are achieved by the number of points accrued for A and B grades over a student's Year 11 and Year 12 units of study.

In 2022, two of our students were awarded Certificates of Distinction and six were awarded Certificates of Merit.

## Graduate Destinations

All students who applied for university for 2023 were offered places in various fields of study including Medicine, Health Science, Business, Engineering, Natural and Physical Sciences, and Education.







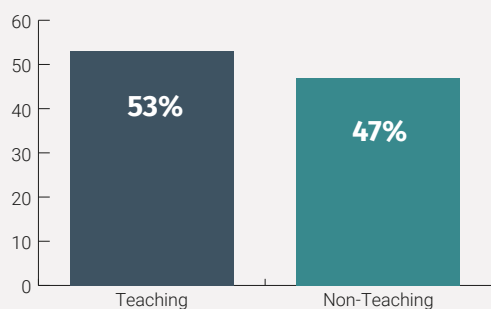
# Staffing

# Staff Standards and Workforce Composition

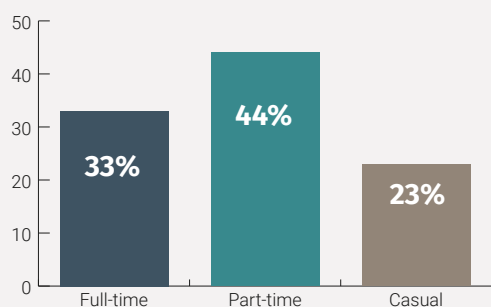
## Workforce Composition

Rehoboth had a total staff population of 156 employees (119 FTE) in 2022, with no staff member identifying as Aboriginal or Torres Strait Islander

### % Total Staff Population



### % Full Time/Part Time/Casual



## Recruitment and Appointments

A strategic aim of ours is to employ excellent Christian educators and non-teaching staff; men and women who are recognised for their commitment and professional practice, who are able to fill particular needs within the College, and (most importantly) who can clearly articulate their personal Christian faith.

Our staff are people who can uphold and actively promote the vision, mission, and Christian values and beliefs of the Association for Christian Education. Because of the deeply Christian nature of our College we consider all staff to be role models to students, regardless of the position they hold. It is often the case that non-teaching staff will lead devotions and discipleship groups, act as mentors, accompany students on mission trips as group leaders, and pray with and support parents who are going through difficult circumstances. This is the essence of Christian community, working together to supporting one another in our spiritual walks and encouraging students to explore their faith and discover their God-given gifts.

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

We require 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 standards and procedures apply for the recruitment of teaching and non-teaching staff.



## Staff Qualifications

<b>Certificate III</b>	<b>19</b>
<b>Certificate IV</b>	<b>31</b>
<b>Diplomas</b>	<b>27</b>
<b>Bachelors (inc Honours)</b>	<b>99</b>
<b>Postgraduate Certificates</b>	<b>28</b>
<b>Masters</b>	<b>14</b>
<b>Doctorates</b>	<b>2</b>

All teaching staff employed at Rehoboth must 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) programme, 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 for their position (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 Western Australia or other Australian or New Zealand schools.

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

In addition to relevant qualifications and experiences, all teaching and non-teaching staff are required to hold a valid Working with Children Check at all times, and to provide a Department of Education Nationally Coordinated Criminal History Check which is no more than three months old at the time of their appointment. The College may request that the Criminal History Check be updated periodically.

# Staff Professional Learning

Our staff were able to take part in a wide range of professional learning opportunities during 2022.

The ongoing personal and professional development of our staff is vital to achieving the priorities of our Axiom23 Strategic Plan. We aim to foster a culture of continual improvement, accountability, and spiritual growth amongst all staff. 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 programmes, enhance student learning, and ensure the College is operating efficiently.

The professional learning undertaken by staff in 2022 has been catalogued below:

## Administration, Governance and Leadership

AACS AGM	CEN Godly Governance Conference
Board Retreat	Corum Deo Leadership Programme
Called Connected Committed	Digistorm Funnel CRM Workshop
CEN AGM and National Conference	Mindframes for Leaders
CEN Flint and Steel Webinar Series	

## Christian Education

Biblical Curriculum	Teaching Redemptively
CEN Christian Worldview State Symposium	Understanding Culture and Across Cultures
Christian Teaching	

## Early Childhood

Language of Arts: Clay Play	National Quality Standards for Principals and Leaders
Learning about Assessment in Early Childhood	Outdoor Learning and Nature Connection
Metro Early Childhood Network	Talking Tubs and 3D Minds Maps in the Inquiry Classroom

## Learning Support and Special Needs

ASDAN Training	Educating the Student with Down Syndrome
Autism: Transforming the Pathway	Inclusive Education Breakfast Conversation
Dyslexia: Defining Features and Effective Strategies	Students with Diverse Needs

## Literacy, English, and LOTE

Asian Studies Lecture	Improving Student Performance in Foundation English
Bahasa Indonesian Teachers Gathering	Many Languages, One Methodology
Close Reading Literature	Promoting Literacy Development
Communicate, Create, Collaborate using Digital Tech in Language Class	Talk4Reading Workshop
Early Years Language Learning	Talk4Writing Workshop



## Numeracy and Mathematics

Mathematical Association of WA Conference	Teaching Mathematics through Storybooks PP-Year 6
Mathematics as Inquiry in Early Childhood	

## Pastoral Care and Child Safety

Anxiety Explained: Kids Empowered	Mandatory Reporting Training Programme
First Aid	Mental Health First Aid
Gatekeeper Suicide Prevention Training	Youth Mental Health First Aid
Managing Online Social Media Behaviour and Avoiding Media Fallout	

## Pedagogy

AITSL Graduate to Proficient	Implementing Strategies to Support Students with Behaviour Issues
Animal Ethics	Introduction to Differentiation
ATAR Training	Introduction to Feedback
Cognitive Load in the Classroom	Introduction to Questioning
Data Champions	Learnership: The Skill of Learning
Delivering Kitchen Gardens	Little Scientist: Human Body Workshop
Design and Technology Teachers Association Conference	Making Space for Learning
Geographical Association of WA Conference	NAPLAN Training
Growing Up Greatness	New Staff Induction Days
History Teachers Association WA Conference	Philosophy in Schools
Improving Practice through High Impact Teaching	Progressive Achievement Tests Introduction
Implementing PLD in Years 3-6	



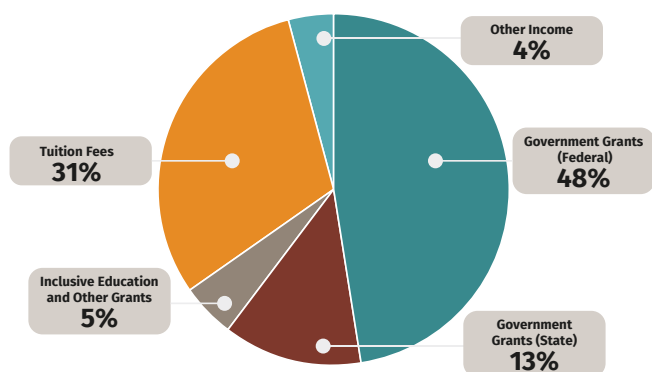




# Finances

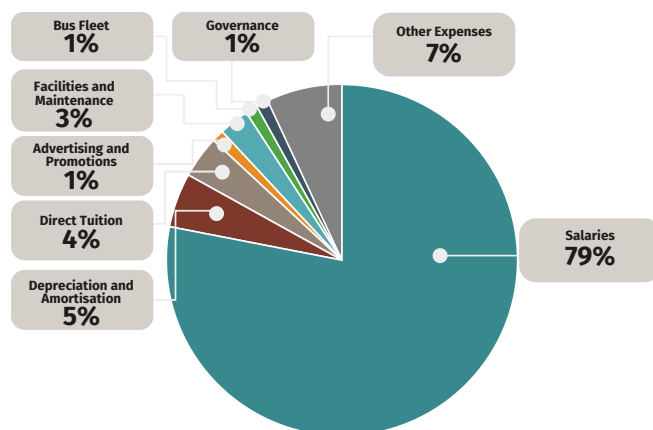
# Financial Statement

## Revenue



Source	\$ 2022	\$ 2021
Government Grants (Federal)	8,238,685	6,769,548
Government Grants (State)	2,276,860	2,113,959
Inclusive Education and Other Grants	830,022	728,845
Tuition Fees	5,280,048	4,875,178
Other Income	674,521	378,514
<b>Total Revenue</b>	<b>17,300,136</b>	<b>14,866,044</b>

## Expenditure



Source	\$ 2022	\$ 2021
Salaries	12,772,774	11,066,647
Depreciation and Amortisation	803,566	827,654
Direct Tuition	584,622	580,498
Facilities and Maintenance	563,659	504,774
Advertising and Promotion	143,942	132,104
Bus Fleet	116,661	111,749
Governance	88,290	122,715
Other Expenses	1,108,780	909,600
<b>Total Expenditure</b>	<b>16,182,294</b>	<b>14,255,741</b>







# Fee Schedules

In keeping with our Constitutional mandate, our aim is to make Christian education affordable and accessible to as many Christian families as desire it. We are mindful of the cost to families choosing to enrol their children at Rehoboth and so a modest fee increase is proposed for the fee period April 2022 to March 2023.

## How Our 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, anticipated Government funding, the Consumer Price Index for Education, and the overall viability of the College.

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

As a not-for-profit organisation, we operate on a 'break even' budget. We do not derive a profit from any fees charged, nor are Board or Association members paid any dividends.

To assist with payment of fees, we offer a discount to families who complete five hours of volunteer time each semester as part of our College Support Scheme, and a further discount is available when the full year's fees are paid in advance.

## Introduction of Resource Levy

In an effort to make our Fee Schedule more straightforward we have proposed a resource levy, which will replace the lists of electives and additional charges parents were previously faced with. The total annual fee will be a combination of just two charges – the base tuition rate and a resource levy.

The resource levy will include all other charges and expenses applicable to a particular year group, such as laptops, camps, excursions, classroom resources, etc. The only other expenses parents should then expect are uniforms and other options such as IMP, bus fees, leaver's jackets, booklists, and the Year 7 Canberra Trip depending on whether parents opt for these.



## Fee Schedule April 2023 to March 2024 (Resident Students)

This schedule outlines the fees proposed for the period April 2023 to March 2024. The annual total is an estimate only of the base tuition rate plus the resource levy. It does not include options such as IMP or bus travel. The per month figure provides an indication of what parents can expect on a monthly basis.

### First Student

Year Level	\$ Tuition	\$ Resource Levy	\$ Annual Total	\$ Per Month
Kindy	3,296	275	3,571	298
Pre-Primary	6,589	290	6,879	573
Year 1	6,589	285	6,874	573
Year 2	6,589	285	6,874	573
Year 3	6,589	285	6,874	573
Year 4	6,589	285	6,874	573
Year 5	6,589	285	6,874	573
Year 6	6,589	485	7,074	589
Year 7	8,251	545	8,796	733
Year 8	8,251	755	9,006	751
Year 9	8,251	883	9,134	761
Year 10	8,251	762	9,013	751
Year 11	8,251	790	9,041	753
Year 12	8,251	790	9,041	753

### Second Student

Year Level	\$ Tuition	\$ Resource Levy	\$ Annual Total	\$ Per Month
Kindy	2,804	275	3,079	257
Pre-Primary	5,600	290	5,890	491
Year 1	5,599	285	5,884	490
Year 2	5,599	285	5,884	490
Year 3	5,599	285	5,884	490
Year 4	5,599	285	5,884	490
Year 5	5,599	285	5,884	490
Year 6	7,011	485	6,084	507
Year 7	7,011	545	7,556	630
Year 8	7,011	755	7,766	647
Year 9	7,011	883	7,894	658
Year 10	7,011	762	7,773	648
Year 11	7,011	790	7,801	650
Year 12	7,011	790	7,801	650

## Third Student

Year Level	\$ Tuition	\$ Resource Levy	\$ Annual Total	\$ Per Month
Kindy	1,983	275	2,258	188
Pre-Primary	3,953	290	4,243	354
Year 1	3,953	285	4,238	353
Year 2	3,953	285	4,238	353
Year 3	3,953	285	4,238	353
Year 4	3,953	285	4,238	353
Year 5	3,953	285	4,238	353
Year 6	3,953	485	4,438	370
Year 7	4,951	545	5,496	458
Year 8	4,951	755	5,706	475
Year 9	4,951	883	5,834	486
Year 10	4,951	762	5,713	476
Year 11	4,951	790	5,741	478
Year 12	4,951	790	5,741	478

## Fee Schedule April 2023 to March 2024 (International Students)

This schedule outlines the fees proposed for the period April 2023 to March 2024 for students studying in Australia on certain Visas. Discounted rates for siblings of international students are available upon request from the Business Office.

Year Level	\$ Tuition	\$ Resource Levy	\$ Annual Total	\$ Per Month
Kindy	12,467	275	12,742	1,062
Pre-Primary	17,406	290	17,696	1,475
Year 1	17,406	285	17,691	1,474
Year 2	17,406	285	17,691	1,474
Year 3	17,406	285	17,691	1,474
Year 4	17,406	285	17,691	1,474
Year 5	17,406	285	17,691	1,474
Year 6	17,406	485	17,891	1,491
Year 7	23,268	545	23,813	1,984
Year 8	23,268	755	24,023	2,002
Year 9	23,268	883	24,151	2,013
Year 10	23,268	762	24,030	2,002
Year 11	23,268	790	24,058	2,005
Year 12	23,268	790	24,058	2,005

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## REHOBOTH CHRISTIAN COLLEGE

### Primary Schools

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#### **Kenwick K-6**

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Kenwick WA 6107

### Secondary School

#### **Kenwick 7-12**

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Kenwick WA 6107

#### **Business Office**

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