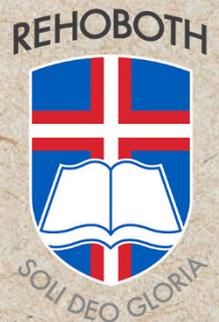




# Annual Report 2023

Association for Christian Education Inc



## **Vision**

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

## **Mission**

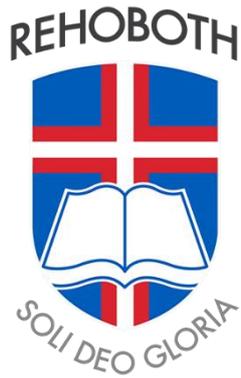
Rehoboth exists as an extension of the Christian home, partnering with parents as a covenant community to support them in their task of nurturing and educating their children to equip them for all of life.

## **Purpose**

We believe 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.

**SOLI  
DEO  
GLORIA**

(FOR THE GLORY OF GOD ALONE)



# Association for Christian Education Annual Report 2023

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# College Profile

## Summary

<b>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>Coeducational</b>	Yes
<b>No. of campuses</b>	2
<b>No. of schools</b>	3
<b>Year levels offered</b>	K-12
<b>Registration period</b>	1 Jan 2021 to 31 Dec 2025
<b>Total student population</b>	1031
<b>International student population</b>	11
<b>Staff population</b>	171
<b>ABN</b>	90 553 423 792
<b>CRICOS Provider No.</b>	01948B
<b>College motto</b>	Soli Deo Gloria (For the glory of God alone)

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 school of this kind in Australia.

The Association operates three schools and a Business Office across two campuses located in the southern suburbs of Perth:

### **Wilson K-6**

22 Dalton Place  
Wilson WA 6107

### **Kenwick K-6**

Gate 1, 270 Brixton Street  
Kenwick WA 6107

### **Kenwick 7-12**

Gate 2, 280 Brixton Street  
Kenwick WA 6107

### **Business Office**

Gate 4, 92 Kenwick Road  
Kenwick WA 6107

The Business Office at the Kenwick Campus provides 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 programs 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. The Board determined to extend Axiom23 into 2024 due to delays caused by the Covid-19 pandemic. The plan 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 them – are dedicated entirely to helping students place the Lord Jesus at the centre. With Christ as their axiom, we believe students 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 among 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 to be 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, where God may call them.

The Board meets monthly (excluding January and July) to carry out the business of the Association. In 2023, two extraordinary Board meetings were held in May and December for determination of special matters. A retreat was held in November where master planning and strategic planning were considered.

All 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 is ultimately accountable for the standard of student learning and quality of educational programs 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 its responsibilities include, but are not limited to:

- the operating of a Finance 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 2023, the Board consisted of:

Name	Role	Attendance (out of 13 meetings)
Bronwen Charlesson	Board member	11
David Lee	Deputy Chairperson	11
David Montgomery	Board member	13
Kate Murphy	Secretary	13
Karinda Olde*	Board member	6
Shenny Ruan	Board member	13
Ben van der Kooy	Board member	13
Frank van der Kooy	Chairperson	12
Bruce Whyatt	Treasurer	13

\* Karinda Olde retired from the Board on 7 August 2023 after serving for 5.5 years.

In November 2023, the Board undertook a self-evaluation survey, designed to assess its performance and the effectiveness of Board processes.

Six areas were surveyed. Board members were asked to rate a series of assertions in each area on a scale of 1 to 5. All Board members participated, and responses could remain anonymous unless the Board member wished to discuss any matter further.

Area	Rating
Objectives, Strategy, and Remit	4.4
Governance and Performance	4.4
Stakeholder Relationships	4.1
Risk Management	4.4
Finance Subcommittee	4.7
In the Boardroom	4.5

Following a review of the results, the Board determined it would focus on promoting the role and purpose of the Board within the College community.

## Leadership

To maintain the integrity of its governance role and ensure it can 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 2023 consisted of:

Name	Role
Mark Steyn	CEO
David Geijsman	Principal: Wilson K-6
Nicole Pleysier	Principal: Kenwick K-6
Marilyn Louwen	Principal: Kenwick 7-12
Rachael Fairlamb	Finance Manager

## Christian Worldview

We believe that 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.

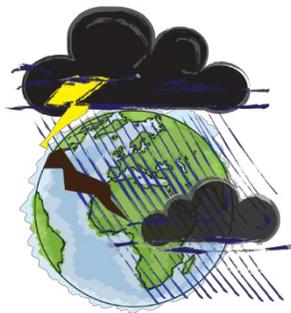
Our education programs and extracurricular offerings are therefore selected and designed to allow students to explore the gifts that God has given them and to provide opportunities to develop their individual skills.

We view everything within the context of the Bible’s ‘big picture’ narrative and puts all of life and learning into context. Beginning with what God intended (**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).



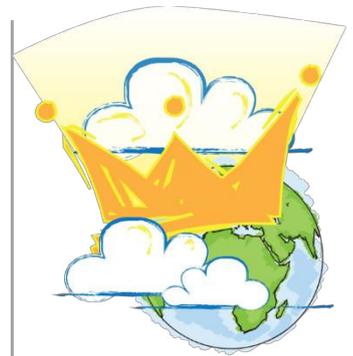
CREATION



FALL



REDEMPTION



RESTORATION

## 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, do, and say (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 Christian thinker and teacher Anna Hogg (2012 p31) has put 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 the Lord Jesus 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). There is not one subject or even area of life that is more important than another. '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

**The last year has been one of change and challenge for the College and the Board has been reminded of the need to pray continually for the Lord's provision and protection of Rehoboth which has now been delivering Christian education for fifty-seven years.**

**The key changes include leadership of the College and increasing student numbers while the critical challenge is ensuring the College has the infrastructure required to accommodate these additional students and provide modern, fit for purpose educational facilities.**

## Farewell to Mark Steyn

Early in 2023, after seventeen years serving at the College, Mark notified the Board that he would not be seeking to renew his contract and planned to conclude his time at the College at the end of the year. Although this news was disappointing for the Board, there was also a strong sense of gratitude for Mark's lengthy tenure and faithful service to the Association and the College.

Mark commenced at Rehoboth in 2006 as Business Manager at a challenging time for the College. He brought his now-familiar energy and wisdom to the role and quickly showed how invaluable his strong skill set would be. Initially appointed in an acting capacity in 2011, Mark officially took over as Chief Executive Officer (CEO) eighteen months later.

A strong sense of purpose, increased professionalism across all levels of the College, stability of leadership, the consolidation of a distinctly Christian worldview in all teaching and learning areas, and the improvement and expansion of facilities at both campuses are just a few of the legacies of Mark's tenure.

The Board has particularly appreciated Mark's deeply held faith, the strength of the devotions he has delivered at Board retreats and education conferences, his passionate defence of Christian education in general and of Rehoboth in particular, and his ability to cast a Christ-centred vision for the future and bring others along for the ride.

In September 2023 Mark was appointed as the next CEO of Christian Education National (CEN), a nationwide

community of Christian schools, including Rehoboth, unified around the common goal of authentic, Bible based, Christ centred education.

The College is looking forward to continuing its longstanding partnership with CEN and with Mark who we know will bring to CEN the same energy, insight, and strategic leadership he demonstrated during his time at Rehoboth.

## Congratulations to Nicole Pleysier

After a rigorous recruitment process which included candidates from around Australia and overseas, the Board appointed Nicole Pleysier as the College's next CEO commencing in January 2024.

Nicole knows Rehoboth, its history, and its community very well. She is a long serving staff member and former student who married another former student, lived on the grounds of the Kenwick Campus for a period, enrolled her four children in the College, and recently welcomed her first grandchild into Kindergarten.

Nicole began her career at Rehoboth as an art specialist, teaching at the Wilson Campus before transferring to our former Yangebup Campus. After some time spent living and working in Karratha, Nicole returned to Rehoboth as a primary teacher. She took on the role of Curriculum Coordinator at Kenwick before being appointed Head of Primary, a role which later become Principal as the Primary School grew to be what is currently the largest of our three schools.

Under Nicole's leadership, Kenwick K-6 has seen significant growth in student numbers and a wide range of innovative programs introduced, such as BizKids, Waste Wise Project Week, STEAM learning, and collaborative staff teams.

Nicole is also the State Executive Officer for CEN schools in WA and plays an integral role in the strategic leadership of parent governed Christian schools across Australia. The Board is looking forward to seeing how Nicole will use her gifts and passion as an educator to further grow and develop the College while protecting its distinct culture.

## Increasing Student Numbers

God has continued to bless Rehoboth with an increasing number of families keen to send their children to the College, as demonstrated by the student population chart on page 19 of this Annual Report which details total student numbers across the three schools over the last ten years. The anticipated student numbers for 2024 is 1,071.

## Master Planning

The need to accommodate the increasing student numbers, along with a desire to update facilities, has been at the centre of the College's master planning process across both campuses for the past fifteen years. The Wilson and Kenwick Primary Schools have seen significant new infrastructure built during this time and the Board's attention for the last few years has been on the much needed expansion and modernisation of the Secondary School's facilities.

This has included work on finding a suitable site for a third campus to which the Secondary School can be relocated. Ideally, this would be within 15 minutes of both the Wilson and Kenwick Campuses. The challenge has been finding enough space to develop a new campus as the ideal zone is now highly urbanised.

As reported at previous general meetings of the Association, option to purchase agreements have been executed in relation to two sites over the last two years – one on Welshpool Road in 2022 and the other near the

Kenwick Link in 2023. Unfortunately, both sites were found to be unsuitable for a new campus following planning, environmental, fire, and traffic due diligence investigations.

While the College is now looking at another option for land in Kenwick, it is also progressing plans for updating the Kenwick Campus. These range from a complete redevelopment of the Campus, through to minor, staged redevelopments of the Secondary School. These options depend on how successful the College is in acquiring land suitable for development of another campus.

We continue to engage with highly qualified property consultants, town planners, and architects to assist with the master planning process.

## Prayer

We serve a God worthy of praise and petition Who has protected and guided Rehoboth for almost sixty years. As such, we would ask that you pray for the leadership changes taking place in 2024 – Nicole as CEO of the College and Mark as CEO of CEN. Please thank God for the continued growth in student numbers and ask for wisdom and patience as the College makes plans to acquire new land and buildings to accommodate these additional students.

**Frank van der Kooy**  
Chairperson



# CEO Report

During my 17 years at Rehoboth, I have seen the favour of God as the College has grown to almost three times its size. It has been my privilege to see so many students receiving a Christ-centred, God-honouring education and to work with many wonderful Christian men and women who give their all for the sake of our students. This focus on being distinctly Christian in all areas dominates our thinking and is our driving passion. It will remain my enduring memory of Rehoboth.

As I conclude my time at Rehoboth and prepare to embark on a new chapter, I carry with me the lessons, values, and experiences from an incredibly fulfilling time at this wonderful College. By God's grace, we have accomplished a great deal and seen Rehoboth flourish. We share a common vision – to engage students to think, respond and live with excellence for the glory of God alone – and we strive to achieve our purpose – orienting students Biblically towards the knowledge of God, the Gospel, humanity, and all of God's creation. Several comments from staff satisfaction surveys conducted in 2023 captured this well, here's one:

**Working at Rehoboth is a delight, and I am proud of where I work. It's Christian mission and purpose are clearly articulated, and I am incredibly grateful to work here.**

There are always areas for improvement, and we are continually learning to better our processes and practices, but it is encouraging to read such comments and know that we are keeping the main thing, the main thing and working hard to deliver authentic Christ-centred education that shapes students of distinct character.

I also want to express my deep gratitude to the many parents who have partnered with Rehoboth; parents who have been, and continued to be, pillars of support and

encouragement. Your prayers for the College and unwavering commitment to the growth, education, and welfare of students has been one of the driving forces behind Rehoboth's continuing success. Rehoboth is a unique community, even among Christian schools, where Christian parents have acknowledged their God-given responsibility to nurture and educate their children in His ways and support the College in helping them outwork this responsibility. What a wonderful union of home and school, as parents exercise their right to choose the kind of education their children will receive.

It has also been my privilege to work with many dedicated and hardworking Board members over the years, parents elected from amongst the College community to guide and govern our schools. Much of the Board's work is unseen and goes unremarked as a result, but these men and women have a deeply held conviction of the importance and value of Christian education as they have faithfully served over many years.

2023 was a year of highs and lows, as we commenced a College wide systems review that will serve us into the future, while at the same time land for a third campus proved elusive. Staff transitions, particularly in leadership, can cause uncertainty, and yet we welcomed a host of excellent new staff to the team. These are some of the challenges and successes Rehoboth will need to navigate in 2024 and beyond, but I am confident that as the Board, Senior Leadership Team, staff and parents continue to uphold the College in prayer, seek God's will in all things, and serve faithfully and humbly, He will continue 'to bless [Rehoboth] abundantly, so that in all things at all times, having all that you need, you will abound in every good work' (2 Corinthians 9:8 NIV).

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

# Principals Report (Primary)

Throughout the year, our focus remained on fostering and nurturing a learning environment where every child and staff member has the opportunity to thrive.

We continuously work to improve teaching and learning methods, initiate community projects, and foster stronger connections with students, families, and the wider community.

As we reflect on the past year's successes and challenges, we are thankful to God for His continued favour and for the team of dedicated staff, supportive parents, and enthusiastic students.

## Student Learning and Standard of Education

### Early Childhood

Our Early Childhood team continued to ensure that the initial years of a child's entry into schooling are filled with engagement, wonder, and intentional play in God's amazing world.

Social development and connection with others continued to remain a focus of our Early Learning Program.

Our Early Childhood leadership team engaged the services of an Early Childhood Consultant and arranged school tours for our staff to other schools who are modelling exemplary practice.

Once again, our self-audit against the National Quality Standards was very positive. One of our goals for 2024 is to increase opportunities for student voice and agency in their learning.

### Technologies Program

2023 saw us commence our inaugural Technologies Program with a dedicated specialist teacher. The program consists of two components that are managed via a semester rotation with the students.

In our Digital Technologies Program, classes participated in coding activities with simple robotics, learned about computer systems and associated devices, and developed their skills when using the Microsoft suite.

In our Design Technologies Program, students participated in our newly developed Kitchen and Garden Program, which saw the students learning how to prepare and cook their food, how to safely use knives and other kitchen utensils, and learning how to plant and nurture food in our edible gardens.





## Data-Informed Practice and PAT Progress

A focus for our whole College staff this year was on embedding data-informed practice in our classrooms.

Our 2023 Progressive Achievement Tests (PAT) provided us with the ability to track progress for a full school year and measure achievement against normed expectations. Student data was used to guide adjustments to learning programs and better cater for individual and group needs.

A selection of staff participated in professional learning courses focussed on leading data analysis with their teams.

## Heads of Teaching and Learning

Nicole Marmion (Wilson) and Aaron Norman (Kenwick) stepped into the newly developed roles of Heads of Teaching and Learning in 2023. Their roles focussed primarily on improving student learning and the standard of education. Their responsibilities included, but were not limited to, coaching staff in the planning and delivery of learning programs, mentoring graduate teachers, observing and modelling lessons, and supporting with classroom engagement strategies.

Nicole and Aaron proved to be exceptionally effective in adjusting their support to the unique context and needs of their campus and staff, while also working with the Primary School Principals to ensure that strategic priorities were met.

## Systems Review

As part of our ongoing review of systems across the College, the leadership team undertook a review of our Learning Management System (LMS), SEQTA. This review resulted in the decision that, due to several significant factors, SEQTA would not meet the needs of our increasingly growing school.

It was decided that the Schoolbox LMS would allow the College to continue to grow and support student learning and communication into the future and that staff would commence development and training of this system in 2024. A full rollout is planned for 2025.

We are very excited about the introduction of Schoolbox and the improvements we expect to see in preparation and delivery of learning programs, streamlined communication within the College community, and the management of student wellbeing, pastoral care, and academic progress.

## Pastoral Care and Child Safety

### Chaplaincy

Learning thrives within a supportive and nurturing environment where the wellbeing of our students is prioritised. We firmly believe that academic success is intrinsically linked to the social, emotional, and spiritual health of our students.

Our Chaplain, Liesl Theaart, alongside our Child Safe Officer, Wayne Blennerhassett, played a pivotal role in fostering a sense of belonging and inclusivity within our school community.

By collaborating closely with Teachers, Education Assistants, Principals, and the learning support team, they ensured that the unique needs of each student were recognized and effectively addressed.

### College Support Coordinator

This year, we addressed a growing need for a Learning Support Coordinator role that spans all three schools. This initiative aimed to facilitate seamless transitions for students moving from primary to secondary education while also ensuring a consistent approach to identifying and supporting students who may be at risk.

Debra Naylor stepped into the role of College Support Coordinator and has worked closely with the Learning Support Coordinators to streamline campus processes, identify professional learning, and provide practical support for staff working with students with additional needs.

The introduction of the College Support Coordinator also supported our transition to an improved Student Support Services model. This sees our Learning Support Coordinators, Chaplains, and Heads of Teaching and Learning working together to implement a refined case management approach to learning support issues.

## Staff Growth and Development

### CCC Leadership

A key area of emphasis and development in 2023 centred around strengthening and enhancing our middle leadership framework.

While our leadership core remains stable, we recognise the significance of actively engaging in future workforce planning, and so we are dedicated to nurturing and empowering our established, emerging, and aspirant leaders within the College community.

Presently, we have organised two groups, each comprising approximately eight participants, who convene twice per term to participate in a tailored leadership development initiative, known as Called Connected Committed (CCC).

The program offers a valuable opportunity for mutual growth and support, where individuals can exchange insights, draw inspiration, and receive guidance rooted in spiritual wisdom, fostering a culture where 'iron sharpens iron'.

### PLC Leaders

For some time, we have employed a collaborative model throughout the College, involving Learning Areas in Secondary and Professional Learning Communities in the Primary Schools.

Each group is overseen by a designated leader who dedicates time to ensuring that their respective team prioritises student learning and development.

In 2023, we aimed to enhance the capabilities of these leaders by partnering with Grift Education, a professional learning coaching organisation. This collaboration is working towards equipping our PLC Leaders with a toolkit for effective leadership and a model for maintaining a learning-centred focus during group meetings.

## Community Engagement

We continue to grow and foster community engagement through initiatives such as the Fathering Project, College Community Day, Grandparent assemblies, Flourishing Families morning teas, and a host of other activities aimed to enrich the culture of the College.

After a 2-year hiatus due to Covid interruptions, we were once again able to celebrate our Community Day in 2023. This was a wonderful opportunity for our whole community to come together and celebrate and thank God for His community here at Rehoboth.

We are particularly thankful to all of the Wilson Parent Representatives and staff and students across the College for the collaborative effort that was put into ensuring this day was such a success.

## Overview of 2024 Focus Areas

Looking ahead to 2024, we seek to continue to strengthen and build upon our 2023 priorities.

In the classrooms we will be using evidence-based best practice to ensure that elements of Visible Learning are embedded in teaching programs and practice. We will also be continuing to build our skillset as a data-informed school by developing a consistent approach to data analysis and implementation.

As part of the suite of learning support programs available at both Primary Schools, we will be introducing MacqLit, a literacy intervention program for middle and upper primary students that will continue to build upon the foundation set in the SoundsWrite intervention program in the lower primary years.

Finally, the development and staff training of our incoming LMS, Schoolbox, will incorporate a significant amount of our focus and time for staff in 2024.

**David Geijsman**  
**Principal: Wilson K-6**

**Nicole Pleysier**  
**Principal: Kenwick K-6**



## Principal Report (Secondary)

Our 2023 focus came from Jeremiah 17:7-8, encouraging us to get to know God more, trust Him, 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. It can be stable and not fall over, be fed from the stream and bear fruit, standing on truth in confidence. We looked to grow in God like the tree growing by the water.

### Student Learning and Standard of Education

Our Year 12 cohort achieved some excellent results, performing to expectations and reflecting a diligent group of students who achieved the highest overall results we have had in recent years. Their outcomes are discussed later in this Annual Report.

The additional classes we have operated in Maths and English showed growth in student learning. These were small classes with run by experienced teachers. The lesson structure that we are establishing across all classes asks teachers to intentionally outline:

- Christian perspectives/worldview
- What are we learning?
- How do I know if I am successful?

This is to intentionally involve the students in the plan for the lesson as they take ownership of their learning, keep the Christian perspective at the forefront of the lesson and provide feedback at the close of the lesson. This structure has seen improved outcomes for students and will continue into 2024.

## Pastoral Care and Child Safety

We continue to focus on our Learner Profile (as contained in the Axiom23 Strategic Plan), encouraging students not to settle for mediocrity but to strive to learn more about God and His world for His glory and their good. We offer the level of care that students individually require for health and learning while equipping them with knowledge of God and His world to see them accept Jesus as their Lord and Saviour, growing in resilience for life and a love for others.

## Staff Growth and Development

Our staff development and growth discussions have focussed on how teachers guide the process of learning by inspiring, challenging, and exciting students to learn.

We are encouraged by the growth in staff who have been serving at Rehoboth for a while as they stepped up to new levels in 2023 in their diligence, dedication, and ability.

Our Called, Committed, Connected Leadership Program, which we run with current and emerging leaders, has seen deep conversations for growth in these staff. Professional Learning opportunities with CEN, AISWA, and MHFA trainers have also grown all staff.

## Implementation of Strategic Plan

Thinking Christianly: Biblical Literacy, Foundations, and Focus – teachers encourage Biblical literacy and focus through daily Devotions and subject studies using our Christian Worldview Framework.

Teaching Christianly: Re-Orienting Pedagogy and Classroom Practice – we regularly observe teachers in their classrooms to discuss their pedagogy and ways to expand their teaching to facilitate deep learning.

Responding Christianly: Discovering Gifting and Calling – our VET program involves discussion, research, and trials in work placements which assist students in identifying their gifts and God's call on them.

Living Christianly: Student Care, Development, and Preparation – our School Captain and her team have shown good community spirit in caring for their peers and have input regularly into school activities.

## 2024 Focus

Our focus for 2024 in the Secondary School is to see progress.

Through collective efficacy we look to see progress in our relationships with God, our knowledge of His world, our friendships, and our care of ourselves and our world.

**Marilyn Louwen**

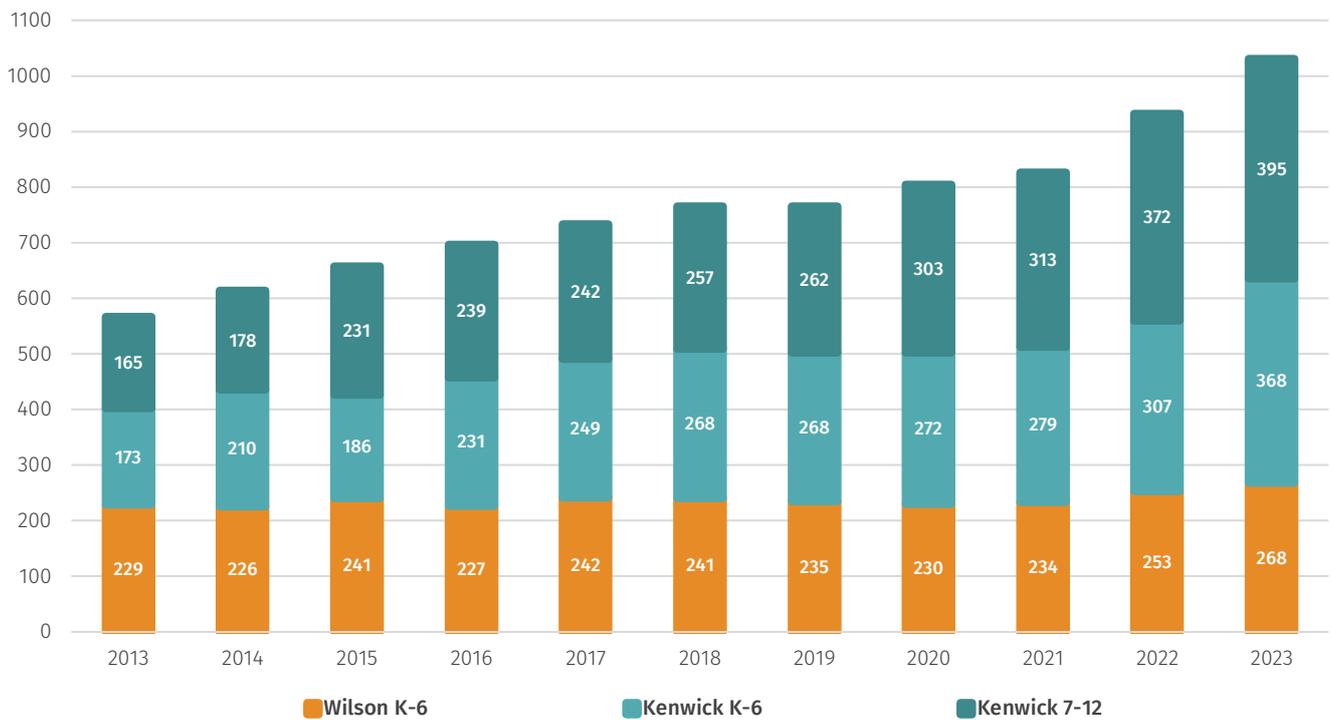
**Principal: Kenwick 7-12**



# Student Population and Attendance

## Comparative Population Summary

The chart below shows movements in the student population over the ten-year period 2013-2023, as taken from the annual August census.



## Attendance

The table below shows the student population and attendance in 2023. All student population figures are taken from the August 2023 census and includes international students.

Year Level	Population	% Average Attendance
Kindy	88	90
Pre-Primary	76	91
Year 1	81	90
Year 2	90	93
Year 3	76	92
Year 4	75	92
Year 5	78	92
Year 6	72	92
Year 7	66	92
Year 8	73	93
Year 9	66	93
Year 10	76	92
Year 11	63	91
Year 12	51	93
<b>Total</b>	<b>1031</b>	<b>92</b>

## 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 show the number of international students enrolled at Rehoboth in 2023, as at the August census date.

Area	Population
Early Childhood	1
Year 1-2	2
Year 3-4	0
Year 5-6	2
Year 7-9	4
Year 10-12	2
<b>Total</b>	<b>11</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 the Primary Schools 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 programs and practice, assess the quality of learning programs, and to determine the readiness of students for the next stage of their learning.

## NAPLAN 2023

The National Assessment Program – Literacy and Numeracy (**NAPLAN**) is an annual assessment that all students undertake in Year 3, Year 5, Year 7, and Year 9. Approximately one million students across Australia sit the NAPLAN test each year.

The aim of the test is to ‘determine whether or not young Australians are developing the literacy and numeracy skills that provide the critical foundational for other learning and for their productive and rewarding participation in the community’ (ACARA 2023). It tests four domains – Reading, Writing, Language Conventions (spelling, grammar, and punctuation), and Numeracy.

NAPLAN results are a snapshot of student progress on one day of the year. While the assessment allows schools and teachers to monitor and evaluate individual student and cohort progress, it is not intended to be a measure of a school’s quality.

A major change to NAPLAN reporting came into effect in 2023. Four proficiency standards have replaced the previous ten bands, resulting in a new measuring scale. The proficiency standards are:

In addition to NAPLAN and OLNA, our annual standardised testing regime includes Progressive Achievement Testing, South Australian Spelling, prior years NAPLAN tests, placement testing for Reading, Spelling, and Maths, on-entry testing for Kindy and Pre-Primary, and learning difficulty/disability assessments.

- **Exceeding:** The student’s result exceeds expectations at the time of testing.
- **Strong:** The student result meets challenging but reasonable expectations at the time of testing.
- **Developing:** The student’s result indicates that they are working towards expectations at the time of testing.
- **Needs Additional Support:** The student’s result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

This new measuring scale is intended to make better use of the online testing environment and to allow for reporting against initiatives outlined in the 2019 National School Reform Agreement. However, it also means that 2023 results cannot be compared to previous years, as the proficiency standards do not equate to the bands used previously. Experts have advised against attempting to compare past NAPLAN results to the 2023 data. With that in mind, Rehoboth’s results reported overleaf are only a snapshot of 2023 testing. They show the percentage of students in each year level achieving each proficiency standard.

## Numeracy

	Year 3	Year 5	Year 7	Year 9
<b>Exceeding</b>	14.5%	28.2%	20.9%	23.9%
<b>Strong</b>	63.2%	60.3%	68.6%	64.2%
<b>Developing</b>	13.1%	3.8%	7.5%	8.9%
<b>Needs Additional Support</b>	2.6%	2.6%	1.5%	3%
<b>Absent/Withdrawn</b>	6.6%	5.1%	1.5%	0%

## Reading

	Year 3	Year 5	Year 7	Year 9
<b>Exceeding</b>	18.4%	35.9%	37.3%	29.9%
<b>Strong</b>	57.9%	56.4%	50.7%	55.2%
<b>Developing</b>	11.8%	2.6%	9%	13.4%
<b>Needs Additional Support</b>	6.6%	0%	1.5%	1.5%
<b>Absent/Withdrawn</b>	5.3%	5.1%	1.5%	0%

## Writing

	Year 3	Year 5	Year 7	Year 9
<b>Exceeding</b>	2.6%	25.6%	20.9%	19.4%
<b>Strong</b>	80.3%	53.9%	53.7%	46.3%
<b>Developing</b>	11.8%	15.4%	16.4%	29.8%
<b>Needs Additional Support</b>	0%	1.3%	7.5%	4.5%
<b>Absent/Withdrawn</b>	5.3%	3.8%	1.5%	0%

## Spelling

	Year 3	Year 5	Year 7	Year 9
<b>Exceeding</b>	15.8%	34.6%	49.3%	29.9%
<b>Strong</b>	51.3%	50%	44.7%	50.7%
<b>Developing</b>	21%	9%	3%	14.9%
<b>Needs Additional Support</b>	6.6%	1.3%	1.5%	4.5%
<b>Absent/Withdrawn</b>	5.3%	5.1%	1.5%	0%

## Grammar and Punctuation

	Year 3	Year 5	Year 7	Year 9
<b>Exceeding</b>	3.9%	29.5%	20.9%	29.9%
<b>Strong</b>	64.5%	51.3%	58.2%	49.2%
<b>Developing</b>	14.5%	14.1%	17.9%	17.9%
<b>Needs Additional Support</b>	11.8%	0%	1.5%	3%
<b>Absent/Withdrawn</b>	5.3%	5.1%	1.5%	0%

## Comparison to Similar Schools

This table is supplied by MySchool and shows Rehoboth's average result when compared to students with a similar school background.

It should be noted that a definition of 'similar school' has not been provided, though it is typically linked with socioeconomic ratings.

	Reading	Writing	Spelling	Grammar	Numeracy
<b>Year 3</b>	420	419	417	422	427
<b>Year 5</b>	549	519	536	547	546
<b>Year 7</b>	584	573	594	572	589
<b>Year 9</b>	607	581	596	609	623

Above
  Below
  Close to

Each of our cohorts has its own unique strengths and areas for focus. Comparing cohort across schools from a single point in time is not always an accurate method for identifying trends. Having said that, overall, we have been pleased with the results students have achieved, including a good number of domains 'Above' similar schools.

Year 5 students in particular achieved very good results across the domains, and Numeracy is a strength across Years 6-9. Language Conventions will be a focus area for the Year 3 cohort going forward, while Writing – which is a domain receiving national attention – will be a focus area across the whole College.



# Key Student Outcomes

## OLNA

The Online Literacy and Numeracy Assessment (**OLNA**) is conducted annually in Year 10-12. '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 prequalify for these requirements by achieving at or exceeding the required score in their Year 9 NAPLAN testing. Should they not meet the minimum standards in Year 9, they can demonstrate proficiency in Year 10-12 OLNA. Meeting these minimum requirements is essential for achieving the Western Australian Certificate of Education (WACE).

OLNA consists of three components:

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

Additional literacy and numeracy tutoring was offered in 2023 to help students achieve the minimum requirements to attain their WACE. This support will continue into 2024 for those students who still need to meet the minimum requirements.

	Reading	Writing	Numeracy
<b>Year 10</b>	73%	41%	77%
<b>Year 11</b>	99%	97%	95%
<b>Year 12</b>	91%	93%	95%

The table above shows the percentage of Year 10-12 students in 2023 achieving the OLNA minimum requirements. Writing skills will be a particular area of focus in 2024. We are, however, very pleased that almost all Year 11 and Year 12 students have met the requirements.



# Year 6-12 Student Awards

Because the gifts God 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, Christian character, and creative excellence. In addition to

subject awards, the following major awards were presented during graduation and awards events held 4-7 December 2023. We sincerely thank all our award sponsors for their generous support of our students.

## Year 6 Wilson

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Principal's Award	Anna Kuipers
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Christian Growth Award	Seok Jun Roh
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Christian Character Award	Clara Eriksen
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Outstanding Effort Award	Kate Wong, Evelyn Harcombe
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## Year 6 Kenwick

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Principal's Award	Imogen Bartley
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Christian Growth Award	Gabriel Chilufya
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Christian Character Award	Joshua Batey
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Outstanding Effort Award	Grace Irawan
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## Year 7 Kenwick

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Citizenship Award	David Cook
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Leadership Award	Tilly Plenty
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Principal's Award	Callie Tan
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## Year 8 Kenwick

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Citizenship Award	Ceanna Morling
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Leadership Award	Jamie Matthews
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Principal's Award	Naomi Gong
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## Year 9 Kenwick

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Citizenship Award	Nathaniel Ramwi
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Creative Excellence Award (Years 7-9)	Josephine Ardian
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Leadership Award	Catherine Hadisueno
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Principal's Award	Benjamin Steadman
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## Year 10 Kenwick

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ADF Long Tan Future  
Innovators Award

Samuel Richards

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Outstanding Effort Award

Daniel Matthews

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Citizenship Award

Christopher Martin

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## Year 11 Kenwick

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Citizenship Award

Jean Teo

---

Outstanding Effort Award

Vania Handoyo

---

City of Gosnells  
Scholarship Award

Ivan Nagel

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## Year 12 Kenwick

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ADF Long Tan Youth  
Leadership Teamwork  
Award

Jacqueline Ardian

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Beautiful Plumbing  
Vocational Excellence  
Award

Tadiwanashe Ngomamiti

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Best All Rounder Award

Alexandra Verkerk

---

Personal Excellence Award

Joanna Paul

---

Citizenship Award

Nathan Budiman

---

Service Award

Samantha Ng

---

Gosnells Lions Club Dux  
(ATAR) Award

Devlin Nugteren

---

Sports All Rounder Award

Ellyssa Klomp

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Dux (General) Award

Aliza Merlo

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# 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

Deep Dive Program (Year 5-6)	OLNA
Deep Dive Exhibition and Market Day	Parent Interviews
English Tutoring	Pre-Primary On-Entry Assessments
Maths Tutoring	Progressive Achievement Testing
Meet the Teacher Evening	Worldview Australia Chunks Day
NAPLAN	Year 10 Work Experience

## Assemblies

Anzac Assemblies	Reformation Day Assembly
Easter Assemblies	Year 6 Farewell Assembly
Grandparents Assembly	Year 7-11 Celebration Assembly
Primary Celebrations	Year 12 Farewell Assembly

## Camps

Cadets Campout	Year 8 Nanga Bush Camp
Fathering Project Overnighter	Year 9 Rite Journey Camp – The Call
Year 5 Overnighter	Year 9 Rite Journey Overnighter
Year 6 Boddington Camp	Year 10 Leonora Bush Mission Trip
Year 7 Canberra Trip	

## Community

Book Parade	Governor's Prayer Breakfast
Bunnings	Honidai Choir
Class Photos Days	Kindy Orientation Days
Cockburn Ice Are	Mission Support Days
Colin Buchanan Concerts	Mother's Day Stalls
Community Day	Multicultural Afternoon Tea
Edu-Dance Concerts	Mums in Prayer
Emergency Services Cadets	Parent Representative Meetings
Father's Day Stalls	Parent Q&As
Fathering Project – Barefoot Bowls	Year 6 Step Up Step Out Evenings
Fathering Project – Drag a Dad Hike	Year 7 Orientation Day
Fathering Project – Groove Train Dinner	Year 10 River Cruise
Fathering Project – Pizza and Paper Planes	Year 11-12 Ball
Fathering Project – Welcome Back BBQ	Year 12 Celebration Evening
Flourishing Families Morning Teas	

## Competitions

Brain Bee Challenge	Synergy Solar Car Challenges
RACI Titration Stakes	Write a Book in a Day

## Excursions and Incursions

Adventure World	Monggo Indonesian Restaurant
Agmaroy Nursing Home	Murdoch University STEM Workshops
ASDAN Community Access Days	Murdoch University Vet Museum
Atco Gas	Old MacDonald's Farm
Bibra Lake	Out in Nature
BOUNCEInc.	Perkins Biodiscovery Centre
Cadets Big Day Out	Perth Observatory
Christian Seminars Masterclass	Play in the Past
Constitutional Centre of WA	Politics and Law Guest Speakers
Curtin University Big Day In	RAC BStreetsmart

## Excursions and Incursions (Continued)

Film Viewings	Recycling Depot
Fremantle Prison	Red Door Church Easter Walkthrough
Geography Canning River Fieldwork	Scitech
Geography Olive Farm Wines Fieldwork	Teddy Bears Picnic
Geography Perth CBD Fieldwork	Thornlie Community Church Service Morning
Geography Perth Hills Fieldwork	UWA Chemistry Laboratories Tour
Geography Point Walter Fieldwork	UWA Indonesian Program Tour
Good Sammy's	Visual Communications Kings Park Fieldwork
Indonesian Consulate General	Visual Communications Perth CBD Fieldwork
Kings Park	Visual Communications Sculptures by the Sea Fieldwork
Law Society of WA	WA Museum
Medieval Day	WA Shipwrecks Museum
Mills Park Tree Planting	Yum Cha House Chinese Restaurant

## House Carnivals and Activities

AFLX	House Meetings
Athletics	Iron House Competitions
Cross Country	Soccer
Early Childhood Community Sports Day	Swimming
Field Events	Volleyball

## Interschool Events

Athletics	Lightning Carnivals
Basketball	Soccer
Cross Country	Swimming
Field Events	

## Music and Creative Arts

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Arts Festival - Drama Performance

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Arts Festival – Open Mic and Street Food Stalls

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Arts Festival – Performing Arts Extravaganza

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Choirs – Rehearsals and Performances

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Music Recording Days

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Perth Indonesian Communities Christmas Together

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Showcase Evenings

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Stage Band Rehearsals

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Tunes on the Lawn

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Whole School Concert

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Year 5 Band Lunchtime Concert

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Year 7 Band Rehearsals

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Year 8 Band Rehearsals

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Year 9 Specialist Music Rehearsals

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Year 10 Specialist Music Rehearsals

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## Other

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Dental Screenings

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First Aid Training

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Occupational Therapist Screenings

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Speech Therapist Screenings

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## Sports and Physical Education

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Adrenaline Vault

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Badminton

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CrossFit

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Edu-Dance

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Golf

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Lawn Bowls

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Portside Boulders

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Run Club

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Soccer

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Swimming Lessons

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# Year 12 Student Outcomes

## Summary

	2023	2022	2021
Total size of Year 12 cohort	51	42	26
No. of ATAR students within cohort	21	26	15
No. of VET/General students within cohort	30	12	10
Median ATAR	87.25	80.90	82.9
% of students with ATAR above 90	19	26	33
% of students with ATAR above 80	62	57	60
% of students with ATAR above 70	86	81	73
% of cohort achieving WACE	93	93	96
% of VET/General students achieving certificates	93	75	70

Our 2023 Year 12 cohort was driven by a sense of finishing well.

Many student achievements were such significant improvements on their previous achievements, much of which comes down to continuous monitoring of student performance throughout the year, and constant care and support for students in light of this monitoring. This was done by a team of college staff and the result is a celebration of collective efficacy of staff.

Students responded positively to the care and support provided by staff. At the end of the year the students

## WACE

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 meet 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 only ineligible owing to not achieving the required OLNA

expressed appreciation and spoke of a strong sense of gratitude. Parents shared similarly strong and positive testimonies. Our 2023 Year 12 cohort matured over their final years of schooling and their final results are significant evidence of that.

The School Captain, a quiet servant leader of the 2023 cohort, spoke so well at the graduation evening, encouraging students and staff to look up to God for their source of strength purpose and hope in their next pursuits.

level. Despite this, these students achieved their certificates, completed endorsed programs, and were able to secure employment for 2024.

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

# Year 12

## 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 2023, our ATAR cohort achieved above expectations, including four students who achieved an ATAR of 94 and above.

We were particularly pleased that the median ATAR for this cohort was 87.25. Typically, this would place the cohort in the top 20 schools in the state. Although this data is no longer published for all schools, past results indicate a median ATAR of 87.25 to be a very strong result. Individual student results are shown below.

Looking at results from previous years, there are three areas of improvement which can be celebrated:

- The high percentage of students who achieved an ATAR above 80, meaning that 62% of students who completed the ATAR pathway achieved a result that will allow for direct entry to a course at university. This is the main reason for such a high median ATAR.
- The very low percentage of students not achieving an ATAR above 70. The percentage of students who chose the ATAR pathway that achieved ATAR results that are unlikely to result in direct entrance to university was very small. This shows that students are being guided well to the appropriate pathway for them to achieve their goals.
- The small increase in alignment between school scores and final scaled scores. Whilst some work is to be done improving moderation in some courses, almost all courses showed improvement in this area in 2023.

## Graduate Destinations

All students who applied for university for 2024 were offered places in the following areas of study:

Field of Education	Offered	Enrolled
Architecture and Building	1	1
Business and Commerce	3	1
Education	1	1
Engineering and Technologies	1	0
Health, Nursing, Medical, Physiotherapy	5	5
Information Technology	1	0
Natural and Physical Sciences	4	3
Society and Culture	8	6

## 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.

Nine students completed the endorsed program Authority-Developed Workplace Learning (ADWPL) which requires 110 workplace hours.

Ten students were awarded Certificates of Merit. Additionally, our geography students were listed as one of the top performing group of students in the state in that subject. To be listed a high percentage of students in the class needed to score in the top 15% of students in that course.

## VET

Students taking a Vocational Education and Training (VET) pathway can access a wide range of certificate courses. In 2023, our VET cohort undertook a range of certificates, with

many completing multiple certificates. Below is a list of the achievements of students studying the VET pathway.

### Certificate II

Certificate	No. of students completed
Applied Fashion Design and Technology	1
Automotive Vocational Preparation	1
Autonomous Workplace Operations	2
Community Services	13
Electronics	1

Certificate	No. of students completed
Kitchen Operations	1
Rail Infrastructure	1
Railway Operations	1
Supply Chain Operations	1

### Certificate III

Certificate	No. of students completed
Aviation (Remote Pilot)	1
Business	1
Events	1
Health Services Assistant (Traineeship)	1

Certificate	No. of students completed
Information Technology	1
Music	5
School Based Education Support	1
Screen and Media	2

## Certificate IV

Certificate	No. of students completed
Business	4
Community Services	3
Design	2

Certificate	No. of students completed
Preparation for Health and Nursing Studies	3
Work Health and Safety	1



# Staff Standards and Workforce Composition

## Workforce Composition

Rehoboth had a total staff population of 171 full time and part time employees in 2023.

No staff members identified as Aboriginal or Torres Strait Islander.



Total staff population by area of work



Total staff population by status

## Recruitment and Appointments

A strategic aim of ours is to employ excellent Christian 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 staff from a variety of roles 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, candidates for employment demonstrate their suitability by an active Christian lifestyle and membership of a local Protestant Christian church.

We require a pastor or minister of a Reformed theological background to be a member of all 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

Certificate II	5%
Certificate III	11%
Certificate IV	14%
Diploma	12%
Advanced Diploma	5%
Bachelors	31%
Postgraduate Certificates	16%
Masters	6%
Doctorates	1%

All staff employed at Rehoboth must hold relevant qualifications and/or experience relevant to their position. The table above shows the type of qualifications that staff hold. Individual staff members may hold multiple qualifications at various levels.

In addition, all teaching staff 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) 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 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 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 requires that the criminal history check be updated periodically.

# Professional Learning

Our staff were able to take part in a wide range of professional learning opportunities during 2023.

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 programs, enhance student learning, and ensure the College is operating efficiently.

The professional learning undertaken by staff in 2023 has been catalogued below.

## Administration, Governance and Leadership

AI for Leadership and Governance	CEN Godly Governance Conference
AICD Governance Foundations for Not For Profit Directors	Collaborative Teams That Work
AICD Role of the Board Chair	Emerging Challenges and Opportunities in Education
All Staff Welcome Back Breakfast	Enrolling Students with a Background Other Than English
Australian Association of Christian Schools AGM	Generations Defined
Best Practice Notetaking, Recordkeeping, and Privacy	Mentors for Early Career Teachers
Board Retreat: Master Planning and Strategic Planning	New Principals Network
Called Connected Committed Leadership Development	School Policy Writing Workshop
CEN AGM and National Conference	Strategic School Marketing Retreat
CEN Executives Conference	TASS Training
CEN Corum Deo Leadership Program	WA Education Summit: Education Leadership
CEN Flint and Steel Webinars	WA Education Summit: Leading a Safe Digital School

## Christian Education

CEN Christian Worldview Symposium	Onboarding Program: Second Year Teachers
Onboarding Program: First Year Teachers	

## Early Childhood

Big Ideas for Little Learners: Concept-Based Inquiry in the Early Years	Journeys of Inquiry: Getting Started with Inquiry Pedagogies in Early Childhood
Documenting Learning with Floorbooks in Early Childhood	Language of Arts: Clay Play
Early Years Leadership	Metro Early Childhood Network
Early Years Learning in Light of the Updated EYLF	National Quality Standards for Principals and Leaders

## Humanities and Social Sciences

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Delivering the Stephanie Alexander Kitchen Garden

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Food Gardens Workshop

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Geography WACE Requirements Seminar

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Geology Basics and New Chemical Regulations

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HASS HOLAs Assessment and Reprint Workshop

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HASS WACE Requirements Seminar

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History Teachers Association WA Conference

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Outdoor Learning and Nature Connection

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Teaching the Stephanie Alexander Kitchen Garden

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WasteSorted Schools

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## Learning Support and Special Needs

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ASDAN Training

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Diabetes Workshop

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Dyslexia: Defining Features and Effective Strategies

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Educating Students with Downs Syndrome

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Keywords Sign: Downs Syndrome WA

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NCCD Cross Sector Moderation

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Success for Students with ADHD

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Teaching Students Who Are Deaf or Hard of Hearing

---

Understanding Learning Difficulties

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## Literacy, English, and LOTE

---

Communicate, Create, Collaborate: Using Digital Technologies in the Languages Classroom

---

Connecting Learning and Living in East Java

---

Creating Successful Spellers

---

Cross Sectorial ATAR Languages Workshop: Indonesian

---

Implementing PLD in Early Literacy

---

Implementing PLD in Foundation

---

Implementing PLD in Years 3-6

---

Intercultural Language Learning

---

Introducing the Science of Reading Online

---

Macquarie Literature Workshop

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Many Languages One Methodology

---

School-Wide Practices for EAL/D Students

---

Sharp Reading: Guided Reading for Decoding

---

SoundsWrite Masterclass: Interventions

---

Talk for Writing: Introduction

---

Talk for Writing: Open Day

---

Talk for Writing: The Early Years

---

Teaching Reading to the Beginner Reader

---

Understanding Language Difficulties

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## Mathematics and Numeracy

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Annual Mathematics Conference

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Developing a Whole-School Approach to Problem Solving in Mathematics

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Introducing the Science of Mathematics

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Mathematical Association of WA Conference

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Mathematics: Educational Assistants Working PP-Year 4

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Secondary Maths Network

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Teaching Mathematics PP-Year 6 Through Storybooks

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## Pastoral Care and Child Safety

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Child Abuse Reporting (inc. Mandatory Reporting)

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First Aid

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Mandatory Reporting Refresher

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Mental Health First Aid

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Navigating Changes to the Reportable Conduct Scheme

---

Youth Mental Health First Aid

---

Zones of Regulation

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## Pedagogy and Classroom Practice

---

AITSL Graduate to Proficient Teacher

---

ATAR Training

---

Cognitive Load in the Classroom

---

Data Champions

---

Early Career Teachers Workshop

---

Effective Questioning

---

Embedding Aboriginal Perspectives

---

Growing Up Greatness for Gifted and Talented

---

Improving Practice through High Impact Teaching

---

Introduction to Differentiation

---

---

Introduction to Feedback

---

Introduction to Questioning

---

Multiplicative Thinking Workshop

---

NAPLAN Training

---

New Staff Induction

---

Strategies for Oral Communication

---

Strategies for Questioning

---

Team Teaching Training Level 1-2

---

Understanding Progressive Achievement Tests

---

## Technology and the Arts

---

Game Changer Awards

---

Principles of 3D Design

---

---

Technology in the Classroom

---

Technology/STEM: Bridging the Gap

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# 2023 Staff Satisfaction Survey

## 3 key take aways

**1** Rehoboth Christian College is a great place for students to explore their faith and personal values in a supportive, relational, Christian environment.

**2** Our students have very positive relationships with their teachers and are encouraged to strive for their best in all they do.

**3** We have high quality teachers who work in partnership with parents for the benefit of students.

## School culture



The school's Biblical basis and Christian vision are well understood by the staff. (4.6)



Biblical understandings are effectively integrated into the school's curriculum. (4.3)



The school encourages the development of faith in its students. (4.5)



Participants are asked to respond to the questions using the following scale:

★ Significant Concerns

★★★ To an Average degree

★★★★★ To an Exceptional Degree

★★ Needs Improvement

★★★★ To an Effective Degree

U/C Unable to comment/not relevant

We consider the singular purpose of Christian education is that it should lead students to think and live for the glory of God in every aspect of their lives.

## Student culture



This school strives for high achievement in all that it does.

★★★★ (3.8)



The behaviour of students at this school is excellent.

★★★★ (3.5)

## Morale and trust



Staff morale in this school is very positive.

★★★★ (3.5)



There is excellent communication in this school.

★★★★ (3.3)

## Parent aspiration and engagement



Parents are in partnership with the school in the learning of their child/ren.

★★★★ (3.8)

## Leadership



The principals are highly competent leaders.

★★★★ (4.1)

## Academic program



The school provides an outstanding environment in which to learn.

★★★★ (3.8)



The learning program offered at this school meets the needs of individual students.

★★★★ (3.7)

## Goal congruence



I highly recommend this school to others.

★★★★ (4.4)





# 2023 Student Satisfaction Survey

## 3 key take aways

**1** Rehoboth Christian College is a great place for students to explore their faith and personal values in a supportive, relational, Christian environment.

**2** Students are encouraged to strive for their best in all they do.

**3** Students like attending a Christian school.

## Christian environment



This school strives for high achievement in all that it does.  
(3.9)



Students are encouraged to explore and understand their faith.  
(4.1)



Teachers help me to see the world from a Biblical point of view.  
(4.1)



## Motivation



I aim to do my best in all of my subjects.  
(3.8)



Participants are asked to respond to the questions using the following scale:

★ Significant Concerns

★★★★ To an Average degree

★★★★★ To an Exceptional Degree

★★ Needs Improvement

★★★★★ To an Effective Degree

U/C Unable to comment/not relevant

We consider the singular purpose of Christian education is that it should lead students to think and live for the glory of God in every aspect of their lives.

## Academic program



I am encouraged to strive for my best in all of my subjects.



(3.9)

## Teacher - student relationships



My teachers help and support me.



(3.6)



My teachers are good Christian role models.



(4.0)

## Personal safety



My school is a safe place in which to learn.



(3.9)

## Teacher expertise



My teachers are knowledgeable about the subjects they teach.



(3.8)

## Pastoral care



My teachers know and accept me.



(3.6)



Other students respect me and treat me well.



(3.6)

## My sense of well-being



I like being at a Christian school.

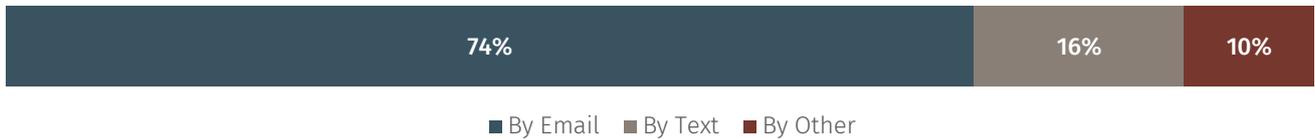


(4.3)

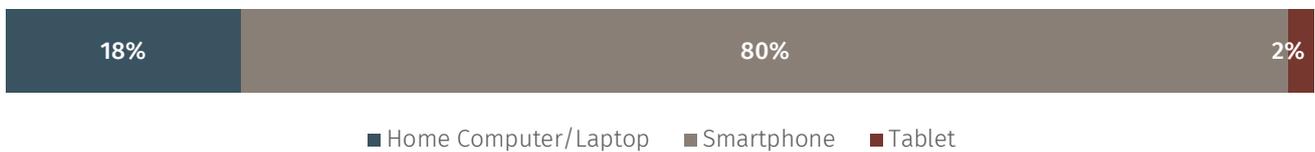
# Communications Survey

## General Questions

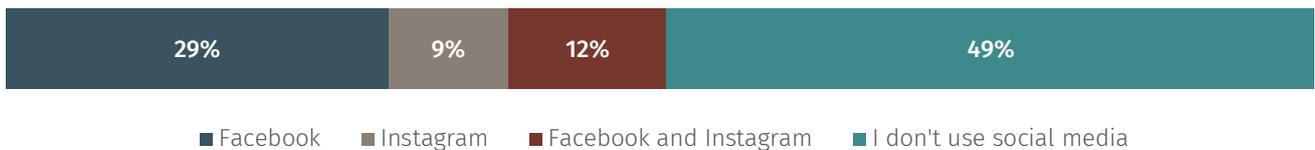
I prefer to receive communications from Rehoboth:



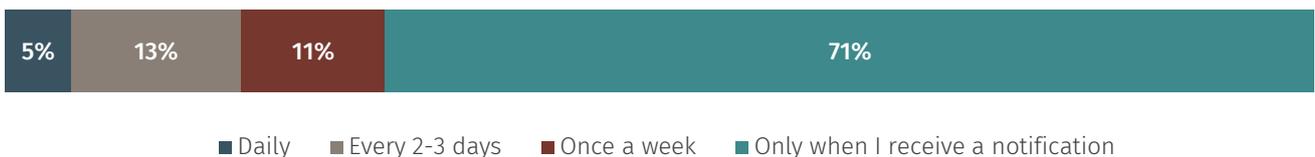
I most often access communications from Rehoboth on a:



I follow Rehoboth on:



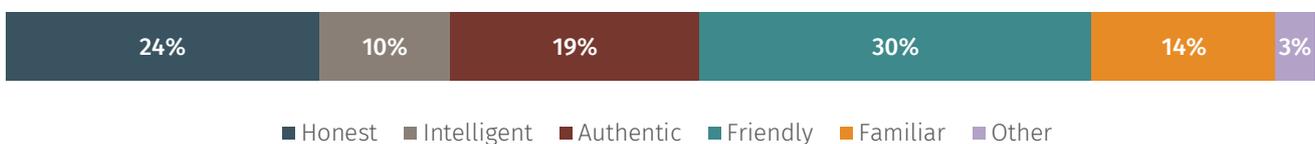
I check Rehoboth's social media:



The main reasons I use social media in general are:



The tone of communications across all of Rehoboth's channels (emails, social media, etc) is:



I believe Rehoboth should also have:



■ A dedicated app ■ TikTok ■ No more - Facebook and Instagram are plenty ■ Twitter/X ■ Other

## Social Media

Area	Rating
The number of social media posts per week is appropriate	3.7
The time between when an event/activity has occurred and when a post is made is appropriate	3.6
Posts on social media are a good length, pleasant to read, and I enjoy the photos	4.0
I enjoy seeing what the other Rehoboth schools are doing	3.9
I often click through to read the full blog article	3.4
I would like to see more posts about staff activities	3.6
I would like to see more posts about individual student achievements	3.5

## Newsflashes

Area	Rating
Frequency: The number of newsflashes (3 per week) is appropriate	3.3
Content: The information in newsflashes is timely and relevant	3.8
Format: Newsflashes are well written and the layout is clear and easy to follow	3.9

## Newsletters

Area	Rating
Frequency: The number of newsletters (2 per term) is appropriate	3.8
Content: What is in newsletters is relevant, interesting, and enjoyable	3.8
Format: Newsletters are well written and the layout is clear and easy to follow	3.8
I believe Rehoboth should keep its newsletter	3.9

## Purpose and Tone

Area	Rating
Communications from Rehoboth show God's glory to all stakeholders and show Him at work at and through the College	3.9
The way in which Rehoboth communications aim to reflect its whole-child philosophy and definition of success	3.9
Rehoboth provides clear, timely, and relevant communication on issues affecting the school community	3.8
It is clear when I am receiving emails and other communications from Rehoboth	4.1
The College website is clear, relevant, and easy to use	3.6

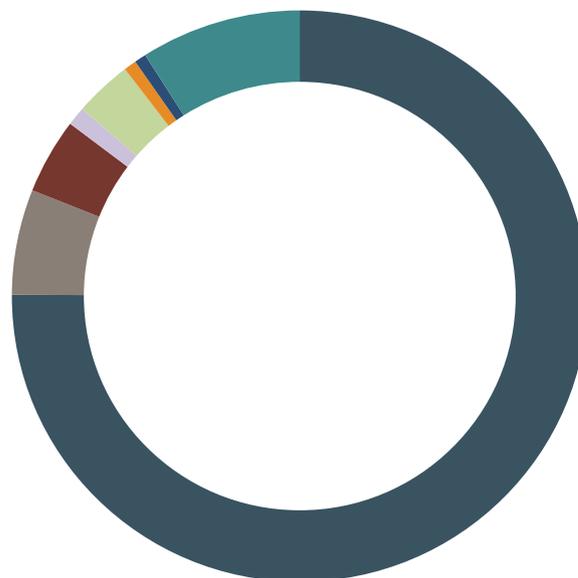
# Revenue and Expenditure 2023

## Revenue



- Government Grants: Federal (48%)
- Government Grants: State (12%)
- Inclusive Education and Other Grants (4%)
- Tuition Fees (29%)
- Other Income (6%)

## Expenditure



- Staff Salaries & Oncosts (75%)
- Depreciation and Amortisation (6%)
- Direct tuition (4%)
- Advertising and Promotion (1%)
- Facilities and Maintenance (3%)
- Bus Fleet (1%)
- Governance (1%)
- Other Expenses (9%)

Source	2023 \$	2022 \$
Federal grants	9,572,947	8,238,685
State grants	2,464,696	2,276,860
Inclusive education and other grants	819,163	830,022
Tuition fees	5,885,180	5,280,048
Other income	1,285,911	674,521
<b>Total revenue</b>	<b>20,027,896</b>	<b>17,300,136</b>

Source	2023 \$	2022 \$
Salaries	14,090,391	12,772,774
Depreciation and amortisation	1,119,619	803,566
Direct tuition	801,739	584,622
Facilities and maintenance	608,448	563,659
Advertising and promotions	199,425	143,942
Bus fleet	132,685	116,661
Governance	123,648	88,290
Other expenses	1,693,398	1,108,780
<b>Total expenditure</b>	<b>18,769,353</b>	<b>16,182,294</b>

# Proposed Budget 2024

## Funded Students

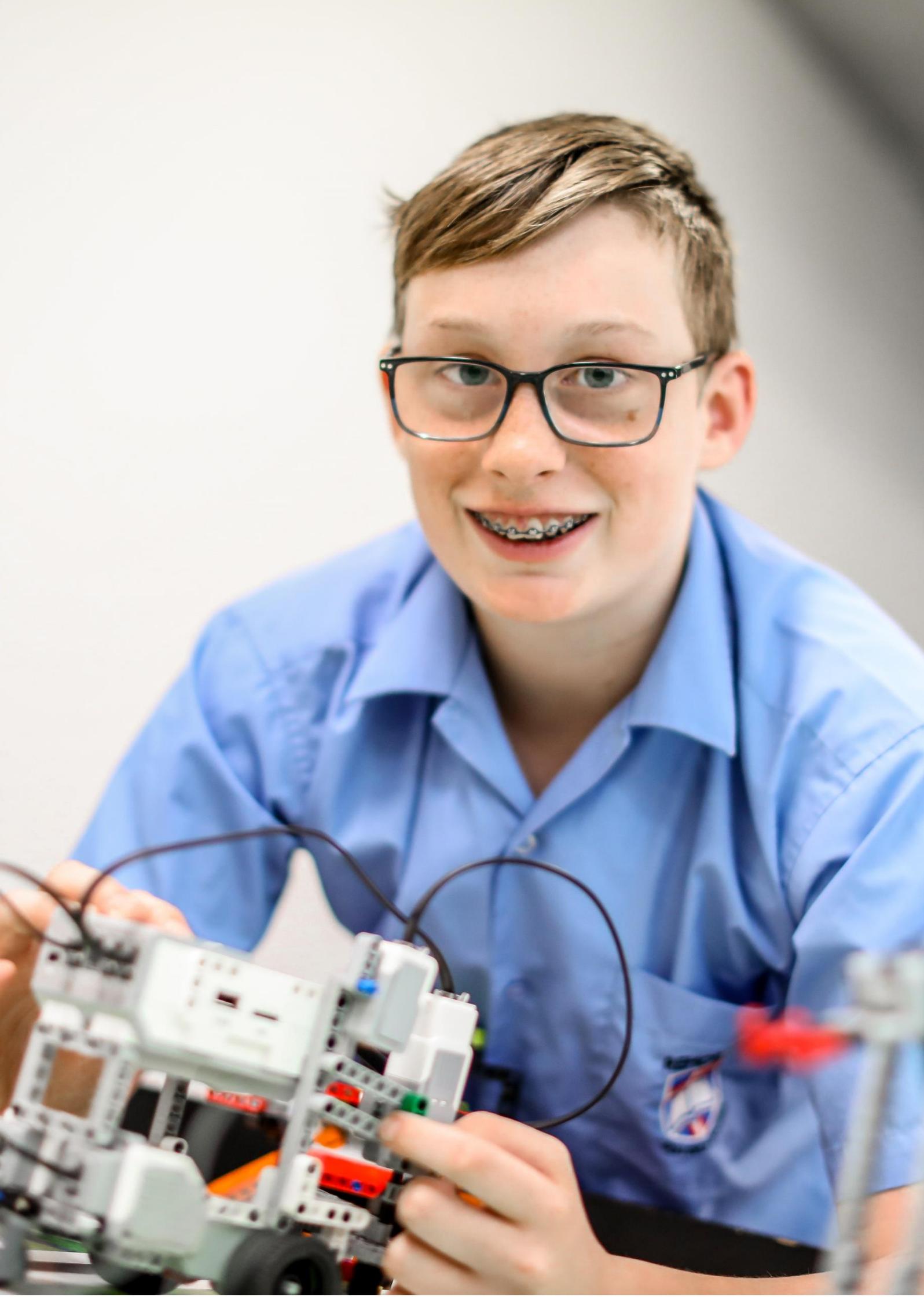
	2024	2023
Resident	1,055	1,005
International	11	10
<b>Total enrolments</b>	<b>1,066</b>	<b>1,015</b>

## Revenue

	2024 \$	2023 \$
Federal grants	10,584,599	9,531,827
State grants	2,633,522	2,440,705
Inclusive education grants	608,419	621,216
Other grants	193,500	116,500
Tuition fees	6,058,507	5,497,462
Other income	885,509	819,968
Church grants and donations	8,000	6,000
Membership fees	28,800	27,260
Rent received, interest, and sundry income	232,000	170,000
<b>Total revenue</b>	<b>21,232,857</b>	<b>19,230,938</b>

## Expenditure

	2024 \$	2023 \$
Wilson K-6 tuition and administration	4,465,907	4,117,897
Kenwick K-6 tuition and administration	6,032,649	5,317,671
Kenwick 7-12 tuition and administration	8,161,162	7,145,960
Central administration	1,719,181	1,686,127
<b>Total expenditure</b>	<b>20,378,898</b>	<b>18,267,656</b>
<b>Net budget surplus</b>	<b>853,959</b>	<b>963,282</b>



# Proposed Fee Schedules 2024

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 2024 to March 2025.

## 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.

A resource levy is also calculated for each year level. This levy includes 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 options such as IMP, bus fees, leaver's jackets, booklists, and the Year 7 Canberra Trip.

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 if the full year's fees are paid in advance.

## Fee Schedule April 2024 to March 2025 (Resident Students)

The schedules on the following pages outline the fees proposed for the period April 2024 to March 2025 for the first, second, and third student enrolled at Rehoboth. Tuition fees are not charged for any additional students beyond the third child.

The annual total is an estimate only of the base tuition rate and resource levy for each year level. It does not

include options such as bus travel and enrolment in the Instrumental Music Program. The per month figure provides an indication of what parents can expect on a monthly basis.

Please note that the annual total comprises one term at the pre-indexed rate plus 3 terms at the indexed rate.

## First Student

Year Level	\$ Tuition	\$ Resource Levy	\$ Annual Total	\$ Per Month
Kindy	3,456	290	3,746	312
Pre-Primary	6,818	300	7,118	593
Year 1-5	6,818	300	7,118	593
Year 6	6,818	510	7,328	611
Year 7	8,587	570	9,157	763
Year 8	8,587	790	9,377	782
Year 9	8,587	920	9,507	792
Year 10	8,587	800	9,387	782
Year 11	8,650	820	9,470	789
Year 12	8,650	820	9,470	789

## Second Student

Year Level	\$ Tuition	\$ Resource Levy	\$ Annual Total	\$ Per Month
Kindy	2,938	290	3,228	270
Pre-Primary	5,795	300	6,095	508
Year 1-5	5,795	300	6,095	508
Year 6	5,795	510	6,305	525
Year 7	7,300	570	7,870	656
Year 8	7,300	790	8,090	674
Year 9	7,300	920	8,220	685
Year 10	7,300	800	8,100	675
Year 11	7,354	820	8,174	681
Year 12	7,354	820	8,174	681

## Third Student

Year Level	\$ Tuition	\$ Resource Levy	\$ Annual Total	\$ Per Month
Kindy	2,074	290	2,364	197
Pre-Primary	4,091	300	4,391	366
Year 1-5	4,091	300	4,391	366
Year 6	4,091	510	4,601	383
Year 7	5,152	570	5,722	477
Year 8	5,152	790	5,942	495
Year 9	5,152	920	6,072	506
Year 10	5,152	800	5,952	496
Year 11	5,190	820	6,010	501
Year 12	5,190	820	6,010	501

## Fee Schedule April 2024 to March 2025 (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.

The annual total is an estimate only of the base tuition rate and resource levy for each year level. It does not include options such as bus travel and Instrumental Music Program. The per month figure provides an indication of what parents can expect on a monthly basis.

Year Level	\$ Tuition	\$ Resource Levy	\$ Annual Total	\$ Per Month
Kindy	13,043	290	13,333	1,111
Pre-Primary	18,212	300	18,512	1,543
Year 1-5	18,212	300	18,512	1,543
Year 6	24,346	510	24,856	2,071
Year 7	24,346	570	24,916	2,076
Year 8	24,346	790	25,136	2,095
Year 9	24,346	920	25,266	2,106
Year 10	24,346	800	25,146	2,096
Year 11	24,346	820	25,166	2,097
Year 12	24,346	820	25,166	2,097

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**3 SCHOOLS  
2 CAMPUSES  
1 COLLEGE**

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CHRISTIAN COLLEGE**

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