

Annual Report 2024

ASSOCIATION FOR CHRISTIAN EDUCATION INC



And Isaac moved from there and dug another well, and they did not quarrel over it. So he called the name Rehoboth, saying, 'For now the LORD has made room for me, and I shall be fruitful.' (Genes





Our Vision

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

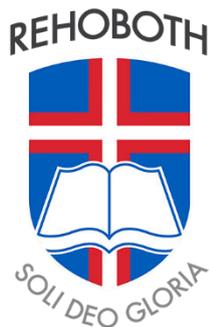
Our Mission

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.

Our Purpose

We believe that it is our purpose to orient 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 academic, spiritual, moral, personal, and social growth), to inspire them to excel, to exhibit perseverance and resilience, 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)



Annual Report 2024

ASSOCIATION FOR CHRISTIAN EDUCATION

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College Profile

Summary

Established	14 February 1966
Governing Body	Association for Christian Education Inc.
Association No.	A0630061T
Sector	Non-Government/Independent
Coeducational	Yes
No. of Campuses	2
No. of Schools	3
Year Levels	K-12
Registration Period	1 January 2020 to 31 December 2025
Student Population	1067 (as at August census)
Overseas Students	12 (as at August census)
Staff Population	193 (141 FTE)
ABN	90 553 423 792
CRICOS Provider No.	01944B
College Motto	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 in Australia.

The Association operates three schools 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 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 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.

In October 2024, a new strategic plan, titled Flourish28, was launched. It covers the period 2025-2028. The strategic pillars of Flourish28 are the result of engagement with students, staff, Association members and emphasise working towards excellence in learning, staffing, community, and facilities, systems, and learning environments. The strategy is firmly underpinned by a Christian worldview and the guiding themes of hospitality and flourishing.

Our desire is to ensure that all aspects of the College – from classrooms to homework, gardens to boardrooms, and the community that surrounds and supports them – are dedicated entirely to orienting students towards Jesus Christ and encouraging them to excellence for His glory.

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 Board recognises that children are a gift from God (Psalm 127:3-5) and that parents have the primary responsibility before God for the education and nurture of their children (Deuteronomy 6:6-9). Therefore, on behalf of the Association, the Board seeks to establish and maintain schools for children where they may obtain the highest standard of education consistent with a Reformed interpretation of the Holy Bible, and aim to equip children to take a worthy place as Christians in church, state, and society, wherever God may call them.

The Board meets monthly (excluding January and July) to carry out the business of the Association. In 2024, two extraordinary Board meetings were held in June and August, primarily for master planning matters. A 2-day strategic planning retreat was also held in June.

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 has ultimate responsibility 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:

- operating of a Finance Subcommittee
- monthly reports received from the College’s Senior Leadership Team
- maintaining a comprehensive Risk Register and Risk Management Framework
- regularly scheduling financial, strategic, and school improvement reports
- a policy suite that clarifies the Board’s duties and responsibilities and ensures adequate separation of governance and operations
- annual self-evaluation assessments
- implementing the rules and provisions of the Associations Constitution in order to achieve its stated Objects.

In 2024, the Board consisted of:

Name	Role	Attendance (out of 12 meetings)
Bronwen Charlesson	Board Member	11
David Lee	Board Member	10
David Montgomery	Deputy Chairperson	11
Kate Murphy	Secretary	10
Jack Packard*	Board Member	9
Vinh Phu*	Board Member	8
Shenny Ruan	Treasurer	11
Ben van der Kooy	Board Member	12
Frank van der Kooy**	Chairperson (Outgoing)	3
Bruce Whyatt	Chairperson (Incoming)	11

* Jack Packard and Vinh Phu were elected to the Board at the 2024 Annual General Meeting and commenced their terms from May.

** Frank van der Kooy retired from the Board on 16 April 2024 after 10 years of service.

In November 2024, the Board again 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.

Following a review of the results, the Board determined to improve its understanding of external stakeholders, and to develop a strategy to keep the College community informed of its role and purpose.

Board self-evaluation results:

Area	2024 Rating	2023 Rating
Objectives, Strategy, and Remit	4.7	4.4
Governance and Performance	4.4	4.4
Stakeholder Relationships	4.3	4.1
Risk Management	4.4	4.4
Finance Subcommittee	4.8	4.7
In the Boardroom	4.6	4.5

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 educational performance and financial position 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 2024 consisted of:

Name	Role
Nicole Pleysier	Chief executive Officer
David Geijsman	Principal: Wilson K-6
Nicole Marmion	Principal: Kenwick K-6
Marilyn Louwen	Principal: Kenwick 7-12
Rachael Fairlamb	Finance Manager



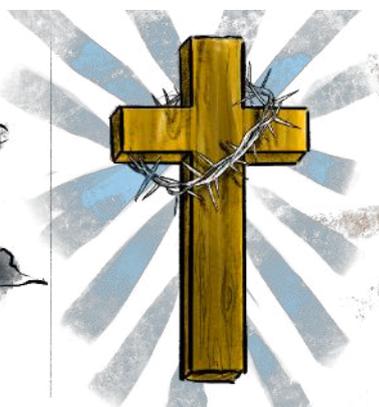
Christian Worldview



CREATION



FALL



REDEMPTION



RESTORATION

We believe that Christian encompasses the whole child, and the whole child consists of their academic, spiritual, moral, personal, physical, and social development.

We also believe that each of our students has been uniquely created in the image of God (Genesis 1:27, Psalm 139:13-16). Because of this, each student deserves 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 and potential.

We view everything within the framework of the Bible's 'big picture' narrative, which puts all of life and learning into context. We begin with what God intended (creation) before heading into what went wrong (the Fall, when sin corrupted 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 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, 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 mind,'** 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 honestly 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, thought, and action, and there would not be any area 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 fulfil 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, physical, social, as well as academic development). There is not one subject or 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 embedded with a Christian worldview, taught in a Christian manner with Christian perspectives, 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

We continue to be thankful for God's enduring provision throughout 2024.

The College saw a year of renewal as Mrs Nicole Pleysier moved into the role of CEO. A key focus of this renewal was the development of Flourish28, our new strategic plan for the period 2025-2028, which was launched at the Association's October General Meeting.

Over a period of six months, the Board and Senior Leadership Team undertook strategic planning sessions with assistance from CEN to consolidate staff, student, and community surveys into themes central to delivering improved Christ-centred education while unwavering from our vision to engage the whole child to think, respond, and live with excellence for the glory of God alone. These themes speak to improving student outcomes (Thriving Learners), growing passionate and successful staff (Fruitful Staff), partnering with families (Cultivating Community), and building the capability of our systems and facilities (Space to Flourish).

Over the last two years, the Board has overseen the review of the College's systems and policy framework. This has culminated in the coordinated transition from legacy systems to modern platforms that build capability and strengthen compliance structures.

Significant investment has gone into the staged rollout of TASS as our school management system, Connect (Schoolbox) as our learning management system from 2025, and Ideagen CompliSpace to deliver our policy framework, compliance learning, assurance and reporting. While change can feel unsettling, our hope is that both staff and families find these new ways of doing things productive and ultimately mission-enabling.

The Board was thrilled to approve a new Secondary elective for 2025 – Building and Construction General – to provide a practical pathway for many students. The Board continually monitors the standard of education and Christian curriculum via regular reports and analysis from the Principals and Teaching and Learning Team. The Board is incredibly pleased with the work teachers are doing to embed Christian perspectives and content descriptors, Biblical Threads, and judging standards into lesson and unit plans. There are also a range of collaborative improvements happening across the College and in specific learning areas to ensure curriculum teaching and learning is robust and consistent across the College.

We are so grateful for the dedication of our Christian staff who both model the way and work collectively to nurture our children's education every day through a Christian worldview.

We welcome two new Board members who were elected at the AGM in April – Jack Packard and Vinh Phu. Both have a clear heart for the vision and mission of the College and have already made meaningful contributions over the year. The Board also farewelled Frank van der Kooy, who stepped down after faithfully serving for ten years as Deputy Chairperson and then Chairperson for the last five years.

The Board established a task group for the recruitment of the Principal: Kenwick K-6, and was very pleased to announce Mrs Nicole Marmion to the appointment following a rigorous process. At the end of the year, the College farewelled Mrs Marilyn Louwen, who brought a deeply relational and pastoral approach to her leadership while at Rehoboth to the benefit of students and staff alike.

Rehoboth was blessed in 2024 with further student population growth (+5%) at a time when space for growth, particularly in the Secondary School, is becoming constrained. For several years, the Board has been pursuing a strategy of looking for new sites while progressing plans for renewal of our existing Secondary site. This has required our own renewal of heart at each setback to trust all the more in God as we know His will and timing is perfect. After a further setback earlier in the year, a site not originally in scope was brought before the College and, following extensive due diligence, we were thrilled to report at the GM the acquisition of five lots in the Gibbs Park Structure Plan Area. Consolidation and development of this site, initially as a new senior secondary school, will now become a key focus of the Association in the years to come.

The Board asks that you continue to pray both in thankfulness and petition for God's blessing over Rehoboth as a Christian community seeking to flourish in faithfulness and that He will guide Nicole and the Senior Leadership Team in delivery of Flourish28 for the benefit of our children and to the glory of God alone.

Mr Bruce Whyatt
Board Chairperson

CEO Report

As my first year as CEO draws to a close, I can reflect on the journey with joy and gratitude. I have a wonderful team that works very hard to make sure that I didn't miss any big-ticket items, schooled me in areas where I needed some guidance, and were patient with me when my exuberance and outside voice got a little much!

The year began with a renewed focus on strategic planning and operational excellence. Much of the year was spent preparing for new learning and administration systems to ensure that 2025 would benefit from a well-executed experience for students, staff, and parents alike.

A significant milestone in 2024 was the progression of our Master Planning efforts. The disappointment when the Belmont Road Precinct fell through was undeniable, but we trusted and prayed that God would point us to some other land. The acquisition of key land parcels in the Gibbs Park Precinct was miraculous and we are confident that it will provide the foundation for future growth and expanded learning opportunities. These developments reflect God's faithfulness and our commitment to providing a nurturing and enriching learning environment for generations to come.

The heartbeat of Rehoboth's mission remains centred on our students. Their enthusiasm for learning, engagement in service, and growth in faith have been a source of joy and encouragement. From NAPLAN and ATAR achievements to personal growth stories, our students have reflected the values we cherish – excellence, integrity, and a Christ-centred worldview. Special mention must be made of our student leaders, who stepped up with vision and initiative, setting a positive example for their peers. We continue to watch as the fruit of developing College-wide norms continues to infuse our daily practice.

We have also continued to strengthen our relationships with families and the wider community. Events such as the Technology Information Evenings and parent engagement initiatives have reinforced the partnership between home and school. Our commitment to fostering a supportive and connected community remains a high priority in our mission of parent partnership.

As we look to the future, we are excited about the journey ahead. The launch of our Flourish28 Strategic Plan will guide us in our next season, ensuring we remain steadfast in our purpose while adapting to the changing educational landscape. With a focus on academic faithfulness, spiritual formation, and community engagement, we are confident that Rehoboth will continue to thrive as a place where students grow in knowledge of God's world and in their walk with Jesus.

None of this would be possible without the support of our staff, parents, Board members, and the wider Rehoboth family. Your prayers, commitment, and encouragement have been invaluable. As we move forward together, we do so with gratitude, hope, and a shared vision for the future.

May the Lord continue to bless and guide us as we remain faithful to His calling in the year ahead.

Genesis 26:22 – 'Isaac moved on from there and dug another well, and no one quarrelled over it. He named it Rehoboth, saying, "Now the LORD has given us room and we will flourish in the land."'



Mrs Nicole Pleysier
Chief Executive Officer



Principals Report K-6

Student Learning and Standard of Education

Literacy Blocks

In 2024, one of our key priorities was to develop Literacy Blocks, backed by evidence-based research and incorporating all strands of Scarborough's Reading Rope. These blocks include daily reviews, phonics and spelling, fluency, handwriting, reading, and writing. Our new Heads of Teaching and Learning, Miss Kathryn Gibbon and Mrs Annechiena Murray, have been working closely with Year 1-6 Collaborative Teams to ensure that our English programs target all areas of Literacy.

Health

This year we introduced Health as a specialist subject at each of the Primary Schools.

One of the initiatives was the incorporation of PeaceWise, a program underpinned by Biblical peacemaking principles. PeaceWise not only enables us to meet some of the curriculum requirements in Health, but it also strongly aligns with the heart of our College. Our deep hope is that over time we will build a whole-College language for

Pastoral Care and Child Safety

Rehoboth Norms and Guidelines for Behaviour

This year we collectively developed Rehoboth Norms based on how we, staff and students alike, should respond and live as followers of Jesus. Embedding clear and transparent norms has helped to raise behavioural expectations at both Primary Schools.

Case Management

It is important that our support and care model more fully supports whole-student learning. By adopting a case management model this year, Learning Support Coordinators, Heads of Teaching and Learning, and Chaplains regularly meet together to ensure that the

understanding and dealing with conflict and passionately live and share Jesus' promise: 'Blessed are the peacemakers' (Matthew 5:9).

We also re-introduced separate Growing Up girls and boys nights. These events are designed to help students consider some of the upcoming changes around growing up, open avenues for further conversation with parents and staff, and learn what the Bible says about how we are made and our identity is in Christ.

Deep Dive

In 2024 we focussed on the theme of 'Service' in our Year 5-6 Deep Dive Program to broaden our economics and business programs and develop a greater balance when examining goods and services. It was an amazing opportunity to serve the community in various ways. This biennial theme will help grow our students' ability to look outwards to the needs of others, shining Christ's love for His glory alone.

unique needs of each student are recognised and effectively addressed.

Fathering Project

We enjoyed another year of growing closer as a school community through the Fathering Project at both Primary Schools. Once again, some of the highlights of our year included Pizza and Paper Planes nights, bonfires, and campouts. As part of our intention to grow together as a whole College community, we finished our year with a 'dads only' lawn bowls event – Wilson vs Kenwick. We thank God for our communities and look forward to new opportunities to connect in 2025.

Staff Growth and Development

Distributed Leadership Model

Our distributed leadership model continued to grow in 2024 with staff stepping into different or new roles within our schools. Mrs Annechiena Murray and Miss Kath Gibbon stepped into the role of Heads of Teaching and Learning, Mrs Carissa Yurisich took on the Learning Support Coordinator role at Wilson, and our Collaborative Leadership Teams also saw new staff members stepping up. We were pleased to see these roles continue to grow with the strengths and giftings of our new leaders, with communication processes being updated and developed to support timely and efficient collaboration across the two campuses.

Staff Appraisal Process

We recognise that staff are our most valuable asset and we want to equip all our staff so that, as they learn and grow, they can provide excellent, authentic Christ-centred

education. This year we have begun refining our Staff Appraisal Process. This process involves meeting with staff to discuss class and student foci, personal and professional development goals, and school-wide priorities. It also includes the analysis of student data, lesson and peer observations, as well as feedback sessions with mentors and school leadership.

ITEC

Our teaching staff, and several non-teaching staff, participated in the International Transforming Education Conference, run by Christian Education National, which was a time of challenge and growth for us all as we reflected upon the wonderful calling we have to partner with Christ in bringing about transformational learning in our schools.



Implementation of Strategic Plan

Connect

A major initiative of 2024 was the development and preparation for our new Learning Management System, Connect. The development of this new system also prompted revision of current processes and structures, such as pastoral care reporting, program planning, communication with parents, and collaboration between teachers. Collaborative planning of teaching and learning programs was a large focus of this initiative and will continue to be one throughout 2025.

Collaborative Planning

Consistency, continuity, and collaboration were priorities for both Primary Schools in 2024. Our staff worked together to review Learning Scope and Sequence documents and Common Assessment Tasks to ensure that they explicitly and distinctly embed not just the teaching, but also the assessment of our Christian Worldview Curriculum Framework. Consistent and explicit implementation of Learning Intentions and Success Criteria in all lessons has also been an area of focus.

2025 Focus

In addition to emphasising the ongoing development of the remaining teaching and learning programs for Connect, our focus for 2025 will include:

- Thriving Learners: Seeking opportunities to provide appropriate challenge, while also celebrating progress (not just achievement)
- Fruitful Staff: For our staff to find purpose and grow in their understanding and outworking of Christian schooling in the lives of our students
- Cultivating Community: Providing targeted and timely communication, including seeking new and ongoing opportunities for connecting, equipping and supporting families.
- Space to Flourish: Development of an Instructional Playbook, including a consistent understanding of the key components of the explicit instruction model



Mrs Nicole Marmion
Principal
Kenwick K-6



Mr David Geijsman
Principal
Wilson K-6

Principal Report 7-12

Introduction

In 2024, our Principal, Mrs Marilyn Louwen, launched the year with the focus of 'Progress'. This progress is not just a focus on the individual, but progress that is achieved together. As a staff, we looked at Collaborative Teams and 'making meetings matter', including professional learning looking at the work of Gavin Grift. We developed a stronger staff Sharepoint as a sharing and collaboration platform and discussed collective efficacy in relation to supporting students, maintaining standards, and the benefits of consistent pedagogical approaches to teaching skills and content (continuing our focus on a visible approach to learning, as described by John Hattie).

For students, we have talked about growth and progress in many contexts – growing through challenge, and aiming to see improvements in their own learning rather than seeking to achieve an externally-set standard. We have also reminded students that all progress and opportunities for growth are to be celebrated in a manner that glorifies God above the honouring of self.

Student Learning and Standard of Education

Our 2024 Year 12 Cohort achieved some pleasing results, for which they should all be proud. The numbers are unpacked later in this Annual Report, and certainly reflect our highest number of students achieving an ATAR of 70 or more through both the ATAR pathway as well as through various Certificate IV qualifications which are equivalent to an ATAR of 70 and can be used to meet university entry requirements. These achievements reflect students being directed and supported along suitable pathways and open up multiple post-schooling options.

Reflecting on the theme of progress, however, it is the stories behind the numbers that bring us great joy. Some students in the early stages of Year 11 were not tracking at all towards the ATAR results they wanted to achieve, some chose (through supportive and caring direction from our deputies and VET coordinator) to consider alternative pathways, while others chose to persevere. All of these students, come the end of 2024, achieved results above what was predicted for them (either a Certificate IV or ATAR above 70). This is growth, and we celebrate these stories as a communities.

I would also like to celebrate students in the 2024 cohort who did not achieve OLNA, many with learning difficulties. While this might seem to be failure, I am pleased to report that 100% of these students have secured employment, traineeships, and/or completed certificates. Thus, the implications of not achieving OLNA is offset by their other achievements.

Our 2024 Year 11 cohort made a really pleasing start to their final two years of schooling. We saw the number of students required to sit OLNA in this group reduce significantly over the year, down to a record low of only one student needing to demonstrate competency in a single area. We have a very large number of students studying our growing list of ATAR courses and those on other pathways have already completed (or are halfway through) completing a certificate.

In Year 10 we ran additional classes in Humanities and Social Sciences (HASS), and Science and introduced ASDAN (Award Scheme Development and Accreditation Network) short courses for students who can struggle to engage with the challenge Year 10 curriculum in HASS and Science. These short courses are endorsed and count towards the student's Western Australian Certificate of Education (WACE). We also had a number of Year 10 students complete other endorsed programs.

We continued our focus in all classes to establish some consistency regarding the teaching of skills and content. The lesson structure that we are establishing across all classes requires teachers to intentionally make visible:

- Christian worldview and perspectives
- learning intentions (statements on what the student can expect to know, understand, and be able to do as a result of the learning), and
- a set of success criteria that provides appropriate challenge to the diverse group of students in the class.

Pastoral Care and Child Safety

We introduced year group coordinators (YGCs) as official roles in 2024. YGCs were able to successfully support the Deputy of Students in providing proactive and distinctly

Christian pastoral care of students in year level. I would like to thank the YGCs for their work as they worked hard as a team to establish these important roles in 2024. We look forward to these roles continuing into 2025.

We introduced a more structured referral process for students in need of care and have improved the proactive identification of students at academic risk. This is followed by various actions and support structures to ensure students can access the support and care they need.

Staff Growth and Development

It is fair to say that in 2024, one of the main areas of growth and development for staff has been the learning and preparation to launch our new learning management system, Connect.

Many hours of professional learning and time was set aside for teachers and Heads of Learning Areas to not only learn how the system works, but also build the platform from a blank canvas. Course and unit pages have been produced, and this has been a great opportunity for staff to reimagine teaching and learning and Christian perspectives for their courses and units.

In addition, we have continued our Called Connected Committed Leadership Program, Onboarding Program for first and second year staff, and focused on continuous feedback and a visible approach to teaching skills and content. We were also very blessed by the teaching and workshops at ITEC24, held in July. As a staff, we used our devotions time in Term 3 to continue to share and discuss the implications of the rich teaching from ITEC24.

Implementation of Strategic Plan

We continued working on implementing the strategic priorities from the Axiom24 Strategic Plan:

Thinking Christianly: Teachers had the opportunity to reimagine the Christian perspectives and Biblical threads for the courses and units they teach as they prepared for the launch of Connect. This revamp will help us challenge our students to think Christianly about their learning.

Teaching Christianly: A lot of time was spent diving into the work of David Smith, a leading thinker on Christian teaching practice. We discussed 'Faith-Framed Learning' and 'Hospitality in the Classroom,' to name just two areas of interest from David Smith's work.

Responding Christianly: We continued to grow our suite of options for students studying at Rehoboth. As stated above, whether they be new ATAR courses, new VET courses and certificates, or ASDAN short courses, we are improving how we address the diverse gifts of students by helping them to apply themselves in VET, ATAR, and alternative pathways.

Living Christianly: A successful Raising Tech Healthy Children Seminar is one example of how we have worked to help all members of our community live Christianly in our culture. We continue to challenge our students to think and live Christianly through our distinctly Christian curriculum, our daily devotions, and through our relational and restorative practices in managing student behaviour.



2025 Focus

In an operational sense, our focus in 2025 will be on the launch of Connect. I hope that Connect will provide opportunities to improve our communications and how we partner with families, transform and re-energise our practices in the classroom, and make more visible our distinctly Christian curriculum that I am so proud to say makes Rehoboth so distinct and special.

Our overarching focus for 2025 in Kenwick 7-12 will be 'Faithfulness'. The year will begin with an assembly with the following focus for our students and staff:

What is our deep hope for you in 2025?
To value faithfulness above success.
To value effort above the outcome.

Trust in the Lord, and do good, dwell in the land and befriend faithfulness (Psalm 37:3)

Make the purpose of all you do to be the glorifying of God and loving of others above personal gain.

Do your work diligently, as though you were serving the Lord Himself (Colossians 3:23).

This deep hope flows from the heart of our Flourish28 Strategic Plan, which we will continue to look to as to direct and inspire our work in 2025.



Mr Brenton Marlow
Acting Principal
Kenwick 7-12

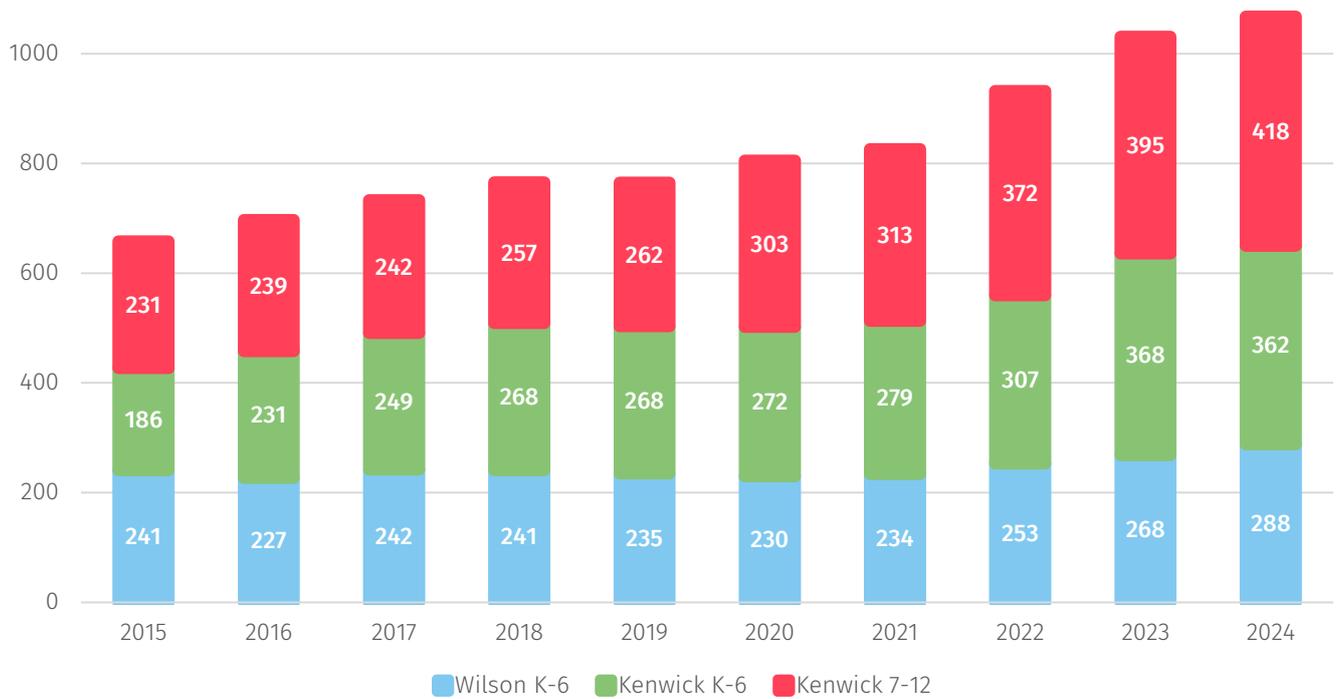


Year 12 Human Biology students investigate polymerase chain reactions to replicate DNA samples for sequencing at the Harry Perkins Biodiscovery Centre

Student Population and Attendance

Comparative Population Summary

The chart below shows movements in the student population over the 10 year period 2015-2024, as taken from the annual August census.



Attendance

The table below shows the student population and attendance by year level for 2024. All student population figures are taken from the August census and include international students.

Year Level	Population	% Average Attendance
Kindy	72	94
Pre-Primary	93	93
Year 1	80	93
Year 2	84	91
Year 3	89	93
Year 4	76	94
Year 5	79	93
Year 6	77	93
Year 7	78	90
Year 8	65	91
Year 9	76	88
Year 10	66	90
Year 11	75	95
Year 12	57	96
Total	1067	93

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 2024, as at the August census date.

Year Level	Population
Early Childhood	2
Year 1-2	4
Year 3-4	2
Year 5-6	0
Year 7-9	3
Year 10-12	1
Total	12



Student Population and Attendance

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 the Secondary School, attendance is recorded within the first 15 minutes of each period.

In the event of a student's absence, and where parents have not already informed us, the School Administration Office will attempt to contact parents to request a reason for the absence. This information is then recorded in the College's school management system.

Parents are required to contact their School Administration Office if their child will not be attending either the whole or part of the day. Students arriving late or leaving early are required to sign in/out at 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 note is sent to the parents requesting an explanation. In cases where a student records 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 fall at risk of failing to meet minimum attendance requirements.

Our Principals maintain attendance-at-risk case files for each student who is at risk of failing to meet attendance requirements. Staff are able to observe attendance trends in the school management system. The case management file and school management data are also used for pastoral care purposes.

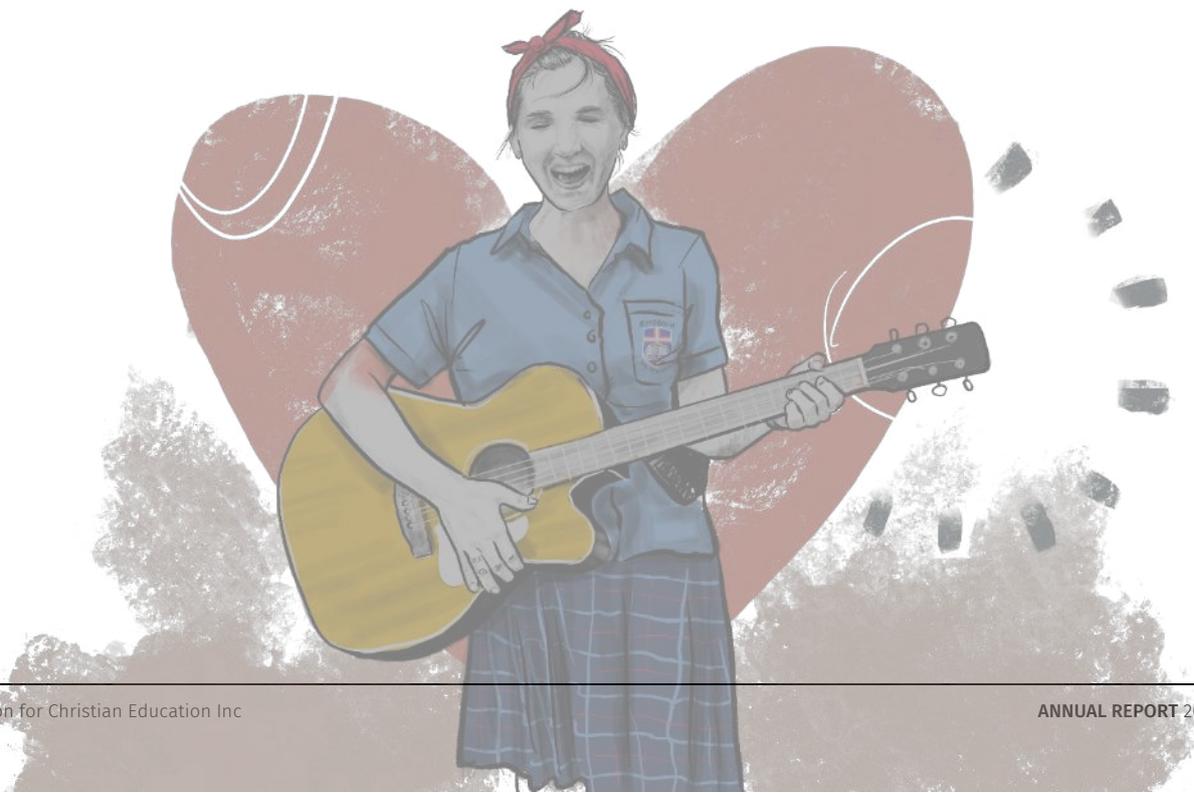
Families are encouraged to speak with their Principal where an extended period of absence arises.

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 STS 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.





ASDAN students put their skills to the test

Key Student Outcomes

We conduct more than ten types of standardised tests each year. These tests reveal trends in student and cohort progress, identify learning support needs for individual students, 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 practices, assess the quality of learning programs, and to determine the readiness of students to progress to the next stage of their learning.

NAPLAN

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 NAPLAN is to ‘determine whether or not young Australians are developing the literacy and numeracy skills that provide the critical foundation for other learning and for their productive and rewarding participation in the community’ (ACARA 2025). 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 make professional judgments about individual

In addition to NAPLAN and OLN, our annual standardised testing regime includes Progressive Achievement Testing (PAT) in reading and maths, South Australian Spelling, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Promoting Literacy Development (PLD), Literacy Pro, York Assessment of Reading for Comprehension (YARC), Lexile, Reading Eggs, prior years NAPLAN tests, placement testing for reading, spelling, and maths, on-entry testing for Kindy and Pre-Primary, and learning difficulty/disability assessments.

student and cohort progress, it is not intended to be a measure of a school’s overall quality. Results are presented according to four proficiency standards:

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

Numeracy

	Y3	Y5	Y7	Y9
Exceeding	17%	34%	19%	24%
Strong	50%	51%	68%	63%
Developing	23%	11%	9%	8%
Needs Additional Support	4%	1%	0%	3%
Absent/Withdrawn	5%	3%	4%	3%

Spelling

	Y3	Y5	Y7	Y9
Exceeding	19%	34%	36%	40%
Strong	47%	51%	53%	49%
Developing	26%	10%	3%	7%
Needs Additional Support	4%	1%	5%	1%
Absent/Withdrawn	4%	4%	4%	3%

Reading

	Y3	Y5	Y7	Y9
Exceeding	36%	44%	32%	39%
Strong	35%	40%	51%	48%
Developing	15%	13%	10%	11%
Needs Additional Support	8%	1%	3%	0%
Absent/Withdrawn	6%	3%	4%	3%

Grammar and Punctuation

	Y3	Y5	Y7	Y9
Exceeding	13%	21%	30%	48%
Strong	52%	59%	45%	33%
Developing	22%	15%	22%	15%
Needs Additional Support	10%	1%	0%	1%
Absent/Withdrawn	3%	4%	4%	3%

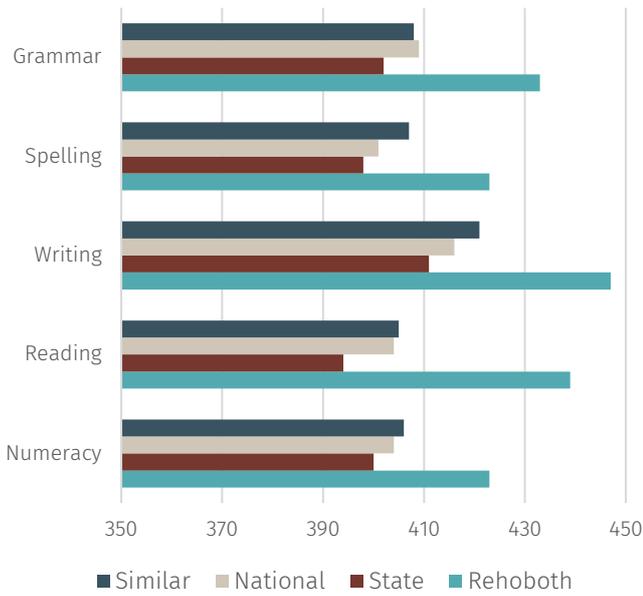
Writing

	Y3	Y5	Y7	Y9
Exceeding	19%	18%	23%	39%
Strong	69%	66%	63%	41%
Developing	5%	11%	8%	15%
Needs Additional Support	4%	1%	3%	0%
Absent/Withdrawn	3%	4%	4%	5%

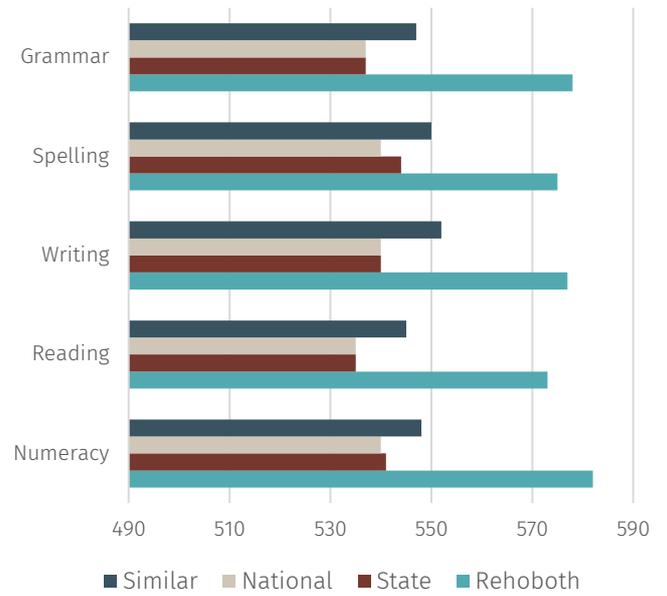
Comparison to Similar Schools

In 2024, all Rehoboth cohorts performed above the National, State, and Similar Schools means across all areas tested. These are exceptional results, and demonstrate that learning programs, support, and interventions are well-targeted, and students are adequately supported to progress satisfactorily. Comparative data in the charts below has been sourced from Valuate (AISWA 2025).

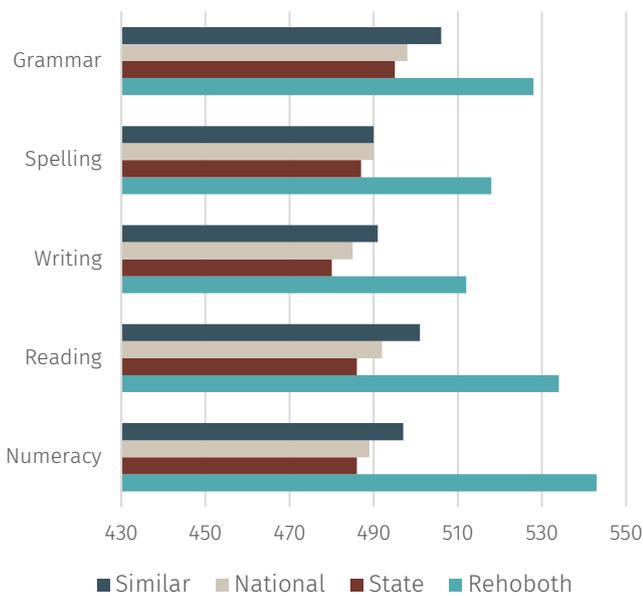
Year 3



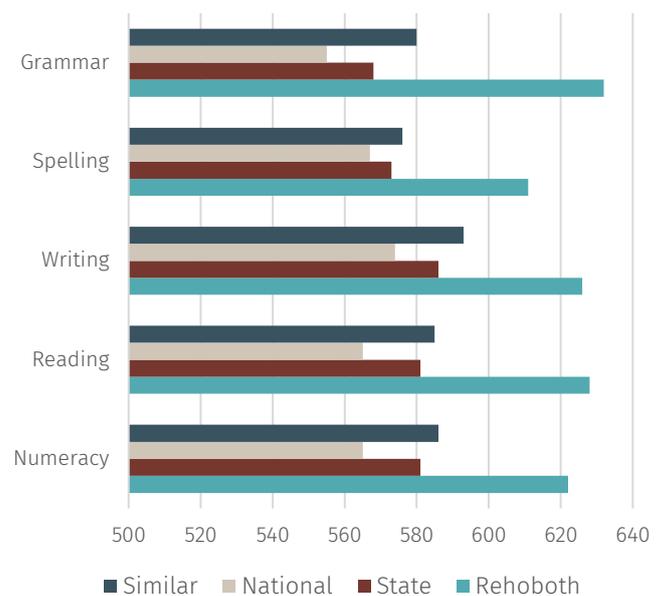
Year 7



Year 5



Year 9





REHOBOTH

OLNA

The Online Literacy and Numeracy Assessment (**OLNA**) is conducted annually in Years 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 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**).

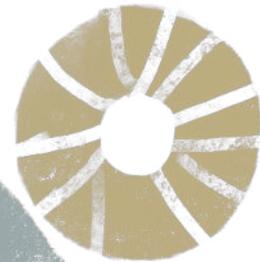
OLNA consists of three components:

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

Literacy and numeracy tutoring is offered to students to help them achieve the minimum requirements. This support will continue into 2025 for those students who still need to meet the minimum requirements.

The table below shows the percentage of Year 10-12 students in 2024 achieving the OLNA minimum requirements.

	Reading	Writing	Numeracy
Year 10	82%	65%	80%
Year 11	97%	90%	90%
Year 12	100%	100%	99%



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 celebration events held 3-5 December 2024.

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

Year 6 (Wilson)

Christian Growth Award	Elisha Elliott	Outstanding Effort Award	Daisy van der Kooy
Christian Character Award	Verity Ling	Principal's Award	Leisel Chiang

Year 6 (Kenwick)

Christian Growth Award	Josiah Phu	Outstanding Effort Award	Annie Richards
Christian Character Award	Grace Smith	Principal's Award	Jacob Coo

Year 7

Citizenship Award	Samuel Mawby	Principal's Award	Joshua Batey
Leadership Award	Tessa Perrot		

Year 8

Citizenship Award	Oliver Thomas	Principal's Award	Shiloh Robinson
Leadership Award	Darasimi Oluto		

Year 9

Citizenship Award	Emily Henry	Principal's Award	Emily Henry
Creative Excellence Award	Claudia William	Sports All Rounder of the Year	Noah Strahan Makayla Moylan
Leadership Award	Troy van der Kooy		



Year 10

Campion Education Citizenship Award	Josephine Ardian	Long Tan Future Innovators Award	Benjamin Steadman
Campion Education Outstanding Effort Award	Maffew Chong	City of Gosnells Scholarship Award	Izelke Nagel
Long Tan Leadership and Teamwork Award	Samson van der Kooy		

Year 11

Campion Education Citizenship Award	Macayle Tan	Campion Education Outstanding Effort Award	Zia Thyer
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Year 12

ACE Dux (General) Award	Shem Radford	Long Tan Future Innovators Award	Akira Hunter
Ampol All Rounder Award	Ivan Nagel	Positive Stationery Citizenship Award	Jean Teo
Beautiful Plumbing Vocational Excellence Award	Janet Bunguye-Gumikiriza	Positive Stationery Personal Excellence Award	Aberly Arianto
Gosnells Lions Club Dux (ATAR) Award	Akira Hunter	Positive Stationery Service Award	Elijah Hunter
Long Tan Leadership and Teamwork Award	Claudia Verkerk	Positive Stationery Sports All Rounder of the Year Award	Ivan Nagel



Year 10 Leonora Bush Mission

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 many of these activities are designed and run by our staff, others are undertaken in partnership with external agencies.

Academic

Chemistry Holidays Study Days	Parent Interviews
Deep Dive Exhibition and Market Day	Pre-Primary On-Entry Assessments
Deep Dive Program Year 5-6	Progressive Achievement Testing
English Tutoring	Year 10 Work Experience
Meet the Teacher Evenings	

Assemblies

ANZAC Assembly	Reformation Day Assembly
Book Week Parade	Year 6 Farewell Assembly
Celebrations	Year 7-12 Celebration Assembly
Easter Assembly	Year 12 Farewell Assembly
Grandparents Assembly	

Camps

Cadets Campout	Year 7 Canberra-Sydney Trip
Fathering Project Overnighter	Year 8 Nanga Mill Camp
Operation Wallacea Indonesia Trip	Year 9 Dokimos Road Camp
Year 5 Camp	Year 10 Leonora Bush Mission
Year 6 Camp	Year 12 Camp

Community

100 Days of Pre-Primary Celebration	Mums in Prayer
Class Photos Days	Parent Representative Meetings
Edu-Dance Concerts	Raising Tech Healthy Children Seminar
Emergency Services Cadets	Teddy Bears Picnic
Fathering Project Pizza and Paper Planes Evening	Welcome Back BBQ
Fathering Project Hike or Bike Day	Year 6 Leadership Teams
Fathering Project Bonfire Night	Year 6 Stepping Up Stepping Out Evenings
Fathers Day Stalls and Activities	Year 7 Orientation Day
Flourishing Families Morning Teas	Year 10 River Cruise
Governor's Prayer Breakfast	Year 11-12 Ball
Mission Support Days	Year 12 Celebration Evening
Mothers Day Stalls and Activities	

Competitions

BrainBee Challenge: UWA Neuroscience Labs	Número Competition
First Lego League	Solar Car Challenge
Game Changer Awards	

Excursions and Incursions

Adventure World End of Year Day	Chung Wah Chinese Culture
Adventure World Physics Day	City of Gosnells Council and Civic Centre
ASDAN Community Access Days	City of Gosnells Mayor Visit
Australian Earth Science Education	Cockburn Ice Arena
Bees Incursion	Constable Care
Bible Society Masterclass	Constitution Centre of WA
Biotechnology at Perkins Biodiscovery Centre	Cyber Safety Day
Board Game Design Workshop	Dokimos Road Easter Walkthrough
Brixton Street Wetlands	Film Viewings
Bunnings Incursions	Fire Safety Day
Christian Seminars Masterclass	Fremantle Prison

Excursions and Incursions (Continued)

Geography Bushfire Fieldwork Day	RAC BStreetsmart
Geography Global Spatial Distribution of Production and Consumption Fieldwork Day	Scitech
Geography Planning of Sustainable Cities Fieldwork Day	Super Sonic Science
It Takes a Spark Conference	UWA Indonesian Program Tour
Kalamunda History Village	Visual Communications Photograph the City Fieldwork Day
Kings Park	Visual Communications Sculptures by the Sea Fieldwork Day
Law Society of WA	WA Maritime Museum
Monggo Indonesian Restaurant	WA Shipwrecks Museum
Parliament House	Wilkinson Homestead
Peninsula Farm	World of Maths
Perth Careers and Employment Expo	Year 9 Science Fair
Perth Mint	ySafe Digital Safety Seminars
Perth Zoo	

House Activities

Athletics Carnivals	Run4Bibles Cross Country Carnival
Cross Country Carnival	Soccer Competition
Early Childhood Community Sports Day	Swimming Carnival
House Meetings	Year 4 Olympics
Pre-Primary Sports Day and Community Lunch	

Interschool Events

ACC Athletics	WACSSA Athletics
ACC Cross Country	WACSSA Cross Country
ACC Soccer	WACSSA Soccer
ACC Swimming	WACSSA Swimming
SEAS Basketball	Triathlon
SSWA Golf Championships	Volleyball

Music and Creative Arts

Amana Living Choir Performances

Animal Farm Drama Bump In and Technical Rehearsals

Animal Farm Drama Performances

Arts Festival Drama Performance

Arts Festival Exhibition

Arts Festival Open Mic and Street Food Stalls

Arts Festival Performing Arts Extravaganza

Music Recording Days

Primary Stage Band Rehearsals

Semester 2 Music Showcase

Wilson Concert

Year 7 Band Rehearsals

Year 8 Band Rehearsals

Year 9 Specialist Music Rehearsals

Year 10 Specialist Music Rehearsals

Other

Dental Screenings

First Aid Training

Growing Up Boys Night

Growing Up Girls Night

Occupational Therapy Screenings

Speech Pathology Screenings

Sports and Physical Education

Badminton

Bowling

Edu-Dance Lessons

Golf

Little Athletics

Soccer

Swimming Lessons



Year 12 Student Outcomes

Summary

	2024	2023	2022
Total size of Year 12 cohort	57	51	42
No. of ATAR students within cohort	22	21	26
No. of VET/General students within cohort	32	30	12
Highest ATAR	98.20	94.70	98.30
Median ATAR	81.60	87.25	80.90
% of students with ATAR above 90	18%	19%	26%
% of students with ATAR above 80	59%	62%	57%
% of students with ATAR above 70	95%	86%	81%
% of VET/General students achieving certificates	84%	93%	75%
% of cohort achieving WACE	91%	93%	93%

Our Year 12 cohort achieved some satisfying results. Most pleasingly, all ATAR pathway students achieved a rank that qualified them for university entrance, and over 50% of VET pathway students achieved a Certificate IV. We also saw our highest number of students achieving an ATAR of 70 or more through both the ATAR pathway and through various equivalent Certificate IV qualifications. These achievements demonstrate that students are being

directed and supported along suitable pathways that lead them towards multiple post-school options.

An overall trend of final exam and assessment performance matching expectations is also pleasing, because it shows that student learning needs are being met during their studies and that they are guided into the pathway that best aligns with their goals and abilities.

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 met all the standards and requirements. We are very pleased that 91% of our 2024 Year 12 cohort achieved their WACE.

The five students who did not achieve the WACE did not meet all minimum OLN requirements. However, these students achieved a Certificate III and Certificate IV, completed endorsed programs, and have been able to secure traineeships and employment for 2025.

ATAR

The Australian Tertiary Admission Rank (ATAR) is a number that measures a student's overall academic achievement relative to all other eligible final year students in Australia. The ranking is calculated from a student's four best scaled scores of ATAR subjects they have studied. The highest possible ATAR is 99.95.

In 2024, our ATAR cohort of 22 students achieved at expectation, including four students who achieved an ATAR above 90 and thirteen who achieved an ATAR above 80. We were very pleased that every student who pursued an ATAR pathway achieved a rank that would enable them to enter their chosen area of tertiary study. Nineteen of these students have applied, and received offers for, their first preference for university.

Graduate Destinations

All students who applied for university for 2025 were offered their first preferences.

	Curtin	ECU	Murdoch	Notre Dame	UWA	Total
No. of students with a 1st preference (includes students without an ATAR still eligible to apply for university, e.g. with an equivalent Certificate IV qualification)	19	3	4	0	3	30

Area of Study	Offered	Enrolled
Architecture and Building	1	1
Business and Commerce	6	5
Education	4	3
Engineering and Technologies	1	1
Health, Nursing, Medical, Physiotherapy	5	5
Information Technology	1	1
Natural and Physical Sciences	7	5
Society and Culture	14	13

Authority Developed Workplace Learning

ADWPL are work placements endorsed by the School Curriculum and Standards Authority (SCSA). They provide WACE recognition for students undertaking activities of an educational nature for which there is no quality assured certificate or award issued. The following students completed the endorsed program ADWPL:

Hours Completed	No. of Students Completed
55 hours	2
110 hours	8
165 hours	2



VET

Vocational Education and Training (VET) provides students with industry-specific skills and knowledge with nationally recognised qualifications. In 2024, our VET cohort undertook a range of certificates. The table below lists the

achievements of students studying the VET pathway. Certificate IV qualifications are equivalent to an ATAR of 70 and can be used to meet university entry requirements.

Certificate II

Qualification	No. of Students Completed
Agronomy	1
Applied Fashion Design	1
Autonomous Workplace Operations	1
Building and Construction	1
Community Services	1

Qualification	No. of Students Completed
Electrotechnology	1
Plumbing	1
Retail	1
Screen and Media (Animation and Game Art)	1

Certificate III

Qualification	No. of Students Completed
Fitness	1

Qualification	No. of Students Completed
School-Based Education Support	1

Certificate IV

Qualification	No. of Students Completed
Business	4
Community Services	1
Graphic Design	2
Preparation for Health and Nursing Studies	4

Qualification	No. of Students Completed
School-Based Education Support	2
Science	1
Tertiary Preparation (Health and Disease)	1

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. The following students achieved a Certificate of Merit in 2024:

Certificates of Merit

Aberly Arianto	Ivan Nagel
Jamie Bryce	Selina Norman
Annamary Handoyo	Shem Radford
Akira Hunter	Jean Teo
Elijah Hunter	Abigail Tomazin

Staff Standards and Workforce Composition

Workforce Compositions

Rehoboth had a total staff population of 193 employees (141 FTE) in 2024. No staff members identified as Aboriginal or Torres Strait Islander.

Staff population by area of work



Staff population by employment 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 the particular needs of 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 of the Association for Christian Education.

Because of the deeply Christian nature of our College, we require all staff to be role models of the Christian faith 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 families. This is the essence of Christian community, inviting others into relationship, working together to support one another to become more

like our Lord Jesus and encouraging students to explore their Christian 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 regard 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

Qualification	No. of Staff Holding
Certificate III	36
Certificate IV	49
Diploma	52
Bachelors (inc Honours)	110
Postgraduate Certificates	50
Masters	21
Doctorate	2

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

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**) 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 qualifications from an accredited ITE and that the teacher meets the fit and proper requirements.

In addition to relevant qualifications and experience, 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 (**NCCHC**) which is no more than three months old at the time of their appointment. The College requires that the NCCHC be updated periodically.





Year 5-6 students put their work on show at the Deep Dive Exhibition and Market Day

Staff Professional Learning

Our staff were able to participate in a wide range of professional learning opportunities in 2024.

The ongoing personal and professional development of our staff is vital to achieving the staffing priorities of our strategic plan. We aim to foster a culture of continual improvement, accountability, and spiritual growth amongst all staff so that, as they learn and grow, they can provide excellent, Christ-centred education. 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 2024 has been catalogued below.

Administration, Governance, and Leadership

Board Retreat: Master Planning and Strategic Planning	Governance and Risk Management Certificate
Called Connect Committed Leadership Development	McCrimdle Thriving School Communities
CEN Executives Conference	Mentors for Early Career Teachers
CEN Flint and Steel Webinars	School ICT Law
CEN Godly Governance Conference	School Registration Seminar
CEN National Conference and AGM	Spacemakers Productivity Masterclass
Collaborative Leadership Seminar	Strategic School Marketing Retreat
CompliSpace Assurance Foundations	TASS Training Days
CompliSpace Assurance Risk Management Workshop	Visits to Other Schools
CompliSpace Onboarding	Working Geniuses
ECU Introducing LEARN	

Christian Education and Worldview

Capturing the Culture	Rehoboth Onboarding Program: Second Year Teachers
International Transforming Education Conference	Teaching as Everyday Christian Practice Masterclass
National Institute for Christian Education Annual Research Symposium	Transformation by Design
Rehoboth Onboarding Program: First Year Teachers	

Health and Physical Education

ACC Athletics Planning Meeting	Health and PE Curriculum Update
ACC Sports Coordinators Planning Meeting	SCSA ATAR PE Studies Course Changes Update
Football Tournament Planning Meeting	Zones of Regulation

Humanities and Social Sciences

Geographical Association of WA Conference

HASS Curriculum Workshop

VET and Careers Coordinators Network Meetings

Learning Support and Special Needs

ASDAN External Moderation Meeting

Australian Special Education Conference

Autism Spectrum Disorder Webinar

Documented Plans Workshop

Dyslexia-SPELD Foundation Word Origins Workshop

Hearing

Inclusive Education Symposium

Introduction to Differentiation

Nationally Consistent Collection of Data Moderation

Positive Partnerships for Autistic Children

Special Education Supplementary Per Capita Funding for Beginners

Success with Students with ADHD

Support Additional Needs and Literacy Skills in Children

Supporting Children Who Struggle with Maths

Literacy, English, and LOTE

Curtin University English Literature Conference

Exploring Digital Technologies and AI in the Languages Classroom

Evidence-Based Reading Instruction

Literature Moderation

High Impact Reading

Implementation of 2025 Pre-Primary to Year 6 English Curriculum Workshop

Promoting Literacy Development

Sharp Reading

Talk for Writing

Mathematics and Numeracy

Consensus/Moderation Meetings

Dyscalculia Workshop

Mathematics Association of WA Workshop

Mathematical Thinking in the Revised Kindergarten Curriculum Guidelines and EYLF 2.0

Multiplicative Thinking Workshop

Multiplicative Thinking Skills Extension

Pastoral Care and Child Safety

Dealing with Harmful Sexualised Behaviours Between Students

Linewize Meeting

Mandatory Reporting

Mental Health First Aid

PeaceWise

Protective Behaviours

Provide Basic Emergency Life Support

Provide CPR First Aid

Provide First Aid

Provide First Aid in Education and Care Settings

SafeTripBuilder Training

Trauma Counselling Skills

Pedagogy and Classroom Practice

10 Ways to Look at Your NAPLAN Data

Animal Ethics

Education Summit Conference

New Staff Inductions

Power to Transform: Using Tools and Loose Parts Theory to Develop Independence and Resilience

Progressive Achievement Testing Review and Analysis

Schoolbox Conference

Schoolbox Training Days

Setting the Scene for a Great Year of Learning Through Inquiry

TeamTeach Training

VET Network Meeting

Sciences

Aquaponics Introductory Course

Einstein First

Little Scientists: Air

Technology and the Arts

Artificial Intelligence

COSAMP VET Music Day

Digital Literacy

Engineering is Elementary

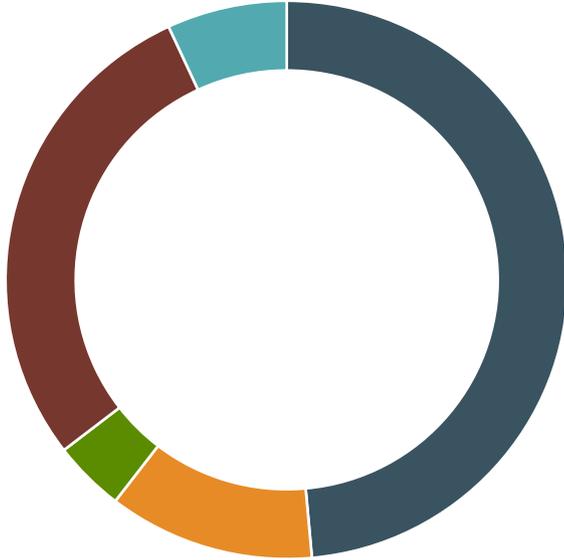
It Takes a Spark STEM Conference

STEAM Conference



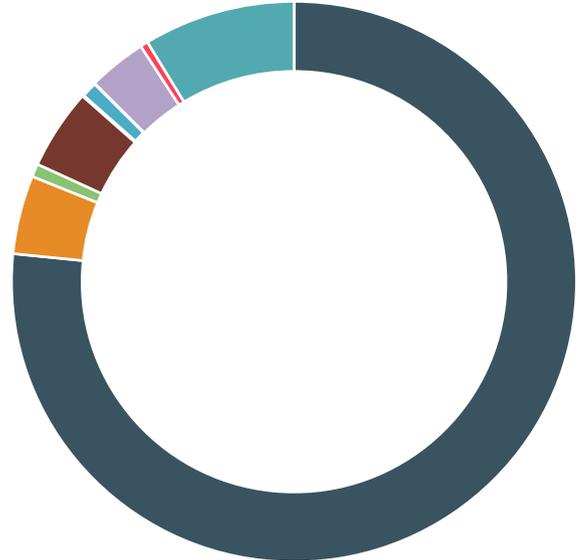
Revenue and Expenditure

Revenue



- Government Grants: Federal (49%)
- Government Grants: State (12%)
- Inclusive Education and Other Grants (4%)
- Tuition Fees (28%)
- Other Income (7%)

Expenditure



- Staff Salaries and On-Costs (77%)
- Depreciation and Amortisation (4%)
- Bus Fleet (1%)
- Direct Tuition (4%)
- Advertising and Promotion (1%)
- Facilities and Maintenance (3%)
- Governance (1%)
- Other Expenses (9%)

Revenue Source	2024 \$	2023 \$
Federal Grants	10,781,233	9,572,947
State Grants	2,632,890	2,464,969
Inclusive Education and Other Grants	915,529	819,163
Tuition Fees	6,334,193	5,885,180
Other Income	1,531,992	1,285,911
Total Revenue	22,195,837	20,027,896

Expenditure Source	2024 \$	2023 \$
Salaries and On-Costs	15,977,476	14,090,391
Depreciation and Amortisation	945,313	1,119,619
Bus Fleet	156,701	132,685
Direct Tuition	975,564	801,739
Advertising and Promotion	201,156	199,425
Facilities and Maintenance	699,579	608,448
Governance	91,982	123,648
Other Expenses	1,716,932	1,693,398
Total Expenditure	20,858,867	18,769,353

Proposed Budget 2025

Funded Students

	2025	2024
Resident	1,082	1,055
International	11	11
Total Enrolments	1,093	1,066

Revenue

	2025 \$	2024 \$
Federal Grants	11,423,574	10,584,599
State Grants	2,810,427	2,633,522
Inclusive Education Grants	842,462	608,419
Other Grants	157,500	193,500
Tuition Fees	6,713,640	6,058,507
Other Income	971,160	885,509
Membership Fees	29,000	28,800
Rent Received, Interest, and Sundry Income	252,600	240,000
Total Revenue	23,200,363	21,232,857

Expenditure

	2025 \$	2024 \$
Wilson K-6 Tuition and Administration	5,270,620	4,465,907
Kenwick K-6 Tuition and Administration	6,244,330	6,032,649
Kenwick 7-12 Tuition and Administration	8,787,613	8,161,162
Central Administration	1,786,575	1,719,181
Total Expenditure	22,089,137	20,378,898
Net Budget Surplus	1,111,226	853,959

Proposed Fee Schedules 2025

In keeping with our Constitutional mandate, our aim is to make Christian education affordable and accessible to all Christian families who 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 can then expect are uniforms and options such as IMP, bus fees, leavers jackets, booklists, and the Year 7 Canberra Trip.

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. Tuition fees account for about 33% of the Association's income. The fees we set are essentially 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.

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 2025

The schedules on the following pages outline the fees proposed for the period April 2025 to March 2026 for the first, second, and third student in a family 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, uniforms, or 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 current year (pre-indexed) rate plus three terms at the new indexed rate.

Fee Schedule 2025: Resident Students

First Student

Year Level	\$ Tuition	\$ Resource Levy	\$ Annual Total	\$ Per Month
Kindy	3,626	300	3,926	327
Pre-Primary	7,088	300	7,388	616
Year 1-5	7,088	300	7,388	616
Year 6	7,088	520	7,608	634
Year 7	8,963	580	9,543	795
Year 8	8,963	800	9,763	814
Year 9	8,963	930	9,893	824
Year 10	8,963	810	9,773	814
Year 11	9,076	830	9,906	826
Year 12	9,076	830	9,906	826

Second Student

Year Level	\$ Tuition	\$ Resource Levy	\$ Annual Total	\$ Per Month
Kindy	3,082	300	3,382	282
Pre-Primary	6,024	300	6,324	527
Year 1-5	6,024	300	6,324	527
Year 6	6,024	520	6,544	545
Year 7	7,618	580	8,198	683
Year 8	7,618	800	8,418	702
Year 9	7,618	930	8,548	712
Year 10	7,618	810	8,428	702
Year 11	7,714	830	8,544	712
Year 12	7,714	830	8,544	712

Third Student

Year Level	\$ Tuition	\$ Resource Levy	\$ Annual Total	\$ Per Month
Kindy	2,176	300	2,476	206
Pre-Primary	4,253	300	4,553	379
Year 1-5	4,253	300	4,553	379
Year 6	4,253	520	4,773	398
Year 7	5,378	580	5,958	496
Year 8	5,378	800	6,178	515
Year 9	5,378	930	6,308	526
Year 10	5,378	810	6,188	516
Year 11	5,445	830	6,275	523
Year 12	5,445	830	6,275	523

Fee Schedule 2025: International Students

This schedule outlines the fees proposed for the period April 2025 to March 2026 for students studying in Australia on certain Visas. Discounted rates for second and third 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.

First Student

Year Level	\$ Tuition	\$ Resource Levy	\$ Annual Total	\$ Per Month
Kindy	13,677	300	13,977	1,164
Pre-Primary	18,998	300	19,298	1,608
Year 1-5	18,998	300	19,298	1,608
Year 6	18,998	520	19,518	1,626
Year 7	25,452	580	26,032	2,169
Year 8	25,452	800	26,252	2,188
Year 9	25,452	930	26,382	2,198
Year 10	25,452	810	26,262	2,188
Year 11	25,526	830	26,356	2,196
Year 12	25,526	830	26,356	2,196

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Year 1 students surprised and a little unsure about schooling in the olden days during their excursion to Wilkinson Homestead

Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr
Ss Tt Uu Vv Ww
Xx Yy Zz



Bell times

* Count down

20min
5min
20min
5min
Morning tea

20min
5min
20min
5min
* Count up

Good morning
Times table
The cat sat
on the mat
Spelling test
Copperplate
Why we write
Discipline

$$20 + 5 = 25$$

$$25 + 25 = 50$$

$$50 + 50 = 100$$





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