



Annual Report 2025

ASSOCIATION FOR CHRISTIAN EDUCATION INC





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 2025

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 2026 to 31 December 2030
Student Population	1099 (as at August 2025 census)
Overseas Students	10 (as at August 2025 census)
Staff Population	218 (162 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.

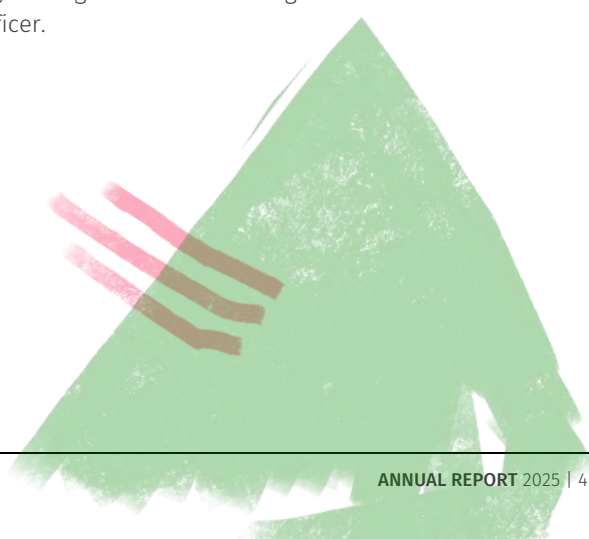
Our desire is to ensure that all aspects of the College – from classrooms to homework, gardens to boardrooms, and the community that surrounds and supports them – are dedicated entirely to orienting students towards Jesus Christ and encouraging them to excellence for His glory.

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 of Christian parents 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 2025, two extraordinary Board meetings were held in August to deal with a confidential matter.

All Board members are required to declare annually that they are fit and proper for their role and to sign their agreement with the Three Forms of Unity and/or the Westminster Confession of Faith, 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, the performance of the Chief Executive Officer, 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 a Finance, Audit, and Risk Management Committee
- 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 presentations to the Board
- a policy suite that clarifies the Board’s duties and responsibilities and ensures adequate separation of governance and operations
- monthly critiques and annual self-evaluation assessments
- implementing the rules and provisions of the Associations Constitution in order to achieve its stated Objects.

In 2025, the Board consisted of:

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

* Bronwen Charlesson retired from the Board on 1 September 2025 after four years of service.

In December 2025, 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 ensure that risk management remains a priority, and to continue improving how the College community is kept informed of the Board’s role and purpose.

Board self-evaluation results:

Area	2025 Rating	2024 Rating
Objectives, Strategy, and Remit	4.7	4.7
Governance and Performance	4.6	4.4
Stakeholder Relationships	4.6	4.3
Risk Management	4.6	4.4
Finance Subcommittee	4.9	4.8
In the Boardroom	4.8	4.6

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 educational plans and policies are implemented across the College
- 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 2025 consisted of:

Name	Role
Nicole Pleysier	Chief Executive Officer
David Geijsman	Principal: Wilson K-6
Nicole Marmion	Principal: Kenwick K-6
Brenton Marlow	Principal: Kenwick 7-12
Rachael Fairlamb	Finance Manager



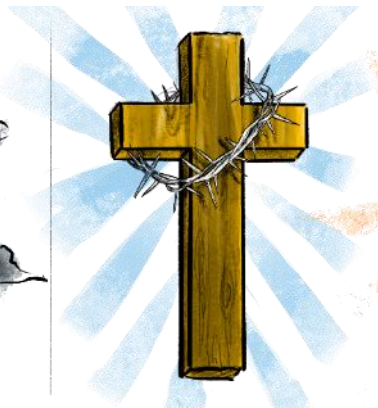
Christian Worldview



CREATION



FALL



REDEMPTION



RESTORATION

We believe that Christian education encompasses the whole child, and that 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. It begins 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 culminating 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).

Students demonstrate their canoe skills
At the Year 6 Boshack Eco Camp



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 and commands 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

As we reflect on 2025, the Board gives heartfelt thanks to God for His steadfast faithfulness to Rehoboth. Each year brings its own opportunities and challenges, and this year has reminded us again that the work entrusted to us is sustained not by our strength, but by His provision and grace. We remain humbled by the privilege of supporting families as they seek a distinctly Christian education for their children, and to steward this responsibility with wisdom and care.

A significant focus for the Board this year has been ensuring that our governance structures continue to support a growing, multi-campus College community. To this end, several task groups were established—most notably the 60th Anniversary Task Group, the Legal Review Task Group, and the Principal (Kenwick 7-12) Recruitment Task Group. Each task group enabled focused attention on matters requiring thoughtful discernment. The former Building Task Group was formalised into a standing Building Oversight Committee, reflecting the increasing complexity of our facilities planning and capital works.

The Board has continued to be blessed through rich engagement with our Senior Leadership Team and Principals. Their reports, presentations, and conversations give us a window into the daily life of the College and the

many ways our strategic direction is being lived our day-to-day. We are continually encouraged by the dedication and joy we see in our staff across both campuses—men and women who serve Christ by loving our students well, teaching with conviction, and modelling the hope of the Gospel in all they do.

We also give thanks for the continued implementation of the Flourish28 Strategic Plan, now in its first full year. Its four branches—Thriving Learners, Fruitful Staff, Cultivating Community, and Space to Flourish—have provided a clear and unifying framework for growth. 2025 saw significant progress across each branch, including strengthened teaching and learning practices, systems integrations, enhanced pastoral care structures, investment in staff development, and purposeful engagement with parents.

A major milestone was the successful transition to new College-wide systems—Connect, TASS, and CompliSpace. While such changes inevitably bring challenge, we are thankful for the commitment of staff who had adapted with resilience and grace. These systems now form an important foundation for communication, compliance, pastoral care, and learning management, and will support the College for many years to come.



Pre-Primary students enjoyed measuring their height and then sorting themselves from shortest to tallest in Maths



This year we warmly welcomed Mr Brenton Marlow to the role of Principal: Kenwick 7-12, and we praise God for the leadership and care he has shown in this important position. Another highlight was the extension of curriculum pathways, particularly within Kenwick 7-12, with the addition of Building and Construction, Business and Enterprise, Sport and Recreation, and new electives for Year 10. These initiatives broaden opportunities for students to explore their gifts and pursue their God-given callings.

The Board was also encouraged by the strong student outcomes across NAPLAN, ATAR, VET, and cocurricular programs. These results reflect the faithful efforts of staff and of students, and we rejoice not merely in achievement, but in the growth, character, and maturity evident across the College. Rehoboth's educational philosophy affirms that each student is uniquely created in the image of God, and it is a blessing to witness them growing into the fullness of their God-given potential.

A significant governance achievement in 2025 was the renewal of the College's domestic and overseas registration for 2026-2030, affirming our commitment to maintaining high standards in education, safety, care, and compliance. In addition, the Board endorsed key policy programs across Child Safety, Risk Management, Work

Health and Safety, and Complaints Handling—frameworks critical to sustaining a safe and nurturing community.

We also rejoice in the continued progress of the Gibbs Park Campus project. With Advance Determination granted for a new school site, development planning is underway for what will become a significant extension of the College's long-term vision. The generous response of the Rehoboth community to the Fundraising for the Future Campaign, which has raised \$400,000 to date, testifies to our shared hope for the generations to come.

As we look ahead, the Board remains committed to the distinctives that make Rehoboth a place where students are encouraged to think, respond, and live with excellence for the glory of God alone. To our parents, staff, students, volunteers, and Association members: we thank God for you. Your prayers, partnership, and steadfast support continue to shape this community in ways that honour Christ. May we continue to rely fully on Him 'who is able to do immeasurably more than all we ask or imagine,' trusting that His plans for our students, our staff, and our College community will always exceed our own.

Soli Deo Gloria

Mr Bruce Whyatt
Board Chairperson

CEO Report

As our first year of the Flourish28 Strategic Plan draws to a close, we have much to be thankful for. 2025 has been marked by faithfulness, growth, and God's provision as we have sought to live out our vision with clarity and purpose. Together, as a community of staff, students, parents, and Board, we have taken intentional steps to protect what is core to our identity while courageously advancing the work God has entrusted to us.

Thriving Learners

In order for students to think, respond, and live with excellence for the glory of God alone, it is necessary to continually challenge them appropriately. We regard our students as image-bearers of Christ, uniquely created and gifted to fulfil their calling and be His redemptive hands and feet in the world. We promote a whole-student approach that prepares students for all of life by developing their academic, spiritual, social, emotional, and physical potential – Flourish28 p15

Significant progress has been made in developing a whole-College teaching and learning framework. The Teaching and Learning Team has also narrowed its search for a Data Management System, with planning underway to resource and implement Intellischools in 2026.

Fruitful Staff

We recognise that our staff are our most valuable asset and the primary means by which our vision and mission are realised. We aim to position Rehoboth as an employer of choice, where Christians find purpose and grow in their understanding and outworking of Christian education – Flourish28 p16

Towards the end of 2025, we entered a season of enterprise bargaining to ensure staff conditions remain comparable with other schools in our sector. This work reflects our commitment to retain excellent staff and to honour and acknowledge the vital work that they do.

Development is underway for a pre-service Christian teacher training hub, to be launched in 2026. Candidates have already been selected, and we are particularly encouraged that three of our current Education Assistants have chosen to pursue this pathway, training to become distinctly Christian teachers through this program.



Ongoing refinement of our student support and care model has been a key focus, ensuring it more fully supports whole-student learning. Through regular collaboration between pastoral care and Learning Support Coordinators, we have improved our capacity to identify and respond to students' learning and behavioural differences in a timely and effective manner.

To support student growth across a range of pursuit, we continue to expand and strengthen learning opportunities. In Kenwick 7-12, this included the introduction of a new Building and Construction course in Year 10. In the Primary Schools, we have strengthened programs such as Technologies and invested in a more specialised approach to the Health curriculum.

Across Kenwick 7-12 learning areas and K-6 collaborative teams, there has been a stronger emphasis on shared planning. The rollout of Connect, our Learning Management System, has supported greater collaboration across campuses and year levels, enabling a more consistent student experience and better identification of learning gaps and solutions.

The Senior Leadership Team, in collaboration with the Teaching and Learning Team, has developed a more structured and robust approach to staff appraisal and professional growth, with increased emphasis on probationary periods for new staff. Appraisal is not intended as a measure of failure, but as a framework for personal and collective growth. Just as students require timely feedback, so too do staff. In 2026, we plan to introduce an ongoing learning cycle that embeds mentoring, coaching, and peer observation as best practice. A key focus for the coming year will be implementing an equally supportive and rigorous process for Trellis staff (formerly referred to as non-teaching staff).

Cultivating Community

Faithful Christian school requires strong commitment, collaboration, and communication between parents, staff, and students. Through this partnership, we seek to provide a comprehensive Christian education that begins in the home and continues through church and school communities. We remain committed to targeted, timely communication, and to strengthening relationships through opportunities to connect, equip, and support families – Flourish28 p17

In 2025 we continued to reflect on and refine our communication processes. A four-year communications plan has been developed to align with the lifespan of the strategic plan.

Space to Flourish

The name Rehoboth means ‘making room to flourish,’ encapsulating the significance of space in fostering growth, creativity, and wellbeing. In order for Rehoboth to flourish into the future, we aim to target all aspects of space, including physical and organisational structures – Flourish28 p18

Over the past 18 months, five parcels of land have been purchased by the Association and settled, with planning well underway for the development of the Gibbs Park Campus. While this is an ambitious project, we trust that God will provide the necessary resources to enable its development over the next decade.

2025 also saw strengthened structural support across the College, with middle leaders empowered through additional time and resources to drive growth in areas such as pastoral care and teaching and learning. These improvements have had a tangible impact on staff practice and on students rising to meet higher expectations of excellence.

With Connect now established as our primary communication tool, attention has turned to strengthening internal communication, and identified gaps are already being addressed.

Several parent education opportunities were offered throughout 2025, particularly focused on navigating the digital landscape. These sessions were well-attended, and plans are underway to repeat and expand these initiatives in 2026, alongside new and creative ways to deepen our partnership with parent.

At the start of 2025, the College undertook a significant change management process, transitioning from SEQTA to Connect for learning management and pastoral care, from Maze to TASS for school management and administration, and implementing Ideagen-CompliSpace for compliance and risk management. This was a substantial undertaking, and we acknowledge the many teams who ensured a smooth rollout and structured implementation. As with all systems, their effectiveness depends on the people who use them, and ongoing training will remain a priority to ensure long-term success.



Mrs Nicole Pleysier
Chief Executive Officer

Principals Report K-6

Student Learning and Standard of Education

Throughout 2025, a strong and consistent focus was maintained on high-quality teaching and learning across both Primary Schools. Diagnostic and formative assessments, including the introduction of DIBELS and strengthened reading fluency measures, supported early identification of student needs and informed targeted instruction. Collaborative planning through Connect enabled consistency in curriculum delivery, assessment moderation, and reporting practices

Students benefited from a rich range of academic and cocurricular opportunities, including Bizkids, Mathematics,

and enterprise competitions, Arts Festival performances, sporting carnivals, and STEM-based initiatives. These experiences promoted creativity, problem-solving, resilience, and service, while celebrating individual gifts.

Student achievement at interschool and state competitions reflected both academic rigour and positive character formation. Preparation for curriculum changes in Mathematics, Science, HASS, and Technologies ensured readiness for implementation in 2026, supported by proactive professional learning and leadership guidance.

Pastoral Care and Child Safety

Student wellbeing remained central to school life, underpinned by strong pastoral structures a caring Christian community. Chaplaincy support, case management meetings, and improved pastoral record keeping through Connect strengthened early intervention and communication between staff and leaders.

The School community demonstrated compassion and unity during times of grief and illness, supporting

students, families, and staff through prayer, presence, and practical care. Parent partnerships were nurtured through open communication and community-building events. Ongoing staff training in protective behaviours, trauma-aware practice, and child safety ensured a safe, supportive, and nurturing environment where students could flourish socially and emotionally.



Wilson students were excited to have a visit from the Mayor of the City of Canning, Mr Patrick Hall

Staff Growth and Development

Significant investment was made in staff growth through professional learning, coaching, onboarding, and leadership development. Staff engaged in a wide range of professional learning aligned to School and College priorities, including structured literacy, numeracy intervention, neurodiversity, behaviour support, and Christian worldview integration.

Appraisal, peer observation, and mentoring processes strengthened reflective practice and accountability, while leadership development opportunities supported current and emerging leaders. Cross-campus collaboration increased professional consistency and collective efficacy. The year was also marked by careful workforce planning, strong staff retention, and preparation for future growth.

Implementation of Strategic Plan

Clear progress was made across the four branches of the Flourish28 Strategic Plan. The rollout of Connect and the Orbit app strengthened communication, collaborative planning, reporting, and pastoral tracking. Development of a teaching and learning playbook commenced, with the aim of providing a shared framework for instructional excellence.

Data-informed practice was advanced through the decision to implement Intellischools, a data management system, positioning the College to better analyse student learning, wellbeing and engagement data from 2026 onwards. Community engagement initiatives and service opportunities reinforced the Christian distinctives of the Primary Schools and strong home-school partnerships.

2026 Focus

In 2026, priorities will include implementation of revised Western Australian Curriculum, rollout of Intellischools, continued development of the teaching and learning playbook, and strengthening data-informed teaching practice.

A sustained focus on staff capability, student wellbeing, child safety, service, and interconnectedness will remain central as the Rehoboth continues to grow with purpose and faith.



Mrs Nicole Marion
Principal: Kenwick K-6



Mr David Geijsman
Principal: Wilson K-6



Principal Report 7-12

Introduction

2025 was a year where we introduced lots of new things and experienced some firsts.

We introduced a new parent app, and Connect, our Learning Management System (LMS), was also new. Several new subjects were introduced, including Building and Construction, Business Management and Enterprise, and additional electives in the lower years.

We had lots of staff in new roles as well as people new to roles in the Secondary School.

We had our first emergency evacuation, our biggest ever cohort of ATAR pathway students, and enrolled four classes of Year 7 students for 2026.

Student Learning and Standard of Education

We are proud of our distinctly Christian curriculum, where students learn the curriculum set by the School Curriculum and Standards Authority (SCSA) whilst our Christian curriculum and perspectives are integrated.

One area of focus regarding our standard of education in 2025 was to provide feedback to students and parents around how students are achieving against the standards required by SCSA as opposed to measuring against other students. In 2025 we focussed on giving continuous feedback against the SCSA achievement standards.

'We acknowledge that all students learn at different rates and in different ways, so academic excellent should look different depending on a student's ability. Academic excellent, therefore, is a diligent and faithful engagement with learning to ensure that students achieve their personal best' (Flourish28 p5)—best here is defined by God, not us.

Our focus over the year in the Secondary School was Faithfulness. Our deep hope for students in 2025 was that they would:

- value faithfulness above success
- value effort above the outcome
- make the purpose of all they did be the glorifying of God and love of others above personal gain

Moreover, it is required of stewards that they be found faithful (1 Corinthians 4:2)

Assessment is therefore an opportunity for learning and growth; it is about what each student does with the talents they have received as a gift from God. It is integral to teaching and learning.

Our students consistently achieved at or well above the required standards. Some examples demonstrate this:

- Very positive NAPLAN results, which has drawn interest from enrolling parents.
- All Year 12 students achieved OLNA in 2025, and there were also lots of improvements from Year 10 and Year 11 students who are working towards achieving OLNA.
- Many students who were struggling have made progress in our smaller literacy and numeracy support classes and are being suitably challenged.
- Our Year 12 students achieved some outstanding ATAR and VET results (refer to pp37-40 in this report for details).



Pastoral Care and Child Safety

In 2025 we consolidate our Year Group Coordinator roles. We also introduced a Year 7-9 and Year 10-12 split in the Deputy of Students and Learning Support Coordinator roles. This has really allowed these leaders to focus on smaller groups of students and proactively support them, responding to needs as they arise. Case management systems and structures were developed and effectively employed to ensure a coordinated approach to supporting students in need of support and care.

Staff Growth and Development

In 2025 the main area for staff growth and development was the upskilling and training on the use of Connect. The LMS has been used by staff to develop and improve their communication with students about what they are learning, make more visible the Christian perspectives of their units of study, and to enhance the visibility of learning intentions and success criteria for students. Connect has also promoted a reimagining of communication with parents around upcoming assessments and feedback to students around assessments.

Many staff have attended professional learning about changes to the Western Australian Curriculum. Health and

Over twenty staff have been trained to deliver the Keeping Safe: Child Protection Curriculum at Rehoboth. This is a required program and will be delivered from a Christian perspective in 2026.

Physical Education, along with English teachers delivered this new curriculum in 2025, while other departments focused on familiarisation with the incoming changes.

Another area of growth has been the focus on departmental time in the Secondary School. The role of the Head of Learning Area is becoming more and more important as the School grows, as greater leadership of a team in a learning area is necessary to consider how the department will implement and deliver initiatives and expectations in their courses and classes.



Year 12 students attended the 2025 Governor's Prayer Breakfast

Implementation of Strategic Plan

I believe the most significant step we took in the Secondary School in 2025, regarding the implementation of the College's strategic plan, was to use the language of Flourish28 regularly and often.

We have leaned into the terms contained in the Flourish28 glossary and we actively encourage students to think about the Learner Profile as something to aspire towards. The Flourish28 document is not gathering electronic dust but is being engaged and grappled with regularly.

To highlight a few branches:

- We have improved our communicating of progress to students and parents.
- We have grown our student opportunities.
- We have developed a strong probation process to support new staff.
- Reshaped our structural spaces, such as department offices, new leadership roles, and introduced an 'intentional meeting' structure.
- We can celebrate a highly effective rollout of integrated systems over the year (Connect, Orbit, Quoria, TASS, Atlantis)

2026 Focus

Our theme for the year ahead is:

We are:

- *Disciplined learners*
- *A community that perseveres*
- *Inquirers of the truth*

To what end?

For the love of God and the love of others.

We will continue to implement our strategic plan and further improve our use of Connect. The Keeping Safe curriculum will be introduced, and we will adjust our curriculum to align with required WA Curriculum changes. We will also maintain the structure and systems that were developed in 2025 and ensure that Christ remains central to all we think, do, and say.



Mr Brenton Marlow
Principal: Kenwick 7-12

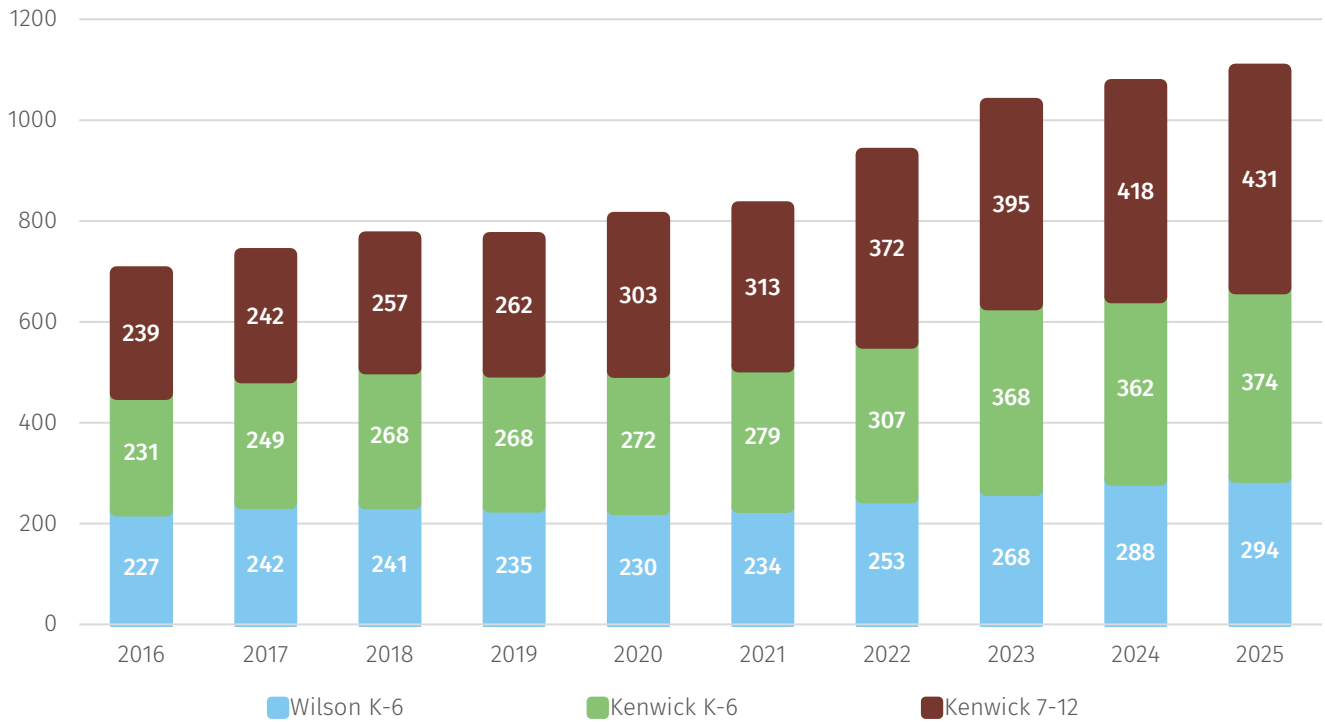
Year 9 students demonstrate their science knowledge for their Primary School peers at the 2025 Science Show.



Student Population and Attendance

Comparative Population Summary

The chart below shows movements in the student population over the 10-year period 2016-2025, as taken from the annual August census.



Attendance

The table below shows the student population and attendance by year level for 2025. All student population figures are taken from the August census and include international students.

Year Level	Population			% Average Attendance		
	Girls	Boys	Total	Girls	Boys	Average
Kindy	49	39	88	92	88	90
Pre-Primary	36	37	73	88	91	90
Year 1	52	39	91	92	94	93
Year 2	46	39	85	95	91	93
Year 3	31	51	82	93	92	93
Year 4	51	42	93	93	94	93
Year 5	40	35	75	90	95	92
Year 6	34	47	81	94	94	94
Year 7	41	34	75	89	90	89
Year 8	39	36	75	89	87	88
Year 9	38	30	68	84	88	86
Year 10	34	41	75	86	85	85
Year 11	31	37	68	80	79	79
Year 12	37	33	70	79	83	80
Total	559	540	1099	90	90	89

Overseas 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 was registered for the period 2020-2025 and has been renewed for the period 2026-2030.

The following table shows the number of international students enrolled at Rehoboth in 2025, as at the August census date.

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

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 the School, the 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.





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 valuable 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. In addition to NAPLAN and OLNA, 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, placement testing for reading, spelling, and maths, on-entry testing for Kindy and Pre-Primary, and learning difficulty/disability assessments.

As educators committed to a Christ-centred approach to teaching and learning, we affirm that each student is uniquely created by God, bearing His image and reflecting His intentional design (Psalm 139:13-14, Ecclesiastes 3:1). We consider the analysis of student data as not merely a technical exercise, but a spiritual responsibility—one that calls us to see each student as a whole person, with individual strengths, challenges, and a God-ordained path for growth and development.

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. In 2025, our NAPLAN participation was 98%.

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 2026b). It tests four domains – Reading, Writing, Language Conventions (spelling, grammar, and punctuation), and Numeracy.

Results are a snapshot of student progress on a single day of the year. While the assessment allows schools and teachers to make professional judgments about individual 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.

When analysing the 2025 results, we see an overall increase in the number of students Exceeding and decreases in the number of students in the Developing and Needs Additional Support proficiency standards.

2025 Results

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	424	438	420	442	423
Year 5	532	499	511	528	534
Year 7	595	590	580	588	605
Year 9	621	623	615	637	630

Year Level Breakdown

Reading

	Y3	Y5	Y7	Y9
Exceeding	20%	22%	43%	35%
Strong	46%	50%	46%	58%
Developing	20%	18%	11%	6%
Needs Additional Support	11%	9%	0%	2%

Writing

	Y3	Y5	Y7	Y9
Exceeding	8%	11%	26%	35%
Strong	69%	56%	64%	44%
Developing	16%	22%	8%	18%
Needs Additional Support	6%	9%	1%	3%

Spelling

	Y3	Y5	Y7	Y9
Exceeding	15%	20%	36%	38%
Strong	45%	47%	60%	56%
Developing	26%	21%	3%	3%
Needs Additional Support	11%	10%	3%	3%

Grammar and Punctuation

	Y3	Y5	Y7	Y9
Exceeding	11%	14%	33%	44%
Strong	43%	51%	57%	49%
Developing	28%	23%	10%	5%
Needs Additional Support	16%	10%	1%	3%

Numeracy

	Y3	Y5	Y7	Y9
Exceeding	10%	13%	32%	24%
Strong	53%	55%	60%	71%
Developing	25%	22%	8%	5%
Needs Additional Support	10%	9%	0%	0%



Comparative Results

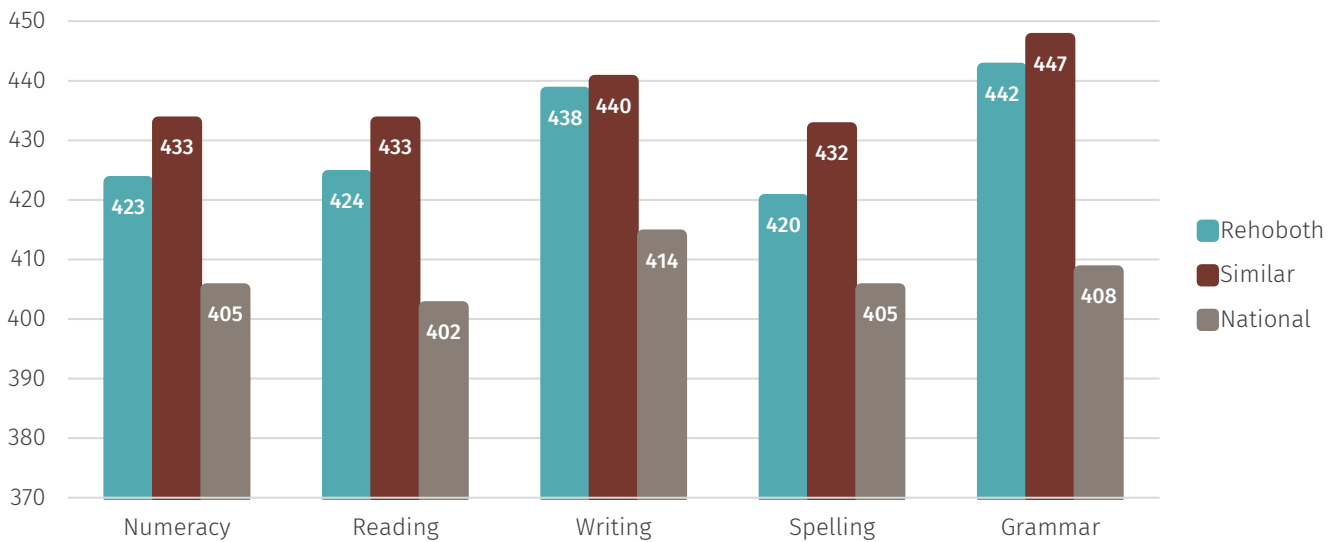
In 2025, all Rehoboth cohorts performed above the National mean across all areas tested. Year 7 and Year 9 cohorts at or significantly above both National and Similar School means.

These are very strong results, and demonstrate that learning programs, support, and interventions are well-

targeted, and students are adequately supported to progress at a satisfactory pace.

For example, initiatives in reading instruction over the past few years is resulting in progress in reading. Comparative data in the charts below has been sourced from Valuate (AISWA 2025) and MySchool (ACARA 2026a).

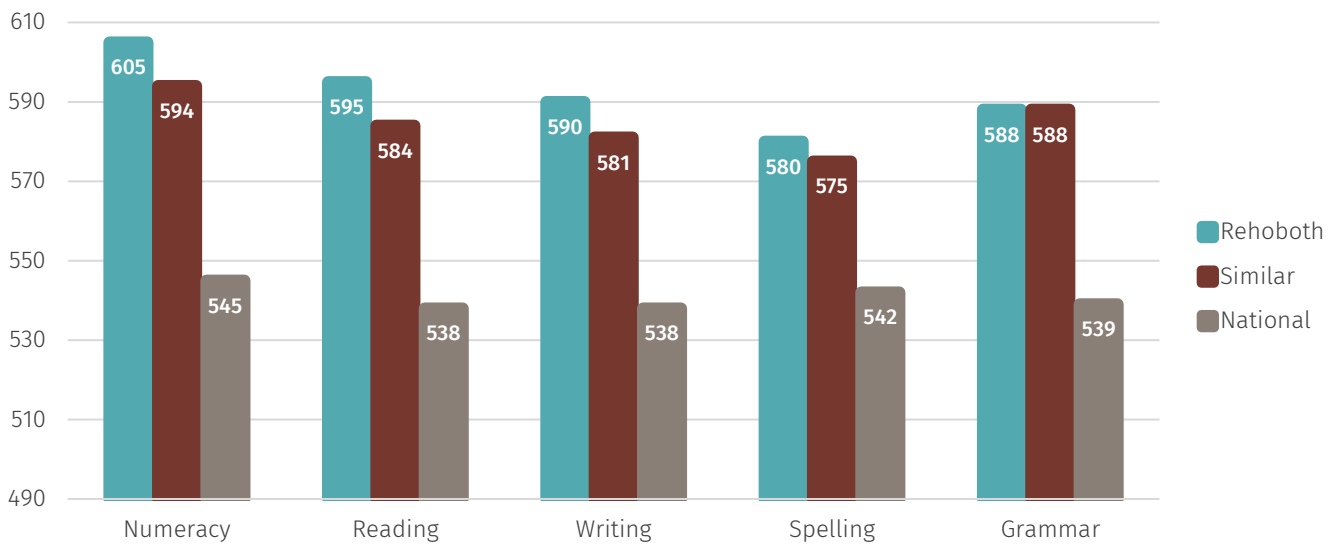
Year 3



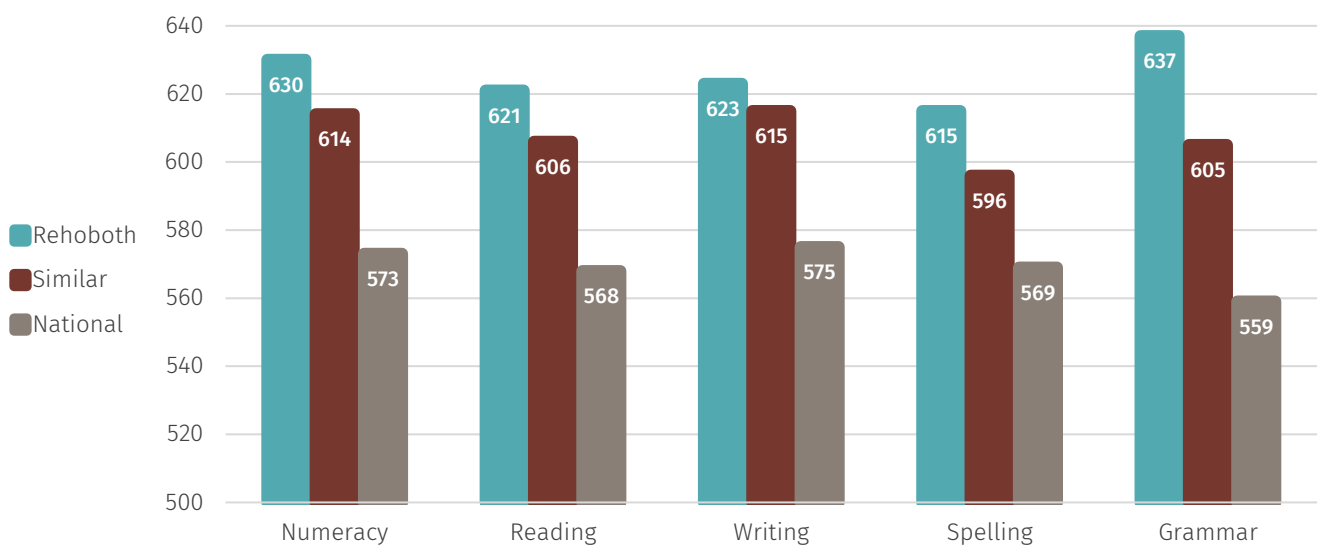
Year 5



Year 7



Year 9





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 2026 for those students who still need to meet the minimum requirements.

The table below shows the percentage of Year 10-12 students in 2025 achieving the OLNA minimum requirements.

	Reading	Writing	Numeracy
Year 10	96%	92%	95%
Year 11	93%	97%	94%
Year 12	100%	100%	100%



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, creative excellence, and more. In addition to subject awards, the following major awards were presented during graduation and celebration events held 9-11 December 2025. A Year 12 graduation and celebration evening was held 24 October 2025.

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

Year 6 (Wilson)

Christian Character Award	Thomas Bylsma	Outstanding Effort Award	Chloe Chan
Christian Growth Award	Hannah Clifford	Principal's Award	Matthew Sim

Year 6 (Kenwick)

Christian Character Award	Emerson Fourie	Outstanding Effort Award	Annabelle Budiman
Christian Growth Award	Averie Natoplag	Principal's Award	Xavier Carter

Year 7

Citizenship Award	Jake de Boer	Principal's Award	Daisy van der Kooy
Leadership Award	Eli Burggraaf		

Year 8

Citizenship Award	Joshua Batey	Principal's Award	Wes Radford
Leadership Award	Tessa Perrot		

Year 9

Alita Constructions Creative Excellence Award	Nicole Chandra	Leadership Award	Corban Francis
Citizenship Award	Ilse Bongers	Principal's Award	Nicole Chandra



Year 10

ADF Long Tan Leadership Award	Troy van der Kooy
ADF Long Tan Future Innovators Award	Jordan Ong
Alita Constructions Outstanding Student Award	Sharon Christopher

Citizenship Award	Jamie Matthews
City of Gosnells Scholarship Award	Leticia Ndiritu
Mega Music Specialist Music Award	Aaron Widyadi

Year 11

Alita Constructions Citizenship Award	Catherine Hadisuseno
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Alita Constructions Outstanding Student Award	Talitha Francis
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Year 12

ADF Long Tan Future Innovators Award	Darcy Moloney
ADF Long Tan Youth Leadership and Teamwork Award	André Burger
Barnao Property Personal Excellence Award	Ella Young
Beautiful Plumbing Vocational Excellence Award	Ruvimbo Gotora
Best All-Rounder Award	Christopher Martin
Campion Education Sports All-Rounder of the Year	Owen Kik

Citizenship Award	Macayle Tan
General Dux	Alicia Chai
Gosnells Lions Club Dux	Samuel Richards
Ngala Kwop Bididi Brighter Futures Scholarship	Adele Olde
Service Award	Kayla Santoso



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

Bible Society Masterclass	Maths Club
Bizkids	Pre-Primary On-Entry Assessments
Chess Club	Progressive Achievement Testing
English and Literature Curtin University Conference	National Simultaneous Storyline
English Tutoring	Year 9 Science Show
Fuel Cell Race Cars	Year 10 Work Experience
Literature Table Readings	Young Entrepreneurs Showcase

Assemblies

ANZAC Assemblies	Grandparents Assemblies and Afternoon Tea
Arts Festival Assembly	Year 6 Farewell Assembly
Book Week Parade	Year 12 Farewell Assembly
Celebrations	Welcome Back Assembly
Easter Assemblies	

Camps

Fathers and Kids Campout	Year 9 Dokimos Road Camps
Year 5 Sleepovers	Year 10 Sleepover
Year 6 Boshack Eco Camp	Year 10 Leonora Bush Mission
Year 7 Canberra and Sydney Trip	Year 12 Camp
Year 8 Nanga Bush Camp	

Community

Bibra Lake Family Celebration	Multicultural Afternoon Tea
Class Photos Days	Mums in Prayer
Community Day	Parent Information Evenings
Dokimos Road Celebration Evening	Parent Representative Meetings
Drag-a-Dad Hike	Pizza and Paper Planes Evening
Edu-Dance Concerts	Raising Tech Healthy Children Seminars
Emergency Services Cadets	Reho Fun Day
Father's Day Stall and Breakfast	Teddy Bears Picnic
Father's Day Open Classrooms Morning	Year 6 Leadership Teams
Flourishing Families Morning Teas	Year 6 Stepping Up Stepping Out Evenings
Governor's Prayer Breakfast	Year 7 Orientation Day
Growing Up Boys Night	Year 10 Feast
Growing Up Girls Night	Year 10 River Cruise
Kindy Playdates	Year 11 Service Day
Mission Support Days	Year 11-12 Ball
Mother's Day Open Classrooms Morning	Year 12 Celebration Evening
Mother's Day Stall and Afternoon Tea	Year 12 Sausage Sizzle at Gibbs Park
Mothers Garden Party	

Competitions

AMC Maths Competition	Numero Competition
Brain Bee	Synergy Solar Car Challenge
First Lego League	Titration Competition
Game Changer Awards	WiseTech Global Competition
Mini Game Changer Awards	Write a Book in a Day

Excursions and Incursions

Adrenaline Vault	Atco Blue Flame Kitchen
Adventure World End of Year Day	Aviation Museum
Adventure World Physics Day	Baskerville

Excursions and Incursions (Continued)

Army Museum	Perth Mint
Book Week	Perth Observatory
Bounce	Perth Supreme Court
Brixton Street Wetlands	Perth Zoo
Brownes Dairy	Play in the Past
Build it with Bunnings	Point Walter
Careers and Employment Expo	Psychology at Murdoch University
Chinese Cultural Immersion	RAC bstreetsmart
Cinemas and Theatres	RAC Road Safety
City of Canning Mayor Visit	Radical Reptiles
City of Gosnells Mayor Visit	Resource Technologies Showcase
City of Gosnells Council and Civic Centre	Scitech
Constable Care	SERCUL Bush Tucker
Constitution Centre	Spare Parts Puppet Theatre
Cross-Campus Visits	St John's First Aid
Drains to Living Streams Geography Excursion	State Library of WA
Elizabeth Quay	Supersonic Science
Fire Safety	Sustainable Cities Geography Excursion
Fremantle Prison	Swan Valley Geography Excursion
Harry Perkins Institute	Visual Arts Spotlight Excursion
Ice Skating	Visual Communications – Photograph the Boat House
Kalamunda History Village	Visual Communications – Photograph Fremantle
Mills Park Mapping	Visual Communications – Photograph Kings Park
Money Maths IGA Visits	WA Museum
Old MacDonald's Travelling Farm	WA Maritime Museum
Parliament House Peninsula Farm	WAAPA Choir Excursion
Perth Fire Station	ySafe Digital Safety Seminars
Perth Hills Discovery Centre	

House Activities

Athletics Carnivals

Cross Country Carnival

Early Childhood Community Sports Day

Football Competition

House Meetings

Pre-Primary Sports Day and Community Lunch

Run4Bibles Cross Country Carnival

Soccer Competition

Swimming Carnivals

Interschool Events

ACC Athletics Carnival

ACC Cross Country Carnival

ACC Swimming Carnival

SEAS AFLX

SEAS Soccer

SEAS Volleyball Competitions

SSWA Triathlon

WACSSA Athletics Carnival

WACSSA Basketball Competition

WACSSA Cross Country Carnival

WACCSA Swimming Carnival

Year 9 Basketball Coaching

Music and Creative Arts

Alice in Wonderland Drama Bump-In and Rehearsals

Alice in Wonderland Drama Performances

Arts Festival Art Exhibition

Arts Festival Drama Performance

Arts Festival Open Mic and Street Food Stalls

Arts Festival Performing Arts Extravaganza

Choir Performance at Amana Living

Choir Performance at Manoah Homes

Music Studio Recording Days

Primary Stage Band Rehearsals

Semester 1 Music Showcase

Year 7 Band Rehearsals

Year 8 Band Rehearsals

Year 9 Specialist Music Rehearsals

Year 10 Specialist Music Rehearsals

Other

Dental Screenings

Occupational Therapy Screenings

Speech Pathology Screenings

Year 7 Vaccinations

Sports and Physical Education

After School Sports

After School Soccer Competition

Bowling

Bouldering

Edu-Dance Lessons

Gold

Pickleball

Swimming Lessons

Tchoukball

Tennis

Year 11 PE Studies Assisting at Primary Carnivals

Community Day 2025
at the Wilson Campus



Year 12 Student Outcomes

Summary

	2025	2024	2023
Total size of Year 12 cohort	70	57	51
No. of ATAR students within cohort	47	22	21
No. of VET/General students within cohort	22	32	30
Highest ATAR	99.90	98.20	94.70
Median ATAR	85.25	81.60	87.25
% of students with ATAR above 90	28%	18%	19%
% of students with ATAR above 80	63%	59%	62%
% of students with ATAR above 70	85%	95%	86%
% of VET/General students achieving certificates	59%	84%	93%
% of cohort achieving WACE	100%	91%	93%

Our Year 12 cohort achieved some outstanding results. We were pleased that 85% of the cohort achieved an ATAR that qualified them for university entrance, and 45% of VET pathway students achieved a Certificate IV. We also saw our highest number of students in the ATAR pathway. These achievements demonstrate that students are being directed and supported along suitable pathways that lead them towards multiple post-school options.

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 100% of our 2025 Year 12 cohort achieved their WACE.

An overall trend of final exam and assessment performance matching expectations is also pleasing, because it shows that Rehoboth is grading assessments accurately, students are being provided with feedback in a timely fashion, and that they are guided into the pathway that best aligns with their goals and abilities.

Thirty-one students in the cohort also achieved 38 certificate qualifications, 21% of which were a Certificate IV qualification which provides university entry.



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 2025, our ATAR cohort of 47 students was the largest group of students we have had on the ATAR pathway. The cohort achieved at expectation, including 13 students who achieved an ATAR above 90 (top 10% in the State), and 32 who achieved an ATAR above 80 (top 20% in the State). Congratulations are in order for Samuel Richards, who achieved an ATAR of 99.90, placing him in the top 50 students in the State. A further 22 students were awarded Certificates of Distinction by the School Curriculum and Standards Authority for their achievements.

Rehoboth was listed in the schools with the highest performing students in the Chemistry ATAR and Geography ATAR courses. This means, for example, that of the 197 schools across the state that offered Chemistry in 2025, Rehoboth was within the top 15 performing schools. Well done to the students and teachers in these courses.

These are outstanding results and have been achieved through great perseverance, effort, determination, and faithfulness.

The School Curriculum and Standards Authority 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 2025:

Certificate of Distinction

Emerson Barlet	Phoebe Gong
Jacinta Billett	Nadia Hadisuseno
Jacobus Burger	Joy Koh
Willen Burger	Aaron Lau
Nadia Chui	Daniel Matthews
Caleb Douglas	Arden Nugteren
Adele Olde	Samuel Whitfield
Charis Randall	Abigail Wilkens
Samuel Richards	Thomas Witcombe
Zia Thyer	Ella Young
Ruby Thygesen	Lianne Young

Graduate Destinations

	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)	28	5	2	0	7	42
No. of students offered their 1st preference	22	5	2	0	7	41
No. of students offered any of their preferences	27	5	2	0	7	41
No of students who have enrolled	24	3	1	0	5	33
No of students who have deferred	1	0	0	0	0	1

Field of Study	Applied	Field of Study	Applied
Creative Arts	1	Information Technology	1
Education	3	Management and Commerce	4
Engineering and Related Technologies	7	Natural and Physical Sciences	5
Health/Medical	17	Society and Culture	9



Families enjoying the Primary Choir performance at Community Day 2025

VET

Vocational Education and Training (VET) provides students with industry-specific skills and knowledge with nationally recognised qualifications. In 2025, our VET cohort undertook a range of certificates, with 31 students completing 38 qualifications. 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

Field of Study	No. of Students Completed
Community Health and Wellbeing	1

Field of Study	No. of Students Completed
Computer Assembly and Repair	1

Certificate III

Field of Study	No. of Students Completed
Business	1
Dental Laboratory Assisting	1
Design Fundamentals	1
Engineering (Technical)	1
Events	1

Field of Study	No. of Students Completed
Music	15
Retail	3
School-Based Education Support	4
Screen and Media	1

Certificate IV

Field of Study	No. of Students Completed
Business	3
Health and Nursing Preparation	2

Field of Study	No. of Students Completed
School-Based Education Support	2
Screen and Media	1

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 Complete	No. of Students Completed
55 hours	7
110 hours	4
165 hours	1
220 hours	1
275 hours	1

One Year 12 student also completed two community service units endorsed by SCSA.

Staff Standards and Workforce Composition

Workforce Composition

Rehoboth had a total staff population of 218 employees (162.29 FTE) in 2025. One staff member identifies 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 ethos of the Association for Christian Education (including as articulated in our doctrines, tenants, and beliefs).

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	40
Certificate IV	45
Diploma	49
Bachelors (inc Honours)	114
Postgraduate Certificates	41
Masters	23
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 1 students were eager to explore the kitchen, learning simple but important food preparation skills

Staff Professional Learning

Our staff were able to participate in a wide range of professional learning opportunities in 2025.

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 2025 has been catalogued below.

Administration, Governance, and Leadership

CEN National Conference and AGM	Mastering Meetings That Matter
CEN Executives Conference	Mentors for Early Career Teachers
CEN Flint and Steel Webinar Series	Middle Leaders Training Day
CEN Godly Governance Conference	New Staff Induction Day
CEN Staff Gathering	School Registration Seminar
CliftonStrengths Assessment and Coaching	Spacemakers Productivity Masterclass
Coaching Roadshow	Strategic School Marketing Retreat
Communications and Public Relations Workshop	TASS Training Days
Copilot AI Workshop	Visits to Other Schools
Current and Emerging Leaders Development	Why School Websites Still Matter
Governance Specifics in an Independent School	

Christian Education and Worldview

Building Sociocultural Capital in Christian Education	NICE@School
CEN WA Christian Worldview Symposium	Rehoboth Onboarding Program: First Year Teachers
CruWest Teachers Conference	Rehoboth Onboarding Program: Second Year Teachers
Distinctly Christian Assessment Practice	

Learning Support and Special Needs

ABLE WA Meeting	Nationally Consistent Collection of Data Moderation
ASDAN External Moderation Meeting	Perth Disability Connection Expo
Behavioural Strategies to Support Neurodiverse Students	SoundsWrite Workshop
Down Syndrome Workshop	Success with Students with ADHD
Dyslexia-SPELD Foundation Clever Kids Workshop	Supporting Students with Additional Needs
Dyslexia-SPELD Foundation Maths Intervention Workshop	Talk4Writing
Inclusive Education Symposium	Teaching Autistic Students
Keyword Sign Workshop	Teaching Students with Neurodiversity
Macquarie Literature Workshop	

Pastoral Care and Child Safety

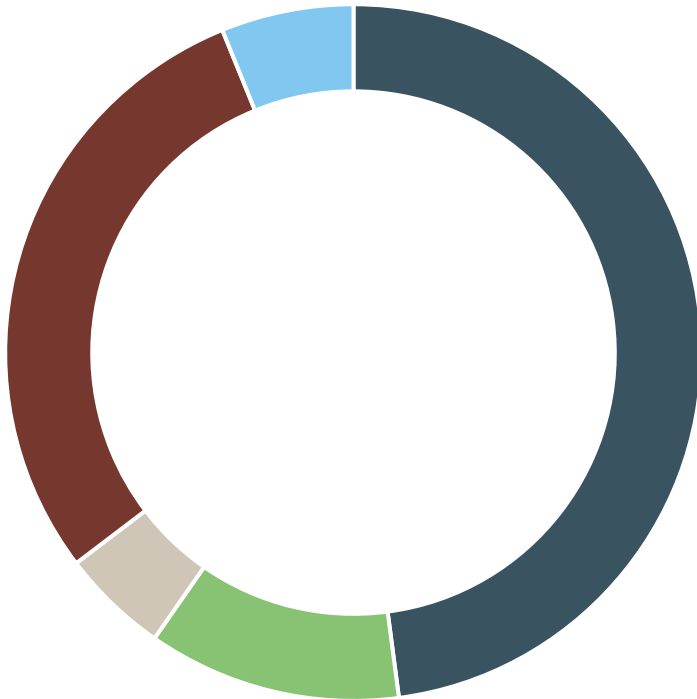
Child Safety in WA	Mental Health First Aid Training
Child Safety in WA for Leaders	Professional Boundaries Workshop
Critical Incident Response Workshop	Protective Behaviours Refresher Training
First Aid Training	Respectful Relationships
Implementing the National Principles for Child Safe Organisations	Shelter-in-Place Emergency Procedures
Mandatory Reporting Training	Trauma Aware Education

Pedagogy and Classroom Practice

ACC SportsDash Administrators Workshop	More Than Just Phonics: Effective Structured Literacy Instruction
ACC All-Star Girls Basketball Umpire Training	NAPLAN Coordinator Training
Australian National Championships U20s Umpire Training	NAPLAN Information Sessions
Behaviour Tonic	Oral Language Workshop
Building Bridges: Cultural Awareness for a Connected School Community	Outdoor Learning and Nature Connection
Connect Training Days	Revival Practice in English (Daily Review)
Einstein First Workshop	Schoolbox Meetup Conference
Flip the Lid: The Neuropsychology of Challenging Behaviour	SCSA Consensus Moderation
Fuel Cell Race Cars	SCSA Implementation of New Curriculums for 2026
Geography Association of WA Conference	Start or Revive Your School Choir
Geography Association of WA Depth Studies in Year 11	Team Teaching
Heggerty Phonemic Awareness	VET Coordinators and Careers Educators Network Meetings

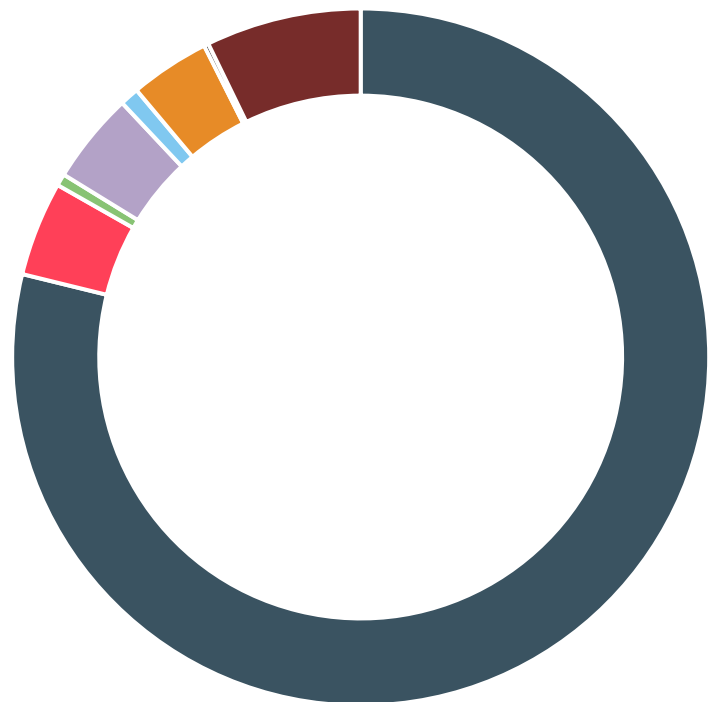
Revenue and Expenditure

Revenue



- Government Grants: Federal (48%)
- Government Grants: State (12%)
- Inclusive Education and Other Grants (5%)
- Tuition Fees (29%)
- Other Income (6%)

Revenue Source	2025 \$	2024 \$
Federal Grants	11,407,161	10,781,233
State Grants	2,801,741	2,632,890
Inclusive Education and Other Grants	1,066,954	915,529
Tuition Fees	6,948,699	6,334,193
Other Income	1,463,858	1,531,993
Total Revenue	23,688,413	22,195,838



- Staff Salaries and On-Costs (79%)
- Depreciation and Amortisation (4%)
- Bus Fleet (1%)
- Direct Tuition (4%)
- Advertising and Promotion (1%)
- Facilities and Maintenance (4%)
- Governance (0.2%)
- Other Expenses (7%)

Expenditure

Expenditure Source	2025 \$	2024 \$
Staff Salaries and On-Costs	17,916,530	15,977,476
Depreciation and Amortisation	997,639	945,313
Bus Fleet	125,852	156,701
Facilities and Maintenance	841,747	699,579
Direct Tuition	962,044	975,564
Advertising and Promotion	200,234	201,156
Governance	47,657	91,982
Other Expenses	1,637,658	1,545,341
Total Expenditure	22,729,361	20,593,112

Proposed Budget 2026

Funded Students

	2026	2025
Resident	1,134	1,082
International	9	11
Total Enrolments	1,143	1,093

Revenue

	2026 \$	2025 \$
Federal Grants	12,549,624	11,423,574
State Grants	3,030,229	2,810,427
Inclusive Education Grants	1,004,883	842,462
Other Grants	163,800	157,500
Tuition Fees	7,325,303	6,713,640
Other Income	1,017,882	971,160
Membership Fees	29,400	29,000
Rent Received, Interest, and Sundry Income	287,000	252,600
Total Revenue	25,408,121	23,200,363

Expenditure

	2026 \$	2025 \$
Wilson K-6 Tuition and Administration	5,542,483	5,270,620
Kenwick K-6 Tuition and Administration	6,406,208	6,244,330
Kenwick 7-12 Tuition and Administration	10,171,746	8,787,613
Central Administration	2,022,241	1,786,575
Total Expenditure	24,142,678	22,089,137
Net Budget Surplus	1,265,443	1,111,226

Proposed Fee Schedules 2026

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 2026 to March 2027.

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 2026

The schedules on the following pages outline the fees proposed for the period April 2026 to March 2027 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 2026: Resident Students

First Student

Year Level	Tuition \$	Resource Levy \$	Annual Total \$	Per Month \$
Kindy	3,778	310	4,088	341
Pre-Primary	7,371	310	7,681	640
Year 1-6	7,371	310	7,681	640
Year 7	9,382	600	9,982	831
Year 8	9,382	820	10,202	850
Year 9	9,382	950	10,332	861
Year 10-12	9,517	840	10,357	863

Second Student

Year Level	\$ Tuition	\$ Resource Levy	\$ Annual Total	\$ Per Month
Kindy	3,211	310	3,521	294
Pre-Primary	6,265	310	6,575	548
Year 1-6	6,265	310	6,575	548
Year 7	7,976	600	8,575	715
Year 8	7,976	820	8,795	732
Year 9	7,976	950	8,925	743
Year 10-12	8,090	840	8,930	744

Third Student

Year Level	\$ Tuition	\$ Resource Levy	\$ Annual Total	\$ Per Month
Kindy	2,267	310	2,577	215
Pre-Primary	4,422	310	4,732	395
Year 1-6	4,422	310	4,732	395
Year 7	5,630	600	6,230	518
Year 8	5,630	820	6,450	537
Year 9	5,630	950	6,580	548
Year 10-12	5,710	840	6,550	546

Fee Schedule 2026: International Students

This schedule outlines the fees proposed for the period April 2026 to March 2027 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	14,293	310	14,603	1,217
Pre-Primary	19,764	310	20,074	1,673
Year 1-6	19,821	310	20,131	1,678
Year 7	26,650	600	27,250	2,270
Year 8	26,650	820	27,470	2,289
Year 9	26,650	950	27,600	2,300
Year 10	26,769	840	27,490	2,300
Year 11	26,769	840	27,609	2,301
Year 12	26,769	840	27,609	2,301

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Year 11 students in the Building and Construction course, introduced in 2025, work on the car park project.



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