



# Meet the Teacher Evening

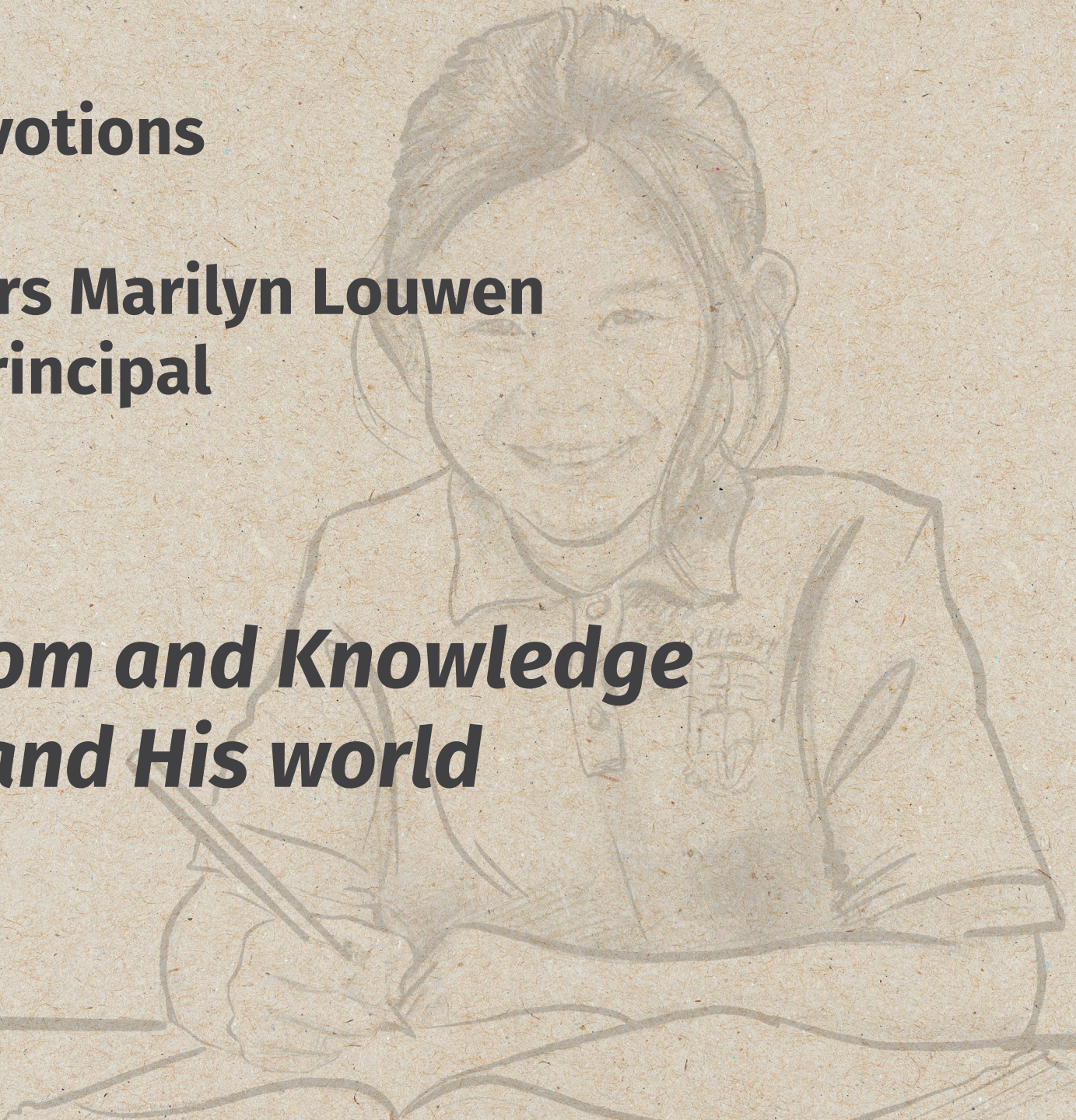




# Welcome and Devotions


**Mrs Marilyn Louwen  
Principal**

***Grow in Wisdom and Knowledge  
of God and His world***



# Class Norms


**At Rehoboth  
we strive to be:**

 **Hardworking**


What I do, I do heartily, as for the Lord

 **Attentive**

I listen with my ears, my eyes, and my heart

 **Encouraging**


We are a community of learners

 **Neat and Organised**

We care for our school

 **Prepared**

For myself and for the sake of my classmates

 **Proactive**

I am curious, conscientious, and independent

## RATIONALE:

- To train students to form good habits so they and others can learn best
- To help students understand what is expected of them in every class to help them and others learn best
- To help promote consistency across classrooms
- To encourage positive habit formation and routines
- To promote a sense of community within the classroom by students collectively taking responsibility for their classroom environment
- To help increase student engagement by creating a working environment that is conducive to learning
- To have a common language that is used by staff and students around behaviour
- To promote conversations about why these habits are important
- To train students in habits that connect learning to living

## GOAL:

- **To collectively train students in habits and practices that strive to help students learn individually and collectively**

## Our Deep Hope

- **Our deep hope is that these norms are practical ways that students can love God and love others**





## CLASS NORMS

Class norm	What this looks like in the classroom	The Biblical reason why
<p><b>1. HARDWORKING</b></p> <p><b>The classroom is a place of rigorous learning. We give our best to the work and learning we have to do.</b></p> <p><i>What I do, I do heartily, as for the Lord.</i></p>	<ul style="list-style-type: none"> <li>Completing the work that's been set in the time assigned.</li> <li>Avoiding distraction and staying focused.</li> <li>Only using my device for learning purposes as instructed by my teachers</li> <li>Working silently and individually when my teachers ask for this.</li> <li>Making contributions to my group and fulfilling my assigned role when working in groups.</li> <li>Persevering with difficult work or peers.</li> <li>Setting myself a high standard beyond the minimum required.</li> <li>Using my class time effectively, even when I don't feel like it.</li> <li>Humbly accepting that there is always something to learn.</li> </ul>	<p>The soul of the sluggard craves and gets nothing, while the soul of the diligent is richly supplied (<b>Prov 13:4</b>)</p> <p>Whatever your hand finds to do, do it with all your might (<b>Eccles 9:10</b>)</p> <p>Whatever you do, work heartily, as for the Lord and not for men, knowing that from the Lord you will receive the inheritance as your reward. You are serving the Lord Christ (<b>Col 3:23-24</b>)</p>
<p><b>2. ATTENTIVE</b></p> <p><b>The classroom is a shared workspace. We show respect by listening and speaking well with the people in our class.</b></p> <p><i>I listen with my ears, my eyes, and my heart.</i></p>	<ul style="list-style-type: none"> <li>Looking at the people who are speaking or presenting.</li> <li>Closing my device when others are speaking and I need to listen.</li> <li>Even when I'm tired, I don't put my head on the desk.</li> <li>Not talking when others are talking.</li> <li>Raising my hand to contribute to the class or ask a question.</li> <li>Taking notes when appropriate to ensure I am actively listening.</li> <li>Not moving around the classroom unless given permission.</li> <li>Not being a distraction to others so that they can be attentive.</li> </ul>	<p>Know this, my beloved brothers: let every person be quick to hear, slow to speak, and slow to anger (<b>James 1:19</b>)</p> <p>Making your ear attentive to wisdom and inclining your heart to understanding (<b>Prov 2:2</b>)</p> <p>Let no corrupting talk come out of your mouths, but only such as is good for building up, as fits the occasion, that it may give grace to those who hear (<b>Eph 4:29</b>)</p>



REHOBOTH  
CHRISTIAN COLLEGE

## TERM 1 2024 STUDENT DIARY

Name: \_\_\_\_\_

Form: \_\_\_\_\_





# T&L Focus – Visible Learning and partnering with parents

## A BIG IDEA

The order and patterns seen in the elements point to a Creator (SCCHCWV10.01)

## WHAT WE ARE LEARNING...

1. **Label** the atomic structure
2. **Calculate** atomic numbers of both atoms and ions

## I KNOW I AM SUCCESSFUL WITH MY LEARNING IF I CAN

- Describe the location, charge and mass of protons, neutrons and electrons
- Use the periodic table to determine the number of protons, neutrons and electrons in an atom.
- Explain how scientists have identified some of these facts about atoms and how they are structured even though atoms are invisible

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



# Christian Perspective

## CHRISTIAN PERSPECTIVE

DNA and the perspective it gives us to...

*Creation: DNA in living creatures shows strong evidence of a Creator. It carries information that cannot have occurred by natural forces but came by intelligent design.*

*Fall: There is error in the DNA coding that causes disease and sickness.*

*Redemption: Our learning about DNA is providing all sorts of information to help us help people with these diseases and sickness.*

An interesting read - [DNA: God's Information Code \(lifehopeandtruth.com\)](http://lifehopeandtruth.com)

## WHAT ARE WE LEARNING

Describe the importance of DNA in relation to the structure and function of an organism?

## HOW DO I KNOW IF AM SUCCESSFUL?

**Describe** the structure of DNA using the following terms: double helix, sugar-phosphate backbone, base pairs, and hydrogen bond

Explain how DNA relates to structure and function of an organism.

Compare DNA, Genes, Chromosomes, and genome.

Explain how the genetic code provides instructions for building proteins and provide examples of the function of proteins in the body.

At Rehoboth, we express our worldview in the Creation-Fall-Redemption-Restoration framework:



CREATION



FALL



REDEMPTION



RESTORATION

This model presents God's 'big picture' plan in Scripture and puts all of life and learning into context. 'Teaching students to think critically about the world around them and how they fit into God's plan is an important part of education. Having the right perspective on this equips the students to serve God, regardless of future profession' (Bird 2019).

The thinking through of a Christian perspective helps us to **stop and think...rather than just teach the skills and content.**

We don't just teach content and skills, when we teach content and skills, we teach them with the goal of asking students **how are these skills and this knowledge to be used and understood as you live out your Christian life.**

Visible Christian perspectives help our students make sense of the world. It is amazing how **the creation, fall, redemption model can help explain and give purpose to so many of things we are required to teach!**



# Learning Intention

## CHRISTIAN PERSPECTIVE

DNA and the perspective it gives us to...

*Creation: DNA in living creatures shows strong evidence of a Creator. It carries information that cannot have occurred by natural forces but came by intelligent design.*

*Fall: There is error in the DNA coding that causes disease and sickness.*

*Redemption: Our learning about DNA is providing all sorts of information to help us help people with these diseases and sickness.*

An interesting read - [DNA: God's Information Code \(lifehopeandtruth.com\)](http://lifehopeandtruth.com)

## WHAT ARE WE LEARNING

Describe the importance of DNA in relation to the structure and function of an organism?

## HOW DO I KNOW IF AM SUCCESSFUL?

**Describe** the structure of DNA using the following terms: double helix, sugar-phosphate backbone, base pairs, and hydrogen bond

Explain how DNA relates to structure and function of an organism.

Compare DNA, Genes, Chromosomes, and genome.

Explain how the genetic code provides instructions for building proteins and provide examples of the function of proteins in the body.

When students know what they are working towards, they tend to be more motivated. **Clear learning intentions give students a sense of purpose** and a reason to engage actively with the content.

The biggest benefit of visible learning intentions is that it help students and staff know that it is **not about the task students are going to complete, but what you want them to learn and understand.**

Learning intentions provide **clear direction and focus on what students are expected to learn and achieve.** They help students understand the purpose of their studies, making it easier for them to stay on track and prioritize their efforts.





# Success Criteria

## CHRISTIAN PERSPECTIVE

DNA and the perspective it gives us to...

*Creation: DNA in living creatures shows strong evidence of a Creator. It carries information that cannot have occurred by natural forces but came by intelligent design.*

*Fall: There is error in the DNA coding that causes disease and sickness.*

*Redemption: Our learning about DNA is providing all sorts of information to help us help people with these diseases and sickness.*

An interesting read - [DNA: God's Information Code \(lifehopeandtruth.com\)](http://lifehopeandtruth.com)

## WHAT ARE WE LEARNING

Describe the importance of DNA in relation to the structure and function of an organism?

## HOW DO I KNOW IF AM SUCCESSFUL?

**Describe** the structure of DNA using the following terms: double helix, sugar-phosphate backbone, base pairs, and hydrogen bond

Explain how DNA relates to structure and function of an organism.

Compare DNA, Genes, Chromosomes, and genome.

Explain how the genetic code provides instructions for building proteins and provide examples of the function of proteins in the body.

Success criteria encourage students to think about their own learning process. They reflect on whether they have met the criteria and consider what strategies were effective in reaching those criteria. **Success criteria promote self-assessment and metacognition.**

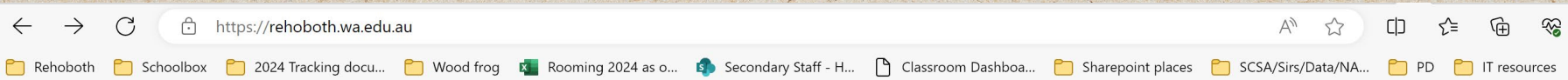
Clear success criteria provide students with a sense of accomplishment when they meet the criteria. This sense of achievement serves as intrinsic motivation to continue learning and improving. **Success criteria can aid motivation!**

Success criteria can be adapted to accommodate different levels of ability and prior knowledge. Teachers can set varied criteria to challenge advanced learners while supporting those who need more assistance. **Success criteria are essential to ensuring all students in our class are appropriately challenged.**





# SEQTA – How to get there...



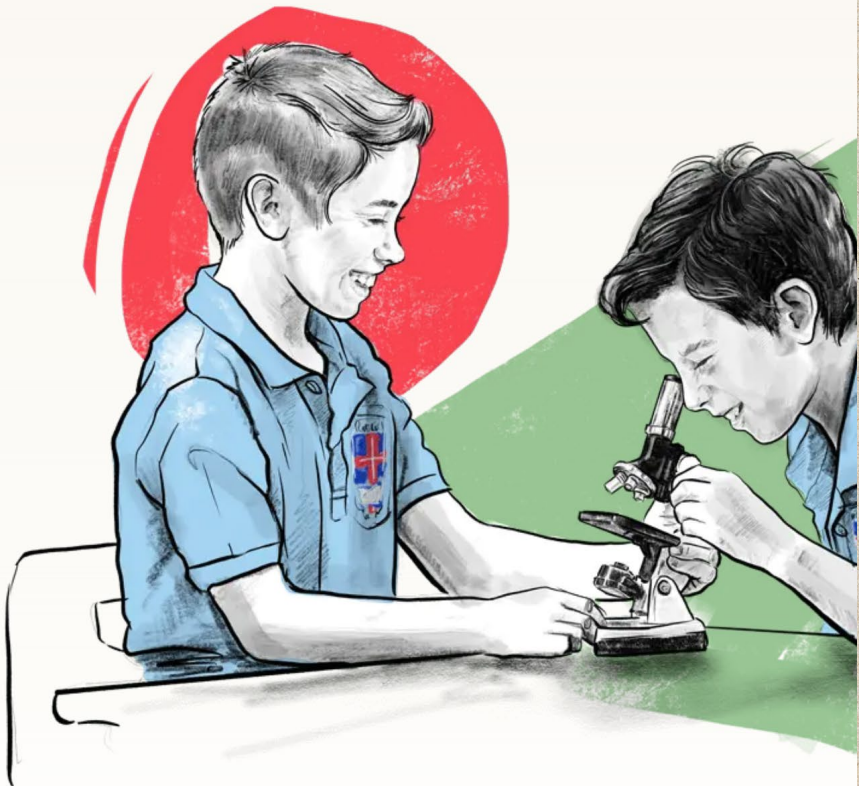
What are you looking for today?

## Redefine Success

Developing your whole child into the person God made them to be.

ENROL MY CHILD ONLINE

CONTACT US TODAY



Go to our website.  
[Rehoboth Christian College | Christian Education Perth](#)



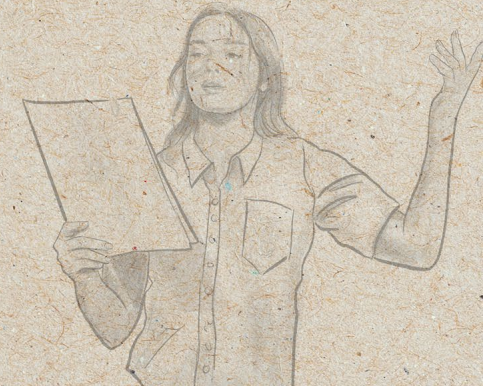


# SEQTA – How to get there...

Scroll down and you will see Alpha. This is a place where you find policies and procedures.

But for SEQTA click on SEQTA and then SEQTA ENGAGE.

OR DOWNLOAD THE APP





# SEQTA - Notifications

You will see your notifications here

Lots of other information I will start with...  
Your child's list of courses

**Engage**

**Welcome**

REHOBOTH SOLI DEO GLORIA

ALPHA BLOG CALENDAR CHILD SAFETY COMPLAINTS AND COMPLIMENTS CONTACT NEWSLETTER ARCHIVE

STORYPARK TASS KIOSK VISIT OUR WEBSITE

## News Stream

### Wilson K-6 News

**Welcome Back BBQ**  
📅 2 Feb 2024

We invite Wilson K-6 families to bring something to sit on, snacks to share, and meet some new friends at our Welcome Back BBQ. A free sausage sizzle will be provided!

### General News

**Canteen Volunteering**  
📅 1 Feb 2024

Volunteering with the canteens is one way parents can earn [College Support](#) hours for a discount on tuition fees. Please complete the survey if you would like to volunteer

### Kenwick K-6 News

**Welcome Back Afternoon Tea**  
📅 1 Feb 2024

We invite Kenwick K-6 families to bring a picnic blanket, snacks to share, and meet our Kenwick community over afternoon tea. Primary school-aged children will





# SEQTA – Course Cover pages

Here is the year 7 maths course cover page.  
On this page you can see..

Course Outline - Can be whole year or term by term.

Assessment Outline

Link to assessment policy

Course syllabus (for yr11 and 12)

**Year 7 Mathematics**

Today

Search...

Cover page

1	T1	W1
1	P6	31 Jan
Intro to Year 7, Notebook Expectations		
2	P7	31 Jan
Addition and Subtraction of Whole Numbers		

## YEAR 7 MATHEMATICS 2024

### CHRISTIAN VALUES/PERSPECTIVES

Students will understand that the consistency of mathematical truths demonstrates the orderliness and precision of God that Mathematical truths are always the same, and Mathematical truths exist because God made them.

### CONTEXT

Col 1:17 He is before all things, and in him all things hold together. Proverbs 1: 7(a) The fear of the Lord is the beginning of knowledge.

### VISION - Mathematics Learning Area

As covenant community members, though living in a sinful world, children develop to maturity and are confirmed to the Lord Jesus Christ. We work and pray that they may present themselves as living sacrifices unto God for His service, glory and pleasure in His Kingdom.

#### Year 7 Level Description

The **proficiency strands** *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of mathematics content across the **three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability.**

The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

**At this year level:**

- *Understanding* includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions
- *Fluency* includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms
- *Problem Solving* includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments
- *Reasoning* includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

#### Year 7 Achievement Standard

By the end of Year 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. Students assign ordered pairs to given points on the Cartesian plane. They interpret simple linear representations and model authentic information. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. Students solve simple numerical problems involving angles formed by a transversal crossing two lines. They use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel lines. Students identify issues involving the collection of continuous data. They construct stem-and-leaf plots and dot plots. Students describe the relationship between the median and mean in data displays. They calculate mean, mode, median and range in data sets. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes.

Teacher Contact:  
Mrs D Holloman:  
donna.holloman@rehoboth.wa.edu.au  
Mrs R Scott:  
rscott@rehoboth.wa.edu.au

[Year 7 Assessment Outline 2024.docx](#)  
[Year 7 Course Outline 2024.docx](#)





# SEQTA – Assessments

**Engage**

ASSESSMENTS

SAMUEL RICHARDS

UPCOMING

ATAR LITERATURE 11

CHEMISTRY ATAR 1 & 2 11

CHRISTIAN PERSPECTIVES 11

FORM 11

INDONESIAN SECOND LANGUAGE

MATHSMETH ATAR 1 & 2 11

MATHSSPEC ATAR 1 & 2 11

**PHYSICS YEAR 11 - ATAR UNIT 1**

SENIOR SPORT 11

YEAR 11 DEVOTIONS

2023S2 >

2023S1 >

## Physics Year 11 - ATAR Unit 1 & 2 9+

- Type to search
- UPCOMING
- Task 12: Semester 2 Examination  
25 NOV 2024
  - Task 10: Waves Test  
4 NOV 2024
  - Task 9: Experiment Finding the Speed of Sound by Air Column Resonance  
23 OCT 2024
  - Task 11: Evaluation and Analysis on Acoustics  
25 SEPT 2024
  - Task 8: Motion Test  
11 SEPT 2024
  - Task 7: Motion Investigation on Terminal Velocity  
14 AUG 2024
  - Task 6: Semester 1 Examination  
10 JUNE 2024
  - Task 5: Electricity Test  
27 MAY 2024
  - Task 4: Experiment Potential Difference, Current and Resistance  
8 MAY 2024
  - Task 3: Nuclear Energy Test  
24 APR 2024
  - FORMATIVE (not assessed) Test on Heat  
20 MAR 2024
  - Task 2: Design features of an energy efficient structure  
13 MAR 2024
  - Task 1: Investigation of Specific Heat of Unknown Metal  
14 FEB 2024



Select an assessment.

Tap or click on an assessment in the list to get started.

Here is the year 12 Physics overview of assessments.

For whole year courses you should see all the assessments and APPROXIMATE dates for these assessments.

Once completed you will see marks and feedback.





# SEQTA - Reports

<b>Y10</b> <b>Semester 2</b> THURSDAY, 7TH DECEMBER 2023	<b>2023S2</b> <b>Semester 1</b> MONDAY, 28TH AUGUST 2023	<b>Y10</b> <b>OLNA CATEGORY</b> TUESDAY, 8TH AUGUST 2023
<b>Y09</b> <b>Semester 2</b>	<b>2022S2</b> <b>Semester 1</b>	<b>2022S1</b> <b>NAPLAN</b>

Music Reports will also be located here

**Engage**

- WELCOME
- ASSESSMENTS
- COURSES
- DASHBOARD
- DIRECT MESSAGES
- DOCUMENTS
- GOALS
- NOTICES
- PORTALS
- REPORTS
- SETTINGS
- TIMETABLE


**Welcome**

ALPHA BLOG CALENDAR CHILD SAFETY COMPLAINTS AND COMPLIMENTS CONTACT NEWSLETTER ARCHIVE STORYPARK TASS KIOSK

VISIT OUR WEBSITE

## News Stream

### Wilson K-6 News




**Welcome Back BBQ**  
📅 2 Feb 2024

We invite Wilson K-6 families to bring something to sit on, snacks to share, and meet some new friends at our Welcome Back BBQ. A free sausage sizzle will be provided!

[Read More](#)

### General News




**Canteen Volunteering**  
📅 1 Feb 2024

Volunteering with the canteens is one way parents can earn College Support hours for a discount on tuition fees. Please complete the survey if you would like to volunteer.

[Read More](#)

### Kenwick K-6 News



**Welcome Back Afternoon Tea**  
📅 1 Feb 2024

We invite Kenwick K-6 families to bring a picnic blanket, snacks to share, and meet our Kenwick community over afternoon tea. Primary school-aged children will receive an afternoon tea pack.

[Read More](#)



# SEQTA – Direct Messages / email

Direct Messages is one way you can contact teachers. This is an additional inbox for teachers to check, you may have more success with quicker replies using direct emails.

Course Cover pages have the teachers email to assist with this.

The screenshot displays the Engage SEQTA user interface. On the left is a dark blue sidebar menu with the 'Engage' logo at the top. The menu items include: WELCOME, ASSESSMENTS, COURSES, DASHBOARD, **DIRECT MESSAGES** (highlighted with a blue arrow), DOCUMENTS, GOALS, NOTICES, PORTALS, REPORTS, SETTINGS, and TIMETABLE. The main content area has a dark blue header with 'Welcome' and the school logo. Below the header is a navigation bar with links: ALPHA, BLOG, CALENDAR, CHILD SAFETY, COMPLAINTS AND COMPLIMENTS, CONTACT, NEWSLETTER ARCHIVE, STORYPARK, TASS KIOSK, and a search icon. The main content area features a 'VISIT OUR WEBSITE' link and a 'News Stream' section. The news stream contains three articles: 1. 'Wilson K-6 News' with a 'Welcome Back BBQ' article dated 2 Feb 2024. 2. 'General News' with a 'Canteen Volunteering' article dated 1 Feb 2024. 3. 'Kenwick K-6 News' with a 'Welcome Back Afternoon Tea' article dated 1 Feb 2024. Each article includes a brief description and a 'Read More' link.



# Alpha

Work | 1.2024 Relief - One | 2024 Internal Relief | Teams and Channel | 2024 Secondary Stu | Mail - Marilyn Lou | meet the teacher.p | Calendar - Marilyn | The Alpha School | Staff Splash - SEQTA | Alpha Portal | Rehoboth Christian | screenshot - Search

https://rehoboth.wa.edu.au

REHOBOTH CHRISTIAN COLLEGE

What are you looking for today?

Supporting parents in fulfilling their responsibility to nurture their children in the training and instruction of the Lord.

Making Christ central to everything we think, do, and say so students see Him as sovereign over every aspect of their lives.

Welcoming opportunities to discuss partnering with you in the education of your children. Take a walk through our campuses and see us in action.

## Welcome to Rehoboth

We are a community of Christian families partnering together in the nurture and education of our children. Rehoboth operates three schools across two campuses, unified by one vision – to train your whole child to think, respond, and live with excellence for God's glory alone.

**Alpha** →  
Your first place for College resources.  
[VISIT ALPHA](#)

**Calendar** →

**Canteen** →

**Fees** →

**Locations** →

**SEQTA** →

**Uniform Shop** →

27°C Sunny | Search | ENG US | 2:53 PM 5/02/2024





# Communications

## **Parent Communication Process (Phone call, Outlook):**

- 1. Academic Query: Class Teacher – HOLA - Deputy of T&L – Principal**
- 2. Pastoral/Behaviour Management Query: Form Teacher – YGC - Deputy of Students/Chaplain – Principal**
- 3. Vocational Query: Form Teacher – Vocational Counsellor – Deputy of Students/Deputy of T&L – Principal**
- 4. General Query: Administration – Principal**

**Subject changes – Mr Marlow**

**Career – VET – Mr van Zyl**

**Pastoral – YGC then Mr Peletier**



# Consent2Go

**Update child's information each invite**

**Check medical**

**No consent, no go – 48hrs before**





# Directions

