



SCEE CONNECT

Vol 1 no 4



Southern Cross
EDUCATIONAL ENTERPRISES

- Academic Excellence - Values - Faith - Happiness - Christian Character - Friendship - Support - Kindness - Servantship -

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Our Children - A Temple Giving Glory to God



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SCEE Ministry Divisions:



SouthEast
Home Education



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Home Education



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Publications



Our Children - A Temple Giving Glory to God

by Mr. Slabbert Pretorius M.D.

OUR CHILDREN SHOULD NOT BE SEEN AS A BUSINESS BUT AS A TEMPLE GIVING GLORY TO GOD

George Gallup, the American pollster once made a startling statement: "Fewer than ten percent of Americans are deeply committed Christians: "A key reason for this sad state of affairs is that, in his opinion, the religious-education system is not working. More to the point, I believe that parents do not understand their Biblical mandate and responsibility so they entrust education to others, without determining their philosophy or worldview and how it will affect their children. Teachers, on the other hand, do not always understand how certain content may corrupt and affect the precious lives of the ones we should guide to eternity.

I am continually amazed at how concerned some parents and teachers are about their children's/ students acceptance, achievements, qualifications and careers, and almost unconcerned they are about them serving God above all. Please read the following few verses and then allow some time to consider a few Biblical truths with me.

John 2:13-17 (KJV)

Jesus went up to Jerusalem, and found in the temple those that sold oxen and sheep and doves, and the changers of money sitting: and when he had made a scourge of small cords, he drove them all out of the temple, and the sheep, and the oxen; and poured out the changers' money, and overthrew the tables; and

said unto them that sold doves, Take these things hence; make not my Father's house a house of merchandise. And his disciples remembered that it was written, the zeal of thine house hath eaten me up.

Jesus said "Get these out of here! How dare you turn the Temple into a business!"

1 Cor. 6:19-20

Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own; you were bought at a price. Therefore honor God with your body.

Romans 12:1-2

I beseech you therefore, brethren, by the mercies of God, that ye present your bodies (your Temples) a living sacrifice, holy, acceptable unto God, which is your reasonable service. And be not conformed to this world: but be ye transformed by the renewing of your mind, that ye may prove, what is that good, and acceptable, and perfect, will of God.

Parents and teachers how zealous are we to protect and maintain the bodies (temples) that God entrusted to us?

Parents, teachers, are you presenting your family/students, the bodies/ temples that God entrusted to you as a living sacrifice, holy and acceptable to God? What do you allow in the temple of your children/students? Will your children become items of merchandise, successful businesses or will they be seen as children of God, in whom He is well pleased? Do we expose our children to the views and standards of this world and risk that they conform to the world? Or do we understand that

their minds need to be renewed by God's word and that they need to know God's will for them?

Jesus' protest is like that of the Old Testament prophets who railed against the "profanation of God's temple". Malachi said "He will sit as a refiner and purifier of silver; he will purify the Levites and refine them like gold and silver..." (Mal 3:3). By the time Jesus arrived on the scene the High Priest and religious leaders had grown to a level of comfort and power, that they were incapable of relinquishing their authority to the Messiah.

The difference between the faith of the disciples and the rest of the people (v.23) is the difference between divine and human faith. The faith they exhibited in Jesus was imperfect and inadequate, in that they misunderstood who he really was since later they tried to make him a king (John 6:15). They probably had hopes of gaining "material" as well as "political liberation" through Jesus. When Jesus is later confronted by the crowd, he says to them "do not work for food that spoils, but for food that endures to eternal life, which the Son of Man will give you..." (John 6:27). His idea of success and sustenance was completely antithetical to theirs. While their understanding of success was connected to material achievements, Jesus' was connected to a spiritual one – a life of obedience to God.

In defence of obtaining good, acceptable, educational qualifications or pursuing a career, for most of these people in the temple, it most probably started out as a real service to God and to the worshippers that brought their sacrifices to God. Then they slowly drifted away and intentions and perceptions changed slowly but surely.

As for the money-changers, it is argued that there was nothing wrong with the financial system that was set up by them, since they were doing a service for God and were keeping the Temple from being profaned by exchanging Roman for Jewish tokens which were free of idolatrous images. There is no evidence that the "animal merchants" and money-changers or the priestly authorities who allowed them to use the outer court were corrupt in their ways. In other words, the corruption in the Temple was not due so much to what they were doing as it was in why they were doing it. It just became a job. It was a career. They made ends meet with the money they earned. Will our children understand that whatever they do in life and whatever job they do or career they pursue that above all they need to obey God and serve Him as a true worshipper? The focus must always be towards God.

Some of them may even have endeavoured to buy or work for God's favour. Are we putting pressure on our children to perform and work for our favour? Do we want to boast in our children's scholastic achievements and eventual earthly careers and in the process neglect raising them to be true worshippers of their creator?

Instead of solemn dignity and the murmur of prayer, there was the bellowing of cattle and the bleating of sheep. Instead of brokenness and contrition, holy adoration and prolonged petition, there was noisy commerce. If we do not lay a solid foundation, a Biblical worldview foundation in our children's lives, other matters may also drive out the more important spiritual matters and practices. We need to disciple them to understand that renewing our mind is an essential life long process if we are not to conform to this world.

In the next episode after the Temple scene, Nicodemus makes a guest appearance before Jesus in order to confront him about the signs that he performed while he was in Jerusalem. He says: "for unless God is with him, no one can perform the signs that you perform?" Jesus plainly tells him that

"no one can see the kingdom of God without being begotten from above" (John 3:3). The Greek word according to Strong's Exhaustive Concordance for "see" is "eido" (i'-do), which has several possible meanings: "to know, be aware, perceive, understand or be sure"

While speculative in nature, Jesus may have been tacitly implying to Nicodemus: "that unless you are born from above you will not be able to understand or perceive or be sure of my will and purpose for your life."

We as parents need to ensure above all other things that our children are born from above and will think and ponder on the things from above. They need to have the ability to be sure of God's will and purpose for their lives. They need to have the faith that will please God and make Him say "well done my child in whom I am well pleased":

What educational influences are we allowing into the Temple of our children? Is it things that will assist them in conforming to the world? Things that will slowly but surely turn them into a business, where positions, performance and prosperity are the main benchmarks. Where scores, Certificates and degrees determine their value. Instead of pleasing to God, instead of a person of prayer, instead of a people of character and integrity they may turn into mere businesses.

Or do we understand that we need to help them understand that it is God's purpose and their obedience that will determine their destiny? Qualifications and careers are important, but not as important as a life pleasing and acceptable to God.



From the Chairman

Mr. Trevor Phillips



Dear friends of SCEE and A.C.E., greetings for 2017.

I am encouraged as I review the last 12 months and what has been achieved across the region. Satisfying as that may be, I am quickly reminded of Paul writing in Philippians 3:13-15

"Brethren, I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before, I press toward the mark for the prize of the high calling of God in Christ Jesus. Let us therefore, as many as be perfect, be thus minded: and if in any thing ye be otherwise minded, God shall reveal even this unto you."

It takes effort, discipline and resilience to continue well yet that should be the desire of each and every one of us. There is much to do in every country and it can be easy for us to be so caught up in the 'doing stuff' that we forget to 'live as a child of God with every step we take'. We are to live lives that minister to others and draw them towards Christ. This is a tough ask if we try to do it in our own strength. Thankfully with Christ at the helm of our lives we can minister and love as we ought.

As we progress through 2017, please consider the words of Paul as he spoke to the church in Rome. Romans 12: 1 & 2 states "I beseech you therefore, brethren, by the mercies of God, that ye present your bodies a living sacrifice, holy, acceptable unto God, which is your reasonable service. And be not conformed to this world: but be ye transformed by the renewing of your mind, that ye may prove what is that good, and acceptable, and perfect, will of God."

Together we can achieve wonderful things for God as we work to reach this world for Christ one child at a time.

With much prayer
Trevor Phillips

Our Homeschool Journey

Nik and Helen Karanikas

What an awesome and delightful privilege we in Australia are given to homeschool our children! Our journey with Christian Home Education started over 20 years ago, after the birth of our first child, when we were introduced to the A.C.E. curriculum by a friend. We have been strong believers in providing our six children with a Christ-centered education, and A.C.E. has enabled us to provide the academic side of this.

We have used A.C.E. for numerous reasons. The entire curriculum provides a Biblical approach to all academic subjects – from their PACEs our children learnt about mathematics, science, grammar, literature, history and art from a foundation of Biblical principles. The strong emphasis on Scripture memorization as well as the character lessons (many of which were personally inspiring) were critical elements. The way that the curriculum was organised (from ABCs to Year 12) was very easy to implement, and its flexibility enabled us to tailor the program to each child's educational pace, reinforcing the more difficult areas while supporting

their desire to learn more in the areas they were individually interested. The availability of support from SCEE and its affiliates was much appreciated given the demanding task of running a home with six children. We have also found the A.C.E. curriculum to be quite academically comprehensive and rigorous in all subject areas, providing the appropriate study skills and discipline required for tertiary-level study, as evidenced in our eldest two, who are both completing undergraduate degrees (note: A.C.E. was instrumental in their pathway to university admission).

Our four older children have now graduated. Jonathan, our eldest (21), is now working in a national accounting firm while completing his Bachelor of Commerce. Gregory (19) will be commencing honours-level research in pure mathematics, the final stage in his Bachelor of Advanced Science at UNSW. Penielle (18) is studying and working part-time in hospitality, and Jadarah (18)

will be commencing studies in graphic design. Joel (16) and Benjamin (13) are still 'in school' – and aside from their PACEs, Joel enjoys research and writing, and Benjamin enjoys composing music and playing sport.

We would personally like to encourage all A.C.E. families to untiringly continue with this God-honouring task of facilitating a Christian home education, of nurturing their children's hearts and minds, by remembering and depending upon God's mighty strength and love, wisdom, grace and hope! Finally, may you trust in God's unfailing promises, particularly Isaiah 54:13-14, (The Message) "All your children will have God for their teacher – what a mentor for your children! You'll be built solid, grounded in righteousness, far from any trouble – nothing to fear! Far from terror – it won't even come close!"



Karanikas Family

HOMESCHOOLING

Everyday learning

"Hi, Sweetie! What did you do at school today?"

"We had a great time! In Home Ec, we made Anzac biscuits. In textiles, we started on our costume for the drama at the end of the year. Then in D & T, we used computers to plan the landscaping of our class garden, and in Agriculture we researched 'companion plants' which we're going to be planting in our garden. In Art we looked at a bunch of 19th century newspaper cartoons and compared them with modern ones. In Music, we had to say why we preferred either Baroque style or Classical, and talk about the instruments. In Science, we learned about dental care, and in PE we basically played games. Oh, and don't forget, tomorrow we're going on that Social Studies field trip to the local War Memorial in Main Street, and on Thursday our Maths class is visiting the local markets to study commerce."

Aside from the fact that the above fictitious conversation described a larger than life school day (eight periods and counting!) the kinds of activities mentioned share the following:

- They all are genuine examples of school activities;
- They all fulfill requirements of the Australian Curriculum;
- They all supplement bookwork;
- They can all be done easily in the home, in fact, families do many or all of these sorts of activities just in their day to day living!

Isn't it interesting that schools spend so much time, money and effort taking on the role of the home, right down to teaching manners, respect, and how to get along with each other?

In Deuteronomy, Chapter 6, God teaches His people about His love and His expectations; then He tells them to pass this onto their own children:

And these words, which I command thee this day, shall be in thine heart: And thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up.
(Deuteronomy 6:6-7)

Now, we know today that God's laws are all about loving Him and loving one another (The Great Commandment: Matthew 22:36-40). Further, to know about God's Creation is to know of God (Psalm 19:1 – The heavens declare the glory of God; Psalm 139:14 – we are fearfully and wonderfully made; Romans 8:20 – God's invisible attributes and nature have been seen in His creation). I would suggest that, when we tie this with the Deuteronomy passage, everything worth teaching your children at least begins in the home!

Whether you homeschool your children, or send your children to school, don't underestimate the sheer quantity of education you provide in everyday relating to your children at home.

Greg and April Simon run the SouthEast Home Education ministry of SCEE supporting homeschooling families. They have extensive homeschooling experience with formal teaching qualifications and they supply Dyslexia and Dysgraphia help to registered SEHE members.



If you do homeschool, try to recognize educational activities that could occur in the family setting. Document them in a diary, rough out a term plan ahead of time if you can see that far ahead in your ideas. Day to day learning experiences can even be used to legitimately show progress in core academic learning areas, from increased or improved complexity or accuracy of household budgeting, to progression of writing styles or vocabulary in letter writing to Grandma.

If your child goes to school, don't leave all the education to the professional teachers. Look for opportunities to enrich your child's learning. At the very least it will teach young ones that education is not just something that occurs in some institution: it is an integral part of life.

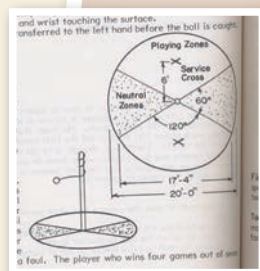
BOOK REVIEWS:

By Carolyn Pearce

Athletics and Physical Education Manual for Christian Schools : Volume One Ages 5-12

Athletics and Physical Education Manual for Christian Schools: Volume Two Ages 13-18

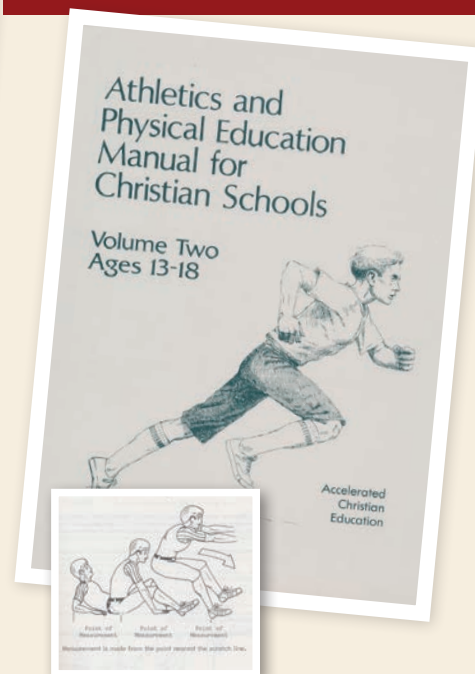
A.C.E. produced two athletics manuals in 1979 and 1980 respectively. The Athletics and Physical Education Manual for Christian Schools: Volume One Ages 5-12 begins with an introduction that focuses the attention of the supervisor or coach using the manual on the spiritual aspects of physical fitness. It goes on to look at a brief history of the development of P.E. as a part of the American curriculum and ends with 5 excellent questions that should be regularly asked of anyone who is leading or coaching in a Christian context. The manual then gives a brief how-to-guide for setting up a physical education program, forming a league to foster healthy competition, how to set up tournaments, and how to manage your facilities and equipment. The next section offers some basic health information and safety do's and don'ts (you would need to check this against your own state/national safety requirements).



The final section of the manual is devoted to simple explanations of games, as well as drills for specific skill acquisitions (ie. how to “dribble” a ball for basketball) and fun team-building activities that then use the newly acquired skill.

The Athletics and Physical Education Manual for Christian Schools: Volume Two Ages 13-18 also begins with a chapter which explores a Christian perspective of sport before outlining the physical difference of male and female students during adolescence and how this impacts a physical education program. The philosophical section of the manual ends with 10 principles for building skills in secondary students founded on Biblical principles for success. The manual then divides into 3 major sections: Individual Sports, Track and Field, and Team Sports. Each sport is introduced, the field of play and necessary equipment is described and basic skills are outlined and any other rules or safety considerations are also detailed. Unfortunately, no drills or team-building games are included in the secondary manual, but if used in conjunction with the

\$15 each or \$25 for both
Limited Stock available.



first manual, this would give the supervisor or coach a valuable tool set for preparing and developing the physical education program.

While the manuals are older, the material they contain about the development of skills and the basic rules of the various sports covered by the manuals have not changed substantially since the early 1980s. One of the benefits of these manuals is their focus on the development of skills without reliance on technology – if there is a playing space available, then a robust and well-planned physical education program can be developed using the manuals. For a novice coach or school without a designated P.E. teacher, these would be a solid resource to add as they are written in an easy to understand style and offer a foundational approach to the development of an excellent physical education program within a school environment.

Empowering others through A.C.E.

By Kathy Fisher

This year has been an exciting year in regard to the many and varied things that are happening here at the office in Brisbane. Some of the new initiatives that we have begun this year are really taking shape.

The SET Program, which upskills our School Staff, already has over 300 people registered, and after initial hiccups at the start, we are now powering through the prescriptions and giving a precious opportunity to not only increase our school staff's own academic standing, but also to increase the standard of the educational offering at their school. This has been a dream of mine for some years and to see it come to fruition and be a part of this great vision, is one of the most fulfilling things I have ever done. If your school has not done the Diagnostic Tests and sent them in to SCEE, you can still do them and send them to us.

We have also had a huge year of Staff Training this year. We have concentrated on training School Staff in PNG and have trained over 200 Supervisors, Monitors, and other school staff this year. Many of these folk had not ever had the chance to attend any staff training before. This is just a drop in the bucket as we have approximately 3,000 staff members in PNG alone. Training will be held in various countries in 2017, so if you have a need, please let us know.

The SEW Program upholds this training by bringing a weekly bite-size piece of the Procedures Manuals to the staff to ponder and discuss. Many schools have sent testimonies of how this is not only informing and reminding the staff of the procedures, but it is helping to draw

the staff together in unity and giving them a common vision.

Educators' Conferences this year have seen a growth in attendance. This is a vital point of contact with the schools, where we can not only get to know each other, but also you can hear what SCEE is doing and the new and exciting things that are being developed, and we can learn from you the needs you have.

Empowering others to fulfil their role in bringing Biblical worldview education to our children is essential to the growth and well-being of our schools. Staff who are better equipped to meet the demands of the Learning Centre, and who know how the A.C.E. procedures work, will provide a better environment for learning within their schools. We rejoice with those who are taking the opportunities we are offering, by using the SET and SEW Programs in their schools and by attending Staff Training and Educators' Conferences.



Kathy



Graduation Certificate Process

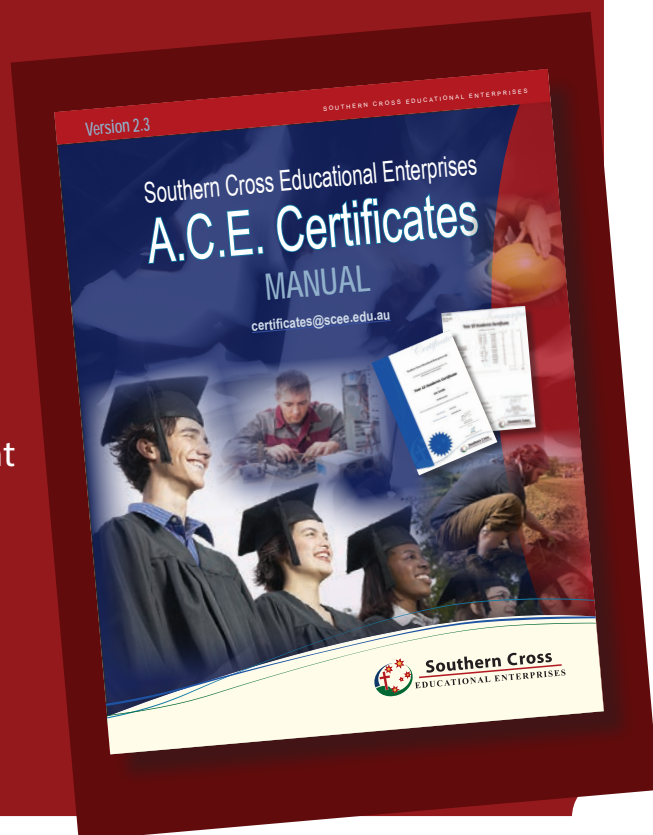
New requirements and processes for Graduation Certificates commenced 1 July 2016. As with any change, there has been some adjustments, but we know that these new processes and requirements will give validity and integrity to our certificate. Please remember that this is a transition period and we will honour the issuing of a certificate to any student who was on a pathway that fulfilled the previous certificate requirement prior to 1 July 2016.

If you are confused or have any questions or problems with this please email **certificates@scee.edu.au**

All students who have commenced work on ANY PACEs that will be included as a part of their certificate credits must register with SCEE by 1 December 2016. Students who are about to commence their certificate pathway should be registered with SCEE before they start working in any of the PACEs for their certificate.

All PACE Tests for registered pathways must be sent to SCEE (or for PNG to the SCEE Office in Lae).

If you need any further clarification please do not hesitate to contact us at **certificates@scee.edu.au**



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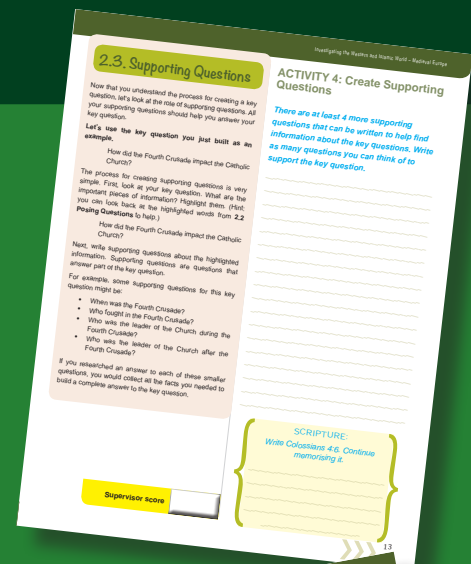
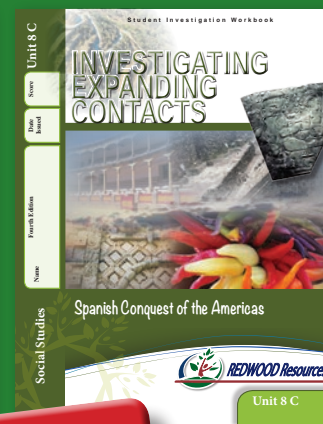
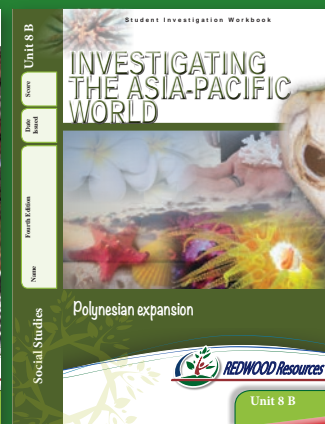
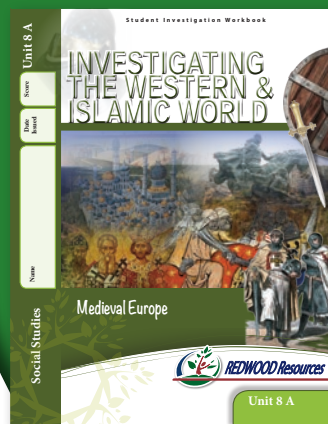
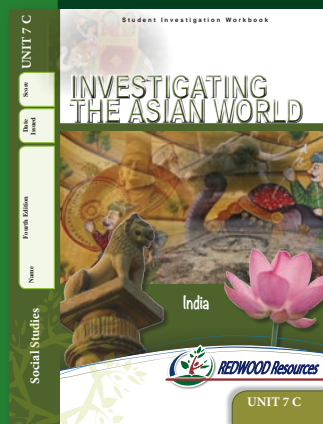
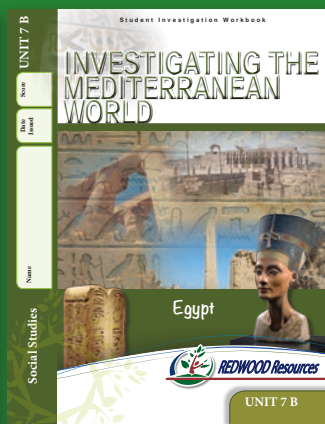
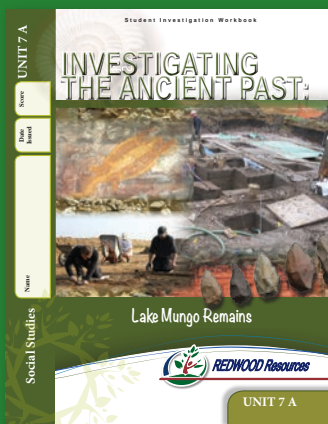


History Depth Studies Level 7 & 8

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Why use this resource?

- It's flexible. The resource may be used to support independent student work OR be used in a whole-class setting.
- It's individualised. The educator can set specific word limits/time limits/boundaries that allow each student to engage with the material at their level.
- It's engaging. The student is not reading about history - they are actively engaging in the process of investigating the past.
- It meets Australian Curriculum requirements.



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APOLOGETICS

Science versus Religion



by Mark Bromley

IT Program Manager

(BTh, Prince2,

PMBOK, MCSE, OGG)



Over the course of the next few articles, I wish to address some of the major untruths that are actively promoted by Atheism. In this article, I wish to discuss the lie that 'Science and Religion are at war,' 'fact versus faith.'

Cosmologist Stephen Hawking states that; "There is a fundamental difference between religion, which is based on authority, and science, which is based on observation and reason. Science will win, because it works". Geneticist Francis Collins states; "One of the greatest tragedies of our time is this impression that has been created that science and religion have to be at war."

Lie #1: A Christian worldview opposes scientific discovery – Christians are anti-science.

Atheist activist Madalyn Murray O'Hair stated that; "Religion has ever been anti-science. The god idea has been detrimental not only to humankind but to the earth. It is time now for reason, education and science to take over."

Response: The vast majority of all scientific development has come out of western civilization, which has Christianity as its basis. A biblical worldview sees God as rational. His creation is rational and orderly and can therefore be examined. In contrast, the essence of Buddhist and Hindu worldviews is that the physical world is an illusion, while the Muslim worldview is dominated by fatalism which is antithetical to the concept of progress.

Peter Harrison, Professor of Science and Religion at Oxford states; 'Had it not been for the rise of the literal interpretation of the Bible and the subsequent

appropriation of biblical narratives by early modern scientists, modern science may not have arisen at all. In sum, the Bible and its literal interpretation have played a vital role in the development of Western science. So, it is rather ironic today that many connect science with atheism. It is really a Christian enterprise."

Lie #2: Real Scientists don't believe in God

Author Carla H. Krueger states; "You cannot be religious and be a scientist at the same time."

Response: Both history, as well as modern academia, are filled with scientists who believe in God. Recent surveys indicate that about 40 percent of scientists believe in God. Christians have won a total of 65.4% of all the Nobel Prize Laureates. If other faiths, such as Judaism, are included this raises to 78.3%. Since 2001, many hundreds of respected Ph.D. level scientists have signed a 'Dissent from Darwinism' statement. And that's just those who are prepared to express their dissent publicly.

Lie #3: The Bible places no value on intelligence

Atheism is fond of deeming Christianity as anti-intellectual, a religion that values ignorance and credulity far above critical intelligence. Nobel laureate Bertrand Russell stated; 'So far as I can remember, there is not one word in the Gospels in praise of intelligence'; and prominent new atheist spokesman Richard Dawkins states that "Faith is the great copout, the great excuse not to think and evaluate evidence."

Response: The Bible places great value on the acquisition of knowledge and

understanding and there are many scriptural injunctions to use our minds: "Blessed are those who find wisdom, those who gain understanding, for she is more profitable than silver and yields better returns than gold." Proverbs 3:13.

Francis Collins, Former Director of the National Human Genome Research Institute states; "It can be said that Christianity has produced more literate and educated people than any other movement in the history of mankind. For example, in America all but 3 of the first 126 colleges established in the United States were built in order to propagate the Gospel of Jesus Christ."

Italian astronomer, physicist, engineer, philosopher, and mathematician Galileo Galilei who played a major role in the scientific revolution of the seventeenth century summed everything up beautifully when he stated: "I do not feel obliged to believe that the same God who has endowed us with sense, reason and intelligence has intended us to forgo their use."

In conclusion, perhaps the true motive behind this so called 'war between science and religion' is revealed in a statement by Thomas Nagel, Professor of Philosophy at New York University; "I want atheism to be true and am made uneasy by the fact that some of the most intelligent and well informed people I know are religious believers. It isn't just that I don't believe in God and naturally, hope there is no God! I don't want there to be a God; I don't want the universe to be like that."

CONVENTION 2016

What an awesome blessing these were!

Karl Duxfield

Convention Coordinator

NZ In-house Country Coordinator

PAPUA NEW GUINEA

Numbers were up in PNG, which is exciting and encouraging! Of the nine schools in attendance, four had never been before, or had not been for many years. It is always good to see students overcoming challenges and achieving great things for God.

Students: 110
Adults & Others: 36



NEW ZEALAND

While numbers were down in New Zealand, the spirit of Convention was great nonetheless. We had some excellent quality work, and saw some amazing growth in some of the students. While it's cold, we always find the company warm.

Students: 44
Adults & Others: 17



FIJI ISLANDS

Numbers were also up in Fiji – this year it was huge! This made scheduling difficult, but we made it! The atmosphere was fantastic – we handed out 182 Silver Apple awards, which warms our hearts. We also had 59 entered in Preaching. We believe that the spiritual future of Fiji is in good hands!

Students: 211
Adults & Others: 44



INDONESIA

Indonesia was our biggest Regional Convention this year, with the potential to grow further. There were 17 schools in attendance, and some truly excellent events from the students. God is doing some amazing things in Indonesia, and it is evident in the hearts of the students.

Students: 242
Adults & Others: 56

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- Access to all levels within a given language
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- User Support

We would like to encourage you to consider the value of using this valuable web-based resource in your home as part of your curriculum offering.

Rosetta Stone language licenses are normally priced at \$137.50* (inc tax) or \$125.00 (ex tax) for overseas residents. This price is per student. This allows access to all available levels within a language. Schools and families can choose from a range of 30 different languages including English. This on-line course is very easy to use. For older students, SCEE recommends the completion of 2 levels for a credit with up to 2 credits being available for the completion of 4 or more levels. Reports from existing users indicate that the course is engaging as well as instructional. Please visit our website to lodge your application and type this link into your web browser: <http://www.scee.edu.au/other/rosetta-stone-language-learning>

Why teach languages (LOTE)?

A bilingual or plurilingual capability is the norm in most parts of the world and should be embraced for the opportunity it can provide to support respect for diversity and difference in an increasingly globalised world.

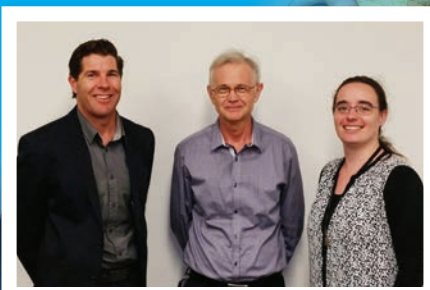
Learning another language is recommended for its contribution to the overall education of students particularly in the development of literacy, language and communication skills. What we learn to do in one language helps us with any other language and strengthens all literacy practices, intellectual, analytical and reflective capabilities, enhancing creative and critical thinking.

'Learning languages also contributes to strengthening the community's social, economic and international development capabilities.

Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications'.(ACARA (Languages) July 2014

ONLINE CLASSROOM

It's a Global World. Students need language skills to thrive!



Troy Klep - Rosetta Stone Representative

Ray Barzyk - SCEE Distribution Manager

Carolyn Pearce - SCEE Resource Development Coordinator

connect12

Raising Stars Institute, Indonesia

The single most important purpose of the existence of Raising Stars Institute is to be God's instrument in raising up generations of children who know Jesus Christ as both Savior and King.

We see young adults leaving our schools with a burning passion for Jesus Christ born out of an intimate relationship with Him. We see generations entering society with a deep, all-encompassing zeal to see Christ glorified as King. We see generations fully surrendered and dedicated to Jesus Christ.

Nothing else comes close. Not Godly character, not academic excellence, not life skills and not world exposure. All are important, but all fade into the background and into obscurity when compared to the value of knowing Christ. **Christ our Saviour. Christ our King.** That is the vision the Lord has placed in Raising Stars Institute.

RSI is a Kindergarten-Year 12 school operating in two cities in Indonesia: Jakarta and Tangerang. The Lord has blessed our ministry abundantly by giving us the privilege and opportunity to disciple over 200 students and 40 staff members. The Lord has also shown us His amazing faithfulness yet again by granting us a new school location which is immeasurably more than we asked for or imagined. (Eph 3:20) RSI will move our main campus next July (2017) to a Sports Club with many facilities including a Basketball Court, Badminton Court, Tennis Court, Squash Court, Swimming Pool and a Gym.

In our pursuit of faithful excellence, RSI has 1 main pillar with 5 supporting pillars.

- 1 Knowing Christ as Savior King.
- 2 Having the 60 character traits of Christ.
- 3 Mastering academic concepts.
- 4 Developing life skills.
- 5 Understanding the world and our calling.

The 5 pillars work together to achieve a holistic education that is faithful to God and His Great Commission. RSI utilizes 5 distinct school programs to achieve these 5 pillars, namely;

- 1 A.C.E. – PACEs
- 2 A.C.E. - Convention
- 3 The National Curriculum
- 4 The School Curriculum
- 5 The School Events

However, after all has been said and done about school pillars and programs, all will be for naught if the Holy Spirit does not move in the hearts of our students. And thus is our beautiful conundrum - pressing on with great fervor for a success that is His to give. And we are at peace.



Anthony Santoso is the Administrator of RSI. In addition to that, he teaches English, creates new curriculum, and on occasion, he delivers God's Word to his awesome students.



2017 Regional Student Convention Dates

Papua New Guinea July 24 - 28



Fiji Islands August 21 - 25

New Zealand September 11 - 15



Indonesia Sep 28 - Oct 3

Tasmania September 25 - 28



Australia East October 16 - 20



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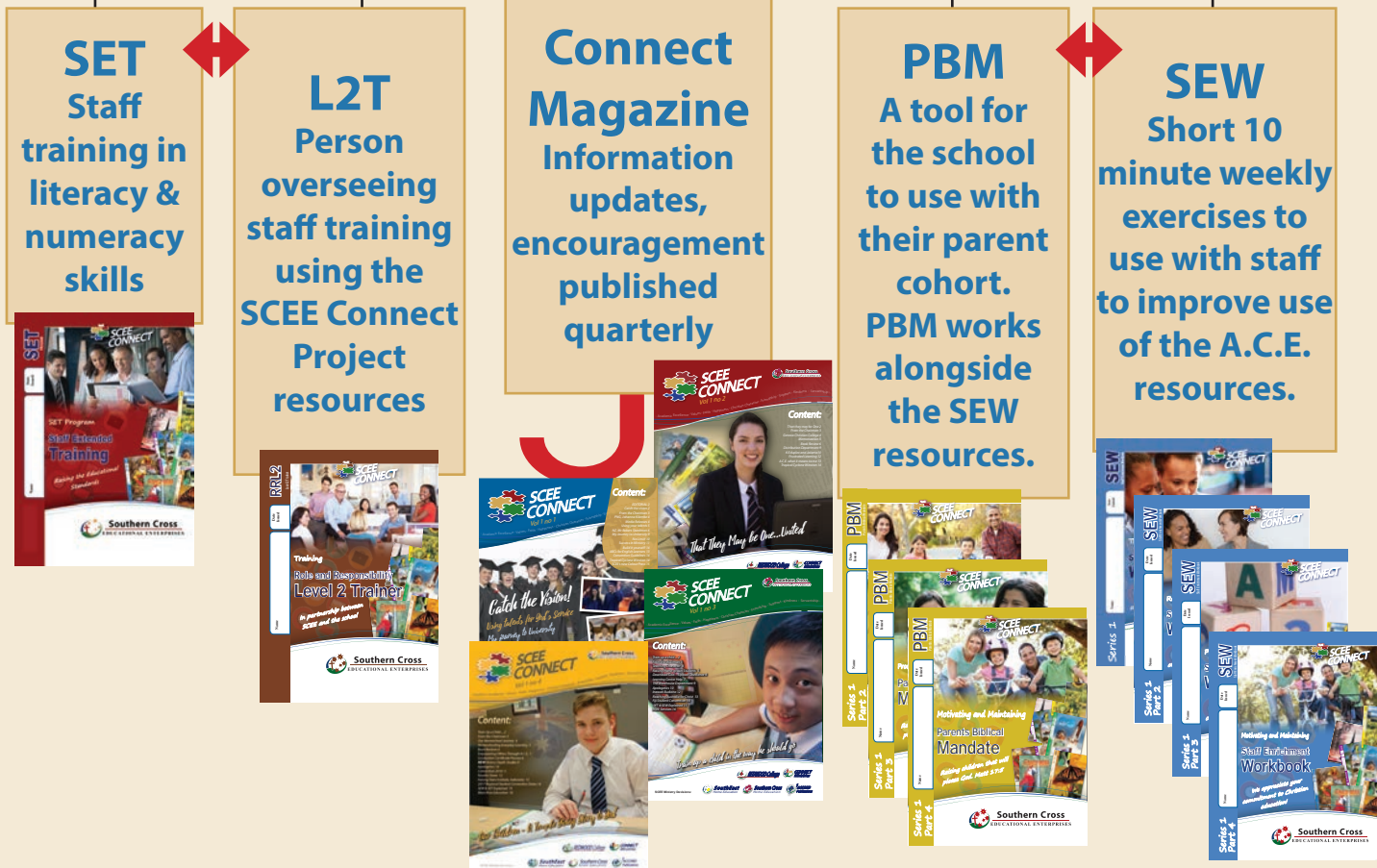
¹ Accord Print Division of SCEE Ministries

SEW & SET EXPLAINED

The Staff Enrichment Workbook (SEW) booklets will be offered in two Series. Series 1 includes four parts which will be used for the first year of the cycle. Series 2 also includes four parts and will be used for the second year of the cycle. There will be a total of two series and eight parts over the two year cycle. Once these cycles have been completed SCEE will update and repeat the series.

Connect Project

SCEE Up-skill Umbrella



We are currently busy developing more staff training resources that will better equip the monitors, supervisors and administrators that serve in our A.C.E. schools throughout the South Pacific Region.

These programs have been created to answer the educational needs of certain regions. We would like all staff to participate in the SCEE Connect Projects to sharpen their focus on their procedures, values, and benefits of the A.C.E. program.

To get full accreditation staff members must participate in weekly meetings by:

- Filling out the 80 self-reflection portions (8 booklets over two years with 10 units per booklet = 80 units).
- Keeping their own lever arch file with these 8 booklets in for easy reference in the Learning Centre and for personal accreditation purposes.
- Continue referring to the A.C.E. Procedures and Administrators Manuals as the primary resource.
- Fill out the 8 pull out pages in the middle of the 8 booklets and complete the mini assignments. One mini assignment is completed per term.
- Hand it in to the responsible trainer (Level 2 or Administrator/Principal/Senior staff member) to post back to SCEE.
- This will amount to about 120 hours of work and will result in all requirements are met, in a SCEE Qualification comparable to an Australian Cert 3 qualification.

LET'S GROW TOGETHER!

Southern Cross Educational Enterprises More than **EDUCATION**

Southern Cross Educational Enterprises offers services and support to **schools and home school** service providers (HSSP) who incorporate the **A.C.E. resources** in their education program to equip students for their God-ordained role in life, providing high quality, Biblically based education and services by using:

- A Biblical worldview perspective with built-in character building
- Quality teaching and learning
- Educational accountability and transparency
- Having high expectations for student outcomes
- By leadership training
- By educational material development

SCEE SERVICES

- SCHOOL ASSISTANCE
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- STAFF TRAINING
- DISTRIBUTION OF EDUCATIONAL RESOURCES
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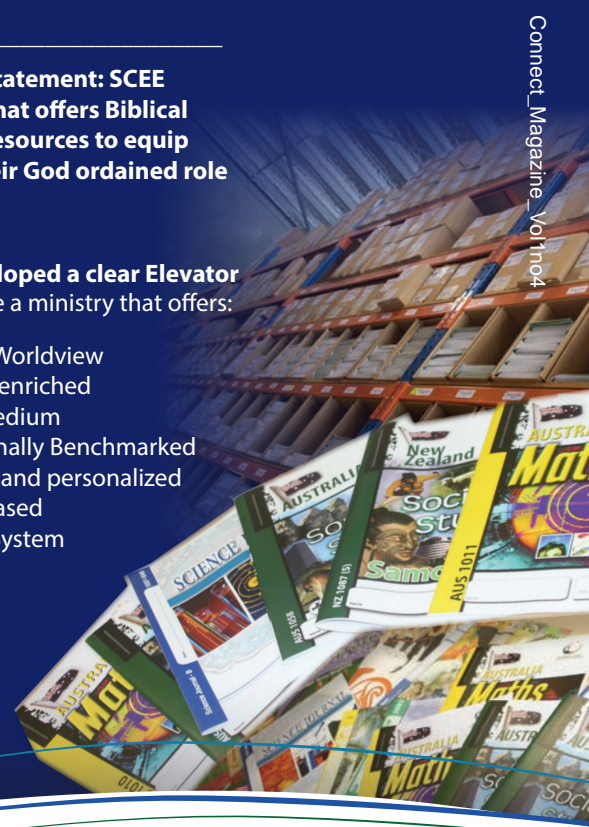
webstore.scee.edu.au

Our mission statement: SCEE is a ministry that offers Biblical Educational resources to equip people for their God ordained role in Life

We have developed a clear Elevator speech. We are a ministry that offers:

- A Biblical Worldview
- Character enriched
- English Medium
- Internationally Benchmarked
- Individual and personalized
- Mastery Based
- Learning System

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