



REDEEMER BAPTIST SCHOOL

a ministry of Redeemer Baptist Church



ANNUAL REPORT 2012



*A distinctive Christian School that strives for excellence
in all areas to the glory of God*

TABLE OF CONTENTS

1.	Message from the School Board	3
2.	Contextual Information about the School	6
3.	School Performances in National and State-wide or Equivalent Tests and Examinations	8
	i. Higher School Certificate (HSC)	8
	ii. Records of School Achievement (RoSA)	9
	iii. National Assessment Program Literacy and Numeracy (NAPLAN)	10
	iv. Essential Secondary Science Assessment (ESSA)	11
	v. Other Academic Awards in 2012	11
4.	Senior Secondary Outcomes	12
5.	Professional Learning and Teacher Standards	13
	i. Professional Learning	13
	ii. Teaching Standards	14
6.	Workforce composition, including indigenous	15
7.	Student Attendance and Retention Rates	16
	i. Student Attendance	16
	ii. Student Retention Rates	16
8.	Post School Destinations	17
9.	Enrolment Policies and Characteristics of the Student Body	17
	i. Procedures	17
	ii. Conditions of Enrolment	19
	iii. Characteristics of the student body	21
10.	School Policies	22
	i. Student Welfare	22

ii. Discipline Policy	24
iii. Policies for Complaints and Grievances Resolution.....	24
11. School-Determined Improvement Targets	25
12. Respect and Responsibility	28
13. Parent, Student and Teacher Satisfaction	30
14. Summary Financial Information 2012	32

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ANNUAL REPORT – 2012

1. Message from the School Board

Is it possible to be faithful to tradition in the modern world? Who would want to go back to crawling when we've learned to fly? Or could it be that the price of flying is not worth the so-called freedom? Might the detachment of our modern life be a denial of something that is part of the fabric of being human?

—James K A Smith, 2006, 'Who's Afraid of Postmodernism'

Is there something missing when people only have sophistication? Was there something more human 'in the good old days'?

Emerging technologies, trends and challenges impacting education

The annual *NMC Horizon Report* discusses emerging technologies, trends and challenges impacting education. 2012 highlighted apps, tablets, game-based learning and augmented reality. People now expect to learn and study 'whenever and wherever they want'. Hence the 'flipped classroom' which uses the Internet for learning outside school, like our use of ABC Reading Eggs and Maths Online.

Unchanging biological and spiritual DNA of learners

Digital technology has opened up a new world for learning but the DNA of learners hasn't changed. Speech pathologists warn that smartphones and tablets may delay the development of children's speech because humans still need personal communication with fellow humans. James Steyer (*Common Sense Media*) warns that Internet 'limits attention span' because it is 'designed for interruption', not learning. Humans still need to focus to achieve quality outcomes. Some say that 'digital natives' who were born with Internet have ability to 'multitask' which previous generations don't have. But Dr Jim Taylor demonstrated in *Psychology Today* that multitasking is a myth and high multitaskers 'are lousy at everything that's necessary for multitasking'! So parents have expert authority to tell children that it isn't possible to study Mathematics, converse on Facebook and play with an app at the same time!

Humans haven't changed. So our annual School camping program provides an i-Technology free zone for students to build community. Last year we did a survey on our students' perception of bullying which, like other schools in Australia, peaks in Year 5. But unlike other schools, our peak was 8% as opposed to 32%. And beyond Year 5—when our camping program begins—whereas other schools drop to a low of 24%, from Year 6 on at Redeemer perception of bullying is almost non-existent from 0-2%! Recurring human space for community at school camps is important.

Rushing into educational change

Some schools rush to digitise their teaching—despite limited research on the impact—encouraging children to become even more absorbed in their i-world. But rushing to change can lead to significant mistakes. Whereas 20% of Australian students now struggle with reading despite wads of government money spent on failed literacy initiatives, Redeemer students continue to be engaged learners

through a combination of traditional pedagogies and 'rich tasks' involving technology. In 2012, the Australian Minister for Social Inclusion praised Redeemer Year 10 students for their video on volunteering which was 'head and shoulders above the rest'. And Redeemer students continue to achieve excellent results in literacy using WRAP.

Teaching should make good use of technology. But we should also meet our students' basic human needs, summarised by the Apostle Paul as *three things which remain forever: faith, hope and love*.

Christian virtues for a human education: faith

Faith is trust in the God who made us and forgives us. Students need a recurring theme of connecting with God, provided in Chapels and with prayer. Society gets it wrong for children when faith is rejected. Research by Professor Patrick Parkinson from Sydney University about the 'substantial increase in adolescent psychopathology in the last thirty years' showed that 'fragility of Australian families over recent generations has been a major contributing factor'. The sexual revolution against Biblical morality in the 70's has adversely affected children! And the Proud Schools experiment in Public Schools which is against God's created order will adversely affect children, indeed, children grow up with a moral handicap if they don't know about divine commandments. Professor Ian Harper—the inaugural Chairman of the Fair Pay Commission—said about our society: 'if a whole community embraces some form of immorality, it becomes more difficult (although rarely impossible) for individuals to discern right from wrong themselves and to make moral choices against the grain of their community'. For instance, if the word marriage is redefined, how will our children know what a normal marriage is?

We want Redeemer students to grow up with faith that informs them about truth for a good life.

Christian virtues for a human education: hope

Hope rests on the belief that God has good plans for our future. The student who has hope puts effort into today's choices because of a promised future outcome. Some children end up in the Principal's office when they have made poor choices—hope believes for a better outcome when they decide to make a fresh start in the context of trust. But what happens in a society where trust is damaged by sin? The cost of our culture's individualism is the loss of quality relationships. Professor James Hunter, an American sociologist, states the seemingly hopeless dilemma in our society:

We want character but without unyielding conviction; we want strong morality but without the emotional burden of guilt or shame; we want virtue but without particular moral justifications that invariably offend; we want good without having to name evil; we want decency without the authority to insist upon it; we want moral community without any limitations to personal freedom. In short, we want what we cannot possibly have on the terms that we want it.

Hope is empty when disconnected from God—and without hope there is no energy for character formation. But hope can be rediscovered in local communities which sustain moral life, like Christian schools that remain hopeful with parents for the sake of our children.

Christian virtues for a human education: love

Humans are inspired to love when they know that they are loved by God. Children depend on adults whose love can be trusted. This year a parent wrote to me: 'It's wonderful to see our son come home very happy; we deeply appreciate all of your love.' Love builds trust but children become cynical when trust is broken. Tullian Tchividjian (grandson of Billy Graham) wrote:

Few people trust anyone these days ... lies, betrayal, hypocrisy—these things mark every institution and every relationship ... but people who don't trust those around them live lives of self-protection from others rather than of self-sacrifice for others. And this posture ruins the possibility of real community.

Teachers and parents have a responsibility to be worthy of our children's trust. Too often this has not been the case in modern society. But in addition to broken trust, the love that children need is also threatened by the lack of disconnected downtime in our tech-dominated lives. Archbishop Jensen says that 'we have welcomed into our homes a stunning technological revolution' but we don't have the self-control to use technology or 'the restraint offered by love of God and neighbour'.

Is it possible to be faithful to tradition in the modern world? We cannot live as though we are in a past era, but—as a school community—we all must nurture the faith, hope and love which are the basic needs of human beings in every generation. Our society needs men and women who demonstrate the Christian virtues of faith, hope and love in practical, humble, honest lives.

Living the Christian virtues: Redeemer's founding Principal, Noel Cannon

The School celebrated in Sargood Hall earlier this year the life of our founding Principal, Noel Cannon. Noel Cannon believed that there is hope in Jesus Christ sufficient to transform any present circumstance with a new beginning. He believed that at the cross of Jesus Christ all could be forgiven. In a tribute about our founding Principal in the NSW Parliament, the Hon David Clarke said:

His life stands as a testament to perseverance in the face of difficulty. His life can be summarised as one of uncompromising love. Noel Cannon—with his background as a professional educator—founded the Redeemer Baptist School which achieves outstanding results and promotes good citizenship through numerous outreach programs, including to Indigenous communities as far a way as New Guinea. His legacy will continue.

When we see that humans are made in the image of God—when we get the matter of faith right as we respond to the love of God for us and for all the world—then it is natural to love others who are made in God's image, regardless of their present situation.

Our continuing vision for Redeemer students is that they will be inspired to contribute to society in good and strong ways as their lives are formed by faith, hope and love.

We recommend that you obtain a copy of the Principal's 2012 Annual Address for more detail on this topic of 'Faith, Hope and Love: Christian Virtues for a Human Education'. The Address also includes a list of student achievements in 2012.

2. Contextual Information about the School

Redeemer Baptist School is a Pre-Kindergarten to Year 12 Christian school situated in a magnificent heritage site at North Parramatta. The School is committed to a Christian worldview in education and renowned for its academic standards. A comprehensive range of subjects and extra-curricular activities is offered for all Years, including vocational education options in the Senior School. Redeemer seeks to create a learning environment which is thoughtful, free, sharing and respectful rather than competitive, tense, self-serving and fearful. The School is a ministry of Redeemer Baptist Church. All staff are members of the Ministry Order of the Church. The sacrificial life of this religious community forms a base for a teaching and learning environment where people may discover friendship, pray for each other and help the weakest. Individual learning is encouraged without usurping the responsibility of care for each other. Redeemer has a culture of excellence in scientific research and technology which has been recognised by STANSW Young Scientist Competition, MYDA technology awards, BHP Billiton Science Awards, NATA Young Scientist Award, Powerhouse Museum, Intel ISEF (USA), Board of Studies Write On competition, and CSIRO. Redeemer is consulted as a model school in multisensory literacy instruction based on phonemic awareness and incorporating grammar. The School has won the National Schools Award for Literacy in the Dorothea Mackellar Poetry Competition and Gold Awards in the NSW Board of Studies Write On competition. The School is a member of AIS and AACCS.

Contextual information about the school including the characteristics of the student body can be viewed on the website: www.myschool.edu.au.

In 2012 Redeemer's culture of excellence is evidenced in the following achievements:

- In the *HTA History Mastermind*, Redeemer won the Year 7, Year 8 and Best School Award—with James Ruse Selective School as runner-up.
- In the *National Volunteer Video Competition*, Redeemer Year 10 students were the competition winners with a representation of their Gala Day program.
- In the *BHP Billiton Science Awards*, Richard Garth was a national primary winner and Patricia Varela Diaz was a national secondary finalist.
- In the *CSIRO National Double Helix Science Writing Competition*, Lachlan Bolton won and Richard Garth was awarded second place.
- Lachlan Bolton's winning CSIRO entry was published in *The Best Australian Science Writing 2012*.
- In the *Board of Studies WriteOn Competition*, Hannah Arnold and Robbie Waller won gold awards (two out of twelve NSW gold awards), and Hannah's story was published in the Sydney Morning Herald.
- Emma Poyitt's major Textile's and Design project was displayed across NSW in the *HSC TEXSTYLE Exhibition*.
- In *STANSW Young Scientist Awards*: Tristan Forrester won first prize in Models & Inventions; Lachlan Bolton won the EAA Most Promising Young Talent Award, Secondary; Liam Shaw won a special award for High Proficiency; Anthony Bolton and Edward Garth were winners in Years 3–6.
- Redeemer Year 6 students were State winners in the *NSW Healthy Schools Sandwichship Competition*.

- In the *Dorothea Mackellar Poetry Competition*: Dergam Salah won the LA & SE Primary category and Connor Mishalow was second in the LA & SE Secondary category; there were 9 Highly Commended and 47 Commended Redeemer student entries, more than any other school in Australia; Redeemer Baptist School was awarded a Commendation for effort, achievement and a high standard of entries.
- Joshua Frost won the Kindergarten Encouragement Award in the *Baulkham Hills Christmas Card Competition*.
- Alumnus Ian Cannon, now teaching at Redeemer, was awarded a place in the *UWS School of Education Dean's Merit List* on graduation.
- Alumnus Alexandra Cannon, now in administration at Redeemer, was granted *UWS College Academic Merit in Business & Commerce* on graduation.
- Alumni Joel Poyitt and Mursell Cannon were awarded the *UWS Dean's Medal in the School of Science and Health* on graduation.
- Redeemer's sports teams won: SWISSA senior and Nepean Western Zone junior girls softball; the Reid Shield senior boys cricket; SWISSA junior boys OzTag; SWISSA senior girls netball and volleyball.
- *ASISSA Sport*: Caitlin Lievano, Marcus Portelli, Jordan Ebert, and Victoria Garth were selected to compete in the state *CIS cross country*; Rachael Jones, Vivienne Kew, Cayleb Senico, Ambaye Akele, Daniel Aras and Isaac Lee won events, and Andrea Burns, Mary-Anne Poyitt, Aryan Sehgal, Dawit Abebe, Joshua Cacace, Madeleine Filson, Cassandra Kalule, Caitlin Lievano, Mikalah Zammit and Nicholas Kalule were also selected to compete in the state *CIS athletics*.
- Redeemer won the *SWISSA Athletics Carnival* with Petros Savaiko, Nicholas Bolton, David Poyitt, Aidan Bailey, Alexandra Garth, Martyn Poyitt, Lachlan Bolton, Gabrielle Jones, and Lydia Senico proclaimed age champions.
- Redeemer won the *SWISSA Swimming Carnival* with John Poyitt, Roxan Mina, Marc Haddad, Lachlan Bolton, Georgina Garth and Liam Shaw proclaimed age champions.
- Redeemer won the *SWISSA Cross Country* with Petros Savaiko, Nicholas Bolton, Patricia Varela Diaz, Grace Forrester, Michael Jones, Bridget Lavery, Bethany Almeida and Lachlan Bolton proclaimed age champions.
- *Association of Independent Co-Educational Schools (AICES) Sport*: John Poyitt was awarded colours for touch football; Petros Savaiko was awarded colours for touch football and athletics; Tongaleva Kavaefiafi and David Poyitt were awarded colours for athletics.
- *Combined Independent Schools (CIS) Sport*: Petros Savaiko was the open 100m champion and the silver medallist in the open 200m event.

3. School Performances in National and State-wide or Equivalent Tests and Examinations

Schools are required to provide information in the Annual Report on the Higher School Certificate (HSC), Records of School Achievement (RoSA), and standardised national literacy and numeracy testing (NAPLAN).

i. Higher School Certificate (HSC)

In 2012, 26 students sat for the NSW HSC examinations in 22 courses. All Year 12 students (100%) attained an HSC. In total, 99% of candidates across all two unit courses achieved marks of 50 or more (92% in 2011); 100% of candidates who sat for 3 one or two unit extension courses achieved 25 marks or more out of 50 (100% in 2011). This has been a consistent trend over the last three years. The School provides a wide range of subject options while maintaining a core curriculum of English, Mathematics and History.

TABLE 3.1.1: 2012 HSC PERFORMANCE

SUBJECT	NUMBER OF STUDENTS	MEDIAN RESULT /100		PERFORMANCE BANDS 3-6			PERFORMANCE BANDS 1-2		
		2012	2011	SCHOOL		STATE	SCHOOL		STATE
				NO.	%	%	NO.	%	%
English (Standard)	9	66	65	9	100%	78%			22%
English (Advanced)	14	76	76	14	100%	99%			1%
General Mathematics	6	57	56	3	50%	79%	3	50%	21%
Mathematics	13	74	63	12	92%	90%		8%	10%
Physics	11	73	76	11	100%	90%			10%
Chemistry	12	73	73	12	100%	89%			11%
Biology	5	69	72	5	100%	89%			11%
Ancient History	15	66	78	11	73%	75%	4	27%	25%
Modern History	8	78	65	8	100%	89%			11%
Economics		66	87		100%	87%			13%
Geography		73	66		100%	87%			13%
PDHPE	4	63	70	3	75%	85%		25%	15%
Design & Technology		75			100%	92%			8%
Visual Arts	2	79		2	100%	98%			2%
Music 2		91			100%	100%			
VET Hospitality	2	73	73	2	100%	85%			15%
VET Business Services	3	63	81		67%	69%		33%	31%
VET Information Technology		56	72			79%		100%	21%
EXTENSION SUBJECTS	NUMBER OF STUDENTS	MEDIAN RESULT /50		PERFORMANCE BANDS E2-E4			PERFORMANCE BAND E1		
		2012	2011	SCHOOL		STATE	SCHOOL		STATE
				NO.	%	%	NO.	%	%
Mathematics Extension 1	7	40	41	7	100%	98%			2%
Mathematics Extension 2	6	36	40	6	100%	98%			2%
English Extension 1	2	39		2	100%	99%			1%
History Extension	6	38	31	6	100%	94%			6%

In 2012, 19 students (24 students in 2011) achieved the required competencies for dual accreditation of Preliminary and HSC vocational courses and certificates. 80% of Year 12 students undertook vocational education and training during their schooling (65% in 2011). All Year 12 students (100%) undertaking vocational training attained a vocational education and training qualification (see Table 3.1.2).

TABLE 3.1.2: 2012 PRELIMINARY & HSC VOCATIONAL CERTIFICATES

VOCATIONAL AWARD	NUMBER OF STUDENTS	
	PRELIMINARY	HSC
Certificate I in Business	1	
Certificate II in Business	3	5
Certificate III in Business		1
Certificate I in Construction	2	
Certificate II in Construction		1
Certificate I in Hospitality (Kitchen Operations)	2	
Certificate II in Hospitality		3
Certificate II in Hospitality (Kitchen Operations)		2
Certificate I in Information Technology	2	
Certificate II in Information Technology		2

ii. Records of School Achievement (RoSA)

In 2012, no students were issued with a RoSA as Redeemer students did not apply for a RoSA before receiving their HSC.

In 2012, 21 students achieved the required competencies for Stage 5 vocational course and certificates. 66% of Year 10 students (56% in 2011) undertook vocational education and training. All Year 10 students (100%) undertaking vocational education attained a vocational education and training qualification (see Table 3.2.1).

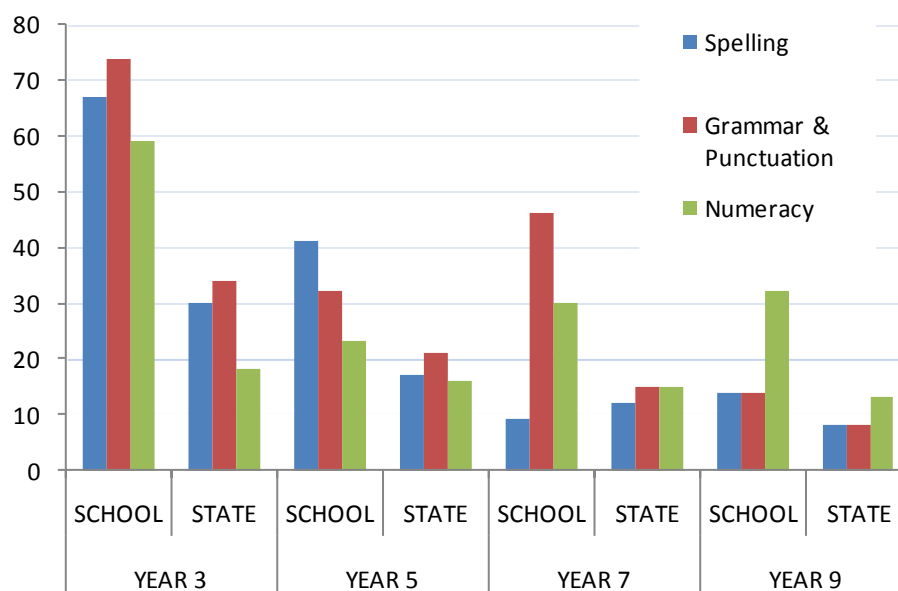
TABLE 3.2.1: 2012 Stage 5 VOCATIONAL CERTIFICATES

VOCATIONAL AWARD	NUMBER OF STUDENTS
Certificate I in Business	10
Certificate I in Information Technology	19

iii. National Assessment Program Literacy and Numeracy (NAPLAN)

In 2012, the School presented all students in Years 3, 5, 7 & 9 for NAPLAN. Percentages of students achieving in the top band are shown in Graph 3.3.1.

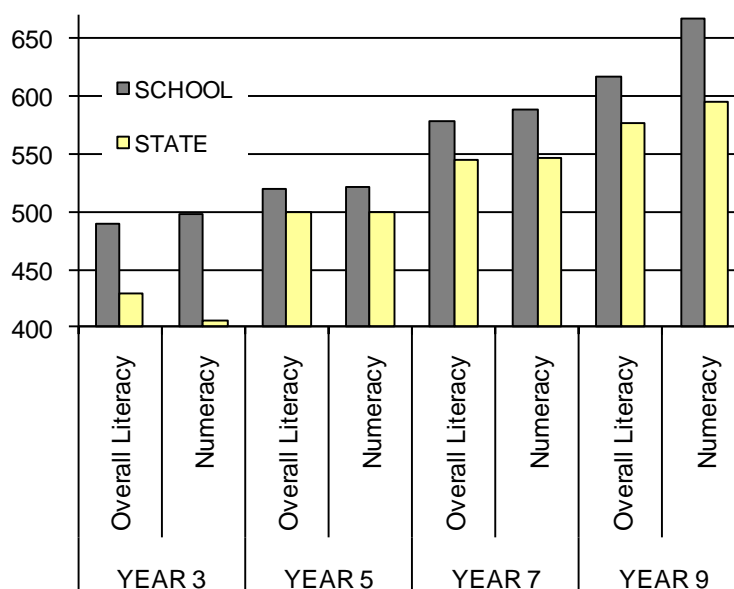
**Graph 3.3.1: 2012 NAPLAN
Percentage of students in top band
Language Conventions & Numeracy**



In all aspects of literacy and numeracy in NAPLAN, the mean (average) score for Redeemer students was above the state mean (average), as shown in Graph 3.3.2.

GRAPH 3.3.2: 2012 NAPLAN

MEAN SCORE FOR ALL STUDENTS IN LITERACY AND NUMERACY



Performance in NAPLAN is documented on the My School website:
www.myschool.edu.au.

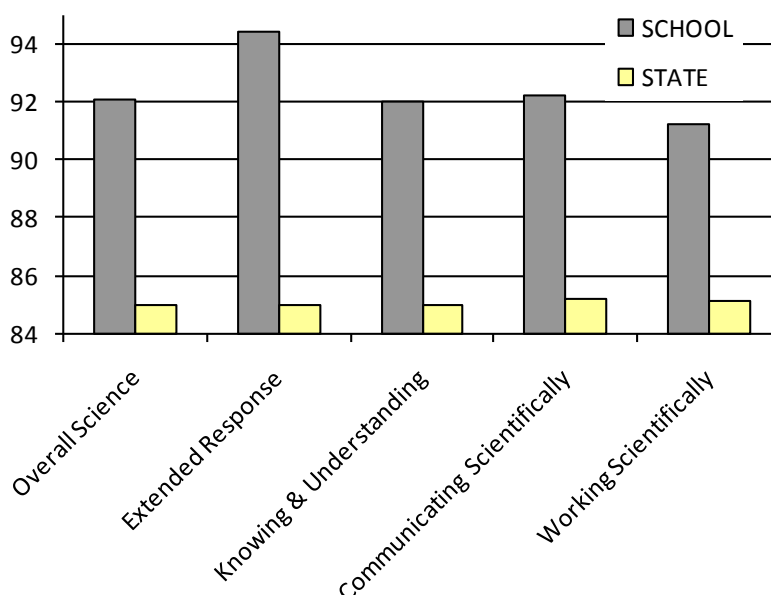
iv. Essential Secondary Science Assessment (ESSA)

ESSA is a diagnostic, interactive multimedia online test that provides information about what students know and can do in science. Table 3.4.1 and Graph 3.4.1 summarise Redeemer student results which are above the State average.

TABLE 3.4.1 ESSA YEAR 8 SCIENCE 2012

ESSA TEST	SCHOOL	STATE
	MEAN	MEAN
Overall Science	92	85
Extended Response	94	85
Knowing & Understanding	92	85
Communicating Scientifically	92	85
Working Scientifically	91	85

**GRAPH 3.4.1: ESSA YEAR 8 SCIENCE 2012
MEAN SCORE FOR ALL STUDENTS**



v. Other Academic Awards in 2012

The School celebrates the successes of all students in each academic year. In addition to the achievements listed in Section 2 (Contextual Information about the School), the following lists further highlight the School's achievements in 2012.

(A) SCIENCE

- ICAS (UNSW) 1 High Distinction; 6 Distinctions; 43 Credits

(B) ENGLISH

- ICAS (UNSW) 3 Distinctions; 22 Credits

(C) MATHEMATICS

- ICAS (NSW) 12 Distinctions; 32 Credits
- AMC 5 Distinctions; 18 Credits

(D) MUSIC

- AMEB 50% of all students sitting exams were awarded Honours. Students sat for exams in Piano, Clarinet, Violin, Cello, Flute, Classical Guitar, Saxophone, Music Craft and Musicianship. Three students were awarded Honours with Distinction.

(E) COMPUTER SKILLS

- ICAS (UNSW) 6 Distinctions; 13 Credits

(F) GEOGRAPHY

- Australian Geography Competition 3 High Distinctions; 9 Distinctions; 8 Credits

(G) HISTORY

- Australian History Competition 3 High Distinctions; 4 Distinctions; 4 Credits

(H) LANGUAGES

- ACER Certificates 2 Distinctions; 2 Credits

4. Senior Secondary Outcomes

In 2012, 80% of the Year 12 cohort had participated in vocational training (as per Table 3.1.2: 2012 Preliminary & HSC Vocational Certificates). Senior secondary outcomes are summarised below.

Year 12	Qualification/Certificate	Percentage of Students
2012	HSC	100%
2012	VET qualification	80%

Senior secondary outcomes are documented on the My School website:
www.myschool.edu.au .

5. Professional Learning and Teacher Standards

i. Professional Learning

The School Executive participated in Leadership Seminars conducted by: Association of Independent Schools; Independent Schools Council; Australian College of Educators; Institute of Company Directors; Education Law Association; Council of Educational Facility Planners; Centre for Apologetic Scholarship and Education; and NSW Board of Studies. All the teaching staff participated in professional development on: education as formation with New College, University of NSW; integration of students with disabilities with Emeritus Professor Phil Foreman; and a Christian worldview of education through the School's Annual Education Conference held during the Spring Vacation.

In addition, the following professional development activities were undertaken by staff throughout 2012.

DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY	Number of Teachers
VOCED: Certificate IV in Training & Assessment; Construction	6
Board of Studies Australian Curriculum: English, Mathematics, History, Senior Science, Senior English, Geography, the Arts	4
Board of Studies: Record of School Achievement; Assessment Resource Centre; moderated assessments and the HSC mark	20
Work Health & Safety	2
Integration: challenging behaviours; writing for a purpose; making it work; learning difficulties; RIDBC hearing impaired; autism	10
English: Shakespeare (UWS); conference; reading for meaning; ACER literacy; Australian curriculum; HSC simulation marking; syllabus familiarisation; Drama	22
Librarian: conference; e-books	1
History: skills for Primary HSIE; archaeological thinking	4
Mathematics: statistics & probability; Primary mathematics research; issues; interactive whiteboards; General Mathematics; Stage 6 Mathematics	7
Primary Conference	2
IT: conference	2
Visual Arts: national curriculum; TTA drawing; TTA painting	1
Pastoral Care: conference; bully film; resilience; CCYP briefing	1
Geography: Kiama field trip; interactive whiteboards	6

DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY	Number of Teachers
PDHPE: conference; Austswim; cricket	4
Teaching/learning: challenging learning; tapestry of school learning; Australian curriculum; Pearson webinar; contemporary contexts, creative solutions; Australian teaching standards	5
Programming and Assessment: HSC scaling; school improvement; BOS grading Year 10	18
Technology: Graeme Clark and bionic ear	5
Science: WHS	2
Music: SSO; meaningful music & dance; instrument tuition; Kodaly music education; Orff Schulwerk	10
Senior First Aid Certificate	7

The average expenditure per teacher on professional learning in 2012 was \$821.

ii. Teaching Standards

For 2012, details of the numbers of all teaching staff responsible for delivering the curriculum are listed in the following categories.

CATEGORY	Number of Teachers
A having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	53
B having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications, or	0
C not having qualifications as described in A or B but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	1

All teachers in Category C were on this teaching staff before 1 October 2004, have been engaged as a teacher during the last five years, are registered with the NSW Institute of Teachers as transition scheme teachers, and are undertaking study in accordance with NSW Institute of Teachers requirements.

All former and current staff were/are members of the Ministry Order of Redeemer Baptist Church.

6. Workforce composition, including indigenous

All staff are members of the Ministry Order of Redeemer Baptist Church. The sacrificial life of this religious community forms a base for a teaching and learning environment where people may discover friendship, pray for each other and help the weakest.

The following citations for Redeemer staff members were provided on certificates of recognition by the Australian College of Educators as part of 2012 World Teachers' Day celebrations:

Ken Shaw has maintained whole school enthusiasm for individual and team sports with full participation and high achievement. In addition to PDPHE and Sport, Ken also coordinates tradesmen mentor support for his Stage 5 Industrial Technology (Timber) students so that each student can gain enduring satisfaction from the production of a useful, high quality furniture piece. Under Ken's leadership, Redeemer students have achieved excellence in State competition including representation on the NSW CIS rugby league team and outstanding performances in athletics. Ken has also contributed significantly to professional colleagues through leadership of inter-school sports associations and organising inter-school sports events. Ken is a worthy recipient of the Australian College of Educators' Outstanding Teacher Award (Experienced Category).

As a teacher of school students and a mentor of teachers, Barbara Hodgson always sets a standard of excellence. As a Food and Textiles Technology teacher, student excellence has been recognised by the Board of Studies in the *Texstyle* exhibition of major works. As a mentor for teacher registration, beginning teachers express thankfulness for being encouraged to surpass mere compliance with Institute Standards through embedding practices to support excellence in teaching and learning in their classrooms. More like a much loved and respected Aunt than just a teacher, Barbara is consulted by her senior students through tertiary studies and beyond. Barbara is a worthy recipient of the Australian College of Educators' Outstanding Teacher Award (Experienced Category).

Information with regard to Redeemer staff is located on the My School website: www.myschool.edu.au .

7. Student Attendance and Retention Rates

i. Student Attendance

Year	Attendance Rate
Kindergarten	95.9%
Year 1	97.1%
Year 2	94.5%
Year 3	96.3%
Year 4	97.9%
Year 5	97.7%
Year 6	95.9%
Year 7	98.8%
Year 8	94.3%
Year 9	96.4%
Year 10	93.8%
Year 11	98.5%
Year 12	98.1%

Ninety-seven per cent of students attended school on average each school day in 2012. This was similar to the daily attendance in 2011. Student attendance profiles are reviewed regularly and parents/guardians informed if these are deemed unsatisfactory.

Information with regard to student attendance is located on the My School website: www.myschool.edu.au.

ii. Student Retention Rates

Actual retention rates are based on data relating to actual students who have been tracked at Year 10 and Year 12 and apparent retention rates are based on simple comparisons of enrolment numbers in Year 10 and Year 12.

The figures are taken at the Commonwealth Census date for each year.

Years compared	Year 10 Total Enrolment	Year 12 Total Enrolment	Year 10 Enrolment remaining in Year 12	Apparent retention rate	Actual retention rate
2008/2010	27	28	20	103.7%	74.1%
2009/2011	17	21	17	123.5%	100%
2010/2012	30	25	23	83.3%	76.7%

The retention rates from Year 10 to Year 12 are similar to previous years.

8. Post School Destinations

92% of students who left school at the end of Year 12, following the completion of their school education, continued on to tertiary studies at University or ASQA accredited vocational training. 76% of Redeemer 2012 HSC students were offered enrolment at university.

9. Enrolment Policies and Characteristics of the Student Body

Redeemer Baptist School is a comprehensive, co-educational K–12 Christian school, operating within the regulatory and accountability requirements of the Education Act as set by the NSW Board of Studies. All applications for enrolment will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the School, siblings already attending the School, and other criteria determined by the School from time to time. Once enrolled, students are expected to support the School's ethos and comply with the School's rules—as set out in the Conditions of Enrolment and the School Handbook—to maintain the enrolment.

i. Procedures

- (i) All applications will be made with the Registrar and all necessary documentation provided in English (as stated in the information letter, including the last two school reports and English College reports) at the time of interview with the Principal, the Headmaster and/or his delegate.
- (ii) Personal information collected with regard to the student will include:
 - names by which the student is or has been known;
 - full birth certificate;
 - residential address;
 - family circumstances including duly certified copies of any relevant court orders, parenting orders or parenting plans;
 - ethnic, cultural and religious particulars;
 - primary language;
 - contact details for the student's doctor(s);
 - any diagnosed medical conditions;
 - immunisation records with respect to vaccine preventable diseases;
 - any physical impairment or disability;
 - Medicare and health fund particulars.
- (iii) Personal information collected with regard to the parents/guardians of a student will include:
 - names by which the parents/guardians are or have been known;
 - residential address;
 - place of employment;
 - all contact telephone numbers;
 - any other contact details.
- (iv) Personal information including name, address, telephone numbers and any other contact details is collected for each person: who may be

- contacted in an emergency; any authorised nominee to collect the child from the After School Care Service; any person authorised to consent to medical treatment or administer medication to the child.
- (v) At the interview each applicant's supporting documentation, references, and interview responses will be considered in terms of a willingness to support the School's ethos.
 - (vi) In relation to the educational needs of the applicant, the School will gather information and reports from parents/guardians and other relevant persons to allow for proper consideration of these needs.
 - (vii) Overseas students must provide documentary evidence that he or she has a sufficient standard of English to cope with the course. This evidence may result from IELTS testing or from other approved providers. All applications will be assessed by qualified TESOL staff and by the Principal, Headmaster or his delegate to ensure students have the appropriate qualifications and proficiencies to undertake the course.
 - (viii) The School will take into account the Australian Government Department of Immigration and Citizenship (DIAC) Schools sector English proficiency test requirements, namely, that Assessment Level 4 Schools sector visa applicants who apply outside Australia for a student visa and who are at least 16 years of age at time of visa application must provide evidence of their English language proficiency. IELTS 4.0 is required of students undertaking preliminary English tuition. IELTS 5.0 is required of students with no preliminary English tuition. A waiver of the IELTS requirement may be approved by DIAC.
 - (ix) Consideration must then be given to establish the appropriate Year of Enrolment and whether the School has facilities and/or personnel to accommodate the applicant before an enrolment decision is made.
 - (x) A letter will be sent informing the applicant of the outcome. If positive, a Letter of Offer will be sent with
 - a Form of Acceptance to be signed by parents or legal guardians and returned with an enrolment deposit as specified in the Letter of Offer.
 - written authorisation to be signed by the parents/guardians of the student for the School to seek as required treatment from emergency medical, hospital, dental and/or ambulance service in the event of injury or illness whilst at School.
 - a copy of *The ESOS framework* provided by Australian Education International (overseas students only); and
 - circumstances in which personal information about students may be shared (overseas students only).
 - (xi) At the time of entry, overseas students will be re-assessed by TESOL staff and a special program instituted to ensure English proficiency is satisfactory. There is an expectation that students entering should have attained proficiency as follows:

Years 7 & 8	Pre-intermediate
Years 9 & 10	Intermediate
Years 11 & 12	High Intermediate – Advanced
 - (xii) The School will notify the government Department and Tuition Protection Service Director of provider and student defaults and the outcomes of such defaults in accordance with the requirements of the Education Services for Overseas Students Act.

Continuing enrolment is subject to the student's adherence to school rules (see Conditions of Enrolment, Pastoral Care policies and Behaviour Management policies) and payment of school fees.

ii. Conditions of Enrolment

Conditions of Enrolment for local students at Redeemer Baptist School

1. That the parents will agree to allow the child to share fully in the life and programme of the School, including the devotional activities and doctrine lessons.
2. That the parents undertake to provide the child with the correct uniforms as approved by the school, from time to time, and to ensure that the child is always sent to school neatly and modestly dressed in that uniform.
3. That the parents undertake to provide the child with all necessary textbooks and other equipment of a personal nature that may be required to enable the child to benefit fully from the education offered.
4. That the parents accept the right of the School to employ such discipline as it deems wise and expedient for the child and agree to uphold in every way possible the School's authority and right to administer the appropriate punishment in accordance with the policies of the School.
5. That all fees are payable in advance on the first day of each term and where payment is not made by the due date a late payment charge may be levied. Such fees include tuition, capital, camp, excursion, bookstore and uniforms. Camp and excursion fees are payable for current students regardless of attendance at the curriculum event unless at least four weeks notice of non-attendance is provided and agreed to by the School.

(Note: In cases where this requirement would cause hardship, the alternative arrangements may be discussed with the Principal.)
6. That the parents will give at least one term's notice in writing of termination of enrolment, and failure to do so will render them liable for one term's fees.
7. That the School may suspend or terminate enrolment at its discretion in any circumstances where it considers such action to be desirable or necessary and without limiting the generality of the foregoing, for any non-compliance with these conditions of enrolment.
8. If circumstances exist whereby a refund of the whole or part of any unutilised fees may be justified then the School in its sole and absolute discretion may make such refund as it considers appropriate.
9. A deposit of one term's fee is payable at the time of acceptance of an offer. This deposit is refunded, on request, at the end of schooling if all other commitments have been met.
10. If an offer is accepted and deposit paid and the offer is then not taken up, the deposit is not refundable.

Conditions of Enrolment for Overseas Students at Redeemer Baptist School
(Cricos number 00415K)

1. That the parents/guardians will agree to allow the child to share fully in the life and programme of the School, including the devotional activities and doctrine lessons.
2. That the parents/guardians undertake to provide the child with the correct uniforms as approved by the School, from time to time, and to ensure that the child is always sent to school neatly and modestly dressed in that uniform.
3. That the parents/guardians undertake to provide the child with all necessary textbooks and other equipment of a personal nature that may be required to enable the child to benefit fully from the education offered.
4. That the parents/guardians accept the right of the School to employ such discipline as it deems wise and expedient for the child and agree to uphold in every way possible the School's authority and right to administer the appropriate punishment in accordance with the policies of the School.
5. That students will not be permitted to commence school until all fees for the year are paid. Such fees include tuition, camp, excursion, bookstore and uniform deposits. Such arrangements apply to subsequent years of schooling as well as for the commencement year.
6. That the parents/guardian will give at least one term's notice of termination of enrolment in writing, and failure to do so will render them liable for one term's fees. This must be read, however, in conjunction with Clause 13. Overseas students must remain until the end of the contracted period of the course being studied.
7. That the School may suspend or terminate enrolment at its discretion in any circumstances where it considers such action to be desirable or necessary and without limiting the generality of the foregoing, for any non-compliance with these conditions of enrolment.
8. The School will not refund fees after commencement of enrolment if the student does not complete the contracted period of study. Any credit balance in Bookstore, Camp, Excursion or Uniform accounts is refundable.
9. If an offer is accepted and deposit paid and the offer is then not taken up, the deposit is not refundable.
10. If the School defaults, refunds will be paid within two (2) weeks from the default date giving a full explanation in writing of the refund calculations.
11. This refund agreement does not remove the right to take further action under Australia's consumer protection laws. Students and/or parents/guardians can seek the available legal remedies.
12. Refunds will be paid within four (4) weeks after receiving a written claim from the student and/or parents/guardians.
13. Transfers to other schools during courses can only be obtained by agreement with the School. This school will only approve transfers in exceptional circumstances. The students entering this school are thus contracting to complete the course of study at this school.

14. The School is required by DIAC to confirm that appropriate arrangements have been made for overseas student accommodation, support and general welfare in Australia. Students must stay with guardians or in accommodation approved by the school and guardians. They must not live independently. Accommodation must not be changed without prior approval by the School. Any change of address while enrolled in the course must be notified to the School. The School reserves the right to require a change in accommodation if it is deemed to be unacceptable. Any change in guardianship arrangements must have the approval of the School.
15. It must be noted that holders of Student Visas are not eligible to receive bus and train passes for free travel to and from school.

Courses Available:	Primary	K–6	008284 G	7 years
	Secondary Junior	7–10	005105 F	4 years
	Secondary Senior	11–12	005106 E	2 years

iii. **Characteristics of the student body**

The School population is composed of 48% secondary students (7–12) and 52% primary students (K–6) with 42% girls and 58% boys.

Redeemer Baptist School is a comprehensive school with an open enrolment policy. The students come from a wide range of ethnic and faith backgrounds. This includes students with a language background other than English, and a number of students with special needs.

Redeemer Baptist School is a partner school to The Garfield Barwick School for children who have an educationally significant hearing impairment. The School also enrolls overseas students in primary and secondary years of schooling.

Characteristics of the student body are on the My School website:
www.myschool.edu.au .

10. School Policies

The School seeks to create a learning environment that is thoughtful, free, sharing and respectful rather than being competitive, tense, self-serving and fearful. It is to be an environment where people may laugh with each other, pray for each other, and help the weakest. There is support for those who are disciplined.

The School is a place of safety where: all are accepted; uniqueness is celebrated, not ridiculed; and conflict may be resolved without physical or emotional violence. Thus fighting, bullying, vilification and discrimination are not tolerated. Acceptance of all requires a humility uncommon in society, but possible in the setting of God's people.

It is with this in mind that policies have been written. The aim is to establish a learning community that expresses unimpaired relationships, thus fulfilling together what the School undertakes to establish in the lives of its students.

Policies for Student Welfare, Discipline, and Reporting Complaints and Resolving Grievances are published in the *Redeemer Baptist School Handbook 12* (Handbook), the *Health and Safety Manual*, the *Staff Manual* and the *Child Protection Manual*.

i. Student Welfare

The School seeks to provide a safe and supportive environment to: minimise the risk of harm; provide for security; and support the physical, social, academic, spiritual and emotional development of its students. The following policies are included in the *Handbook*, which is distributed to all parents/guardians.

- Code of Conduct for members of the School community (see page 15 of the Handbook).
- Pastoral Care
 - Issues are to be referred to the Principal, Headmaster or his delegate (see page 46 of the Handbook).
 - The School will take reasonable measures to identify students with special needs and provide them with an appropriate level of support (see page 45 of the Handbook).
- Communication (see page 32 of the Handbook).

Policies in the School's *Child Protection Manual*, the *Staff Manual* and *Health and Safety Manual* can be viewed, on request, at the School Office.

Policies covering student welfare, and changes to those policies during 2012, are listed in the following table.

POLICY	CHANGES IN 2012	ACCESS TO FULL TEXT
Child Protection Policy & Manual <ul style="list-style-type: none"> • definitions and concepts • legislative requirements • preventative strategies • reporting & investigating • reportable conduct • investigative process • documentation 		2010 publication issued to all staff and members of School Board
Security Policy <ul style="list-style-type: none"> • procedures for security of grounds & buildings • use of grounds and facilities • emergency procedures • travel or school-related activities 		2010 publication of Health & Safety Manual issued to all staff and members of School Board
Supervision Policy <ul style="list-style-type: none"> • duty of care & risk management • levels of supervision • guidelines for all staff 		2011 publication of Staff Handbook issued to all staff and members of School Board
Conditions of Enrolment		School Registrar
Privacy and Personal Information Policy		2012 publication of School Handbook and School Student Diary
Code of Conduct encompassing: <ul style="list-style-type: none"> • code of conduct for staff & students • behaviour management • the role of student leadership 	<ul style="list-style-type: none"> • Contact details provided for support services for severe behaviour problems • Contact details provided for police school/youth liaison officers 	2012 publication of School Handbook
Pastoral Care Policy encompassing: <ul style="list-style-type: none"> • the pastoral care system • availability of and access to special services and counselling • health care procedures • critical incidents • homework policy 	<ul style="list-style-type: none"> • Contact details provided for support services for severe behaviour problems • Contact details provided for police school/youth liaison officers • Addition of Certificate of Exemption policy 	2012 publication of School Handbook
Communication Policy encompassing: <ul style="list-style-type: none"> • formal and informal mechanisms in place for the school and parents/guardians 		2012 publication of School Handbook
Accommodation Policy		2012 publication of School Handbook
Overseas Students	<ul style="list-style-type: none"> • Addition of contact details policy 	2012 publication of School Handbook

ii. Discipline Policy

Students are required to abide by the School's Code of Conduct and to follow the direction of teachers and other people with authority delegated by the School. Where disciplinary action is required, penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. Corporal punishment is not permitted under any circumstances.

Disciplinary action may result in sanctions against the student including detention, suspension, exclusion from class and expulsion. Processes for disciplinary action are based on procedural fairness.

The full text of the School's discipline policy and associated procedures is in the Handbook (see page 40).

iii. Policies for Complaints and Grievances Resolution

The School's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

The full text of the School's policies and associated procedures for complaints and grievances resolution is in the School Handbook (see page 43).

11. School-Determined Improvement Targets

At the commencement School Chapel Service in 2012, the Principal said:

Your teachers want you to learn well and prove that you have learnt well with thoroughly researched and well-presented assignments and excellent results in exams. We want you to achieve success, ultimately, in your future work as you prove that you are the most capable to do the work required. But, even more, at this School we want you to learn what is right and then to make a practice of doing what is right so that when life throws difficult problems in your direction you will be ready to make right choices and do good because that has become your nature.

Excellence in the context of Bible-based formation embedding the virtues continued to be the context for school improvement in 2012.

Achievement of Priorities identified in the School's 2011 Annual Report

Area	Priorities	Achievements
Teaching & Literacy	Focus on individual needs of students with particular learning difficulties. <i>WRAP: A Writing Approach to Reading</i> qualifications for teaching staff.	Redeemer students achieved first in Australia in the Learning Assistance and Special Education Primary category and second in the Learning Assistance and Special Education Secondary category in the <i>Dorothea Mackellar Poetry Competition</i> . ASQA approved Certificate III and Graduate Certificate qualifications in <i>WRAP: A Writing Approach to Reading</i> , developed by Redeemer.
Student Achievements	Literacy and numeracy. Continued promotion of Science and Technology through the School's INSPIRE program.	Redeemer students won commendation for effort, achievement and high standard in the <i>Dorothea Mackellar Poetry Competition</i> in National Literacy and Numeracy week. Redeemer students won two of the twelve NSW gold awards in the Board of Studies WriteOn competition. In the BHP Billiton Science Awards, one Redeemer student was a national primary winner and another was a national finalist. Redeemer students won six awards in the STANSW Young Scientist Awards including first prize in Models & Inventions, Years 7-9. Redeemer Year 6 students won first and second place in the national CSIRO Science Writing competition and the winning entry was published in <i>The Best Australian Science Writing 2012</i> .

Area	Priorities	Achievements
Student Welfare	<p>Encourage identification of communities in need and participation in meaningful cultural exchange.</p> <p>Development of anti-bullying policy.</p>	<p>Redeemer Year 10 students won the National Volunteer Video Competition and raised \$15,920 to assist education for remote indigenous youth enabling solar installations in the remote Itokama Primary School in PNG. The School community raised \$2,275 for orphan children in Uganda at a Watoto concert in the School's Sargood Hall. Anti-bullying policy revision was established in consultation with staff.</p>
Staff Development	<p>Child protection.</p> <p>Improving outcomes for hearing impaired and NESB students.</p> <p>National Curriculum.</p>	<p>All staff engaged in the development of Redeemer's anti-bullying policy. Staff engaged with in-service training provided by: RIDBC; Reading for Meaning workshop; and a seminar on integration of students with disabilities. Staff engaged in consultations, seminars and workshops on Australian Curriculum.</p>
Facilities & Resources	<p>School infrastructure including school road. Optical fibre cable connection for ICT between School buildings</p>	<p>The road was re-designed and re-constructed between Masons Drive and Sargood Hall. Optical fibre connection for ICT was provided to connect the Robertson, Ivanhoe, Principal's Office and Sargood Hall buildings.</p>
Heritage and Environment	<p>Maintenance of heritage buildings.</p>	<p>Two heritage buildings were painted externally including maintenance required for preservation. Redeemer was granted an <i>ANZAC Community Grant</i> for our 'Lest We Forget' project to honour the memory of Burnside fallen soldiers.</p>
The Hills Regional Skills Centre	<p>Hospitality kitchen.</p> <p>Addition of literacy qualifications to scope.</p> <p>Addition to scope of current training package qualifications in Electrotechnology and Construction.</p>	<p>Upgrade from Food Technology to Hospitality kitchen including stainless steel bench-tops completed in the Science & Technology Centre.</p> <p>Literacy qualifications added to scope: 10028NAT Certificate IV in Early Language & Literacy; 10033NAT Certificate III in WRAP (A Writing Approach to Reading); 10034NAT Vocational Graduate Certificate in WRAP (A Writing Approach to Reading).</p> <p>Qualifications approved in 2012 by ASQA for addition to scope: CPC10111 Certificate I in Construction; CPC20111 Certificate II in Construction; ICA10111 Certificate I in Information, Digital Media and Technology; ICA20111 Certificate II in Information, Digital Media and Technology; ICA30111 Certificate III in Information, Digital Media and Technology; UEE10110 Certificate I in ElectroComms Skills; UEE22010 Certificate II in Electrotechnology (Career Start).</p>

2013 Priority Areas for Improvement

Area	Priorities
Teaching & Literacy	Focus on individual needs of students with particular learning difficulties.
Student Achievements	Literacy and numeracy. Continued promotion of Science and Technology through the School's INSPIRE program. Team and individual sports.
Student Welfare	Encourage identification of communities in need and participation in meaningful cultural exchange. Develop policies required by Child Protection (Working with Children) Act 2012 and Child Protection (Working with Children) Regulation 2013.
Staff Development	Child protection. Improving outcomes for students with disabilities. Development of teaching programs for NSW Syllabus relating to the Australian Curriculum.
Facilities & Resources	Optical fibre cable connection for ICT between School buildings. Upgrade of ICT facilities for teaching and learning in senior classrooms.
Heritage and Environment	Maintenance of heritage buildings. Progress with additions to the collection in the <i>Lest We Forget</i> project.
The Hills Regional Skills Centre	Hospitality kitchen. Addition to scope of current training package qualifications. Staff development in assessment, training and vocational competencies.

12. Respect and Responsibility

Australian Government Minister for Social Inclusion, the Hon Mark Butler, congratulated Redeemer Baptist School Year 10 students for winning the national volunteering video competition:

- *Their video truly captured the values of young volunteers, those of compassion, helping the disadvantaged and working together. It is fantastic that the entire year of students makes contributing to their local community and communities around the country a priority.*

Julie Owens, Federal Member for Parramatta, said:

- *Redeemer Baptist's entry stood out, because it stressed a desire to use volunteering as a bridge between the school and other communities in need.*

Redeemer students participated in a presentation at the Christmas Celebration in the State Parliament Theatre, and then performed a medley of songs in the Fountain Court of Parliament House. Family World News reported:

- *The presentation was centred around the theme 'Believing Brings Hope'. We were particularly charmed by the children as they guided us once again to the manger, in their innocent and captivating manner.*

In a tribute to Pastor Noel Cannon—founding Principal of Redeemer Baptist School—Geoff Lee, State Member for Parramatta, said in Parliament:

- *Noel's heart for the underprivileged was clearly demonstrated in his initiatives that established long-term educational relationships with Indigenous communities in Australia and Papua New Guinea. This year, Redeemer students sent solar power systems to be installed at the Itokama Primary School in Papua New Guinea, which has provided lights and power for about half the classrooms in this remote village that does not have access to town water or electricity. I have touched only briefly on the incredible range of Noel's pioneering achievements. He was a man who simply loved to serve his community. I honour the life of Pastor Noel Cannon, and commend the continuing work of the fine school that he founded.*

Geoff Lee also mentioned some of Noel's characteristics, noted by other prominent Australians, which have shaped the culture of Redeemer Baptist School:

- *Reverend the Hon Fred Nile said that Noel was 'a brave soldier for Jesus Christ'. The Hon. Alan Cadman wrote, 'A wonderful, great man has gone home.' Reverend Bob Frisken, AM, the founder of Christian community schools, sent an email: 'I will miss Noel. He and I were pioneers together and I always enjoyed the opportunity to [engage in] fellowship with him.' Stuart Piggitt, an Associate Professor of History at Macquarie University, wrote, 'Your movement and school have been blessed with a remarkable founder.' Dr Alan Rice, who is a former President of the Baptist Union of New South Wales and Dean of the Australian Centre for Education Studies at Macquarie University, described Noel as 'a great teacher and scholar.' And Emanuel Perdis, who is the managing director of Napoleon Perdis Cosmetics, gave a most poignant description of Noel: 'A force of nature indeed Uncle Noel was, with an indomitable will and a panoramic vision of education within a strong framework of loving Christian fellowship.' Napoleon and Emanuel both studied at Redeemer when Noel was the principal.*

Other activities which promoted respect and responsibility included:

- Eight teaching staff and community leaders from the remote PNG Barai tribe were hosted at Redeemer for two months to engage in professional development and cultural exchange with Redeemer staff and students.
- Year 10 students raised \$15,919.89 in their Gala Day program towards assisting remote Indigenous youth from Canteen Creek NT and PNG.
- School families contributed clothing which was sent to help literacy work through the Barai Non-formal Education Association.
- Irene Gleeson AO visited Redeemer with the Exodus 3v8 singing group to share about schools for disadvantaged children in northern Uganda.
- The School community provided donations and child sponsorships for Ugandan orphans at the Watoto concert in Sargood Hall. Watoto choir members were also hosted by Redeemer families.
- Redeemer students imbibed and communicated strong values through various presentations, including: Kindergarten's *A Tale of Two Princes*; the Preparatory School's *Olympic Inspirations*; the Middle School Choir street performances with Fusion for Easter; and the Drama Club adaptation of Charles Dickens' *Our Mutual Friend*.
- Redeemer's Term 3 Chapel series presented community leaders—including a local General Practitioner, a theologian, the Secretary to the NSW Department of Treasury, and the wife of our founding Principal—talking to students on the theme 'In Christ ... for life', reinforcing truth with testimony as a guide for student decisions for a good life.
- John Poyitt, Shadale Din, Afework Assefa and Patricia Varela Diaz attended Leadership events at NSW Parliament House; selected Year 11 students attended the Mitchell Youth Leadership Forum including the community services project at the Anglican Retirement Villages, Castle Hill.
- Each student in Years 5 to 12 signed the School's *Computers and Internet Acceptable Use Agreement*.
- Year 10 students, as part of careers week, engaged in a program to assist the Wesley Mission food bank.
- Garfield Barwick School (GBS) hearing impaired students continued to be integrated at Redeemer including fully integrated Kindergarten Visual Arts lessons.
- The Mitchell Youth Leadership Forum (MYLF) was supported by Redeemer with provision of transport and pastoral leadership.
- Redeemer has partnered with the Australian Literacy and Numeracy Foundation (ALNF) to: deliver courses in literacy for indigenous communities in the Kempsey region; and establish an ASQA accredited Certificate IV in Early Language and Literacy which has been used to benefit school readiness in Indigenous pre-schools.

The Principal commented on these aspects promoting respect and responsibility in his Annual Address.

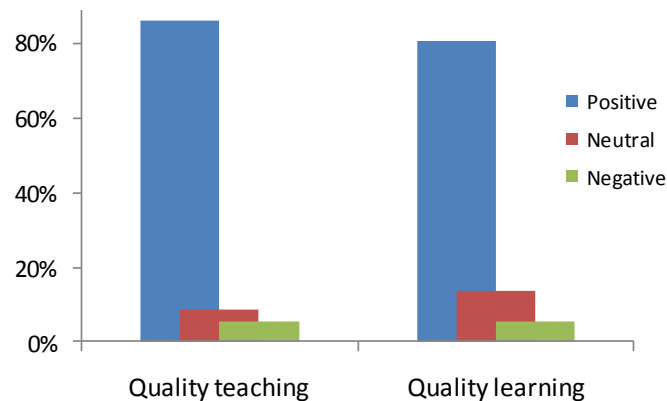
- *the School community continues to reach out to other communities in need as we teach our students—by involvement—the importance of both perceiving the needs of others and, if possible, meeting those needs personally.*

13. Parent, Student and Teacher Satisfaction

Parent Satisfaction

Fifty seven respondents to a parent survey on teaching and learning at Redeemer in 2012 demonstrated that parents are overwhelmingly satisfied with the quality of teaching and learning for their children at Redeemer, as shown in Graph 13.1.

GRAPH 13.1
Parents' perception of quality teaching and learning at Redeemer



The following correspondence was received from parents during 2012.

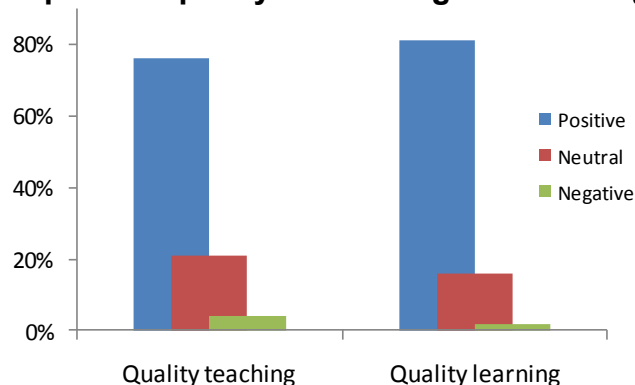
- *We deeply appreciate your exemplary love, dedication and commitment in sharing the responsibilities and privilege of educating our children.*
- *Just wanted to say what a fantastic day I had yesterday at the Years 1-4 Open Day. I am so happy that we changed schools. Both the boys have improved immensely and love Redeemer.*
- *We are well pleased that the school's leadership safeguards the well-being of our children not just within the confines of the school's walls but beyond.*

Correspondence from parents, including all exit correspondence, expressed gratitude for schooling undertaken at Redeemer.

Student satisfaction

A survey of Years 5-11 students on teaching and learning at Redeemer in 2012 demonstrated that students are overwhelmingly satisfied with the quality of teaching and learning they experience at Redeemer, as shown in Graph 13.2.

GRAPH 13.2
Students' perception of quality of teaching and learning at Redeemer



The following statements were made in speeches by matriculating Year 12 students:

- *Redeemer Baptist School really changed my life. The teachers in the School are not just going to teach you a Maths formula, a period of History, or a chemical element. They are your sincere friends in life. They would give you all their love as their heavenly Father gave His love to them. So please, be brave and talk with your teachers and share your worries with them because they are here to help you.*
- *This School provides us with much more than an education, but also a chance to be drawn to God and get to know Him closer each day.*

None of the correspondence from students expressed any criticism of the School.

Teacher satisfaction

A survey of teachers on teaching and learning at Redeemer in 2012 revealed that all teachers were positive about the quality of teaching and learning at Redeemer.

The Sydney Symphony Orchestra expressed thanks for the 'absolutely fantastic' input of Redeemer staff in hosting and delivering a teacher's workshop in Sargood Hall. Teachers' Christian Fellowship NSW thanked the staff for the 'warm welcome and hospitality' at their Annual General Meeting. The Manager at a Canberra conference centre wrote of our school's use of their facility for a student excursion: 'your school should go into business teaching other schools how it is done!' The President of the Hills/Parramatta branch of the Australian College of Educators thanked the School for hosting and participating in its Forum on the Australian Curriculum, and for the musical prelude provided by staff and students which he described as 'music from heaven'.

In addition, informal feedback from teachers and discussions at staff meetings during 2011 indicated that staff were generally enthusiastic about the School's vision and achievements.

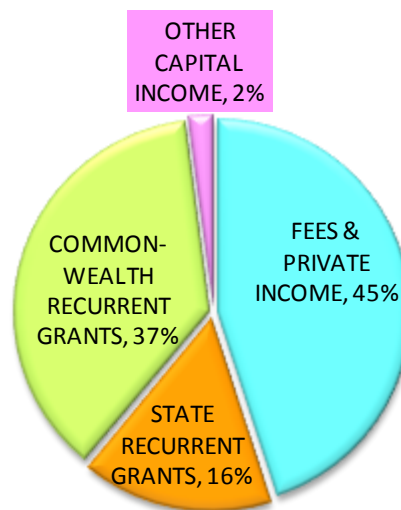
There is a strong correlation from Graphs 13.1 and 13.2, together with the teacher survey, that the entire School community perceives the quality of the teaching and learning program offered to all students at Redeemer. These perceptions are matched by the results in national and state tests and exams, as well as other student achievements during 2012 highlighted in this Annual Report.

14. Summary Financial Information 2012

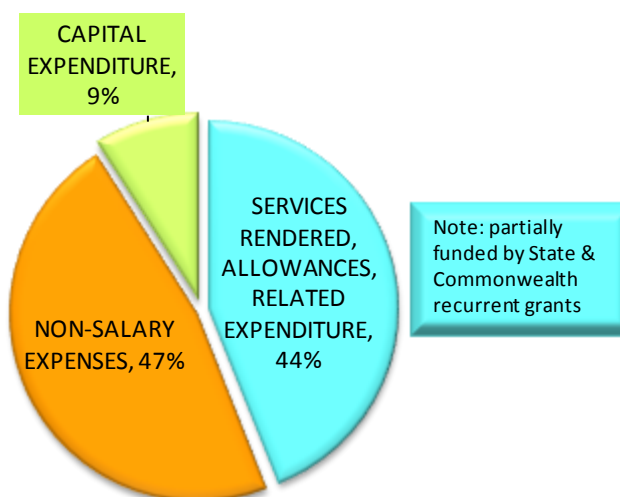
Graphical representation of income and expenditure using percentages only

Redeemer Baptist School meets its reporting requirements by providing percentages for each required income and expenditure category. This information is taken directly from the information provided by the school for the Commonwealth's Financial Questionnaire.

Graphic 14.1
Recurrent/capital income represented by pie chart



Graphic 14.2
Recurrent/capital expenditure represented by pie chart



Information with regard to Redeemer Baptist School finances is located on the My School website: www.myschool.edu.au .