



REDEEMER BAPTIST SCHOOL

a ministry of Redeemer Baptist Church



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



ANNUAL REPORT 2010

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REDEEMER BAPTIST SCHOOL

ANNUAL REPORT – 2010

1. Message from the School Board

School is an interesting place to be. Many of us spend many years involved with school because we enjoy being here and recognise the importance of the school years for ourselves and our children. Furthermore, we enjoy communicating life through the art of teaching and collaborating with the students in their learning.

During 2010, the media has followed with interest our students' achievements. *Ellenore Forrester* was interviewed on National Radio about her success at the Intel International Science and Engineering Fair (ISEF), USA. *Jerick Esmundo* and *Lachlan Bolton* featured in local newspapers with their winning entries in the Dorothea Mackellar poetry awards. *Jonathan Sapolinski* achieved international fame when the *Sapolinski* equation was included for reference in the relevant World Standards, after already being acclaimed for his achievements at the BHP Billiton Science Awards and Intel ISEF. *Benjamin Gibson* was congratulated in Parliament and in the newspaper by the NSW Attorney General for winning the NSW Community Relations Commission Award. Our junior cricket team featured on the Cricket NSW future heroes website. The Years 5 and 6 performance of their own composition, *Scorpion*, was featured on the Sydney Symphony Orchestra website and on YouTube. Past students *Deborah Thambyaiyah* and *Mursell Cannon* were selected by the University of Western Sydney to feature as leading incoming scholars. *Jeremiah Bolton* won the people's choice award for his HSC Design and Technology project on the ABC television program 'The New Inventors'. And Redeemer Baptist Church and School were applauded in *Family World News* for 'a genuine practical act of reconciliation that the Aboriginal people greatly appreciated.'

2010 has been another very successful year for students at Redeemer!

One parent, whose children have been at Redeemer for the last 19 years, wrote this letter to the Principal prior to their youngest child completing her final 2010 HSC.

Dear Jonathan,

The other day I enjoyed a walk around the school and could not help remarking what a fine property it has become under your commercial and spiritual stewardship. It mirrors what a loving God we have.

My wife and I have appreciated the manner in which Christ has been interwoven into the educational lives of our children. Looking back to 1992 when we started this course of education, this was our one pervading hope: that our children would have an increased awareness of the love of God in their lives. This mission, we believe, has been accomplished!

We thank the school for a mission well done and express our appreciation for care and love shown to our children and for the understanding given to us as parents as we traversed the 'roller coaster' issues that life invariably involves.

Parents choose to enrol their children at Redeemer Baptist School because we agree together on a vision of education offered in this ministry of Redeemer Baptist Church, and hold to that vision through the roller coaster issues of life.

Picking up the genre of reality TV shows in which the camera picks up details of day-to-day life, the Principal's 2010 annual address to the School spoke of three 'reality snapshots' that contribute to parents' and students' appreciation that enrolment at Redeemer has concluded with a 'mission accomplished'.

Reality Snapshot: Quality of Teachers

Dr Jim Cummings (Australian National University) stated in a recent paper that 'the quality of teachers is *the* most important school-based factor in improving outcomes in students' (ACE, September 2010). And the quality of Redeemer teachers has been celebrated in a range of disciplines during 2010.

Professor Russell Tytler (Deakin University) released a STEME (Science, Technology, Environmental and Mathematics Education) Research Group paper which states (February 2010):

Stuart Garth at Redeemer Baptist School demonstrates the effect that one teacher can have on many students' experience of science.

Stuart Garth, teacher of Science and Mathematics at Redeemer, was the NSW national finalist in the 2010 BHP Billiton Science Teachers Awards.

Redeemer WRAP teachers have been sought out by other schools this year for expert advice on teaching literacy. And the Australian College of Educators celebrated the contribution of our curriculum coordinator, Fiona Bailey, 'for outstanding and distinctive contributions to literacy education' with a Fellowship award in 2010.

Reality Snapshot: Opportunity to Change

Our students know that our staff will devote our energy toward their success because we are in this together as family. And that provides real opportunity for change.

One past student who is now studying law sent this message of thanks.

I'd like to thank everyone for your help at Redeemer. Settling into the foreign environment and learning English from scratch would have been so difficult if it hadn't been for the incredible people at the School. I feel very attached to the School in an emotional and spiritual way, and the valuable lessons I learnt from Redeemer will stay with me for the rest of my life.

A parent wrote a statement about his family's experience at Redeemer under the heading 'A small place with great vision'.

Redeemer accepted my son as he is, validating his good deeds and correcting the mistakes. The support, encouragement and acceptance

given by the Redeemer Baptist School Community helped the boy develop a sense of purpose and belonging. He participated in this year's HSC with confidence.

Redeemer Baptist School is not simply academic. It is a place with great vision producing a responsible generation that can separate right from wrong. Schools like Redeemer Baptist School must be encouraged to flourish to shape the direction of the next generation.

Reality Snapshot: Christian Worldview

A third reality snapshot is Redeemer's Christian worldview in education. Cardinal Pell said of the Australian approach to God:

Most Australians don't deny God. But you will be tempted to ignore God; or to acknowledge His existence, but downplay His importance. The Australian temptation is to believe that you can have a good time, or even live the good life, without God.

Redeemer Baptist School exists because a group of people took the radical steps of praying, listening and following Jesus Christ as He calls us to share the good news of hope in His rescue with young people and their families.

Curriculum cannot be neutral. Accurate knowledge is important. But knowledge is then used by humans either to do good or to do evil. We need wisdom to make right choices with our knowledge. Redeemer was formed on the simple belief that wisdom is discovered as we walk each day together with Jesus Christ, seeking His guidance for our decision making.

The Board of Studies inspectors picked up Redeemer's Christian worldview in their 2010 inspection report which said: 'The School has a Christian worldview and seeks to encourage and strengthen Christian families through close links with the Redeemer Church community.'

Earlier this year the Principal received this encouraging email.

The education based on 'Christian Worldview' as provided by Redeemer is second to no other private or selective school in Sydney. We realise how fortunate our children are to study at a school like Redeemer.

We recommend that you obtain a copy of the Principal's 2010 Annual Address for more detail on this topic of 'Reality Education'. Also in the Address, under the heading *Redeemer's Class of 2010*, there is a list of student achievements in 2010.

We appreciate the trust that parents have placed in our School to communicate a world and life view that provides a relational basis for moral responsibility in a culture that increasingly resorts to soul-destroying choices. Knowing forgiveness from God and living in obedience to God are essential for life to be filled with joy, regardless of circumstances. This is reality education, knowing that everything works together for good for those who love Jesus and serve Him wholeheartedly.

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.

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), and CSIRO. Redeemer is consulted as a model school in multi-sensory literacy instruction based on phonemic awareness and incorporating traditional grammar. The School has won the National Schools Award for Literacy in the Dorothea Mackellar Poetry 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 2010 Redeemer's culture of excellence is evidenced in the following achievements:

- Jonathan Sapolinski (Year 11) won at the *Intel International Science and Engineering Fair* (ISEF) held at San Jose, USA: a Grand Award (3rd place in the world) in the Physics and Astronomy category and an Honorable Mention from the American Association of Physics Teachers. Jonathan had been selected by the BHP Billiton Science Awards to represent Australia at the ISEF.
- Ellenore Forrester (Year 10) won at the *Intel International Science and Engineering Fair* (ISEF) held at San Jose, USA: a Grand Award (4th place in the world) in the Engineering, Electrical and Mechanical category. Ellenore had been selected by the Science Teachers' Association of NSW to represent Australia at the ISEF. She was subsequently interviewed on ABC National Radio about using her peltier device to generate electricity.
- Stuart Garth was granted a Teacher Award from the American Association of Physics Teachers at the *Intel International Science and Engineering Fair* (ISEF) held at San Jose, USA.
- In the *BHP Billiton Science Awards*: Jonathan Sapolinski was awarded 2nd in Australia; Ellenore Forrester was a national finalist; Callum Bailey, Ian Garth, William Garth, Richard Garth, Laura Gibson and Martyn Poyitt were Primary Encouragement Award Winners.
- Abdul Kassem was awarded a *CSIRO Gold Crest Award* for his original research on whether microwaves destroy the nutritional value of prepackaged foods; Chanum Torres was awarded a *CSIRO Blue Crest Award* for his original research.

- The *Sapolski Equation* has become a reference for measuring luminance contrast in World Standards ISO/DIS23599 and ISO/DIS21542 following the recommendations of Jonathan Sapolski's research (Year 11).
- Year 4 won the *Sydney Symphony Orchestra Composition Challenge* and performed their composition 'Big Black Bear' at a Sydney Symphonia schools concert; Module 0 (Years 5 & 6) won their *Sydney Symphony Orchestra Composition Challenge* and their performance of their composition 'Scorpion' was exhibited on the Sydney Symphony Orchestra website.
- Jeremiah Bolton won the *Powerhouse Museum Award* and the People's Choice on the *ABC New Inventors Television Program*, and lectured to teachers and students about the major HSC Design and Technology project.
- In the *Dorothea Mackellar Poetry Competition*: Redeemer Baptist School won the National Schools Award; Lachlan Bolton won the Learning Assistance and Special Education Primary category; Jerick Esmundo was awarded second in Australia, Lower Secondary category; Benjamin Gibson won the NSW Community Relations Commission Award; Cassidy Chow and Anthony Bolton were awarded Highly Commended.
- Chaneg Torres was one of 70 NSW students selected to participate in the *NSW Schools Constitutional Convention* debate.
- Year 11's History DVD on Douglas Simpson was accessioned in the *Australian War Memorial* private reference collection.
- Mursell Cannon (Year 12, 2008) was one of twelve 'best and brightest' UWS students selected to participate in their *Aspire Leadership Program*.
- Hannington Savaiko (Year 12, 2005) led his Pacific Adventist University debating team to win the *PNG Prime Minister's Lahara Scholarship*.
- Deborah Thambyaiyah (Year 12, 2009), Joel Poyitt (Year 12, 2009) and Mursell Cannon (Year 12, 2008) were included on the *UWS College of Health & Science Dean's Merit List 2010* (in the top 10% of the College cohort).
- Ian Cannon (Year 12, 2006) was awarded the J C Ward Physics Prize for excellence in 300-level Physics units at Macquarie University. Wesley Tan (Year 12, 2006) was awarded the University Medal for Psychology.
- Redeemer's sports teams won: the Nepean Western Zone Christian Schools junior and senior girls softball; the Reid Shield senior boys cricket; SWISSA senior boys Oztag and soccer; SWISSA intermediate and senior girls netball.
- *AS/SSA Sport*: Samuel Hillier and Lachlan Bolton were cross country age champions; preparatory boys won Oztag and cricket; preparatory girls T-ball; Lydia Senico won first place in shot put and discus, Mia Castellarin won discus, Lachlan Bolton won high jump, and Cayleb Senico won the 100m sprint in the athletics carnival.
- In the *SWISSA Athletics Carnival*: Emma Poyitt, Melissa Bolton, Lupe Loloma, Nicholas Heng, Elijah Magee, Petros Savaiko, Nicholas Bolton and Aidan Bailey were age champions.
- *Association of Independent Co-Educational Schools (AICES) Sport*: Nicholas Galatoulas was awarded Colours for sporting excellence in Touch Football and Honours for Rugby League; Nicholas Heng was awarded Colours for sporting excellence in Football; Elijah Magee and Petros Savaiko were age champions in the athletics carnival.
- *Combined Independent Schools (CIS) Sport*: Nicholas Galatoulas played for the NSW CIS rugby league team in the National Schoolboys tournament.

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), the School Certificate (SC), and NAPLAN.

i. Higher School Certificate (HSC)

In 2010, 27 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 (91% in 2009); 94% of candidates who sat for 4 one or two unit extension courses achieved 25 marks or more out of 50 (83% in 2009). 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 1.1: 2010 HSC PERFORMANCE

SUBJECT	NUMBER OF STUDENTS	MEDIAN RESULT /100		PERFORMANCE BANDS 3-6 SCHOOL STATE			PERFORMANCE BANDS 1-2 SCHOOL STATE		
		2010	2009	NO.	%	%	NO.	%	%
		English (Standard)	11	64	67	9	82%	72%	2
English (Advanced)	13	81	75	13	100%	99%			1%
General Mathematics	2	61	69	2	100%	85%			15%
Mathematics	14	69	64	11	79%	89%	3	21%	11%
Physics	13	73	69	11	85%	92%	2	15%	8%
Chemistry	13	72	68	12	92%	89%			11%
Biology	5	79	84	5	100%	90%			10%
Ancient History	13	78	71	13	100%	85%			15%
Modern History	11	74	73	11	100%	91%			9%
Economics					100%	84%			16%
PDHPE	4	69	70	4	100%	93%			7%
Software Design & Development					100%	86%			14%
Food Technology					100%	80%			20%
Japanese Beginners					100%	85%			15%
VET Hospitality	7	79	77	7	100%	83%			17%
VET Construction					100%	75%			25%
VET Business Services	2	74	67	2	100%	78%			22%
VET Information Technology	3	70	71	3	100%	80%			20%

EXTENSION SUBJECTS	NUMBER OF STUDENTS	MEDIAN RESULT /50		PERFORMANCE BANDS E2-E4 SCHOOL STATE			PERFORMANCE BAND E1 SCHOOL STATE		
		2010	2009	NO.	%	%	NO.	%	%
		English Extension 1	2	32	27	2	100%	99%	
Mathematics Extension 1	13	37	34	11	85%	97%	2	15%	3%
Mathematics Extension 2	8	38	33	8	100%	99%			1%
History Extension	8	36	30	8	100%	97%			3%

In 2010, 27 students (28 students in 2009) achieved the required competencies for dual accreditation of Preliminary and HSC vocational courses and certificates. 54% of Year 12 students undertook vocational education and training. All Year 12 students (100%) undertaking vocational training attained a vocational education and training qualification (see Table 1.2).

TABLE 1.2: 2010 PRELIMINARY & HSC VOCATIONAL CERTIFICATES

VOCATIONAL AWARD	NUMBER OF STUDENTS	
	PRELIMINARY	HSC
Certificate I in Business	2	
Certificate II in Business		2
Certificate I in Construction	1	1
Certificate II in Construction		2
Certificate I in Hospitality (Kitchen Operations)	7	
Certificate II in Hospitality (Operations)		7
Certificate II in Hospitality (Kitchen Operations)		7
Certificate I in Information Technology	2	
Certificate II in Information Technology		3

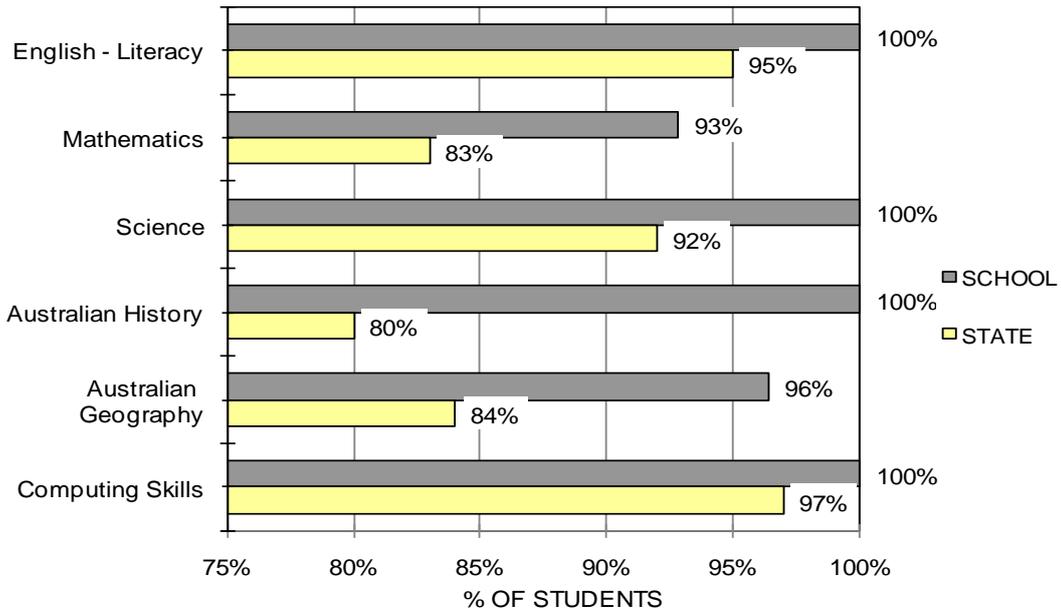
ii. School Certificate (SC)

Tables 2.1 and 2.2 present the SC test results including Performance Bands compared to State results. In 2010, no students obtained a Band 1 (one student in 2009). All students obtained Band 2 or above in every SC exam. Redeemer student achievements are above State levels. This has been a consistent trend during the last three years.

TABLE 2.1: 2010 SC TEST PERFORMANCE

TEST	NUMBER OF STUDENTS	MEDIAN RESULT /100		PERFORMANCE BANDS 3-6			PERFORMANCE BANDS 1-2		
		2010	2009	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
English - Literacy	28	77	79	28	100%	95%			5%
Mathematics	28	77	73	26	93%	83%	2	7%	17%
Science	28	79	78	28	100%	92%			8%
Australian History	28	82	78	28	100%	80%			20%
Australian Geography	28	78	79	27	96%	84%	1	4%	16%
Computing Skills	28	83	82	28	100%	97%			3%

GRAPH 2.1 2010 SC SCHOOL SUBJECT PERFORMANCE BANDS 3 – 6

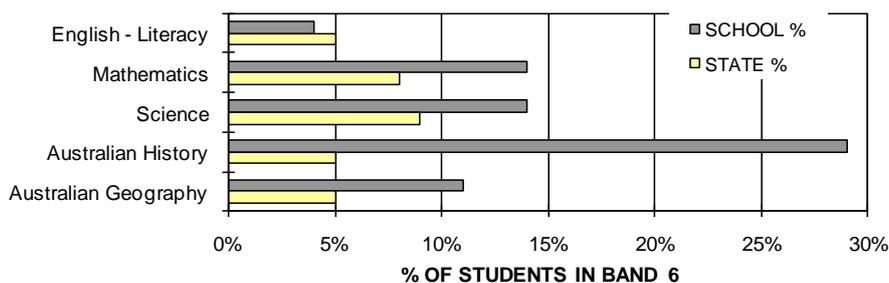


In the Australian History, Civics and Citizenship exam, the School is 23 percentage points ahead of the State for students achieving Band 6 (6 percentage points ahead of the State in 2009). See Table 2.2.

TABLE 2.2: 2010 SC TEST BAND 6 PERFORMANCE

SUBJECT	SCHOOL %		STATE %
	2010	2009	2010
English - Literacy	4%	17%	5%
Mathematics	14%	11%	8%
Science	14%	6%	9%
Australian History	29%	11%	5%
Australian Geography	11%	28%	5%
Computing Skills (HCOMP)	68%	67%	55%

GRAPH 2.2: 2010 SC BAND 6 SCHOOL PERFORMANCE



Detailed results for the School's performance in the SC exams as compared with the State are shown in Tables 2.3 to 2.8, and Graphs 2.3 to 2.8.

TABLE 2.3 ENGLISH

NO. OF STUDENTS 28

	SCHOOL	STATE	NO.
BAND 6	3.57	5.12	1
BAND 5	39.29	31.26	11
BAND 4	32.14	44.37	9
BAND 3	25.00	14.08	7
BAND 2	0.00	2.47	0
BAND 1	0.00	2.7	0

TABLE 2.4 MATHEMATICS

NO. OF STUDENTS 28

	SCHOOL	STATE	NO.
BAND 6	14.29	8.29	4
BAND 5	35.71	19.04	10
BAND 4	17.86	25.46	5
BAND 3	25.00	29.81	7
BAND 2	7.14	14.58	2
BAND 1	0.00	2.82	0

TABLE 2.5 SCIENCE

NO. OF STUDENTS 28

	SCHOOL	STATE	NO.
BAND 6	14.29	8.77	4
BAND 5	32.14	32.11	9
BAND 4	35.71	31.9	10
BAND 3	17.86	18.73	5
BAND 2	0.00	5.68	0
BAND 1	0.00	2.81	0

**TABLE 2.6 AUSTRALIAN HISTORY
CIVICS & CITIZENSHIP**

NO. OF STUDENTS 28

	SCHOOL	STATE	NO.
BAND 6	28.57	5.16	8
BAND 5	32.14	13.29	9
BAND 4	25.00	33.4	7
BAND 3	14.29	27.76	4
BAND 2	0.00	15.52	0
BAND 1	0.00	4.87	0

**TABLE 2.7 AUSTRALIAN GEOGRAPHY
CIVICS & CITIZENSHIP**

NO. OF STUDENTS 28

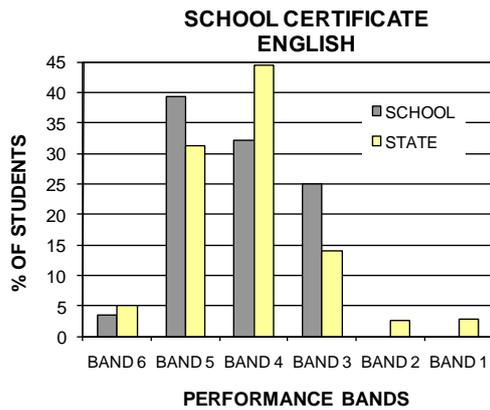
	SCHOOL	STATE	NO.
BAND 6	10.71	4.81	3
BAND 5	35.71	21.21	10
BAND 4	25.00	32.81	7
BAND 3	25.00	25.44	7
BAND 2	3.57	11.42	1
BAND 1	0.00	4.31	0

**TABLE 2.8
COMPUTING SKILLS TEST**

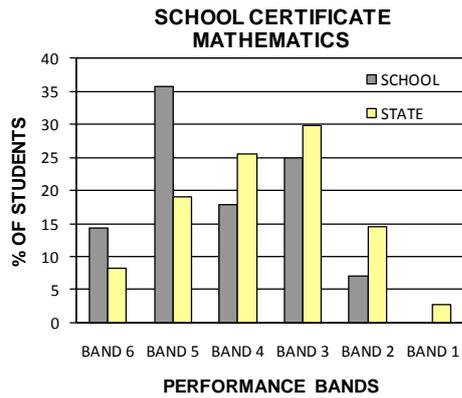
NO. OF STUDENTS 28

	SCHOOL	STATE	NO.
HCOMP	67.86	54.86	19
COMP	32.14	42.39	9
CND	0.00	2.75	0

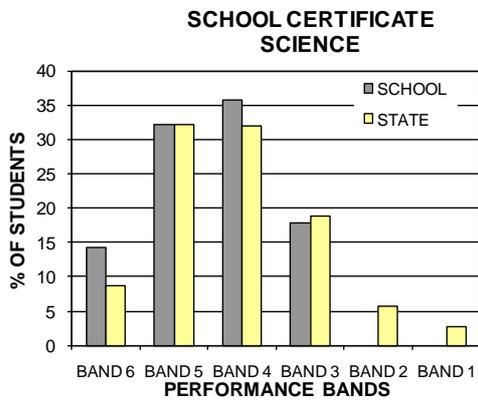
GRAPH 2.3



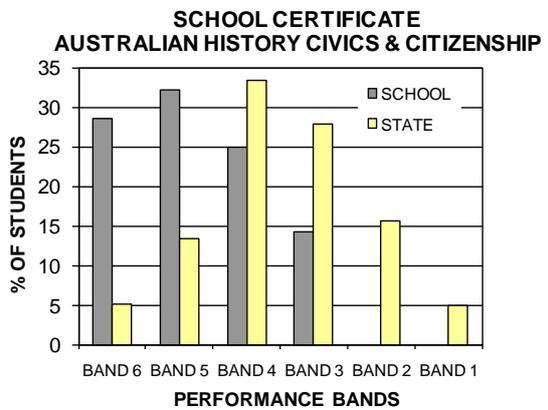
GRAPH 2.4



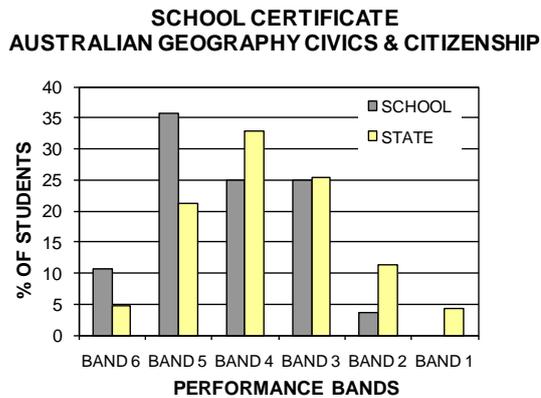
GRAPH 2.5



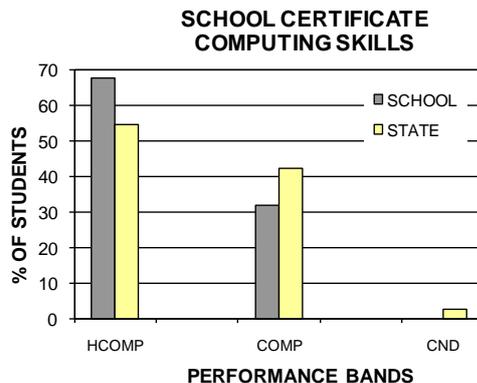
GRAPH 2.6



GRAPH 2.7



GRAPH 2.8



School Certificate results are presented as Bands 1–6 for the external Board of Studies examinations and as Grades A–E for the school-based assessments using performance descriptors. These results compared to the State are shown in Table 2.9. These gradings are reflective of the School Certificate Band results, with Redeemer student achievement generally above State levels, and include subjects not examined externally.

TABLE 2.9: 2010 SC SCHOOL SUBJECT PERFORMANCE GRADES

SUBJECT	NUMBER OF STUDENTS	GRADES A-C		GRADES D-E	
		SCHOOL	STATE	SCHOOL	STATE
English 200 hours	28	96%	75%	4%	25%
Mathematics 200 hours	28	64%	67%	36%	32%
Science 200 hours	28	82%	72%	18%	28%
Australian History 100 hours	28	82%	69%	18%	31%
History 100 hours	26	89%	85%	11%	15%
Australian Geography 100 hours	28	100%	69%		30%
Commerce 100 hours	10	70%	80%	30%	20%
Design & Technology 200 hours	5	100%	84%		16%
Information & Software Tech 100 hours	10	100%	76%		24%
Industrial Tech (Timber) 200 hours	9	100%	72%		28%
Food Technology 200 Hours	10	90%	75%	10%	25%
Textiles Technology 200 Hours	5	100%	81%		19%
Music 200 Hours		100%	81%		19%
Visual Arts 200 Hours	2	100%	82%		18%
PD, Health & PE 200 hours	28	93%	77%	7%	23%

In 2010, 18 students achieved the required competencies for dual accreditation of SC vocational courses and certificates. 64% of Year 10 students undertook vocational education and training. All Year 10 students (100%) undertaking vocational training attained a vocational education and training qualification (see Table 2.10).

TABLE 2.10: 2010 SC VOCATIONAL CERTIFICATES

VOCATIONAL AWARD	NUMBER OF STUDENTS
Certificate I in Business	10
Certificate I in Information Technology	12

iii. National Assessment Program Literacy and Numeracy (NAPLAN)

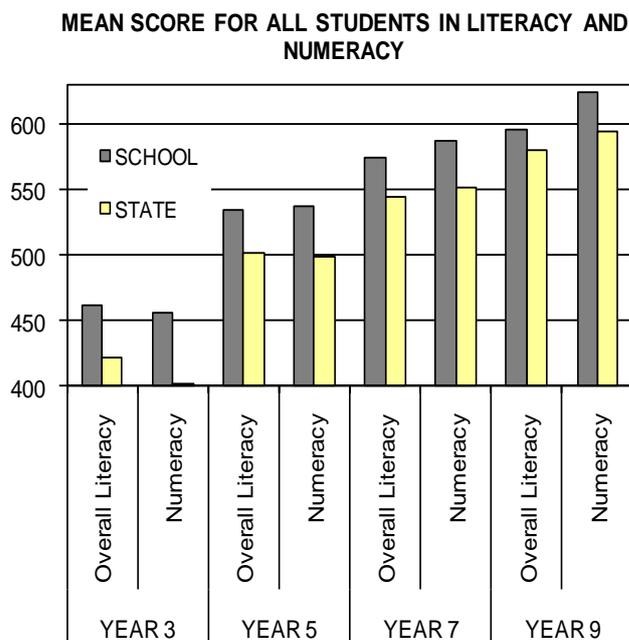
In 2010, the School presented all students in Years 3, 5, 7 & 9 for NAPLAN. The percentages of students achieving at or above the national minimum standards are shown in Table 3.1. All students in Years 3, 5, 7 & 9 achieved at or above the national minimum standards in numeracy. All students in Years 3 & 5 achieved at or above the national minimum standard in literacy. One or two students in Years 7 & 9 achieved below the national minimum standard in some aspects of literacy.

**TABLE 3.1: 2010 NAPLAN
Percentage of students at or above national minimum standards**

TEST	YEAR 3		YEAR 5		YEAR 7		YEAR 9	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
Reading	100	95	100	93	100	95	96	92
Writing	100	98	100	96	100	94	92	90
Spelling	100	96	100	95	95	94	96	91
Grammar & Punctuation	100	94	100	95	95	89	92	92
Number, Patterns & Algebra	100	96	97	94	100	95	100	94
Measurement, Data, Space & Geometry	100	97	100	94	100	96	100	94
Numeracy	100	97	100	96	100	96	100	94

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 3.1.

GRAPH 3.1: 2010 NAPLAN



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

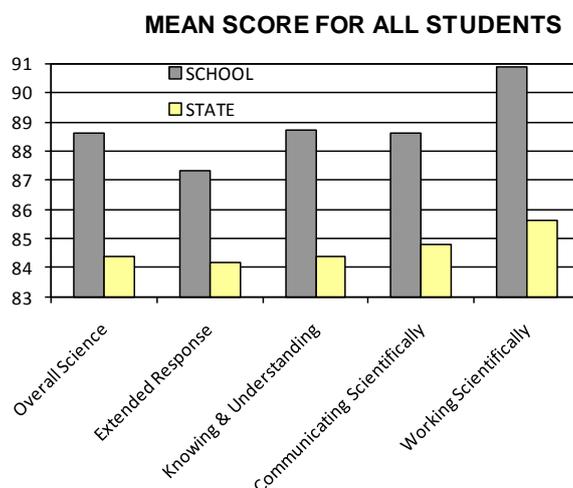
iv. Essential Secondary Science Assessment (ESSA)

ESSA provides information about: knowledge and understanding of science; skills in the process of scientific investigation; ability to evaluate evidence, to make judgments and to think critically; and the ability to access information and communicate scientific ideas. Table 4.1 and Graph 4.1 summarise Redeemer student results which are above the State average.

TABLE 4.1 ESSA YEAR 8 SCIENCE 2010

ESSA TEST	SCHOOL MEAN	STATE MEAN
Overall Science	88.6	84.4
Extended Response	87.3	84.2
Knowing & Understanding	88.7	84.4
Communicating Scientifically	88.6	84.8
Working Scientifically	90.9	85.6

GRAPH 4.1: ESSA YEAR 8 SCIENCE 2010



v. Other Academic Awards in 2010

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 highlights the School's achievements in 2010.

(A) SCIENCE

- ICAS (UNSW) 2 High Distinction; 15 Distinctions; 25 Credits
- RACI Chemistry 1 High Distinction; 1 Distinctions; 8 Credits

(B) ENGLISH

- ICAS (UNSW) 1 High Distinction; 15 Distinctions; 36 Credits

(C) MATHEMATICS

- ICAS (NSW) 1 High Distinction; 13 Distinctions; 26 Credits

(D) MUSIC

- AMEB 42% of all students sitting exams were awarded Honours. Students sat for exams in Piano, Clarinet, Violin, Cello, Recorder, Flute, Music Craft and Musicianship. Six students were awarded Honours with Distinction.

(G) COMPUTER SKILLS

- ICAS (UNSW) 3 Distinctions; 17 Credits

(H) GEOGRAPHY

- Australian Geography Competition 5 High Distinctions; 5 Distinctions; 9 Credits

(I) LANGUAGES

- ACER Certificates 3 Distinctions; 13 Credits

4. Senior Secondary Outcomes

In 2010, 50% of the Year 12 cohort participated in vocational training (as per Table 1.2: 2010 Preliminary & HSC Vocational Certificates). Senior secondary outcomes are summarised below.

Year 12	Qualification/Certificate	Percentage of Students
2010	HSC	100%
2010	VET qualification	54%

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 NSW; Australian College of Educators; Australian and New Zealand Education Law Association; Independent Schools Council of Australia; Association of Heads of Independent Schools Australia; Council of Educational Facility Planners International; and NSW Board of Studies. All the teaching staff participated in professional development on: student welfare with Michael Carr-Greg at the TCF conference; ESL scales with AIS; integration of hearing impaired students with teachers from RIDBC Garfield Barwick Centre; health and safety procedures with the release of the 2010 Health and Safety Manual; child protection policy with the release of the 2010 Child Protection Manual; 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 2010.

DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY	Number of Teachers
Assessment	3
National Curriculum	46
ESL Scales	46
Indigenous education: beyond sorry	16
Principal's forum	2
English: HSC; conference; writing; K-6 program	20
Teacher librarian conference	1
Facilities	1
Mathematics: national curriculum	2
Improving outcomes for hearing impaired	2
ICT integration	1
Teaching today's students: bullying; students at risk; challenges	46
Pastoral Care: conference; keep them safe; child protection; boys' education; cyber-bullying; Mitchell Youth Leadership; neuroscience of internet addiction	4
Anxiety & depression in children and adolescents with learning difficulties	4
History: preparing to teach; Governor Macquarie; conference	19

DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY	Number of Teachers
Using the early years learning framework	2
Sport	1
Chemistry	3
Science: National Curriculum; ISEF; risk assessment	4
Economics	1
Music: Richard Gill; SSO; Musica Viva	5
Languages	3
Senior First Aid Certificate	9

The average expenditure per teacher on professional learning in 2010 was \$580.

ii. Teaching Standards

For 2010 the teachers are listed in the categories below.

CATEGORY	Number of Teachers
A Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or ...	46
B Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or ...	0
C Teachers who do not have qualifications as described in A or B but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	2

All teachers in Category C have been on this teaching staff due to their expertise in the content areas taught, and work directly under the supervision of a qualified teacher. The teachers in Category C are all registered with the NSW Institute of Teachers as transition scheme teachers and are undertaking study to complete their teaching 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.

During 2010, the following citations for Redeemer staff members were provided on certificates of recognition by the Australian College of Educators as part of World Teachers' Day celebrations:

Carolyn MacMillan has contributed to excellence in outcomes at Redeemer Baptist School since the School's inception thirty years ago. As English coordinator, Carolyn enthuses teachers and students alike. In the 2010 Dorothea Mackellar Poetry Awards—under Carolyn's leadership—Redeemer students won the Schools' Award, the NSW Community Relations Commission Award, and were second in Lower Secondary. Carolyn jointly heads up committed teachers and students to produce the School's annual Drama Club performances. Carolyn has directed both the actors and the creation of increasingly elaborate, artistic stage sets. Carolyn is appreciated for her faithfulness and dedication to her students and School.

Diane Garth has contributed to depth of learning across the curriculum at Redeemer Baptist School. Diane's Stage 1 Science students engage in real experiments through Crest Awards, and K-12 have benefited from the link created by Diane with the 'CSIRO Scientists in Schools' partnership. As Mathematics coordinator, Diane has established a school culture in which 25-38% of Redeemer's HSC cohort successfully completes Extension 2 Mathematics. Likewise, Diane's enthusiasm for History has 'rubbed off' on her senior students, with 15-33% of Redeemer's HSC cohort successfully completing Extension History. Diane has also coached the senior girls' softball and netball teams through successive years as inter-school champions.

Karen Hainge is loved by her Redeemer Baptist School students for wise guidance, friendship and fun which help them discover stability and success in the Middle School. Karen has built the competitive strength of junior girls' netball and softball teams, which have won inter-school championships each year from 2006-2010. Karen jointly leads the production of Drama Club performances, including collaborative adaptation of great stories with strong messages which are caught and then expressed by students to hundreds on successive nights each year. Karen is appreciated for giving hope to students who constantly find themselves capable of improving the quality of their achievements.

Another member of staff, Stuart Garth, was granted a Teacher Award from the American Association of Physics Teachers "for dedication to enhancing the understanding and appreciation of physics through teaching".

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	96.2%
Year 1	95.6%
Year 2	97.1%
Year 3	98.3%
Year 4	98.2%
Year 5	98.8%
Year 6	96.8%
Year 7	97.9%
Year 8	97.9%
Year 9	98.0%
Year 10	98.4%
Year 11	99.5%
Year 12	99.6%

Ninety-eight per cent of students attended school on average each school day in 2010. This was similar to the daily attendance in 2009. 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
2006/2008	31	28	23	90.3%	82.1%
2007/2009	27	32	24	118.5%	88.9%
2008/2010	27	28	20	103.7%	74.1%

The apparent retention rate from Year 10 to Year 12 is similar to the 2007/2009 cohort, that is, more than 100%. The actual retention rate is reduced because: two of the Year 10 students who left were gainfully employed in apprenticeships; and two further Year 10 students were overseas students who completed their course of study in Year 10.

8. Post School Destinations

All 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 VETAB accredited vocational training. 82% of our 2010 HSC students were offered enrolment at university. Three of the School's 2009 HSC cohort were included in the University of Western Sydney College of Health & Science 2010 Dean's Merit list.

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

Procedures for local students at Redeemer Baptist School

- (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;
 - 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) Other personal information collected: name, address, telephone numbers and any other contact details for each person who may be contacted in an emergency.
- (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

Continuing enrolment is subject to the students' 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 44% in secondary (7–12) and 56% in primary (K–6) with 43% girls and 57% 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* (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, set out on page 14 of the Handbook.
- Pastoral Care
 - Issues are to be referred to the Principal, Headmaster or his delegate, set out on page 45 of the Handbook.
 - The School will take reasonable measures to identify students with special needs and provide them with an appropriate level of support, set out on page 44 of the Handbook.
- Communication, set out on pages 31 and 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 2010, are listed in the following table.

POLICY	CHANGES IN 2010	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 	New Child Protection Policy to take account of changes in legislation included in 2010 Child Protection Manual. Revised Code of Conduct for the Care and Protection of Children with regard to current legislative and cultural framework included in 2010 Child Protection Manual.	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 	Minor “plain English” changes included in 2010 issue of Health & Safety Manual	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 		Staff Manual
Conditions of Enrolment	Conditions of Enrolment for Overseas Students #8, 13, 14 in accordance with the National Code	School Registrar
Privacy and Personal Information Policy		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 		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 	Pastoral care procedures with respect to care of younger overseas students (under the age of 18) in accordance with the National Code. Critical incident policy, including parent/guardian communication, in accordance with the National Code.	School Handbook
Communication Policy encompassing: <ul style="list-style-type: none"> ● formal and informal mechanisms in place for the school and parents/guardians 	Parent/guardian communication with regard to a critical incident, in accordance with the National Code.	School Handbook

POLICY	CHANGES IN 2010	ACCESS TO FULL TEXT
Accommodation Policy	Procedures with regard to care of younger overseas students (under 18 years of age)	School Handbook
Overseas Students	Overseas Student Handbook incorporated into School Handbook	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 set out on page 39 of the Handbook. Changes in regard to deferring, suspending or cancelling enrolment for overseas students have been made in accordance with the National Code.

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 set out on page 42 of the School Handbook. This policy was revised in 2010 in accordance with the National Code.

11. School-Determined Improvement Targets

In 2003 an Australian Government Report stated that “Redeemer Baptist School has an enviable reputation in the teaching of science, technology, mathematics and design, its students and teachers having won numerous national and international awards over the last few years.” In 2010 the STEME Research Group (Deakin University) published research which stated that “Stuart Garth at Redeemer Baptist School ... is a powerful reminder of the importance of teachers in students’ lives.”

Innovation, commitment and enthusiasm continue to produce excellence across the curriculum better than planned outcomes. 2010 has been another high point of success in science, technology and literacy.

Achievement of Priorities identified in the School’s 2009 Annual Report

Area	Priorities	Achievements
Teaching & Literacy	<p>Implementing the ICT strategic plan in the Senior School.</p> <p>Vocational education to be incorporated in the curriculum at Stage 5</p> <p>Focus on individual needs of students with particular learning difficulties.</p>	<p>Installation of infrastructure provided by the Digital Education Revolution enabled further implementation of the ICT strategic plan in the Senior School.</p> <p>Ten students were enrolled in the School Certificate Business Services course and were awarded a Certificate I in Business.</p> <p>Twelve students were enrolled in the School Certificate Information Technology course and were awarded a Certificate I in Information Technology.</p> <p>A Redeemer student achieved first in Australia in the Learning Assistance and Special Education Primary category in the <i>Dorothea Mackellar Poetry Competition</i>.</p>
Student Achievements	<p>Literacy and Numeracy.</p> <p>Vocational Competencies</p> <p>Continued promotion of Science and Technology through the School’s INSPIRE program.</p>	<p>The NSW Attorney General congratulated a Year 8 student for winning the Community Relations Commission Award in the <i>Dorothea Mackellar Poetry Competition</i>. The NSW Parliament Hansard states: “I also congratulate Redeemer Baptist School itself, which also won the Dorothea Mackellar national schools award.”</p> <p>Students were awarded 50 Certificate I and Certificate II qualifications in Business, Construction, Hospitality and Information Technology.</p> <p>Year 10 student scientific research acknowledged with CSIRO Gold Crest Award. Years 10 and 11 students won Grand Awards representing Australia at Intel ISEF. Redeemer students had been selected by the NSW Science Teachers Association Young Scientist Awards and the BHP Billiton Science Awards.</p>

Area	Priorities	Achievements
Staff Development	<p>National curriculum.</p> <p>Improving outcomes for hearing impaired and NESB students.</p>	<p>All staff engaged with the NSW Board of Studies and professional teaching associations with regard to aspects of the proposed national curriculum. The School hosted an Australian College of Educators forum on the national curriculum.</p> <p>All staff engaged with in-service training provided by RIDBC. Selected preparatory staff received further in-service training from Renwick College (University of Newcastle).</p>
Student Welfare	<p>Encourage identification of communities in need and participation in meaningful cultural exchange.</p> <p>Child protection policies, legislation and children at risk of significant harm: revision of child protection manual</p>	<p>Year 10 students raised funds for the Bourke Youth Project Centre. The students also spent a weekend travelling to Bourke via Cornerstone Community, Dubbo, to: host a variety concert; present items donated for the Youth Project Centre; and lead Sunday worship services for Bourke Full Gospel Family Church. Students interacted with outback history and culture at the Back O' Bourke Exhibition Centre, and an Aboriginal elder shared indigenous insights with the students as a brother in Christ.</p> <p>Staff development activities—including a conference with Michael Carr-Gregg—supported implementation of the revised and updated policies contained in the 2010 Child Protection Manual.</p>
Facilities & Resources	<p>ICT in special purpose learning areas used by the Senior School (DER) and general purpose learning areas in the Middle School. Construction of new library and resource centre (BER P21).</p> <p>Installation of Frontrow Pro Infrared Sensor Systems to assist integration of students with disabilities.</p>	<p>Computers connected to RBS Learn and the internet installed in: senior school special purpose learning areas (DER); and general purpose learning areas in the middle school.</p> <p>Progress towards 2011 completion.</p> <p>Frontrow Pro systems installed in classrooms accessed by students with disabilities.</p>
Heritage and Environment	<p>Preservation of heritage listed buildings and maintenance of heritage precinct.</p> <p>Incorporation of relevant heritage project peculiar to the School in the senior history program.</p>	<p>A focus on lawns and gardens in the heritage precinct.</p> <p>Year 11's History DVD on Burnside's Douglas Simpson was accessioned in the Australian War Memorial's private reference collection.</p>

2011 Priority Areas for Improvement

Area	Priorities
Teaching & Literacy	Focus on individual needs of students with particular learning difficulties. <i>WRAP: A Writing Approach to Reading</i> qualifications for teaching staff.
Student Achievements	Literacy and numeracy. Continued promotion of Science and Technology through the School's INSPIRE program. Swimming, life-saving and resuscitation.
Student Welfare	Encourage identification of communities in need and participation in meaningful cultural exchange.
Staff Development	Child protection. Improving outcomes for hearing impaired and NESB students. Vocational, training and assessment professional development for vocational education teachers.
Facilities & Resources	Completion of new library and resource centre (BER P21).
Heritage and Environment	Contribution to the centenary of Burnside and the 30 th Anniversary of Redeemer Baptist School
The Hills Regional Skills Centre	Hospitality kitchen. Action plan towards continuous improvement. Information Technology Certificate III.

12. Respect and Responsibility

Initiatives to promote respect and responsibility are core curriculum at Redeemer.

In 2010, the NSW Community Relations Commission wrote to the School:

- *Each year the Community Relations Commission Award is given for a poem best highlighting the value of cultural diversity within the Australian community, as part of the National Dorothea Mackellar Poetry Prize. The winner of the 2010 Community Relations Commission Award is Benjamin Gibson, a student of the Redeemer Baptist School ... I also take this opportunity to extend my personal congratulations to Benjamin, and also to Redeemer Baptist School for its outstanding achievement in the 2010 Dorothea Mackellar Poetry Prize.*

The NSW Minister for Citizenship stated in a media release:

- *Australia has a proud history when it comes to poetry that records our unique way of life, extending back to colonial days and the words of men such as Banjo Patterson and Henry Lawson. Benjamin's poem, This Great Nation, eloquently continues that tradition of observation and reflection, and at the same time tells the story of modern multicultural Australia.*

Under the heading *National Reconciliation Week*, an extract from Hansard on 3 June 2010 stated:

- *I also pay tribute to the Redeemer Baptist Church, which organised students from Redeemer Baptist School to go to Muli Muli for nearly two weeks on a working party to help paint and update the church. It was a genuine practical act of reconciliation that the Aboriginal people greatly appreciated.*

The School's annual Gala Day, which is organised by the Year 10 students, was directed towards raising funds to assist Australian Indigenous young people. The students purchased and personally delivered furniture and floor coverings towards the completion of the Youth Project Centre in Bourke. Their funds also purchased items to assist the provision of hospitality by the Australian Indigenous Mission Church in Walgett. The fundraising also provided for five students from the remote Northern Territory Canteen Creek community to engage in vocational training at The Hills Regional Skills Centre. The Canteen Creek students were hosted by Redeemer students during their training. Ben Hollands, Principal of Owairtilla School at Canteen Creek, emailed to Redeemer:

- *Thank you for Redeemer's efforts with the fab five. Once again there was a noticeable difference in the students' general contentment and outlook on life after their visit with Redeemer families. Thank you for the blessing Redeemer has bestowed upon these students.*

Australian historian, Lynette Ramsay Silver, complimented Redeemer Year 11 students for their video about former WWII casualty and Burnside orphan, Douglas Simpson:

- *What a wonderful tribute to Douglas Simpson, and how articulate and polished are the presenters and narrators. Douglas may not have had blood family to care about him, but his 'adopted' school family has certainly made up for that. You must all be so proud of him. And I am sure your history teacher is proud of you.*

Other activities which promoted respect and responsibility included:

- Redeemer staff attended the launch of a Redeemer student invention at the *Association of Consultants in Access, Australia* conference. The Principal said at the launch: “For the last twenty years we have been growing a strong culture of student scientific research and applied technology. We are a Christian K-12 school, so research and technology has been focussed on meeting people’s needs: seeing where people are hurting and developing the technology to help people find a solution to their pain.”
- Redeemer students imbibed and communicated strong values through their drama club presentation of C S Lewis’s *The Silver Chair*.
- Marina Galatoulas and Charles Cannon attended the 2010 Leadership Program 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.
- Year 11 and 12 students personally witnessed the swearing in of new Ministers by the Governor General at Government House, Canberra.
- Chaneg Torres, Year 11, was selected to participate in the *NSW Schools Constitutional Convention*.
- Preparatory School students demonstrated their understanding of the moral value of the Ten Commandments through a musical Open Day presentation for parents and fellow students, which climaxed with Jesus’ command to “love one another as I have loved you”. Kindergarten students recited the strong hope of God’s faithfulness in their Open Day musical presentation, Mr Noah.
- Preparatory students collected more than 150 Christmas gifts to send with *Outback Patrol* to fellow Australian children in remote farming communities.
- Students contributed to various missions through musical presentations including the annual Multicultural Carols event in Wentworthville. The Middle School Choir presented Easter and Christmas messages in street festivals.
- Each student in Years 5 to 12 signed the School’s *Computers and Internet Acceptable Use Agreement*. Year 10 students participated in the *Australian Youth and Road Trauma Forum* in the ACER Arena.
- Each class, Kindergarten to Year 12, prepared and presented entertainment in a *Baptist Community Care* nursing home.
- Year 10 students, as part of careers week, spent a morning investigating homelessness at Wesley Mission’s Edward Eager Lodge.
- Redeemer staff contributed to Indigenous literacy projects—with the Australian Literacy and Numeracy Foundation—at Groote Eylandt, Palm Island and Kempsey.

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

- *One of Jesus’ pithy statements about the really good life says: ‘Blessed are the merciful, for they shall receive mercy’. Francis of Assisi said in his inspirational prayer: ‘For it is in giving that we receive, it is in pardoning that we are pardoned, it is in dying that we rise to eternal life’. There are moments, as in our trip with Year 10 to Bourke in the mid-semester break, that are life-changing. But forming the habit of noticing the needs of others and finding ways to meet those needs is one of the keys to a truly happy life. This lesson is at least as important as any other in the Redeemer curriculum.*

13. Parent, Student and Teacher Satisfaction

Parent Satisfaction

The following correspondence was received from parents during 2010.

- *My husband and I would like to thank you and your wonderful staff for opening your hearts to our family. Your support, help and love will never be forgotten.*
- *Our heartfelt gratitude for your enthusiastic support and encouragement for our children at school. You are very kind and approachable. May the Lord continue to direct your ways and give you wisdom in your decisions. "We thank God upon every remembrance of you."*
- *Thank you for all your faithful support. Our boys' achievement is also your achievement. No language in the world can express enough about our feelings for what God has done for us and our boys. Thank you for making yourselves available for God to use you. Praise God for his faithfulness.*
- *I thank the School because my children are very happy about their schooling and their improvement in English.*
- *On behalf of my family, I wish to thank all the staff for the spirit in which my daughter has been able to develop into a fine, upstanding, kind and considerate person within the atmosphere that Redeemer fosters.*
- *I would like to take this opportunity to thank you and your professional staff for the terrific years my children have enjoyed at your school and for the care they have received.*
- *I am very happy with all aspects of Redeemer Baptist School.*

None of the exit correspondence expressed any criticism of the School.

Student satisfaction

The following correspondence was received from former students during 2010.

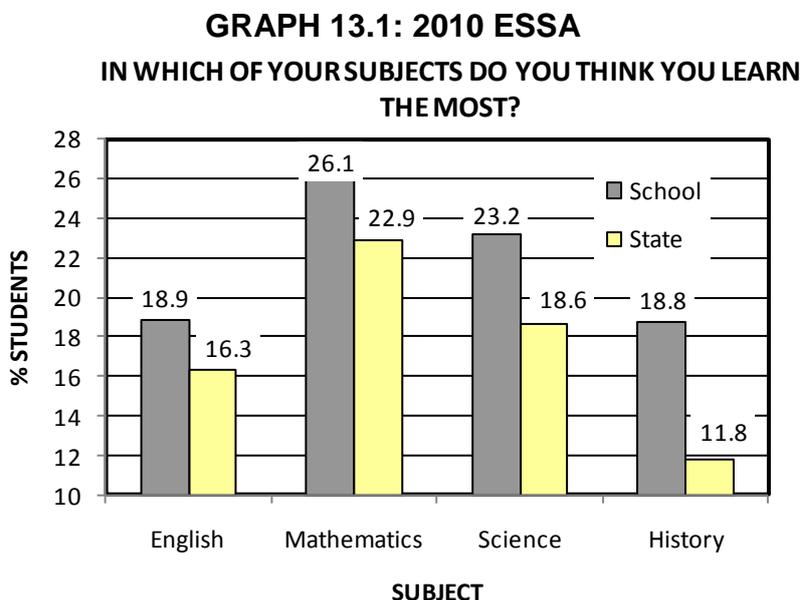
- *I realise now what this school offered and how it moulded my beliefs and values. I accept Jesus in my life and I follow him to the best of my abilities. I wouldn't want to know what my life would have been like without Redeemer because Redeemer showed me the way, the right way.*
- *I really want to thank you, for everyone treated me like an angel knocking at their door rather than a troublesome stranger. Thanks!*

The following speeches were made to the School by matriculating Year 12 students:

- *I was brought up by the loving staff members of Redeemer. I owe my strength in character to the loving teachers that have been a part of my childhood and teenage years, guiding me through obstacles and being a part of my victories.*
- *I arrived at Redeemer Baptist School in 1999. I would like to thank all the teachers for supporting not only me but my family too. I encourage every student to never give up because the teachers will never give up on you.*
- *I have been educated at this School since day one. It's been a great education. The faithfulness of the staff has had an undeniable impact upon my life. I am still learning to be selfless – to live for others rather than myself.*
- *The most influential aspect of school life at Redeemer is the never ending care and support of the teachers and staff. The principles taught here are not just meant for school life but are also meant for life outside of school. People will respect you if they know you can be trusted.*

- *As students, we are very fortunate to come to a school where our teachers go out of the way to help us succeed. This is especially true of our HSC.*
- *Redeemer has given me many great things: familial belonging; lifelong friendships; knowledge; unforgettable experiences. But, most importantly, schooling is not just academia but teachings in the word of Jesus Christ.*

In the 2010 ESSA (Essential Secondary Science Assessment), Year 8 students in NSW were asked the question: in which of your subjects do you think you learn the most? The results for Redeemer students is summarised in Graph 13.1.



Teacher satisfaction

Alan Kelly, Principal of the Royal Institute for Deaf and Blind Children Garfield Barwick School (our partner school for the hearing impaired), expressed his satisfaction to Redeemer in 2010.

- *I wanted to extend my congratulations to the whole school community on your continued success in the Dorothea Mackellar poetry competition. These awards are the tip of a very substantial iceberg of artistic and creative commitment that is evident throughout your whole school community.*
- *I want to acknowledge the enormous contribution that all the staff of Redeemer Baptist School have made to the lives of our students over the years and to acknowledge the ongoing, professionally satisfying relationship between Redeemer Baptist School and RIDBC Garfield Barwick School in providing for students with a significant hearing loss.*

A Charles Sturt University practicum student reflected on her teaching experience:

- *Redeemer Baptist School has provided me with an outstanding practicum opportunity which has given me a very sound foundation for teaching.*

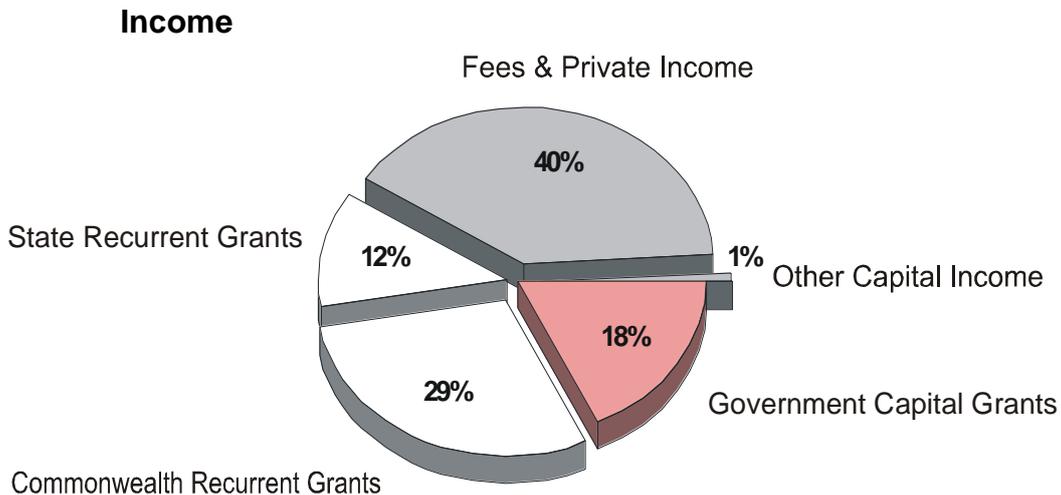
Informal feedback from teachers and discussions at staff meetings during 2010 indicated that staff were generally enthusiastic about the School's vision and achievements.

14. Summary Financial Information 2010

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.

i. Graphic one: recurrent/capital income represented by pie chart



ii. Graphic two: recurrent/capital expenditure represented by pie chart

