



# REDEEMER BAPTIST SCHOOL

a ministry of Redeemer Baptist Church



## ANNUAL REPORT 2009



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

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## ANNUAL REPORT – 2009

### 1. Message from the School Board

In February 2009 the Australian government announced the Building the Education Revolution in which: \$150,000 was available in the National School Pride initiative to build the multi-purpose sports court facility; and \$2,000,000 is available in the Primary Schools for the 21st Century program towards building the Junior Library and Global Learning Centre. New infrastructure has already begun to benefit current students and will benefit students at Redeemer for generations to come.

The built environment expresses our beliefs and values. So the challenging task in 2009 was rapid construction with philosophical foundations to support Redeemer's pedagogy with a Christian worldview in education.

The Principal's 2009 annual address to the School spoke of "four established principals of educational design" which have enabled the school to respond with integrity to the required haste of the BER program.

#### 1. *Collaborative Teaching*

Classroom architecture at Redeemer has always meant that we are conscious of each other's teaching, frequently contributing to teaching in each other's classrooms. This collaborative teaching culture established by our Principal Emeritus Noel Cannon continues to be fostered.

The design of learning spaces in the new library supports collaborative teaching and learning. The new global learning centre will be a flexible space: able to be divided into three classroom spaces; or able to function as a larger facility for combined classes in a conference setting. Similarly, learning spaces in the new library are transparent, enabling constructive input from other staff traversing lessons across the curriculum.

In 2009 our classrooms welcomed teachers from Korea, China and local independent schools. These educators came with an agenda of seeking answers to particular problems in their own educational context. As they have observed Redeemer classrooms this is what they have said:

We were impressed by your school, your passion and your dedication to education and learning.

Redeemer was really beyond my imagination. Teachers and administrators have taught students not only facts that they must learn but also values that make them happy for their life time.

We think that what you are doing with WRAP is revolutionary, a very important innovation in the teaching of literacy.

I trust that, as a community of educators, Redeemer staff will continue to grow in grace and skill together as we exercise gifts of teaching that benefit both our own students and other educational communities.

2. *School as Family*

Redeemer's school architecture, with each stage of schooling occupying a separate home building, helps to provide a secure environment for students to engage with learning in smaller families. Home buildings are supported by specialist spaces—like the multi-purpose sports court facility built in 2009 or the technology rich space envisaged in the new global learning centre—where learning is augmented and community is discovered across the diverse age spectrum in the School.

Structuring home buildings with smaller families of students facilitates pastoral care in accordance with Jesus' commandment: "love one another as I have loved you" (John 13:34). Redeemer teachers are charged with the responsibility to love as Jesus loved. This is core motivation for everyday action within the students' week-day homes.

In 2009, I received a letter from parents which said this:

The degree of loving care you've demonstrated to our child simply inundated our hearts with utter gladness. We thank the Lord Jesus that Redeemer Baptist School is an important part of our family. We remain very proud of the School, most especially because of the profound attention you bestow on your students.

And I trust that parents and students will always have reason to reflect on the opportunities that have been provided for transformation in their school homes by teachers who love with Jesus' love.

3. *Heritage versus fashionable design*

Educational design often reflects fashionable educational ideologies of the day. One Australian-based expert in school design stated in 2009: "New learning spaces should model the virtual community which students are connected with, such as Facebook and Twitter". But I believe that if contemporary technologies are given free rein to shape educational philosophy and design, then the future legacy in education will be as bleak as that provided by the free-schooling and de-schooling of the 1960's and 70's.

One of the features of our main campus and our vocational education campus is heritage. Redeemer students learn in an architectural environment which values substantial building blocks in our culture.

In the memorial garden outside Sargood Hall there is a list of names of children from Burnside Homes who lost their lives in the Second World War. In 2009 our Year 11 students took one of those names, Douglas Simpson, and researched his story. Through Simpson's story our students made contact with an ordinary Australian who loved his country enough to give the ultimate sacrifice for our continued freedom. But

Simpson was not just a story out there in a text book. Simpson was one of us, belonging to the heritage of the Burnside Homes, one who had been given care within the walls of their classrooms.

Redeemer, by God's gracious leading and provision, has stepped into heritage. New buildings such as the Junior Library are designed to complement the grandeur of existing heritage buildings with specialised learning spaces that support innovative technology in the context of connections to a Christian heritage which supported strong values of care for others in times of need.

#### 4. *Quality Teaching*

Before he passed away tragically in the Victorian bushfires, renowned educator Ken Rowe said:

What is actually done within schools is the important thing, not structures. Quality teaching and quality teachers are central to student achievement.

This year, on world teachers day, three of our teachers were singled out for commendation by the Australian College of Educators, namely: Lindy Nutt for being "a teacher at the forefront of teaching practice in literacy education"; Heather MacMillan for helping her students produce "award-winning designs"; and Stuart Garth for his "inquiry approach which has helped to create a strong science-related culture at Redeemer".

Quality teachers cannot be made by architecture. The new library and sports court complex will provide a rich resource for teaching and learning. But the continual professional development of staff committed together to a calling which they have received from God inspires the quality teaching that is evidenced in quality outcomes.

We recommend that you obtain a copy of the Principal's 2009 Annual Address for more detail on this topic of "Building Education". Also in the Address, under the heading *Redeemer in 2009*, there is a list of student achievements in 2009.

The Principal concluded his annual address with an ancient proverb:

Wisdom has built herself a house ...  
She cries out from the highest places of the city,  
"Whoever is simple, let him turn in here! ...  
"Come, eat of my bread ...  
"Forsake foolishness and live." (Proverbs 9:1-6)

Places of learning cannot manufacture wisdom. There is no architecture that can trap wisdom. The house in which wisdom can be found has already been built. As educators, our task at Redeemer is to help students hear the voice crying out so that they may come into the house of wisdom and eat at the table of wisdom and forsake foolishness and live.

## 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, and Intel ISEF (USA). 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.

School facts, senior secondary outcomes, student background and NAPLAN results can be viewed on the website: [www.myschool.edu.au](http://www.myschool.edu.au).

In 2009 Redeemer's culture of excellence is evidenced in the following achievements:

- Chaneg Torres (Year 10) won at the *Intel International Science and Engineering Fair* (ISEF) held at Reno, USA: a Grand Award (4th place in the world) in the Physics and Astronomy category; an Honorable Mention from the Acoustical Society of America; and an Award of Merit from the Society of Exploration Geophysicists. Chaneg had been selected by the Science Teachers' Association of NSW (STANSW) to represent Australia at the ISEF. He was subsequently interviewed on ABC National Radio (PM) during which he discussed the significance of his research on *Isobels*.
- The Year 7 Class won the national NATA (*National Association of Testing Authorities*) *Young Scientist Competition*. The students' work has been front page news on the international Dark Skies Awareness website which is supported by UNESCO and the National Optical Astronomy Observatory in the USA ([www.darkskiesawareness.org](http://www.darkskiesawareness.org)). The class and the teacher, Stuart Garth, received commendation from the Australian Minister for Innovation, Industry, Science and Research, Senator the Hon Kim Carr: "It is very pleasing to see young students taking such an avid interest in science and research, which is so vital to our nation's future prosperity. Your students clearly have a gift and a passion for science and I hope they will stick with it through high school, university and beyond. Please pass on my congratulations to the winning class and their teacher, Mr Stuart Garth."
- In the *BHP Billiton Science Awards*: Alexandra Garth (Year 5) was one of four national primary student winners; Chaneg Torres (Year 10) attended the fully funded science camp in Melbourne with 15 other national finalists.

- Martyn Poyitt (Year 5) was proclaimed *STANSW Primary Young Scientist of the Year*. Ellenore Forrester (Year 9) was nominated by STANSW to represent Australia in the 2010 Intel ISEF in San Jose, USA. Four other Redeemer students won sponsored prizes, and six other Redeemer students were finalists in the *STANSW Young Scientist Competition*.
- Following the recommendations of Jonathan Sapolinski's (Year 10) research, the Bowman equation was replaced by the *Bowman-Sapolinski equation* in the new *Australian Standard* for luminance contrast.
- Callum Bailey (Year 4) was a winner in the *Australian Chicken and Meat Federation Bust a Myth Competition* for his original research on the change of mass of an egg during incubation.
- Hyun Woo Woo and Steven Fam (both Year 11) were awarded second place in the novice category of the *NSW Sun Sprint Model Solar Car Challenge*.
- Jeremiah Bolton's (Year 12) outstanding HSC Design and Technology major project was selected for display in the *DesignTECH Exhibition*. Jeremiah won the *Powerhouse Museum Award*. He has since lectured to teachers and students about the major HSC Design and Technology project in the Powerhouse Museum.
- Redeemer was congratulated by the judges in the *Dorothea Mackellar Poetry Competition* "for the high standard of their students' entries in the senior section". In that competition: Bettina Liang (Year 5) was awarded second in Australia in the Learning Assistance and Special Education Primary category; Redeemer students contributed three of the short listed poems in the Learning Assistance and Special Education Primary; Redeemer students contributed two of the sixty short listed poems in the upper primary category; Redeemer students contributed nine of the short listed poems in the junior secondary category; Redeemer contributed one of the short listed poems in the senior secondary category; Redeemer students contributed two of the short listed poems in the Centenary of Canberra Award (secondary); and Joshua Wood (Year 9) was awarded second in Australia in the Learning Assistance and Special Education Secondary category.
- Mursell Cannon (Year 12, 2008) was awarded the *UWS Vice-Chancellor's Leadership Scholarship* valued at \$50,000.
- Redeemer's sports teams won: the Nepean Western Zone Christian Schools junior girls softball; the Reid Shield senior boys cricket; SWISSA senior boys Oztag; SWISSA senior girls volleyball, netball and softball; SWISSA intermediate boys volleyball; SWISSA junior girls netball and softball; and SWISSA junior boys super 8's cricket.
- Andrew Sedra (Year 11) was open boys champion at the *SWISSA swimming carnival*.
- Timothy Bailey (Year 12) and Petros Savaiko (Year 9) were open and intermediate boys champions at the *SWISSA cross country*.
- Martin Sedra won 50m breaststroke and Edward Tang (both Year 5) won both 50m breaststroke and 200m individual medley at the *ASISSA swimming carnival*.
- Cayleb Senico (Year 2) won his 100m race and Lachlan Bolton (Year 5) won the junior high jump at the *ASISSA athletics carnival*.



### 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 2009, 31 students sat for the NSW HSC examinations in 28 courses. In total, 91% of candidates across all two unit courses achieved marks of 50 or more (85% in 2008); 83% of candidates who sat for 6 one unit extension courses achieved 25 marks or more out of 50 (95% in 2008). One Design and Technology student was selected for the DesignTECH exhibition and subsequently received the *Powerhouse Museum Award for Innovation in Design*. One Music 2 student was nominated for the *Encore* program at the Sydney Opera House. In general, student achievements were at or above State level (see Table 1.1). 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: 2009 HSC PERFORMANCE**

SUBJECT	NUMBER OF STUDENTS	MEDIAN RESULT /100	PERFORMANCE BANDS 3-6			PERFORMANCE BANDS 1-2		
			SCHOOL STATE			SCHOOL STATE		
			NO.	%	%	NO.	%	%
English (Standard)	13	67	12	92%	77%	1	8%	23%
English (Advanced)	13	75	13	100%	99%	0		1%
General Mathematics	5	69	5	100%	81%	0		19%
Mathematics	16	64	13	81%	89%	3	19%	11%
Physics	16	69	12	75%	88%	4	25%	12%
Chemistry	8	68	6	75%	90%	2	25%	10%
Biology	2	84	2	100%	90%	0		10%
Ancient History	15	71	15	100%	85%	0		15%
Modern History	14	73	13	93%	93%	1	7%	7%
Economics				100%	88%			12%
PDHPE	8	70	8	100%	87%	0		13%
Software Design & Development				100%	89%			11%
Food Technology	2	75	2	100%	91%	0		9%
Design and Technology	2	86	2	100%	95%	0		5%
Textiles and Design				100%	94%	0		6%
Music 2				100%	99%	0		1%
Chinese Background Speakers	3	81	3	100%	92%	0		8%
Japanese Continuers				100%	93%	0		7%
VET Hospitality	2	77	2	100%	84%	0		16%
VET Business Services	4	67	3	75%	78%	1	25%	22%
VET Information Technology	5	71	5	100%	77%	0		23%

EXTENSION SUBJECTS	NUMBER OF STUDENTS	MEDIAN RESULT /50	PERFORMANCE BANDS E2-E4			PERFORMANCE BAND E1		
			SCHOOL		STATE	SCHOOL		STATE
			NO.	%	%	NO.	%	%
English Extension 1	2	27	1	50%	99%	1	50%	1%
Mathematics Extension 1	15	34	13	87%	97%	2	13%	3%
Mathematics Extension 2	6	33	4	67%	98%	2	33%	2%
Japanese Extension				100%	98%	0		2%
Music Extension				100%	99%	0		1%
History Extension	5	30	5	100%	95%	0		5%

In 2009, 28 students achieved the required competencies for dual accreditation of HSC vocational courses and certificates (see Table 1.2).

**TABLE 1.2: 2009 PRELIMINARY & HSC VOCATIONAL CERTIFICATES**

VOCATIONAL AWARD	NUMBER OF STUDENTS	
	PRELIMINARY	HSC
Certificate I in Business	2	
Certificate II in Business		6
Certificate I in General Construction		1
Certificate II in General Construction		2
Certificate I in Hospitality (Kitchen)	10	
Certificate II in Hospitality (Operations)		2
Certificate II in Information Technology		5

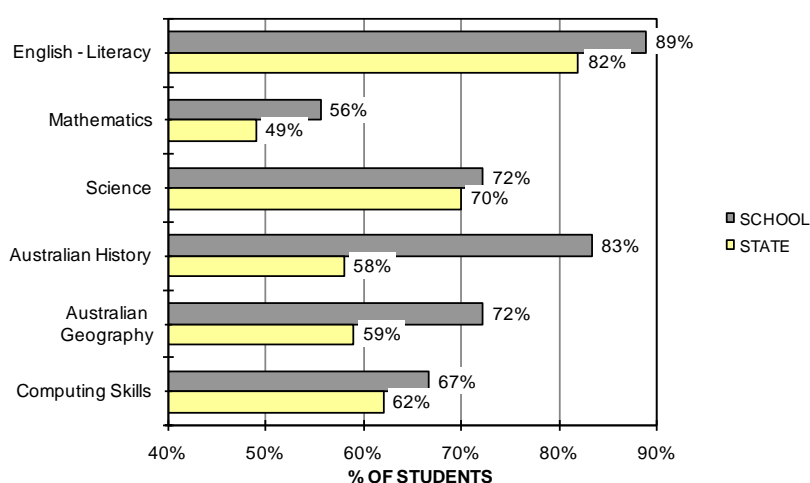
## ii. School Certificate (SC)

Tables 2.1 and 2.2 present the SC test results including Performance Bands compared to State results. In 2009, one student obtained a Band 1 (Australian Geography, zero Band 1 in 2008). All of the other 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: 2009 SC TEST PERFORMANCE**

TEST	NUMBER OF STUDENTS	MEDIAN RESULT /100	PERFORMANCE BANDS 4-6			PERFORMANCE BANDS 1-3		
			SCHOOL		STATE	SCHOOL		STATE
English - Literacy	18	79	16	89%	82%	2	11%	18%
Mathematics	18	73	10	56%	49%	8	44%	51%
Science	18	78	13	72%	70%	5	28%	30%
Australian History	18	78	15	83%	58%	3	17%	42%
Australian Geography	18	79	13	72%	59%	4	22%	41%
Computing Skills	18	82	12	67%	62%	6	33%	38%

**GRAPH 2.1 2009 SC SCHOOL SUBJECT PERFORMANCE  
BANDS 4 – 6**

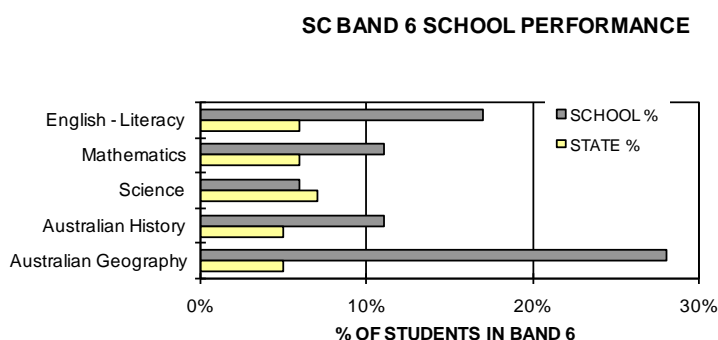


In the Australian Geography, Civics and Citizenship exam, the School is 23 percentage points ahead of the State for students achieving Band 6 (6 percentage points ahead of the State in 2008). See Table 2.2.

**TABLE 2.2: 2009 SC TEST BAND 6 PERFORMANCE**

SUBJECT	SCHOOL %	STATE %
English - Literacy	17%	6%
Mathematics	11%	6%
Science	6%	7%
Australian History	11%	5%
Australian Geography	28%	5%
Computing Skills (HCOMP)	67%	62%

**GRAPH 2.2: 2009 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 18

	SCHOOL	STATE	NO.
BAND 6	16.67	5.57	3
BAND 5	33.33	35.02	6
BAND 4	38.89	41.5	7
BAND 3	5.56	13.77	1
BAND 2	5.56	2.22	1
BAND 1	0.00	1.92	0

**TABLE 2.4 MATHEMATICS**

NO. OF STUDENTS 18

	SCHOOL	STATE	NO.
BAND 6	11.11	6.29	2
BAND 5	27.78	17.75	5
BAND 4	16.67	25.06	3
BAND 3	22.22	31.44	4
BAND 2	22.22	17.01	4
BAND 1	0.00	2.45	0

**TABLE 2.5 SCIENCE**

NO. OF STUDENTS 18

	SCHOOL	STATE	NO.
BAND 6	5.56	7.38	1
BAND 5	55.56	28.82	10
BAND 4	11.11	34.15	2
BAND 3	22.22	19.43	4
BAND 2	5.56	7.96	1
BAND 1	0.00	2.26	0

**TABLE 2.6 AUSTRALIAN HISTORY  
CIVICS & CITIZENSHIP**

NO. OF STUDENTS 18

	SCHOOL	STATE	NO.
BAND 6	11.11	5.26	2
BAND 5	44.44	17.74	8
BAND 4	27.78	35.44	5
BAND 3	11.11	27.27	2
BAND 2	5.56	10.13	1
BAND 1	0.00	4.16	0

**TABLE 2.7 AUSTRALIAN GEOGRAPHY  
CIVICS & CITIZENSHIP**

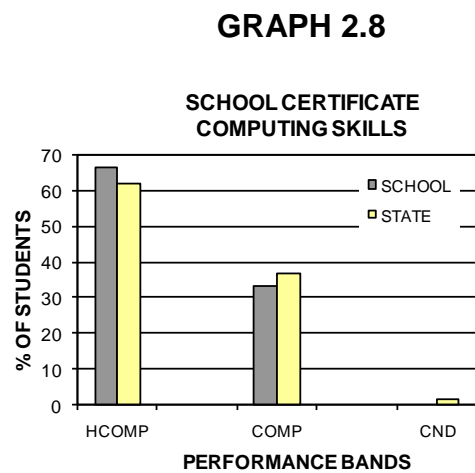
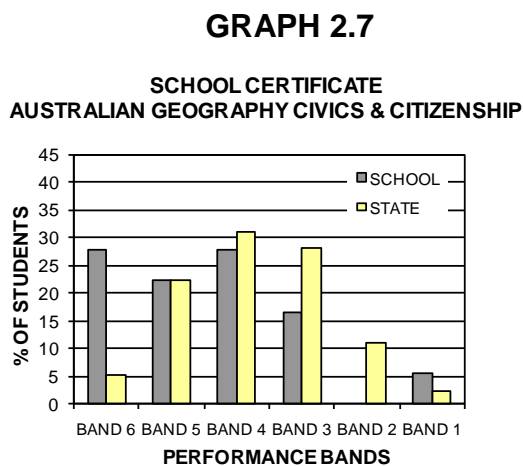
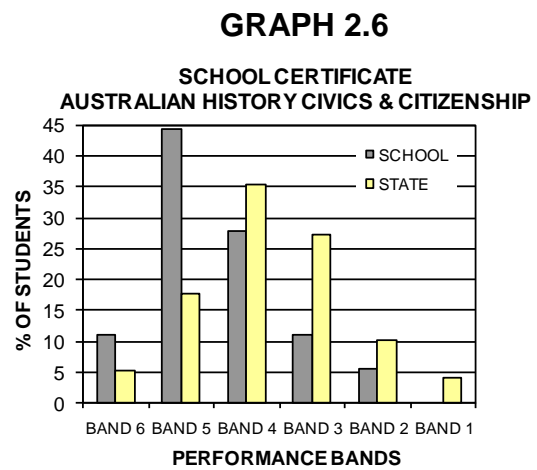
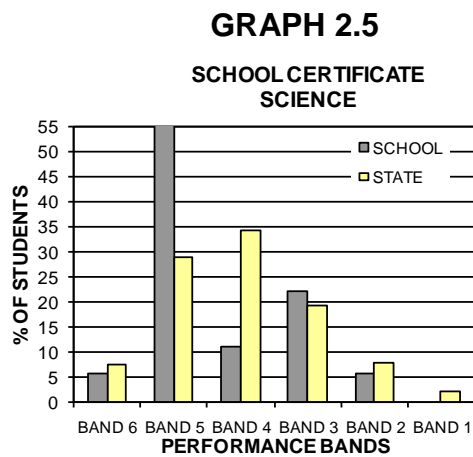
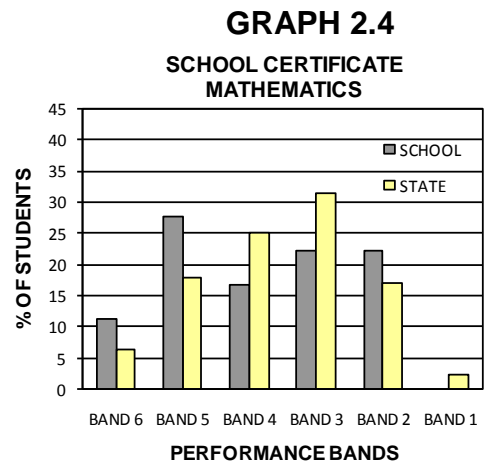
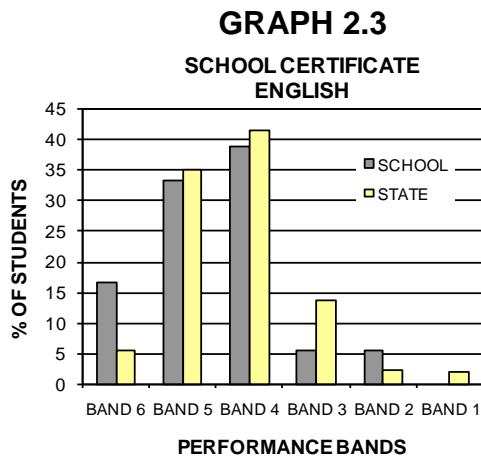
NO. OF STUDENTS 18

	SCHOOL	STATE	NO.
BAND 6	27.78	5.31	5
BAND 5	22.22	22.35	4
BAND 4	27.78	31.01	5
BAND 3	16.67	28.07	3
BAND 2	0.00	11.11	0
BAND 1	5.56	2.15	1

**TABLE 2.8  
COMPUTING SKILLS TEST**

NO. OF STUDENTS 18

	SCHOOL	STATE	NO.
HCOMP	66.7	61.91	12
COMP	33.3	36.62	6
CND	0.0	1.47	0
	100	100	





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: 2009 SC SCHOOL SUBJECT PERFORMANCE GRADES**

SUBJECT	NUMBER OF STUDENTS	GRADES A-C		GRADES D-E	
		SCHOOL	STATE	SCHOOL	STATE
English 200 hours	18	83%	77%	17%	23%
Mathematics 200 hours	18	67%	70%	33%	30%
Science 200 hours	18	83%	73%	17%	27%
Australian History 100 hours	18	89%	71%	11%	29%
History 100 hours	18	89%	86%	11%	14%
Australian Geography 100 hours	18	94%	72%	6%	28%
Commerce 200 hours	4	100%	86%		14%
German 200 hours		100%	89%		11%
Information & Software Tech 100 hours	6	83%	80%	17%	20%
Industrial Tech (Timber) 200 hours	2	100%	73%		27%
Food Technology 200 Hours	15	93%	77%	7%	23%
Textiles Technology 200 Hours	2	100%	80%		20%
Music 200 Hours	4	50%	81%	50%	19%
Visual Arts 200 Hours	2	100%	84%		16%
PD, Health & PE 200 hours	18	100%	89%		21%

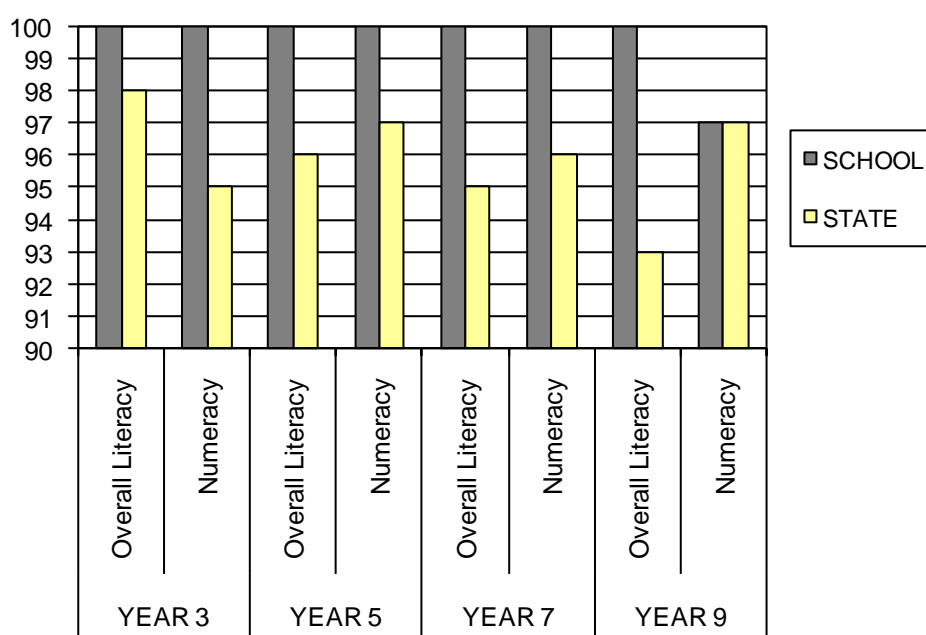
### iii. National Assessment Program Literacy and Numeracy (NAPLAN)

In 2009, the School presented all students in Years 3, 5, 7 and 9 for NAPLAN. The percentages of students achieving at or above the national minimum standards are summarised in Table 3.1 and Graph 3.1. All students achieved at or above the national minimum standards in overall literacy. All students in Years 3, 5 and 7 achieved at or above the national minimum standard in numeracy. One student in Year 9 achieved below the national minimum standard.

**TABLE 3.1: 2009 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	95	97	97	94	100	95	100	93
Writing	100	97	100	95	96	93	96	89
Spelling	100	97	100	95	100	95	100	92
Grammar & Punctuation	100	94	100	93	100	93	96	90
Overall Literacy	100	98	100	96	100	95	100	93
Number, Patterns & Algebra	100	95	100	95	100	94	97	96
Measurement, Data, Space & Geometry	100	94	100	95	100	97	97	96
Numeracy	100	95	100	97	100	96	97	97

**GRAPH 3.1: 2009 NAPLAN**  
**% OF STUDENTS ACHIEVING AT OR ABOVE NATIONAL MINIMUM STANDARDS**



Performance in NAPLAN is documented on the My School website:  
[www.myschool.edu.au](http://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, make judgments and think critically; and ability to access information and communicate scientific ideas. Table 4.1 is a summary of our students' Year 8 results which are at or above the State average.

**TABLE 4.1 ESSA YEAR 8 SCIENCE**

ESSA TEST	SCHOOL	STATE
	MEAN	MEAN
Overall Science	87.2	84.8
Extended Response	84.9	84.3
Knowing & Understanding	89.3	85.0
Communicating Scientifically	88.1	85.8
Working Scientifically	84.9	84.9

#### v. Other Academic Awards in 2009

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 of the School's achievements in 2009.

##### (A) SCIENCE

###### Other Competitions and Assessments for Schools

- ICAS (UNSW) 1 High Distinction (1, 2008); 16 Distinctions (5, 2008); 39 Credits (33, 2008)
- RACI Chemistry 1 High Distinction (1, 2008); 5 Distinctions (7, 2008); 6 Credits (9, 2008)
- RACI Crystal Growing Growing Competition 15 Highly Commended (including Kindergarten class)

##### (B) ENGLISH

- ICAS (UNSW) 3 High Distinction (3, 2008); 18 Distinctions (9, 2008); 34 Credits (34, 2008)

##### (C) MATHEMATICS

- ICAS (NSW) 1 High Distinction; 24 Distinctions; 56 Credits
- AMC 10 Distinctions (17, 2008); 26 Credits (72, 2008)
- Prudence Award (AMC) Upper Primary, Year 6 student

##### (D) MUSIC

- AMEB 47% of all students sitting exams were awarded Honours (49%, 2008). Students sat for exams in Piano, Clarinet, Violin, Cello, Recorder, Flute, Music Craft and Musicianship. Two students were awarded Honours with Distinction (3, 2008).

### **(G) COMPUTER SKILLS**

- ICAS (UNSW) 2 Distinctions (2, 2008); 13 Credits (2, 2008)

### **(H) GEOGRAPHY**

- Australian Geography Competition 4 High Distinctions (7, 2008); 6 Distinctions (2, 2008); 18 Credits (11, 2008)

### **(I) LANGUAGES**

- ACER Certificates 2 Distinctions (1, 2008)

## **4. Senior Secondary Outcomes**

In 2009, 50% of the Year 12 cohort participated in vocational training (as per Table 1.2: 2009 Preliminary & HSC Vocational Certificates). Senior secondary outcomes are summarised below.

<b>Year 12</b>	<b>Qualification/Certificate</b>	<b>Percentage of Students</b>
<b>2009</b>	HSC	97%*
<b>2009</b>	VET qualification	50%

\*Represents a pathways student (HSC completed over more than one year) who is enrolled to complete the HSC in 2010.

Senior secondary outcomes are documented on the My School website:  
[www.myschool.edu.au](http://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; NSW Board of Studies; Integroe Legal; and University of NSW. All the teaching staff participated in professional development on: national curriculum with Barry McGaw at the TCF conference; creativity and education with reference to Sir Ken Robinson; integration of hearing impaired students with teachers from RIDBC Garfield Barwick Centre; emergency procedures, supervision and excursion policies with the release of the 09 Staff Handbook; anaphylaxis and use of the epipen; 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 2009.

DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY	Number of Teachers
Post-graduate tertiary studies in Education including: Bachelor of Education (In-service); Cert IV in Training and Assessment; Macquarie University education unit	3
Early childhood	2
Teaching Geography	1
English: HSC; AIS conference; visual literacy; differentiation; struggling reader in middle years; romanticism	6
Design	1
PDHPE: conference	1
Curriculum differentiation; diverse learners; learning to learn	4
Teacher librarian conference	1
Art: fibre and textiles	2
Mathematics: number and operations; vital statistics; measurement	17
Improving outcomes for hearing impaired	5
ICT: dynamic geometry and algebra with GeoGebra; working with digital images; storytelling with digital video; technology to engage mathematics; IT for primary classroom; computers K-6	6
HSIE: leadership conference; economics teachers' conference	1



<b>DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY</b>	<b>Number of Teachers</b>
Pastoral Care: Asperger syndrome conference; cyber survivor education leaders forum; Michael Carr-Gregg; revised national code; child protection	14
History: ancient history for new subject teachers; annual AIS conference; national trust	4
National Curriculum	46
Science: laboratories OHS; Parkes radio-telescope	2
Making learning relevant to generation Z (ACE)	20
Musica Viva and SSO Meet the Music teacher courses	2
Languages (DET)	1
Senior First Aid Certificate	13

The average expenditure per teacher on professional learning in 2009 was \$624.

## **ii. Teaching Standards**

For 2008 the teachers are listed in the categories below.

<b>CATEGORY</b>	<b>Number of Teachers</b>
<b>A</b> 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>B</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
<b>C</b> 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 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.

During 2009, 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:

The Hills/Parramatta Region of the Australian College of Educators acknowledges Lindy Nutt's enthusiastic teaching of English and literacy at Redeemer Baptist School for almost 30 years. Lindy has also trained teachers from other schools in all sectors — government, independent, catholic, indigenous — and has spent time in regional and remote Australian schools to improve teachers' skills in literacy education. Lindy's students benefit from having a teacher at the forefront of teaching practice in literacy education based on phonological awareness and incorporating traditional grammar.

The Hills/Parramatta Region of the Australian College of Educators acknowledges Heather MacMillan's passionate teaching of Design and Technology at Redeemer Baptist School. Heather's love for this subject is infectious and many of her Year 8 students have produced award-winning designs in the Young Designer Awards sponsored by the NSW Minister for Education and Training. Heather has helped students to thoroughly research solutions to particular problems impacting people and the environment and then present their solutions to government officials. Through application of the design process in the context of workable technology, Heather has helped inspire post-secondary destinations for many of her students.

The Hills/Parramatta Region of the Australian College of Educators acknowledges Stuart Garth as an exceptional mentor of his students in their approach to scientific investigations. Stuart has personally mentored six Science Teachers Association of NSW Young Scientists of the Year recipients, five BHP Billiton Science Award winners, seven award winning Australian Representatives at the Intel International Science and Engineering Fair in the United States, and numerous other school student winners and finalists of various investigative research competitions. Stuart's inquiry approach has helped to create a strong science-related learning culture at Redeemer Baptist School, and in a number of public schools where he has mentored other teachers through the MyScience program.

Another member of staff, Ken Shaw, was awarded by Rotary for his leadership of the community service project for the Mitchell Youth Leadership Forum (MYLF). MYLF is a gathering of leading Year 11 students throughout the Mitchell electorate.

Information with regard to Redeemer staff is located on the My School website: [www.myschool.edu.au](http://www.myschool.edu.au) .

## 7. Student Attendance and Retention Rates

### i. Student Attendance

Year	Attendance Rate
Kindergarten	96.7%
Year 1	96.2%
Year 2	98.2%
Year 3	98.7%
Year 4	98.7%
Year 5	97.9%
Year 6	97.8%
Year 7	96.1%
Year 8	98.5%
Year 9	98.9%
Year 10	99.7%
Year 11	98.1%
Year 12	97.0%

Ninety-eight per cent of students attended school on average each school day in 2009. This was similar to the daily attendance in 2008. Student attendance profiles are reviewed regularly and parents/guardians informed if these are deemed unsatisfactory.

### 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
2005/2007	22	16	13	72.7%	59.0%
2006/2008	31	28	23	90.3%	82.1%
2007/2009	27	32	24	118.5%	88.9%

The apparent retention rate from Year 10 to Year 12 has increased in the 2007/2009 cohort, as has the actual retention rate. Two of the Year 10 students who left were overseas students at the conclusion of their course who returned to their home country.

## 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 accredited vocational training (TAFE). 84% of our 2009 HSC students were offered enrolment at university. One of our students was awarded the prestigious and valuable University of Western Sydney Vice Chancellor's Leadership Scholarship. The University wrote that our past student was "chosen on the basis of identified outstanding academic achievement and leadership potential."

## 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 their 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 (as stated in the information letter) 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) Consideration must then be given to establish whether the School has facilities and/or personnel to accommodate the applicant before an enrolment decision is made.
- (ix) 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 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.
- (x) 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. 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. 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. A justifiable cause for a refund may include having to return to the home country for reasons of family illness or financial concerns. 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. Overseas students are expected to undertake the courses at the schools for which they obtained visas. Transfers to other schools during courses can only be obtained by agreement with the school at which they are studying. 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. 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 42% in secondary (7–12) and 58% in primary (K–6) with 44% girls and 56% 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](http://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 44 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 2009, are listed in the following table.

POLICY	CHANGES IN 2009	ACCESS TO FULL TEXT
<b>Child Protection Policy &amp; Manual</b> <ul style="list-style-type: none"> <li>• definitions and concepts</li> <li>• legislative requirements</li> <li>• preventative strategies</li> <li>• reporting &amp; investigating</li> <li>• reportable conduct</li> <li>• investigative process</li> <li>• documentation</li> </ul>		Issued to all staff and members of School Board
<b>Security Policy</b> <ul style="list-style-type: none"> <li>• procedures for security of grounds &amp; buildings</li> <li>• use of grounds and facilities</li> <li>• emergency procedures</li> <li>• travel or school-related activities</li> </ul>		Full text in <b>OHS Manual</b>
<b>Supervision Policy</b> <ul style="list-style-type: none"> <li>• duty of care &amp; risk management</li> <li>• levels of supervision</li> <li>• guidelines for all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit inclusion of no smoking, alcohol, illicit drugs on campus</li> <li>• Health, hygiene, drinking water</li> <li>• Pre-Kindergarten food and drinks</li> </ul>	Full text in <ul style="list-style-type: none"> <li>• <b>Staff Manual</b></li> </ul>
<b>Conditions of Enrolment</b>		School Registrar
<b>Privacy and Personal Information Policy</b>		Full text in <ul style="list-style-type: none"> <li>• <b>School Handbook</b></li> <li>• <b>School Student Diary</b></li> </ul>
<b>Code of Conduct</b> encompassing: <ul style="list-style-type: none"> <li>• code of conduct for staff &amp; students</li> <li>• behaviour management</li> <li>• the role of student leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Minor “plain English” changes</li> </ul>	Full text in <ul style="list-style-type: none"> <li>• <b>School Handbook</b></li> </ul>
<b>Pastoral Care Policy</b> encompassing: <ul style="list-style-type: none"> <li>• the pastoral care system</li> <li>• availability of and access to special services and counselling</li> <li>• health care procedures</li> <li>• critical incidents</li> <li>• homework policy</li> </ul>	<ul style="list-style-type: none"> <li>• Minor “plain English” changes</li> </ul>	Full text in <ul style="list-style-type: none"> <li>• <b>School Handbook</b></li> </ul>
<b>Communication Policy</b> encompassing: <ul style="list-style-type: none"> <li>• formal and informal mechanisms in place for the school and parents/guardians</li> </ul>	<ul style="list-style-type: none"> <li>• Circumstances in which the School would deny access to information</li> <li>• Communication at camps and excursions</li> </ul>	Full text in <ul style="list-style-type: none"> <li>• <b>School Handbook</b></li> </ul>



<b>POLICY</b>	<b>CHANGES IN 2009</b>	<b>ACCESS TO FULL TEXT</b>
<b>Accommodation Policy</b>	<ul style="list-style-type: none"> <li>• Procedures with regard to care of younger overseas students (under 18 years of age)</li> </ul>	Full text in <ul style="list-style-type: none"> <li>• School Handbook</li> </ul>
<b>Overseas Students</b>	<ul style="list-style-type: none"> <li>• Overseas Student Handbook incorporated into School Handbook</li> </ul>	Full text in <ul style="list-style-type: none"> <li>• School Handbook</li> </ul>

## **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. There have been minor "plain English" changes incorporated in the policy in 2009.

## **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. There have been minor "plain English" changes incorporated in the policy in 2009.

## 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 2009 the STEME Research Group (Deakin University) conducted research which stated that “Stuart Garth at Redeemer Baptist School ... is a powerful reminder of the importance of teachers in students’ lives ... the experience of people like Stuart needs to be captured in framing professional learning materials for teachers embarking on this work.” Excellence in Science and Technology is part of the culture of the School. Innovation, commitment and enthusiasm continue to produce excellence in excess of planned outcomes.

2009 has been another high point of success in science, technology and literacy. Redeemer students have been celebrated in the media for originality in research, applied technology, literacy and compassionate projects for others in need.

### ***Achievement of Priorities identified in the School’s 2008 Annual Report***

Area	Priorities	Achievements
Teaching & Literacy	Implementing the ICT strategic plan in the Senior School.  Focus on individual needs of students with particular learning difficulties.	Installation of infrastructure provided by the Digital Education Revolution has enabled implementation of the ICT strategic plan in the Senior School, involving access to digital technologies in all Senior General Purpose Learning Areas. This has enabled efficient integration of digital technologies in teaching and learning methodologies in a pastorally responsible framework. Redeemer students achieved second in Australia in the Learning Assistance and Special Education Primary and Secondary categories in the <i>Dorothea Mackellar Poetry Competition</i> , which is an Australian Government sponsored key event in National Literacy and Numeracy Week.
Student Achievements	Literacy and Numeracy.  Continued promotion of Science projects and competitions.	In almost every aspect of literacy and numeracy tested in the NAPLAN, Redeemer had almost two to three times the percentage of students in the top band compared with the State. Year 5 student awarded Primary Young Scientist of the Year by the Science Teachers’ Association of NSW (STANSW). Year 7 students won NATA Young Scientists competition. Year 10 student won Grand Award (4 <sup>th</sup> place in the world) at Intel ISEF.

<b>Area</b>	<b>Priorities</b>	<b>Achievements</b>
Staff Development	<p>National curriculum and assessment.</p> <p>Improving outcomes for hearing impaired students.</p> <p>First Aid, anaphylaxis and use of the EpiPen.</p>	<p>In-service program delivered to all staff with Professor Barry McGaw through TCF NSW.</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> <p>Staff renewed senior First Aid certificates. All staff engaged with in-service training provided by nurse educator from Anaphylaxis Australia.</p>
Student Welfare	<p>Encourage identification of communities in need and participation in meaningful cultural exchange.</p>	<p>Year 10 students raised funds for camping ministry devastated by Marysville fires. The students also spent the Queen's Birthday long weekend travelling to Marysville to: host a variety concert; present items donated for camping ministry to ESA; and lead Sunday morning worship for Mount Cathedral Baptist Church. Victims of the tragedy shared their experiences and perspectives with the students.</p>
Facilities & Resources	<p>ICT in the classroom (DER).</p> <p>Installation of air conditioners in the senior school.</p> <p>Completion of upgrading fire safety with installation of fire safety board and services (IOSP).</p> <p>Construction of multi-purpose courts (BER).</p> <p>Installation of Frontrow Pro Infrared Sensor Systems to assist integration of students with disabilities.</p>	<p>Computers installed in general purpose learning areas in the senior school.</p> <p>Installation completed. Funded in part by the Australian Government through the Investing in Our Schools Program on completion.</p> <p>Construction completed and courts being used by students.</p> <p>Frontrow Pro systems installed in Middle and Senior School classrooms.</p>
Heritage and Environment	<p>Design of new library (BER P21) with sensitivity to heritage precinct and sustainability considerations.</p> <p>Preservation of heritage listed buildings and maintenance of heritage precinct.</p>	<p>Parramatta Council and Block Grant Authority approved design and construction of Junior Library and Resource Centre. Construction commenced.</p> <p>Refurbishment of kitchens and electrical re-wiring in heritage buildings.</p> <p>Maintenance of stream restoration works in riparian corridor.</p>

### ***2010 Priority Areas for Improvement***

<b>Area</b>	<b>Priorities</b>
Teaching & Literacy	Implementing the revised ICT plan in the Senior School. Vocational education to be incorporated in the curriculum at Stage 5. Focus on individual needs of students with particular learning difficulties.
Student Achievements	Literacy and numeracy. Vocational competencies. Continued promotion of Science and Technology through the School's INSPIRE program.
Student Welfare	Encourage identification of communities in need and participation in meaningful cultural exchange. Child protection policies, legislation and children at risk of significant harm: revision of child protection manual.
Staff Development	National curriculum. Improving outcomes for hearing impaired and NESB students.
Facilities & Resources	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). Installation of Frontrow Pro Infrared Sensor Systems to assist integration of students with disabilities.
Heritage and Environment	Preservation of heritage listed buildings and maintenance of heritage precinct. Incorporation of relevant heritage peculiar to the School in the senior history program.

## 12. Respect and Responsibility

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

In 2009 the NSW State Parliament Hansard included a report on two of the School's initiatives to assist Aboriginal communities:

- *It gives me great pleasure to speak about these two remarkable projects from one school that has helped to meet the needs of our indigenous people. I thank the school, its students and the church for all they did. I congratulate them on a job well done.*

The School's annual Gala Day, which is organised and promoted by the Year 10 students, was directed towards raising funds to assist the mobile camping ministry of ESA which had been devastated by the bushfire that wiped out Marysville (Victoria) in February 2009. The students presented their gifts of \$30,000 worth of equipment at a variety concert which they hosted at Taggerty. The following report in the media refers to the students' experience.

- *Bus loads of fifty students and teachers came from Redeemer Baptist School in Sydney to Taggerty on the long weekend in June to bring encouragement to the people of Marysville area who have been affected by the fires. They ran a fun evening on the Saturday night at Taggerty and led the church service for Mt Cathedral Baptist on the Sunday. They really did minister to those who came.* (Alexandra Eildon Marysville Standard newspaper, 1 July 2009).

The students' *Hope is Here* banner – which they created with the people of Marysville at the variety concert, and left with the grieving community – has featured in various news articles including a federal member's newsletter and the television news account of the anniversary service commemorating the lives lost during the fire.

Other activities which promoted respect and responsibility included:

- Redeemer hosted a Watoto concert and contributed \$3,268 to the *Watoto Childcare Ministries in Uganda*.
- Our Preparatory School students collected more than 150 Christmas gifts to send with *Outback Patrol* to fellow Australian children in severely drought-affected areas of Queensland.
- Each student in the School contributed to a program to entertain a group of elderly residents in *Baptist Community Care* nursing homes.
- Year 10 students, as part of careers week, spent a morning assisting the Salvation Army organise their Christmas Appeal in their warehouse at Minchinbury.
- The School continues to provide support for hearing impaired students through its twenty year partnership with Garfield Barwick School (GBS). John Berryman—Chief Executive, Royal Institute for Deaf and Blind Children (RIDBC)—wrote to the School following the 20th anniversary of GBS: "We at RIDBC are very grateful for the involvement and support of your school."
- Year 10 students Mili Gumbula and Melissa Bolton joined with the Wiggles and other leading Australians in Martin Place in November 2009 to support the much publicised Hands Across the Nation literacy appeal event organised by the Australian Literacy and Numeracy Foundation (ALNF). ALNF has acknowledged "the contribution provided by The Hills Regional Skills Centre,

an activity of Redeemer Baptist School, as the Registered Training Organisation for the Early Childhood Language and Literacy Course.”

- The missions series for Term 3 School Chapel including: John Gore with his work for OM Dalit Education Empowerment in India; Tom Teale-Sinclair with his work in MAF including contribution to medical and spiritual needs of remote tribes in PNG; Gideons with their specific calling to share Bibles and thereby provide opportunities for hope and life; Samaritan’s Purse; and Open Doors. The guest speaker at the Annual Service of Worship – Dr Grace Warren AM of the Leprosy Mission – inspired students and parents with her life: “among the most miserably despised and needy people in underdeveloped countries, God eventually made possible the winning of high academic and professional recognition.”

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

- *This is merely a brief mention of the highlights of generous giving from the School community. This aspect of life at Redeemer is as exciting and as newsworthy as the outstanding academic and sporting achievements of our students. I also report with reverent appreciation that the School has received a significant donation from a parent this year with these words attached: “Thanks for the input into education and Christian character.” This gift has given great encouragement to the staff. Redeemer Baptist School relies on the voluntary giving of many, especially the sacrificial ministry of members of the Redeemer Baptist Church community.*

The inspiration for the School’s initiatives with regard to respect and responsibility come, in part, from the words of the Apostle Paul (1 Corinthians 13:4-8).

- Love suffers long and is kind; love does not envy; love does not parade itself, is not puffed up; does not behave rudely, does not seek its own, is not provoked, thinks no evil; does not rejoice in iniquity, but rejoices in the truth; bears all things, believes all things, hopes all things, endures all things. Love never fails.

## 13. Parent, Student and Teacher Satisfaction

### Parent Satisfaction

The following table summarises the results of a parent/guardian satisfaction survey distributed by the School in 2009.

<b><i>How you feel about your student's life at School</i></b>	<b><i>Strongly agree</i></b>	<b><i>Agree</i></b>	<b><i>Disagree</i></b>	<b><i>Strongly disagree</i></b>
<i>You feel that your child/children are safe and secure</i>	69%	30%	1%	0%
<i>The things that are taught are worthwhile</i>	57%	43%	0%	0%
<i>My child/children really like to go each day</i>	49%	49%	2%	0%
<i>The things my child/children learn will help in adult life</i>	67%	33%	0%	0%
<i>My child/children get enjoyment from being at School</i>	57%	40%	3%	0%
<i>My child/children have gained skills that will be of use when they leave school</i>	55%	44%	1%	0%
<i>My child/children like learning</i>	57%	41%	2%	0%
<i>The work the school does is good preparation for my child's/children's future</i>	56%	43%	1%	0%
<i>My child/children feel happy</i>	61%	35%	3%	1%
<i>The things my child/children learn are important for them</i>	62%	38%	0%	0%

The high level of parent satisfaction in the Christian worldview in education is evident in the 99% approval (agree or strongly agree) with respect to questions in the survey ranging from safety to learning content. Redeemer also recognises its pastoral responsibility to seek the 1-3% whom parents identify as not feeling happy and to help them discover the joy of life and learning.

Parents were also given opportunity to make comment "about how you feel about your child's/children's life at School". Overwhelming parent/guardian satisfaction is reflected in the following anonymous comments:

- "Our family is very proud of Redeemer Baptist School: student discipline is excellent, academic standard is at par with other outstanding schools (or even better!), it is truly a caring and safe environment for the children, the

'largeness of hearts' of the teachers and staff is something we value so much and thank the Lord for. Always keep up the standards and never wane!"

- "The school offers the basic components of education (e.g. as per syllabus) but it provides guidance, love, direction and teaches compassion for other people. The whole school ethos is incorporated into everything that happens at the school. I would not send my children to any other school. I know when my children leave this school they will have been taught the necessary foundations to become a considerate, compassionate, well educated adult who can make a valuable contribution within the community."
- "My child enjoys school. She is cared for and encouraged by her teachers, which fills her with confidence."
- "We feel very blessed to have our children in such a caring environment that has a very high standard of education."

### Student satisfaction

The following table summarises the results of a student satisfaction survey in 2009.

<i><b>How you feel about your life at School</b></i>	<i><b>Strongly agree</b></i>	<i><b>Agree</b></i>	<i><b>Disagree</b></i>	<i><b>Strongly disagree</b></i>
<i>You feel safe and secure</i>	73% (28%)*	24%	2%	1%
<i>The things you are taught are worthwhile</i>	57% (17%)*	38%	3%	2%
<i>You find that learning is a lot of fun</i>	23% (7%)*	53%	19%	5%
<i>You are given the chance to do work that really interests you</i>	37% (15%)*	46%	15%	2%
<i>You really like to go each day</i>	25% (9%)*	45%	19%	11%
<i>The things you learn will help you in your adult life</i>	58% (30%)*	39%	2%	1%
<i>You get enjoyment from being at School</i>	41% (18%)*	40%	13%	6%
<i>You have gained skills that will be of use to you when you leave</i>	63% (36%)*	34%	1%	2%
<i>You like learning</i>	23% (16%)*	53%	17%	7%
<i>The work you do is good preparation for your future</i>	60% (35%)*	32%	7%	1%
<i>You feel happy</i>	40% (27%)*	44%	12%	4%
<i>The things you learn are important to you</i>	49% (31%)*	42%	7%	2%

\* Longitudinal Survey of Australian Youth (LSAY): LSAY Briefing #16 October 2008 (ACER)



The topics covered in Redeemer's student satisfaction survey are the same as those covered in a longitudinal survey of Australian youth published in 2008. The table shows that: Redeemer students are generally satisfied with their school life (87% of all responses are Agree or Strongly Agree); the comparison of a national study with the Redeemer student survey indicates that Redeemer students are much more satisfied with their school life (up to three times more "strongly agree" responses) than the general population of Australian school students. There is also strong correlation with the parent/guardian survey, especially in regard to the safe and secure environment provided for students at Redeemer Baptist School.

Students were also given opportunity to make comment "about how you feel about your life at School". Student satisfaction is reflected in the following anonymous comments.

- "I think this school is very safe and you don't get bullied."
- "Redeemer Baptist School is like a second family when you come to school. You feel safe, well cared for, and it feels like home."
- "In the school there is a good friendship with the teachers and the students."
- "This school is a good school for education and things that help you in daily life."
- "At school it's the best because you get to enjoy it."
- "The Christian values in this school are great. The devotional readings and prayers in the morning are also great."
- "I enjoy school and find in each challenge support, care and help. Thank you!"
- "The school has helped my family and we are very thankful for everything."
- "It has changed my life."

### **Teacher satisfaction**

Informal feedback from teachers and discussions at staff meetings during 2009 indicated that staff were generally enthusiastic about the School's vision and achievements. Particular items which generated significant response included:

- Recognition of excellent staff achievements at World Teachers Day celebrations held by the Australian College of Educators, including recognition from colleagues from other schools
- Enthusiastic participation in School curriculum initiatives such as the astronomy evening hosted by staff for parents and students on the School oval with special guests Dr Angel Lopez-Sanchez (CSIRO in-School scientist) and former Redeemer student Anthony Conn (currently completing a PhD in astronomy at Macquarie University)
- Corporate reflection concerning the School's vision in response to the Macquarie University inaugural Vice-Chancellor's oration
- Opportunity for staff to share hope alongside our Year 10 students with folk at Marysville who were suffering deeply following the tragic circumstances of the Victorian bushfires
- Sharing the vision and achievements of Redeemer, to the glory of God, with intentional Christian communities in England
- Use of the newly constructed multi-purpose sports court facility and participation in the groundbreaking ceremony and design process for the new library and resource centre, currently under construction.

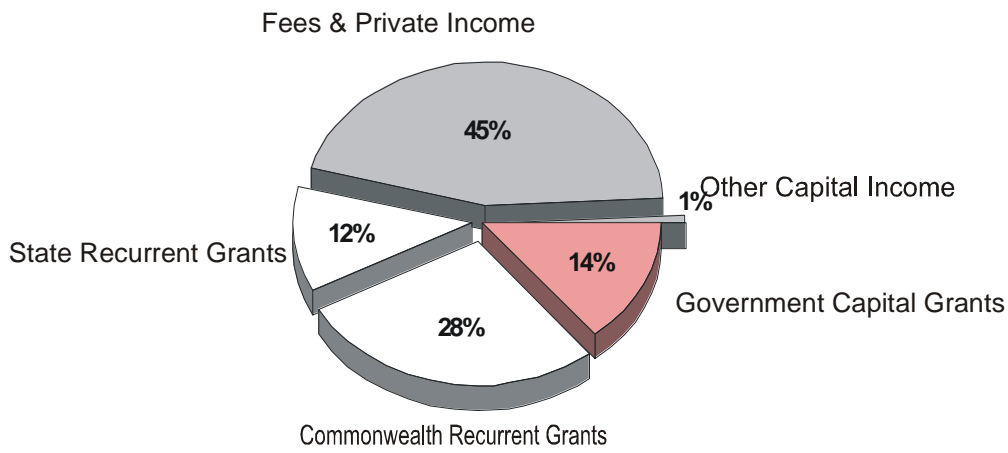
## 14. Summary Financial Information 2009

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

#### Income



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

#### Expenditure

