



REDEEMER BAPTIST SCHOOL

a ministry of Redeemer Baptist Church



2008 ANNUAL REPORT



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

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ANNUAL REPORT – 2008

1. Message from the School Board

Tumbleweed rolls around as it's blown by the wind, dropping seeds and becoming stranded on a fence until the next gust of wind in a slightly different direction pushes it on a new course. That's sometimes what happens in education. There are gusts of change and the educational tumbleweed rolls and bounces. There are changes in curriculum, changes in educational philosophy, changes in societal expectations, and changes in relevant issues and needs.

But as these forces for change impact on schooling, what stops us here at Redeemer Baptist School from being like a weed being thrown about by the wind in a meaningless path through the desert?

The Principal's 2008 annual address to the School spoke of "three fundamental forces" which provide reference points to chart an educational pathway which is not just a meaningless drift with the changing winds of culture.

1. *Preserving the culture*

Education can provide a reference point for students as teachers choose to pass on to their students those aspects of the culture which are worth preserving.

For example, we live in a society that has been richly shaped by the scientific and industrial revolutions. And yet, according to various government reports this year, STEM subjects (Science, Technology, Engineering and Mathematics) are on the decline. These reports lament the economic, personal and social consequences of the impulse to drop STEM subjects and seek to discover ways to preserve this aspect of our culture through education.

But this impulse away from striving for success in STEM subjects, which is the story nationally, is not the story at Redeemer. In 2008 the culture of interest and excellence in science has been reinforced by some spectacular student achievements.

What is the fundamental force which drives this culture of interest and excellence in Science at Redeemer? Francis Bacon, the great English scientist and essayist, said: "no one can become too well versed in the book of God's word (the Bible) or in the book of God's works (creation)". For us at Redeemer there is a culture of interest and excellence in our study of the creation because of our relationship with the Creator. The heavenly Father made a good world, and we have a mandate to look after His creation. That gives continuing inspiration for STEM. A Christian worldview in education supports interest and excellence in STEM.

2. *Redeeming the culture*

Education also has a critical or disturbing element which seeks to expose the dark elements of prevailing culture and bring about change for the better.

For example, there was a gust of change which swept along teachers of English into a random wandering through a look-and-say wilderness which lacked rigour in spelling, grammar and sentence structure—and lost the basic phonemic building blocks of our language. In 2008 Professor Peter Freebody (a Professor of English at the University of Sydney who is helping to develop the new national curriculum for English) said: “What doesn’t work are vague ideas about using language ... if you work with it enough and use it in life settings you will pick it up. That doesn’t work.” The Initial Advice Paper for the national English curriculum states: “The explicit teaching of decoding, grammar, spelling and other aspects of the basic codes of written English will be an important and routine aspect of the national English curriculum.”

Our staff is prepared to take up the challenge of redeeming this aspect of our educational culture as they have engaged in VETAB accredited literacy training in WRAP (a writing approach to reading). In 2008 the National Schools Award in literacy week was awarded to Redeemer for our students’ contributions in the Dorothea Mackellar poetry competition.

What is the fundamental force which has driven our efforts, well ahead of national reforms, to redeem the educational culture with regard to literacy? As Christians we are people of a book, the Bible, which the Holy Spirit has inspired. Prophets and kings and evangelists and pastors have communicated God’s word to us in a collection of books that we call the Bible. A Christian worldview in education supports excellence in universal literacy education so that everyone can have access to the word of God for themselves.

3. *Shaping the culture*

The world is always in need of selfless men and women who transform their societies with an irruption of goodness: educated persons who make a difference in their society as they become creative with the good that they know.

However, there continue to be disturbing media reports of violence in schools, substance abuse problems and an escalation in juvenile crimes. Bob Johnston of the Australian Association of Christian Schools says that many children don’t even get a chance “to engage a moral compass for their journey into adulthood”. Professor Ian Hickie of Sydney University’s *Brain and Mind Institute* deduces that a reason for the lack of mental health in this generation is that many children have lost contact with a wider adult functional world.

At Redeemer Baptist School the Ministry Order of Redeemer Baptist Church is committed to providing a connection for students with the

source of love and goodness in Jesus Christ through a functional adult community.

What is the fundamental force which compels Redeemer staff to live sacrificially for the sake of the next generation? The consciences of all students are trained at their schools according to a worldview. We aim for Redeemer students to have a basis, more than just their feelings at a particular moment, for deciding what is right and what is wrong. We believe that a Christian worldview in education provides a compelling force within to help others who are in real need, to love as Jesus loved, to hate sin. Pope Benedict XVI wrote in his book *Values in a Time of Upheaval*: “The fate of a society always depends on creative minorities. Believing Christians ought to understand themselves as just such a creative minority.” We hope—and the testimonies of our past students give us reason to believe—that a Redeemer education gives our students a framework of truth and an impulse of love to contribute as creative minorities within our society for good.

We recommend that you obtain a copy of the Principal’s 2008 Annual Address for more detail on this topic of “Education: Preserving, Redeeming and Shaping our Culture”. At the end of the Address, under the heading *Redeemer in 2008*, there is a list which summarises the School’s achievements in 2008.

At the end of First Semester, 2008 there was a transition in leadership. The Board acknowledges Noel Cannon and Max Shaw who have been responsible for laying the foundation for the Christian ethos and overall success of the School. In recognition of their outstanding long-term contributions and their continuing interest in the ongoing progress of Redeemer, the titles Principal Emeritus and Headmaster Emeritus have been conferred on Noel Cannon and Max Shaw respectively. In addition, a prize winning portrait artist – Leeka Gruzdeff – was commissioned to provide the School with a portrait of each of these leaders so that their contribution during the first 28 years of Redeemer Baptist School will never be forgotten. These portraits are on permanent display in a prominent position in the School. Jonathan Cannon commenced to serve as Principal and Russell Bailey commenced to serve as Headmaster at the commencement of Second Semester, 2008.

Finally, the School Board acknowledges the outstanding achievements of all staff and students across the curriculum in 2008, as well as the unstinting contribution of the entire School family to the significant needs of other communities. Redeemer’s assistance to Aboriginal communities in 2008 – in particular the donation to HIPPIY La Perouse under the direction of the Eastern Zone Gajaga Aboriginal Corporation; and the rebuilding of the Mulli Mulli Full Gospel Church in their remote northern NSW community – was congratulated in the NSW Parliament and recorded in Hansard 26 March 2009.

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.

2. Value Added Information

Redeemer has a culture of excellence in science and technology which the Australian Government referred to in its report "Australia's Teachers, Australia's Future". This culture of excellence in Science, Technology and the Arts has been reinforced in 2008.

In Science and Technology some of the highlights are:

- In the Science Teachers Association of NSW (STANSW) Young Scientist competition, Redeemer students won both the *Young Scientist of the Year* and the *Primary Young Scientist of the Year*, in addition to winning six other sponsored awards.
- In the national prestigious *BHP Billiton Science Awards*: one of our Year 4 students was one of four Primary Student Winners; two of our Year 11 students were selected as national finalists; five of our secondary students were semi-finalists; and eight of our Primary Students were Primary Encouragement Award Winners.
- Four Redeemer students contributed to a conference of science teachers from government and non-government schools in the *STANSW Young Scientist Tall Poppies Student Panel*.
- In the *Minister's Young Designers Awards*, 25% of the state's finalists were Redeemer students. A group of Redeemer girls won the Taronga Zoo Built Environment Award.
- Year 10 Redeemer students won the Best Concept Special Award in the NSW *State Sun Sprint Model Solar Challenge*.

These excellent academic outcomes were recorded in Hansard following a speech in the NSW Parliament on 10 April 2008:

As members know, the Redeemer Baptist School has achieved amazing academic achievements. In the recent BHP Billiton Science Awards, students from Redeemer Baptist School have once again proven that they are leaders in innovation, creativity, discovery, commitment and research ... No other school in New South Wales came close to matching this outstanding recognition of achievement in scientific research ... encouragement should be given to a school that is doing good for its students, good for the community, good for Aboriginal communities, and good for the future generations of our country.

Redeemer Baptist School won the National Schools' Award in the *Dorothea Mackellar Poetry Competition*, which is a key event in the Australian government sponsored National Literacy and Numeracy Week. One of our Year 3 students was awarded national runner-up in lower primary.

Some other highlights of the achievements of students and staff in 2008 are:

- Two of our Preparatory students were awarded second and third prize in the *Orange Blossom Festival Colouring-In Competition*.
- Redeemer won the championship in inter-school competition for: senior cricket, softball and soccer; intermediate netball; junior secondary and primary Oztag.
- In the inaugural *NAPLAN*: 19% of Redeemer's Year 9 students achieved Band 10 for *overall literacy* (compared with 6% of students in the State); and 31% of Redeemer's Year 9 students achieved Band 10 for *numeracy* (compared with 13% of students in the State). Band 10 in Year 9 is the highest possible achievement in the *NAPLAN*.
- 49% of all students sitting *AMEB music exams* were awarded Honours.
- In their contribution to communities in need, our students and staff: rebuilt the Mulli Mulli Full Gospel Church in northern NSW; presented cash donations to the Brotherhood of St Laurence HIPPY program in La Perouse and Watoto Childcare Ministries in Uganda; collected more than 150 gifts for distribution at Christmas to Australian outback children in severely drought-affected areas; and gave a thorough spring clean to the CareFlight headquarters at Westmead.
- The Middle School Choir communicated the gospel in an interactive presentation at: the *Fusion Schools in Harmony* festival in Martin Place; *Easter in the West* at Blacktown Shopping Centre; and the *Aminya* annual fair.
- Redeemer staff – as WRAP trainers for The Hills Regional Skills Centre (THRSC) – were given a *Thumbs-up Award* (alongside the Wiggles, University of Western Sydney and the Coca Cola Australia Foundation) from the Australian Literacy and Numeracy Foundation (ALNF) for our contribution to literacy in regional and remote indigenous communities. In 2008 Fiona Bailey led a team of WRAP literacy trainers to the very remote *Owairtilla Public School at Canteen Creek* in Northern Territory. THRSC also joined with ALNF in a pilot project in early literacy in the Kempsey area, which was supported by the Australian Government and reviewed by the Aboriginal and Torres Strait Islander Early Childhood Sector Advisory Group (ATSIECSAG).

These achievements continue to be undergirded by the teachers' common commitment to excellence, the whole School music program directed by the Senior Master, and the School's WRAP literacy program.

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 in accordance with Clause 4 of the Education Regulation 2007(NSW).

i. Higher School Certificate (HSC)

In 2008, 28 students sat for the NSW HSC examinations in 23 courses. In total, 85% of candidates across all two unit courses achieved marks of 50 or more (87% in 2007); 95% of candidates who sat for 21 one unit extension courses achieved 25 marks or more out of 50 (88% in 2007). Students were listed in the *NSW Board of Studies Distinguished Achievers* list for History, English, Mathematics, Physics, Food Technology, Music, Economics and PDHPE. One student was awarded first in the State for Korean language. In general, student achievements were at or above State level (see Table 1.1). The School provides a wide range of subject options while maintaining a core curriculum of English, Mathematics and History.

TABLE 1.1: 2008 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)	12	59	9	75%	79%	3	25%	21%
English (Advanced)	15	78	15	100%	99%	0		1%
General Mathematics	2	61	2	100%	82%	0		18%
Mathematics	23	67	13	57%	88%	10	43%	12%
Physics	9	71	7	78%	89%	2	22%	11%
Chemistry	5	76	4	80%	89%	1	20%	11%
Biology	7	70	5	71%	89%	2	29%	11%
Ancient History	15	76	15	100%	81%	0		19%
Modern History	10	80	10	100%	92%	0		8%
Geography		87		100%	91%	0		9%
Economics		72		50%	87%		50%	13%
PDHPE	4	77	4	100%	86%	0		14%
Development	3	75	3	100%	91%	0		9%
Food Technology		91		100%	90%	0		10%
Design and Technology	3	81	3	100%	94%	0		6%
Music 2		92		100%	100%	0		0%
Korean Background Speakers		98		100%	96%	0		4%
VET Construction	4	71	4	100%	74%	0		26%
VET Business Services	5	74	5	100%	80%	0		20%
VET Information Technology	3	75	3	100%	84%	0		16%

EXTENSION SUBJECTS	NUMBER OF STUDENTS	MEDIAN RESULT /50	PERFORMANCE BANDS E2-E4			PERFORMANCE BAND E1		
			SCHOOL		STATE	SCHOOL		STATE
			NO.	%	%	NO.	%	%
English Extension 1	6	40	6	100%	99%	0		1%
Mathematics Extension 1	8	36	7	88%	82%	1	12%	18%
HSIE History Extension	7	33	7	100%	95%	0		5%

In 2008, twenty students achieved the required competencies for dual accreditation of 24 HSC vocational courses and certificates (see Table 1.2).

TABLE 1.2: 2008 PRELIMINARY & HSC VOCATIONAL CERTIFICATES

VOCATIONAL AWARD	NUMBER OF STUDENTS	
	PRELIMINARY	HSC
Certificate I in Business	4	
Certificate II in Business		6
Certificate I in General Construction		6
Certificate I in Hospitality (Kitchen)	2	
Certificate II in Hospitality (Operations)		3
Certificate II in Information Technology		3

In 2008, two students matriculated with HSC Mathematics Life Skills and Work and the Community Life Skills.

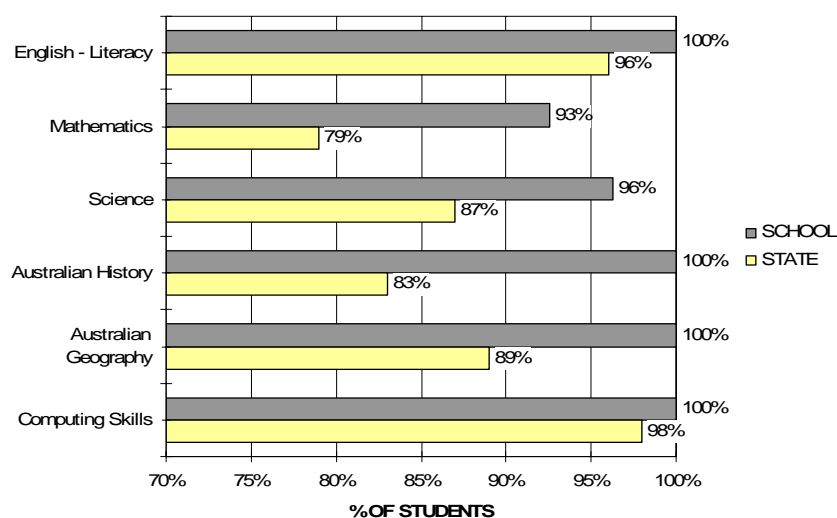
ii. School Certificate (SC)

Tables 2.1 and 2.2 present the SC test results for Performance Bands 3–6 and 1–2 compared to State results. In 2008, two of the students in Mathematics obtained a Band 2 (four students in 2007) and one of the students obtained a Band 2 in Science (four students Bands 1 or 2 in 2007). All of the other students obtained Band 3 or above in every SC exam (there were nineteen Bands 1 or 2 results in the SC in 2007).

TABLE 2.1: 2008 SC TEST PERFORMANCE

TEST	NUMBER OF STUDENTS	MEDIAN RESULT /100	PERFORMANCE BANDS 3-6			PERFORMANCE BANDS 1-2		
			SCHOOL		STATE	SCHOOL		STATE
English - Literacy	27	77	27	100%	96%	0		4%
Mathematics	27	78	25	93%	79%	2	7%	21%
Science	27	78	26	96%	87%	1	4%	13%
Australian History	27	80	27	100%	83%	0		17%
Australian Geography	27	79	27	100%	89%	0		11%
Computing Skills	27	81	27	100%	98%	0		2%

**GRAPH 2.1 2008 SC SCHOOL SUBJECT PERFORMANCE
BANDS 3 – 6**

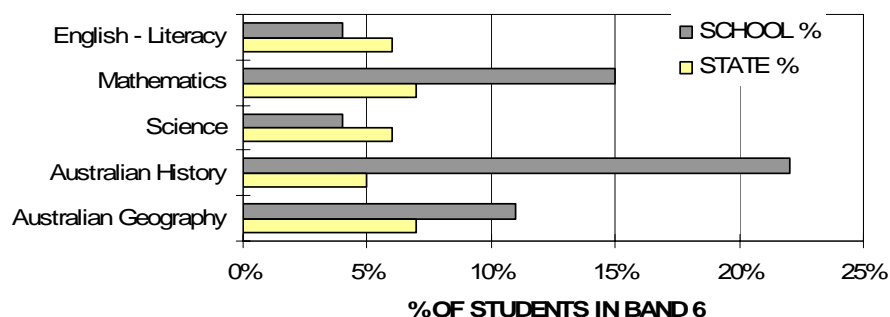


In the Australian History, Civics and Citizenship exam, the School is 17 percentage points ahead of the State for students achieving Band 6 (12 percentage points ahead of the State in 2007). See Table 2.2.

TABLE 2.2: 2008 SC TEST BAND 6 PERFORMANCE

SUBJECT	SCHOOL %	STATE %
English - Literacy	4%	6%
Mathematics	15%	7%
Science	4%	6%
Australian History	22%	5%
Australian Geography	11%	7%
Computing Skills (HCOMP)	52%	57%

GRAPH 2.2: 2008 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 27

	SCHOOL	STATE	NO.
BAND 6	3.70	5.91	1
BAND 5	37.04	32.64	10
BAND 4	44.44	37.78	12
BAND 3	14.81	19.78	4
BAND 2	0.00	2.03	0
BAND 1	0.00	0.37	0

TABLE 2.4 MATHEMATICS

NO. OF STUDENTS 27

	SCHOOL	STATE	NO.
BAND 6	14.81	7.25	4
BAND 5	33.33	18.14	9
BAND 4	29.63	23.88	8
BAND 3	14.81	29.63	4
BAND 2	7.41	18.82	2
BAND 1	0.00	0.72	0

TABLE 2.5 SCIENCE

NO. OF STUDENTS 27

	SCHOOL	STATE	NO.
BAND 6	3.70	3.9	1
BAND 5	40.74	23.60	11
BAND 4	40.74	39.03	11
BAND 3	11.11	25.05	3
BAND 2	3.70	7.48	1
BAND 1	0.00	0.94	0

**TABLE 2.6 AUSTRALIAN HISTORY
CIVICS & CITIZENSHIP**

NO. OF STUDENTS 27

	SCHOOL	STATE	NO.
BAND 6	22.22	5.47	6
BAND 5	40.74	17.51	11
BAND 4	11.11	27.6	3
BAND 3	25.93	32.13	7
BAND 2	0.00	13.4	0
BAND 1	0.00	2.31	0

**TABLE 2.7 AUSTRALIAN GEOGRAPHY
CIVICS & CITIZENSHIP**

NO. OF STUDENTS 27

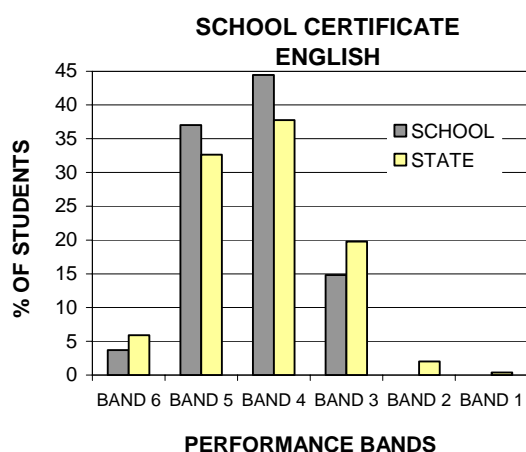
	SCHOOL	STATE	NO.
BAND 6	11.11	6.69	3
BAND 5	29.63	21.48	8
BAND 4	37.04	37.38	10
BAND 3	22.22	23.62	6
BAND 2	0.00	7.49	0
BAND 1	0.00	1.76	0

**TABLE 2.8
COMPUTING SKILLS TEST**

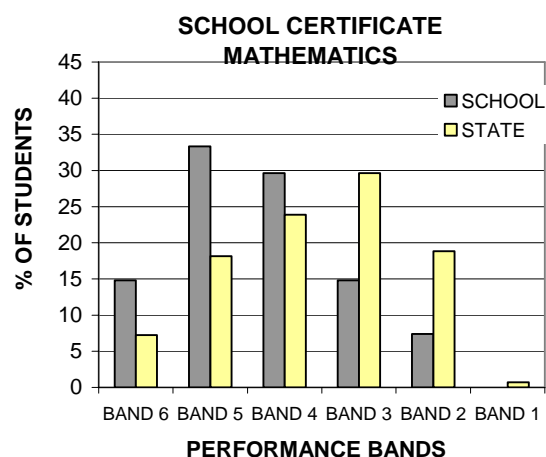
NO. OF STUDENTS 27

	SCHOOL	STATE	NO.
HCOMP	51.9	57.27	14
COMP	48.1	40.9	13
CND	0.0	2	0

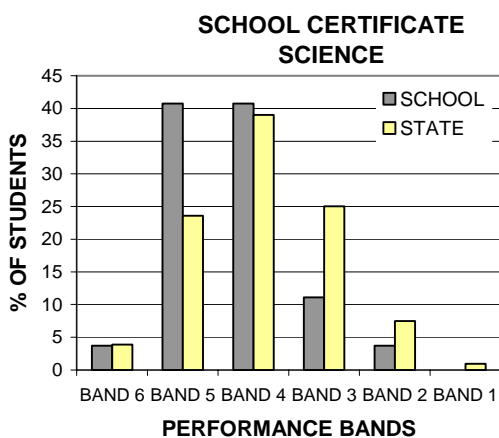
GRAPH 2.3



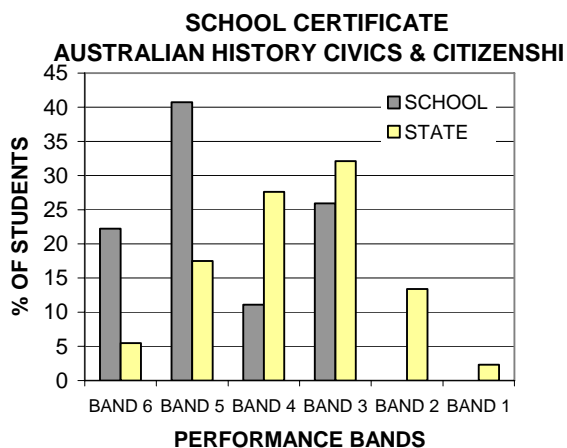
GRAPH 2.4



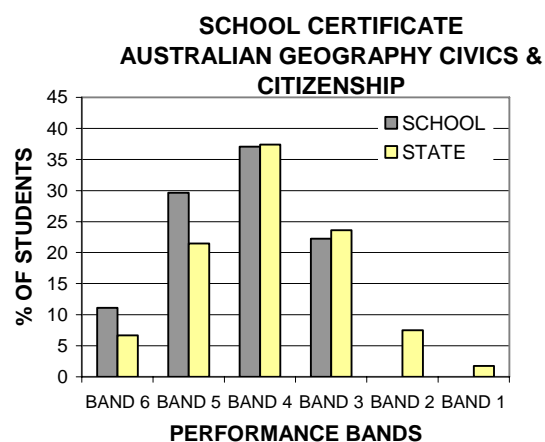
GRAPH 2.5



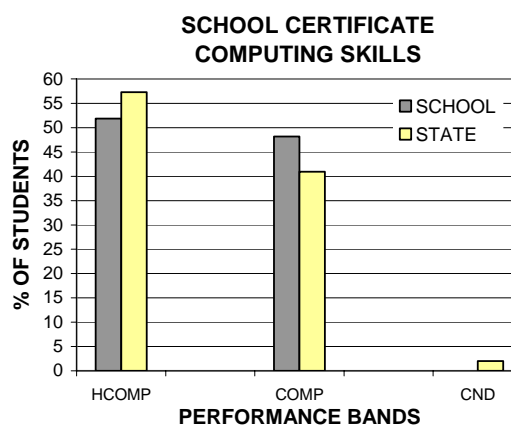
GRAPH 2.6



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 and include subjects not examined externally.

TABLE 2.9: 2008 SC SCHOOL SUBJECT PERFORMANCE GRADES

SUBJECT	NUMBER OF STUDENTS	GRADES A-C		GRADES D-E	
		SCHOOL	STATE	SCHOOL	STATE
English 200 hours	27	93%	76%	7%	24%
Mathematics 200 hours	27	78%	68%	22%	32%
Science 200 hours	27	85%	73%	15%	27%
Australian History 100 hours	27	78%	70%	22%	30%
History 100 hours	26	81%	84%	19%	16%
Australian Geography 100 hours	27	100%	71%		29%
Commerce 200 hours	12	92%	85%	8%	15%
Commerce 100 hours		100%	79%		21%
Design & Technology 200 hours	3	67%	84%	33%	16%
Information & Software Technology 100 hours	10	90%	79%	10%	21%
Industrial Technology (Timber) 200 hours	8	100%	73%		27%
Food Technology 200 Hours	10	100%	76%		24%
Textiles Technology 200 Hours	3	100%	81%		19%
Music 200 Hours	5	60%	80%	40%	20%
Visual Arts 200 Hours	2	100%	84%		16%
Personal Development, Health & PE 200 hours	27	89%	77%	11%	23%

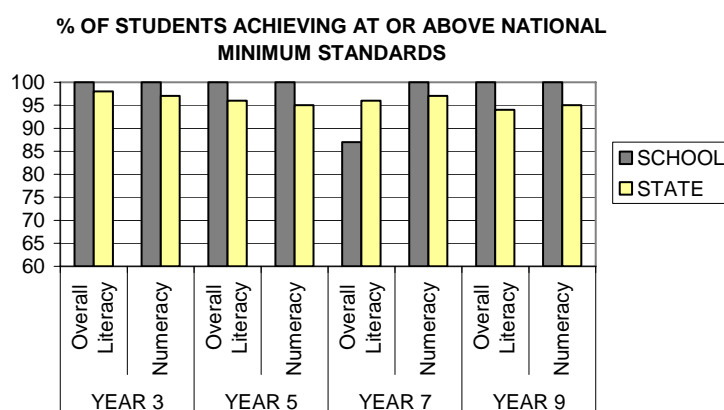
iii. National Assessment Program Literacy and Numeracy (NAPLAN)

In 2008, 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 in Years 3, 5 and 9 achieved at or above the national minimum standards in overall literacy and numeracy. 13% of Year 7 students achieved below the national minimum standard in overall literacy (being visiting overseas students of non-English speaking backgrounds). All Year 7 students achieved at or above the national minimum standards in numeracy.

TABLE 3.1: 2008 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	96	100	92	91	96	100	94
Writing	100	98	100	95	87	93	100	90
Spelling	100	97	100	96	96	94	100	91
Grammar & Punctuation	100	96	96	94	87	93	100	89
Overall Literacy	100	98	100	96	87	96	100	94
Number, Patterns & Algebra	100	96	100	92	100	96	Not applicable to Year 9	
Number & Data	Not applicable to Years 3, 5 or 7						100	93
Patterns & Algebra							94	90
Measurement, Data, Space & Geometry	100	97	100	93	Not applicable to Years 7 & 9			
Measurement & Data	Not applicable to Years 3 & 5				100	91	Not applicable to Year 9	
Space & Geometry					100	97		
Measurement, Space & Geometry	Not applicable to Years 3, 5 or 7						100	94
Numeracy							100	95

GRAPH 3.1: 2008 NAPLAN

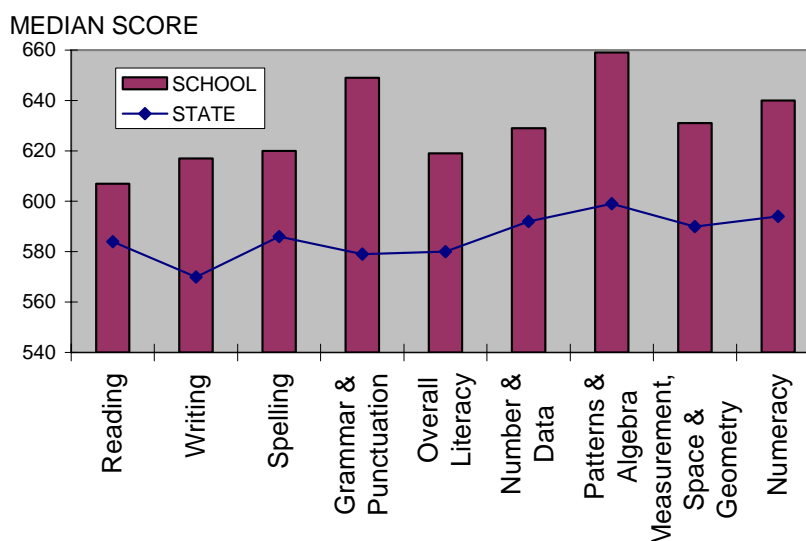


The percentage of Year 9 students achieving Band 10 in overall literacy and numeracy was well above the State average, as can be seen in Table 3.2. The median score in all Year 9 NAPLAN tests was between 23 and 70 points above the median score for the State (See Graph 3.2).

**TABLE 3.2: 2008 NAPLAN
Median Score and Percentage Performance in Bands for Year 9**

YEAR 9	MEDIAN SCORE		BAND 10		BANDS 7 - 9		BAND 6		BAND 5	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
Reading	607	584	19	7	68	70	13	17	0	6
Writing	617	570	13	9	81	60	6	21	0	10
Spelling	620	586	6	7	88	73	6	11	0	9
Grammar & Punctuation	649	579	25	10	75	62	0	17	0	11
Overall Literacy	619	580	19	6	75	71	6	17	0	6
Number & Data	629	592	31	13	56	64	13	16	0	7
Patterns & Algebra	659	599	50	17	44	58	0	15	6	10
Measurement, Space & Geometry	631	590	13	10	74	70	13	14	0	6
Numeracy	640	594	31	13	56	63	13	19	0	5

**GRAPH 3.2: 2008 NAPLAN
Average Standardised Assessment Results for Year 9**



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 generally at or above the State average.

TABLE 4.1 ESSA YEAR 8 SCIENCE

ESSA TEST	SCHOOL	STATE
	MEAN	MEAN
Overall Science	84.9	84.6
Extended Response	85.6	84.6
Knowing & Understanding	84.8	84.8
Communicating Scientifically	85.8	84.9
Working Scientifically	83.5	84.6

v. Other Academic Awards in 2008

The School celebrates the successes of all students in each academic year. Students at Redeemer take the opportunity to get fully involved in the life of the School including entering various Australian competitions for students with a particular focus on specific disciplines taught in the School. These tests and competitions enrich the student's academic pathway and contribute to the vitality of the learning community at Redeemer.

The following list highlights the extent of the School's achievements in 2008.

(A) SCIENCE

STANSW Young Scientist

- Young Scientist of the Year One of our Year 9 students won; Young Scientist of the Year; the National Measurement Instrument Award; the ARUP Built Environment Award; and first place in Years 7-9 Physics. This student has also been nominated by STANSW to represent Australia in the 2009 Intel ISEF (International Science and Engineering Fair) in Nevada, USA.
- Primary Award One of our Year 4 students was awarded Primary Young Scientist of the Year.
- First Prizes Years 7-9 Physics; Years 10-12 Teams.
- Special Awards Primary RACI Chemistry Award; Primary Science in a Box Living Things Award.
- Finalists 9 Redeemer students.

BHP Billiton Science Awards

- Finalists Two Year 12 Redeemer students were national finalists.
- Primary Winner One of four primary winners in Australia was a Redeemer Student.

- Semi-finalists Five Redeemer students were Secondary Semi-Finalists. Eight Redeemer students were Primary Encouragement Award Winners.

Other Competitions and Assessments for Schools

- ICAS (UNSW) 1 High Distinction; 5 Distinctions; 39 Credits
- RACI Chemistry 1 High Distinction; 7 Distinctions; 6 Credits
- RACI Crystal Growing Third Prize for the best Alum crystal in Years 4-6
Growing Competition
- ACMF Redeemer was one of 12 national winners of the ACMF (Australian Chicken and Meat Federation) Bust a Myth or Highlight a Fact Chicken Competition

(B) ENGLISH

- Dorothea Mackellar National Schools Award
Runner Up, Lower Primary Category
- ICAS (UNSW) 3 High Distinction; 9 Distinctions; 34 Credits

(C) ART

- BHSC Colouring Second and Third Prize in the Orange Blossom Festival
Colouring-In Competition
- Dymocks Golden 2 aquatic drawings by Redeemer students were selected
Paw Awards for display at the Australian National Maritime Museum.

(D) MATHEMATICS

- AMC 2 High Distinctions; 17 Distinctions; 72 Credits
- Prudence Award (AMC) Upper Primary, Year 6 student

(E) DESIGN AND TECHNOLOGY

- MYDA Seven of our Year 8 students were State Award Winners in the Minister's Young Designers Awards (MYDA). One team of three girls won the Taronga Zoo Built Environment Award.
- Design Tech Nomination by HSC examiners for display in Powerhouse Museum
- NSW State Sun Best Concept Award (Year 10 Design & Technology)
Sprint Model Solar
Challenge

(F) MUSIC

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

(G) HISTORY

- Mastermind Year 8 were finalists in the inter-school competition. The School was awarded second place overall.

(H) COMPUTER SKILLS (YEAR 6)

- ICAS (UNSW) 2 Distinctions; 2 Credits

(I) GEOGRAPHY

- Australian Geography Competition 7 High Distinctions, 2 Distinctions, 11 Credits

(J) ECONOMICS

- PwC (UNSW) 1 Distinction

(K) PDHPE

- Swimming 3 age champions in the combined (secondary) SWISSA carnival
- Cross Country Junior Girls and Senior Boys Champions in SWISSA cross country
- Athletics 7 Age Champions in the combined SWISSA athletics carnival
- Team Sports Intermediate Netball Champions (SWISSA)
Senior Cricket Champions (Nepean Western Zone Christian Schools Competition)
Senior Softball Champions (Nepean Western Zone Christian Schools Competition)
Senior Soccer Champions (SWISSA)
Primary Oztag Champions (ASISSA)
Junior Secondary Oztag Champions (SWISSA)
Years 3&4 Oztag were undefeated (ASISSA)
Years 5&6 cricket were finalists (ASISSA)
Junior and Senior girls volleyball were both finalists
Senior boys basketball, junior softball and junior cricket were semi-finalists

4. Professional Learning, Attendance and Retention Rates, and Teaching Standards of all Teaching Staff

i. Professional Learning

The School Executive participated in Leadership Seminars conducted by: Association of Independent Schools NSW; Association of Executives of Christian Schools; Australian College of Educators; Australian and New Zealand Education Law Association; Independent Schools Council of Australia; NSW Board of Studies; and University of NSW. All the teaching staff participated in professional development on: Assessment and the NSW Board of Studies Assessment Resource Centre with the Board of Studies Liaison Officer; integration of hearing impaired students with teachers from RIDBC Garfield Barwick Centre; Identifying and Responding to Risk of Harm with the Association of Independent Schools NSW; and a Christian worldview of education through the School's Annual Education Conference held during the Spring Vacation.

During 2008 Redeemer staff members were awarded the following post-graduate qualifications: Master of Teaching (2); Bachelor of Arts (2). Three Redeemer staff members also obtained vocational qualifications: two staff members were awarded Certificate IV in Training and Assessment; one staff member was awarded Certificate II in General Construction.

In addition, the following professional development activities were undertaken by staff throughout 2008.

DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY	Number of Teachers
Post-graduate tertiary studies in Education including: Bachelor of Education (In-service); Graduate Certificate in WRAP; Diploma of Business (School Administration); Australian Centre for Educational Leadership, University of Wollongong	6
Child Protection Investigation Refresher Course	1
NAPLAN	6
CELF-IV	4
K-6: Rubrics;	6
HSIE	1
Shaping Learning in the 21 st Century	4
English and Literacy: Conference	3
Science Education	6
Languages: Assessment and Reporting	3
ESL: Grammar; low literacy learners	2
PDHPE: Years 7-10; cutting edge stage 6; learning in K-2	3
History: Conference	7
Pastoral Care & Education Law Issues: cyber safety; grooming	7
Flash Animation	1
Teacher Accreditation	4
Early Childhood: language; learning; policy, pedagogy, place	2
Creative and Practical Arts	4
ACE on the road: popular culture	13
Teacher Librarian	1
Mathematics: issues; mental computation; visual mathematics	10
Today's Adolescent Learner	3
Assisting Students Achieving	2
IT: learning in a digital era; regulating cyberspace	3
Making sense of autism	2
Assessment	20

The average expenditure per teacher on professional learning in 2008 was \$1,190.

ii. Attendance and Retention Rates

In 2008 the average daily staff attendance rate was 99%. The proportion of staff retained from 2007 is 100%.

iii. Teaching Standards

For 2008 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...	45
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...	1
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 (all teachers in this category have expertise in content areas, work directly under the supervision of a qualified teacher, and are undertaking study to complete their teaching requirements).	3

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.

5. Student Attendance, Retention Rates and Post-school Destinations

i. Student Attendance

Ninety-eight per cent of students attended school on average each school day in 2008. This was similar to the daily attendance in 2007.

ii. Student Retention Rates

Retention rates at the School are calculated by taking a roll of students for an initial year and deducting all students who were not on the roll for a later year (actual retention rate) as well as calculating the apparent retention rate by a simple comparison of total enrolments in each year level in any one year.

In Redeemer Baptist School, 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
2004/2006	36	29	25	80.6%	69.4%
2005/2007	22	16	13	72.7%	59.0%
2006/2008	31	28	23	90.3%	82.1%

The apparent retention rate from Year 10 to Year 12 has increased in the 2006/2008 cohort, as has the actual retention rate. It would seem from information received on departure at the end of Year 10 that few students leave to pursue employment or vocational training. The proportion of Year 9 students (2005) retained to Year 12 (2008) was: 82.4% apparent retention rate; 78.6% actual retention rate.

iii. Post-school Destinations

All students who left school at the end of Year 12 following the completion of their school education continued on to University, TAFE or employment. 89% of our 2008 HSC students went on to tertiary studies. 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."

6. Enrolment Policy

Redeemer Baptist School is a comprehensive, co-educational K–12 Christian school, committed to a Christian Worldview in Education, operating within the policies of 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 and Overseas Students 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 at the time of interview with the Principal or Headmaster and/or delegate.
- (ii) 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.
- (iii) 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.
- (iv) 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.
- (v) 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.

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.

Procedures for overseas 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 or Headmaster and/or delegate.
- (ii) 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.
- (iii) 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.
- (iv) 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 or Headmaster to ensure students have the appropriate qualifications and proficiencies to undertake the course.

- (v) 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.
- (vi) If the applicant is approved, 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.
- (vii) At the time of entry, 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

ii. Student Population

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.

iii. 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 of termination of enrolment in writing, 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 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/guardian 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 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 10. 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 circumstances exist whereby a student is unable to take a place after an enrolment offer has been accepted and a deposit paid, then a refund of the deposit shall only be granted if the School in its sole and absolute discretion considers that there is justifiable cause for such withdrawal.
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 DIMIA to confirm that appropriate arrangements have been made for overseas student accommodation, support and general welfare in Australia. To fulfil this requirement, 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 inappropriate. 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

7. 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.

It is a place of safety where all are accepted; where uniqueness is celebrated, not ridiculed; and where 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 the policies have been written. All has been done with the aim of establishing a learning community that expresses the unimpaired relationships that can be established with others thus fulfilling together what the School undertakes to establish in the lives of its students.

The Policies for Student Welfare, Discipline, and Reporting Complaints and Resolving Grievances are all published in *The School Handbook*, *The Overseas Students Handbook*, *The Staff Manual*, *The General Policy Manual* and, in some areas, *The OHS 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 students. The following policies are included in *The School Handbook* and *The Overseas Students Handbook*:

- Code of Conduct for members of the School Community, set out on: page 14 of the School Handbook; page 15 of the Overseas Students Handbook.
- Complaints & Grievances – incorporating, as appropriate, principles of procedural fairness – set out on: page 50 of the School Handbook; page 54 of the Overseas Students Handbook.
- Pastoral Care
 - Issues are to be referred to the Principal, the Headmaster or his delegate (Handbook, page 53; Overseas Students Handbook, page 57).
 - The School will take reasonable measures to identify students with special needs and provide them with an appropriate level of support (Handbook, pages 40–41, 52–53; Overseas Students Handbook pages 41-42, 55-57).
- Communication, set out in the: School Handbook, pages 38–40; Overseas Students Handbook pages 39-41.

Other policies are found in the Staff Manual, Child Protection Policy Manual, OHS Manual and General Policies Manual and can be viewed, on request, at the School Office.

Policies covering all details of student welfare set in place in 2007 are as follows:

POLICY	CHANGES IN 2008	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 		Issued to all staff and members of School Board Parents may request a copy by contacting the Bursar
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 		Full text in OHS Manual Parents may view this by contacting the Bursar
Supervision Policy <ul style="list-style-type: none"> • duty of care & risk management • levels of supervision • guidelines for all staff 		Full list in <ul style="list-style-type: none"> • Staff Manual • Policies Manual

Conditions of Enrolment		School Registrar
Privacy and Personal Information Policy		Full text in <ul style="list-style-type: none"> • School and Overseas Students Handbook • Policies Manual • School Student Diary
Code of Conduct Policy encompassing: <ul style="list-style-type: none"> • code of conduct for staff & students • behaviour management • the role of student leadership system 		Full text in <ul style="list-style-type: none"> • Staff Manual • School and Overseas Students Handbook • Policies Manual
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 		Full text in <ul style="list-style-type: none"> • Staff Manual • School and Overseas Students Handbook • Policies Manual
Communication Policy encompassing: <ul style="list-style-type: none"> • formal and informal mechanisms in place for the school and parents/guardians 		Full text in <ul style="list-style-type: none"> • Staff Manual • School and Overseas Students Handbook • Policies Manual
Complaints & Grievances		Full text in <ul style="list-style-type: none"> • Staff Manual • School and Overseas Students Handbook • Policies Manual

Residency Policy		School Office/Bursar
Overseas Students	<p>With regard to the National Code:</p> <ul style="list-style-type: none"> • Enrolment procedures • Daily absences • Reporting of breaches of student visa conditions • DIAC notification • Critical incidents • Orientation and accommodation • Care of younger students 	<p>Full text in</p> <ul style="list-style-type: none"> • Overseas Students 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.

The full text of the School's discipline policy and associated procedures is provided to all members of the School community through:

- The Staff Manual
- The School Handbook
- The Overseas Students Handbook
- Policies Manual

Processes for disciplinary action are based on procedural fairness.

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 policy and processes for complaints and grievances resolution is provided in the School Handbook, the Overseas Students Handbook, Staff Manual and School Policy Manual.

8. School-Determined Improvement Targets

In 2003 an Australian Government Report entitled *Australia's Teachers: Australia's Future – Advancing Innovation, Science, Technology and Mathematics* 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.” Excellence in Science and Technology is part of the culture of the School. However, it is the continuous innovation and staff development—along with commitment and enthusiasm inspiring a “can do” approach among the students—which continues to produce excellence in excess of planned outcomes.

2008 has been another high point of success, with Redeemer students acclaimed in the media for their original research applying scientific and design principles towards issues and problems, with a particular focus on benefiting those with a disability.

The School continues to place itself at the forefront of applying available ICT to curriculum and learning – in a pastorally responsible framework – through staff training and development of infrastructure.

Achievement of Priorities identified in the School's 2007 Annual Report

Area	Priorities	Achievements
Teaching & Literacy	Technology in the classroom. Focus on individual needs of students with particular learning difficulties.	Development of an ICT Strategic Plan to enhance the integration of computers and other digital technology within general and special learning areas, providing seamless access to ICT as a teaching tool and learning resource for academic enrichment within a pastoral context. Provision of <i>An Even Start</i> tutorial assistance for students identified as below the benchmark. Coordination of classroom assistance with needs identified by health professionals (speech pathologist; psychologist).
Student Achievements	Literacy and Numeracy. Continued promotion of Science projects and competitions.	Good performance in all external testing and competitions. National Schools Award in one of the three key activities in the Australian Government sponsored National Literacy and Numeracy Week. Excellent results in national and state competitions. Year 9 student awarded Young Scientist of the Year by the Science Teachers' Association of NSW (STANSW). Year 4 student awarded Primary Young Scientist by STANSW. Media recognition of the application of the students' scientific research to benefit hearing impaired students.

Staff Development	<p>Identifying and responding to students at risk of harm.</p> <p>Upgrade Training and Assessment qualifications for Registered Training Organisation.</p>	<p>In-service program delivered to all of staff with certification provided by AISNSW.</p> <p>Staff (2) obtained the vocational qualification required for delivery of dual accredited vocational courses for Preliminary and HSC.</p>
Student Welfare	<p>Encourage participation in meaningful cultural exchange with indigenous communities.</p>	<p>Year 10 students raised funds for two projects to benefit Aboriginal communities. The students also spent one week of their Term 3 holidays, alongside volunteers from Redeemer Baptist Church, hosted by and working with folk from the Mulli Mulli Aboriginal community to rebuild their Church building.</p>
Facilities & Resources	<p>Upgrading ICT in the classroom.</p> <p>Installation of air conditioners in the senior school.</p> <p>Refurbishment of kitchens.</p> <p>Upgrading fire safety with installation of fire safety board and services.</p>	<p>Computers purchased in the First Round of the Digital Education Revolution for senior school classrooms.</p> <p>Delayed to resolve heritage and electrical issues for installation. Installation now scheduled for 2009.</p> <p>Completion of the Blackwood and Ivanhoe staff and student (catering and teaching/learning) kitchens.</p> <p>Upgrading and installation partially completed. Completion of project delayed by contractor. To be funded in part by the Australian Government through the Investing in Our Schools Program on completion.</p>
Heritage and Environment	<p>Recycling-reuse of stormwater for irrigation.</p> <p>Preservation of heritage listed buildings and maintenance of heritage precinct.</p> <p>Development and maintenance of riparian corridor.</p>	<p>Installed tank provided by BlueScope steel in their Tank A Day challenge for recycling-reuse of stormwater for irrigation of the School oval.</p> <p>Refurbishment of windows and electrical re-wiring in heritage buildings. Focus on gardens including replanting in the vicinity of buildings in the heritage precinct.</p> <p>Completion of stream restoration works according to approved vegetation management plan in the School's riparian corridor under supervision of Department of Water and Energy.</p>

2009 Priority Areas for Improvement

Area	Priorities
Teaching & Literacy	Implementing the ICT strategic plan in the Senior School. Focus on individual needs of students with particular learning difficulties.
Student Achievements	Literacy and numeracy. Continued promotion of Science projects and competitions through the School's INSPIRE program.
Student Welfare	Encourage identification of communities in need and participation in meaningful cultural exchange.
Staff Development	National curriculum and assessment. Improving outcomes for hearing impaired students. First Aid, anaphylaxis and use of the Epipen.
Facilities & Resources	ICT in the classroom (DER). Installation of air conditioners in the senior school. Completion of upgrading fire safety with installation of fire safety board and services (IOSP). Construction of multi-purpose courts (BER). Installation of Frontrow Pro Infrared Sensor Systems to assist integration of students with disabilities.
Heritage and Environment	Design of new library (BER P21) with sensitivity to heritage precinct and sustainability considerations. Preservation of heritage listed buildings and maintenance of heritage precinct.

9. Respect and Responsibility

During 2008 School staff and students were involved in a number of activities and projects to promote respect and responsibility.

The 2007 Annual Report referred to a visit of school children from the remote indigenous Owairtilla School at Canteen Creek. In 2008 there was further opportunity for the development of friendship between the two school communities when four teachers from Redeemer were at Canteen Creek training their teachers and teaching in their school. The following media report refers to this activity

- *The Hills Regional Skills Centre [an activity of Redeemer Baptist School] took their literacy course outback to help a remote indigenous community in Northern Territory ... at Canteen Creek earlier this year. The trainers seized the opportunity to share in the life of the community whilst delivering the literacy course. They taught lessons at the Owairtilla School and attended the local church on Sunday which was held under a tin roof on the edge of the desert ... and they shared meals with residents of the community. Owairtilla School principal Ben Hollands said it had been a rich and wonderful time filled with incredible learning, fellowship and fun. (The Hills Shire Times newspaper, 18 November 2008).*

The School's annual Gala Day, which is organised and promoted by the Year 10 students, was directed towards raising funds to assist indigenous communities. Rev the Hon Fred Nile described this activity as "a unique student project which aims to assist an Aboriginal community as well as create enduring bonds of friendship". The following media report refers to the students' experience.

- *The Year 10 Redeemer students spent one week of their Term 3 holidays – alongside volunteers from Redeemer Baptist Church, including qualified tradesmen – working with the folk from the Mulli Mulli [Aboriginal] community to restore their Church building ... For eight days the two communities shared in work, meals and recreation. The culmination of the Mulli Mulli children's activities was four murals of the feet of all those who had been involved in the project week, from the youngest three year old child to the oldest builder. These murals bore testimony that people of all cultures can come together in Christ to work and live in harmony. (Family World News newspaper, 11 November 2008).*

One local resident who attended the Gala Day sent the following email addressed to students and staff.

- *I would like to take this opportunity to say a big thank you on behalf of my family for a great day on Saturday. While we are not associated with your school we attended the Gala Day and were very impressed by the way that it was run and the fantastic attitudes of all the students involved with the running of the day. (Rod, Carlingford).*

The respectful behaviour of Redeemer students outside of School was applauded on a number of specific occasions during 2008, including:

- *On behalf of the Museum of Fire I would like to extend to you our congratulations on the behaviour of the children of Year 9 who attended an excursion at the Museum of Fire on 15th August 2008. The children were*

excited and enthusiastic and exceptionally well behaved during their excursion. (Executive Chairman, The Museum of Fire Inc).

- *Dear students of Year 5 and 6, Redeemer Baptist School. Thank you for taking the time to write to me – I found your letters very interesting and entertaining. I was touched by your commitment to look things up and research them and by the interest you all showed in science. (Silvia, ANSTO, Australian Government).*
- *It is clear that you have the quality of teachers and education that will allow you to succeed if you study hard and work for it. You are a credit to your school and teachers. This is reflected in the way you present your uniform. In my opinion, of the 8,500 students that pass through Government House each year, your school ranks in the top few schools in this country. (House Manager, Government House, Canberra, to Redeemer Years 11 and 12 students, July 2008).*

Other activities which promoted respect and responsibility included:

- \$2,500 was presented by the Year 10 students to the *Brotherhood of St Laurence HIPPY* program in La Perouse. This is a school-readiness program for low income, mostly Aboriginal families in that area.
- Redeemer hosted a Watoto concert in July this year and contributed \$911 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 of the classes in the School this year has put together a program to entertain a group of elderly residents in *Baptist Community Care* nursing homes.
- Our Year 10 students, as part of their careers week, spent a morning giving a major spring clean to the *CareFlight* headquarters behind Westmead hospital. CareFlight is a registered charity in NSW operating in partnership with the NSW government and in particular the NSW ambulance service.

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

- *Jesus said: "When someone has been given much, much will be required in return; and when someone has been entrusted with much, even more will be required (Luke 12:48)." I think that you will agree with me that Redeemer students are given much. The pastoral care and quality teaching enable top quality learning and high academic achievement. They have been given much. So, much is required of them. That is what our Lord Jesus says. That is why these aspects of giving—the students, the staff, the School community—this personal involvement in giving to others in need is not just extra-curricular at Redeemer, it is embedded in the curriculum, it is part of our core education at Redeemer. And I want to thank the parents' endorsement of this aspect of the School's life this year in your many contributions including food for the Mulli Mulli project and gifts for distribution by Outback Patrol.*

10. Parent, Student and Teacher Satisfaction

Parent Satisfaction

Statistical analysis of the exit correspondence provided by parents/guardians on transfer of enrolment from the School provided the following data.

- 84% of departing students' parents provided exit correspondence.
- 46% of exit correspondence indicated that students were moving either interstate or overseas.
- 56% of exit correspondence provided spontaneous expressions of gratitude and appreciation for the quality of Schooling at Redeemer.
- 0% of exit correspondence expressed any dissatisfaction with regard to any aspect of the schooling experience at Redeemer.

The high level of parent satisfaction in the Christian worldview in education at Redeemer is evident in the exit correspondence.

- "We have nothing but praise for the school with regards to the academic and moral training that all three of our children have received whilst being enrolled at the school, and have no hesitation in recommending the school to any prospective students."
- "We would like to thank you for putting so much effort into our son's education, both his academic and pastoral care. With your guidance and the rest of the teachers at Redeemer he has been keen to learn which is more than a parent can ask."
- "We would like to take this opportunity to thank you for our daughter's most excellent education from Redeemer Baptist School. She was always proud and excited when people asked where she is going to school."
- "We are extremely appreciative ... our daughter's experiences at Redeemer Baptist School are ones she will treasure and remember for the rest of her life."
- "Redeemer's good guidance of my son put him in a right track."
- "Due to the exceptional high standards of teaching and care your school has provided for my nieces, they have flourished in their English during their stay in Australia."
- "During his schooling at Redeemer he has enjoyed all the activities and learned a lot ... We have great respect for the Redeemer community for their helping hand ... Our son has gained invaluable learning from Redeemer Baptist and his foundation for higher learning is solid."
- "Our daughter returns home from school with a bright smile, happily recounting the wonderful activities she has undertaken. She obviously feels extremely secure in your care and has blossomed both academically and spiritually."
- "My daughter has been with Redeemer since Kindergarten and has thoroughly enjoyed her time in the School."
- "We would like to take this opportunity to thank all the staff at Redeemer for their love, care and kindness they show to our daughter and all other students."
- "We will always be grateful for the school's nurturing environment and excellent education standards."

Student satisfaction

Attendance at camp is mandatory for all Redeemer students in Years 5-12. This year students in Years 5 and 6 were given an opportunity to provide evaluation of the camp in response to a request to write about their memories of camp. The evaluation was open-ended, it did not state specific aspects of the camp about which the students were to make comment. Statistical analysis of the submitted evaluations provided the following data.

- 62% of Years 5 & 6 students provided evaluations.
- 89% of the evaluations explicitly thanked staff for the camp.
- 84% of the evaluations explicitly commented on the group activities and games as a highlight of the camp.
- 79% of the evaluations explicitly commented on the quality of the food during camp.
- 82% of the evaluations explicitly commented on what they had learnt during the camp studies.
- 74% of the evaluations said that camp was the “best fun”.
- 0% of the evaluations made any criticism of any aspect of the camp.

Considering that this was an open-ended evaluation – that is, students were not asked to comment on any particular aspect of the camp, and therefore the fact that a student did not mention enjoyment of food does not necessarily mean that he or she did not enjoy the food – the consistency in the appreciation of staff, activities, food, studies and overall enjoyment provides substantial evidence that the camping program is both appreciated and worthwhile for the students.

During Term 3, a number of past Redeemer students were invited to speak to the current students at a series of Chapel services on the topic: “There is life after school!” The comments of these past students also provide indication of long-term student satisfaction, as indicated in the quotes below.

- *If you get strayed you lose control; your passion takes you to a place where you are not in charge ... One of the unique things that Redeemer taught me and that I make sure I keep is fellowship ... You have to make sure the friends around you add value to you, that they don't pollute you, that they don't make you stray ... it's those three to five people that you can call up at 3 in the morning that really make a difference to your happiness.* (Emmanuel Perdis, co-founder and general manager of Napoleon Cosmetics, completed schooling at Redeemer in 1989).
- *You've got to take everything you learn from this School. It's the attitude you get. Everyone here has a badge. Everything that you do here, you take it on after School. The most important thing is the attitude you take away from this School. I want you guys to feel lucky that you're at Redeemer. I'm so glad I went to Redeemer.* (Umut Gulasi, a manager for Dell computers, completed schooling at Redeemer in 2000).
- *My technical interest stems back to a teacher here, my science teacher, Phillip. A man of passion who was always excited about what he did. That ingrained something in me. What happens when you give it your best, you are also giving God opportunity to bless whatever you are doing.* (David Watson, production manager for Hillsong and Darlene Zschesch, completed schooling at Redeemer in 1986).
- *I know that God's purpose for me was to be a voice in the media industry ... I discovered God while I was at this school. I went to a Bible study one day*

with Karen Cannon and I still have the little book she gave me, *Morning Glory*, which I read every morning. (Rachel Moses, Channel 9 producer, completed schooling at Redeemer in 1999).

- *Because I was in this community and in this School and trusted the teachers in this School I was able to know what it is really like to live as a Christian. I learnt the love of the Lord through people. That's the good news I want to share with you today. Being in this School I felt the love of people who are brothers and sisters in Christ.* (Allan Lam, engineer with ARUP, completed schooling at Redeemer in 2002).
- *I came to know the Lord through the love of people here in Redeemer and that changed everything. Later on I have decided to do the same things for other people because the love that I felt through this community and this School is so amazing and powerful ... God has called me to share God's love and to preach God's word to people who do not know Jesus Christ ... You've got to do what God has called you to do.* (Jae Kook Kim, Presbyterian Pastor, completed schooling at Redeemer in 1999).

Teacher satisfaction

Teachers completed the following survey with respect to students' results and activities in 2008. The results of the survey are included on the table, expressed as a percentage.

Question	Yes	Somewhat	Perhaps	Not very	No	N/A
Are you satisfied with students' results in external tests and examinations in 2008?	75	21	0	0	0	4
Do you feel that you have made a contribution to students' results in external tests and examinations in 2008?	75	14	0	0	4	7
Are you satisfied with your contribution to students' results in external tests and examinations in 2008?	68	14	4	0	4	11
Are you satisfied with students' participation in activities which may contribute to respect and responsibility in 2008?	89	11	0	0	0	0
Do you feel that you have made a contribution to students' participation in activities which may contribute to respect and responsibility in 2008?	96	4	0	0	0	0
Are you satisfied with your contribution to students' participation in activities which may contribute to respect and responsibility in 2008?	86	11	0	0	4	0

These results indicate that staff are generally satisfied with academic and non-academic student outcomes. Almost all staff perceive that they contribute to students' potential development toward respect and responsibility. A small minority of staff (one staff member) is not satisfied with the personal contribution made toward the academic and non-academic outcomes specified.

At the conclusion of First Semester, 2008 – when Noel Cannon and Max Shaw retired from their roles as Principal and Headmaster, and assumed new roles as Principal Emeritus and Headmaster Emeritus – they wrote a joint statement in a newsletter to the parents and guardians of the School. This newsletter included the following statement:

The story of Redeemer is not our story. There are now generations of adults who have heard the call of God to serve Him in the various Ministries of Redeemer Baptist Church, including Redeemer Baptist School. All have contributed according to the gifts of the Holy Spirit distributed amongst us. All have given maximum effort to achieve an excellent standard for the glory of God. These have been exciting years in which our School students have repeatedly gained public recognition with high honours in Science, Technology, Art, History, Geography, Poetry, Maths etc. For over a decade our staff development has been in the completion of higher degrees in Education, including our development of a VETAB accredited post-graduate vocational qualification in teaching literacy. Our school staff has successfully trained more than 250 teachers and tutors around Australia using the principles of our WRAP literacy course. And our teachers are now regularly sought by staff in other schools to provide wisdom, inspiration and collegial support. We are thankful to God for what He has done among us!

The results of the staff satisfaction survey continue to support the statement of the School's founding leaders that attributes the ongoing excellent standard and pastoral care at Redeemer to the religious vocation of members of the Ministry Order who serve Christ in their work as teachers in the School.

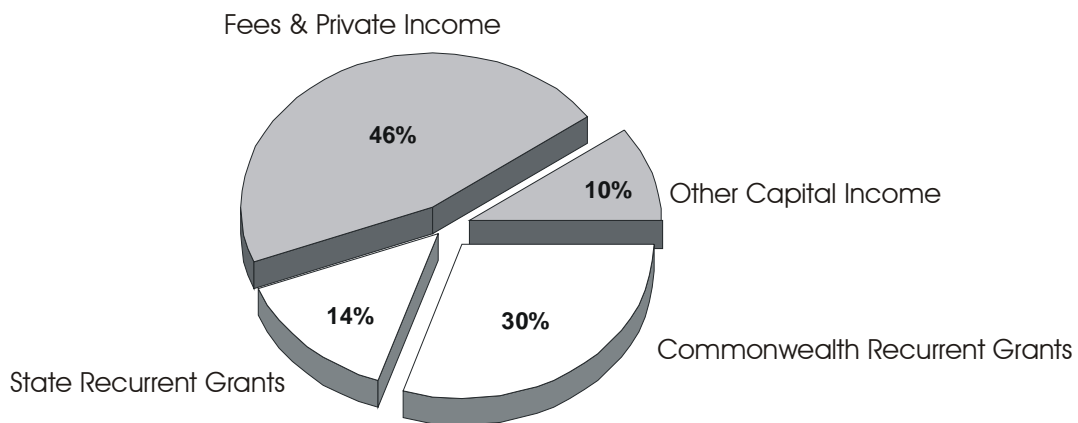
11. Summary Financial Reporting—2008

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

