



REDEEMER BAPTIST SCHOOL

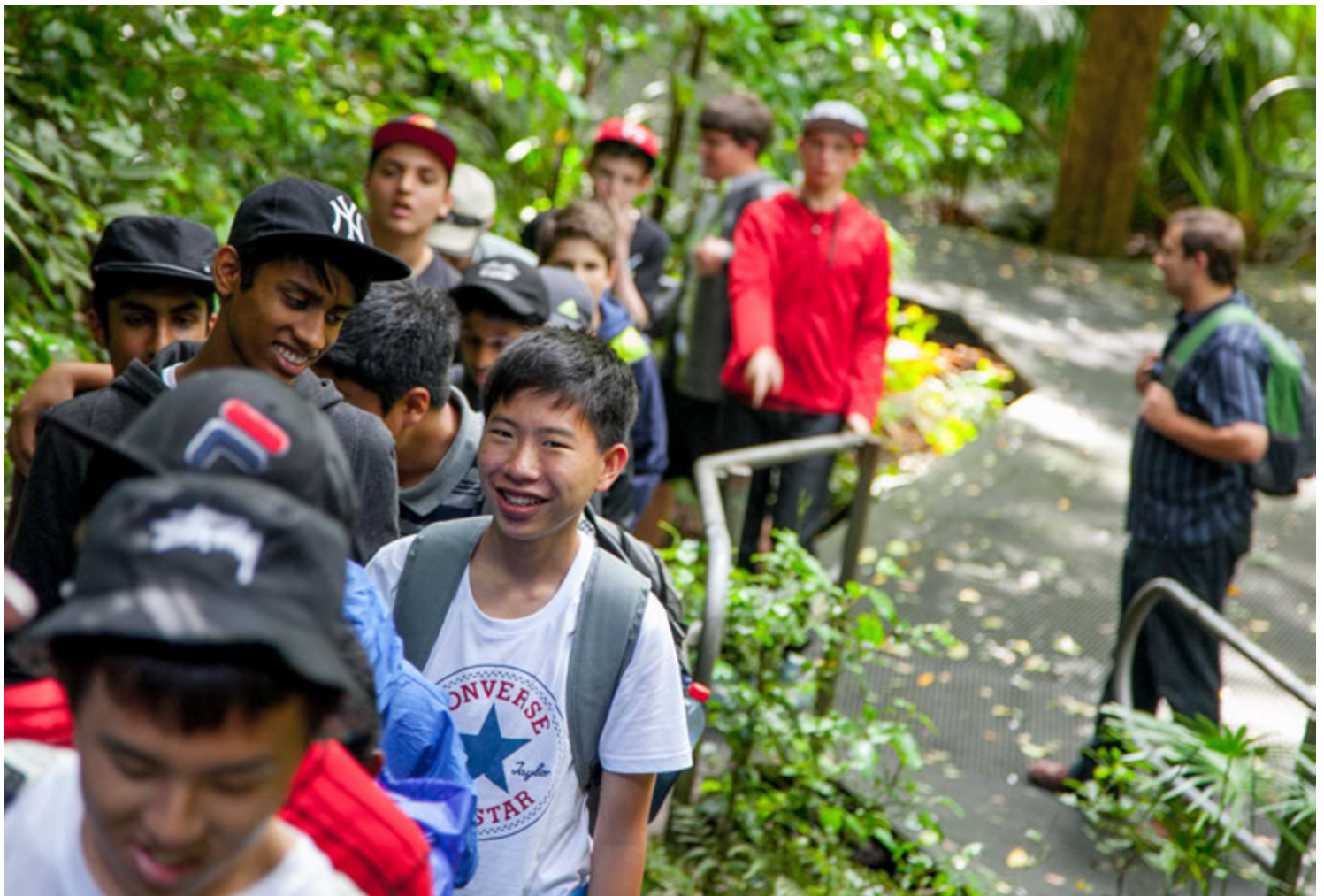
a ministry of Redeemer Baptist Church



ANNUAL REPORT 2015



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



REDEEMER BAPTIST SCHOOL



ANNUAL REPORT 2015

CRICOS No. 00415K

TABLE OF CONTENTS

| | | |
|-----|---|----|
| 1. | Message from the School Board | 5 |
| 2. | Contextual Information about the School | 9 |
| 3. | School Performances in National & State-wide or Equivalent Tests & Examinations ... | 15 |
| | i. Higher School Certificate (HSC)..... | 15 |
| | ii. Records of School Achievement (RoSA)..... | 16 |
| | iii. National Assessment Program Literacy & Numeracy (NAPLAN)..... | 16 |
| | iv. VALID Science Assessment for Learning & Individual Development | 17 |
| | v. Other Academic Awards | 18 |
| 4. | Senior Secondary Outcomes..... | 18 |
| 5. | Professional Learning & Teacher Standards | 19 |
| | i. Professional Learning..... | 19 |
| | ii Teaching Standards..... | 20 |
| 6. | Workforce Composition, including Indigenous..... | 20 |
| 7. | Student Attendance & Retention Rates..... | 21 |
| | i. Student Attendance | 21 |
| | ii. Student Retention Rates | 21 |
| 8. | Post School Destinations..... | 21 |
| 9. | Enrolment Policies & Characteristics of the Student Body | 22 |
| | i. Procedures | 22 |
| | ii. Conditions of Enrolment..... | 23 |
| | iii. Characteristics of the Student Body | 25 |
| 10. | School Policies..... | 26 |

| | |
|--|----|
| i. Student Welfare..... | 26 |
| ii. Discipline Policy | 28 |
| iii. Policies for Complaints & Grievances Resolution | 28 |
| 11. School-Determined Improvement Targets | 29 |
| 12. Respect & Responsibility..... | 33 |
| 13. Parent, Student & Teacher Satisfaction | 35 |
| 14. Summary Financial Information..... | 38 |



Redeemer Baptist School Limited
2 Masons Drive, North Parramatta, NSW, 2151
Phone (02) 9630 6311 Fax (02) 9683 5338
www.redeemer.nsw.edu.au

ABN 62 002 650 704

REDEEMER BAPTIST SCHOOL

ANNUAL REPORT – 2015

1. Message from the School Board

Choosing a type of education means choosing the type of society one is seeking to create for the future. (Colin Power, A/Director for Education in UNESCO, 1989-2000)

Imagine the future outcome of a Redeemer education.

At Redeemer in 2015, we've engaged in imaginative restoration of our *Reid* classrooms and installed inconspicuous air conditioning in our grand *Sargood Hall* with help from a \$50,000 Community Building Partnership grant from the NSW government. Survey paint gives hope that a pedestrian bridge – in our imagination for 17 years – will be built over Pennant Hills Road. Nothing happens without imagination!

Just as we imagined this infrastructure into being to support learning, so it is important to imagine worthwhile outcomes for all of our children through a Redeemer education.

Imagine! the privilege of 13 years of schooling at Redeemer

UNESCO reported in 2015 that, globally: there is no school for 58 million children; many schools are closed because of war; and poor quality learning results in millions leaving school without basic skills. On a world scale, 13 years of schooling at Redeemer is a privilege!

Achievement of developmental milestones and educational goals is dependent on the way of life of the community in which education and learning take place. Redeemer provides quality in learning opportunities in the context of a faith-based community. Our vision as a Christian community is that a Christian worldview in education – embedded in relationships and the curriculum – will provide deep roots for children to flourish in their learning.



And learning did flourish at Redeemer in 2015.

- The Minister for Education renewed our Registration for the maximum five years.
- ASQA granted seven years re-accreditation for our vocational training.
- ACARA commended Redeemer: 'Based on My School data, your school has above average NAPLAN gain compared to schools with similar students.'
- Redeemer students won significant awards in English, Science, Technology and Sport.
- All HSC students were offered enrolment at university or a direct university pathway.

But the curriculum of learning at Redeemer is not only learning to know and do. Redeemer students have opportunities to learn that it is good for humanity to live in unity. In 2015, parents and students testified that our students learn 'to live together' and 'to be'.

- The father of one of our Year 12 students wrote: 'Throughout the years, I was extremely impressed by the quality education that Redeemer offered – guiding kids towards the right when life is surely most confusing.'
- A Year 12 student said to younger students: 'We have a different school. Don't throw this advantage out the window. I know that God will help me. He can do much more not just for me but for everyone here as well.'

Redeemer students are given the opportunity not only to excel in key learning areas but also to discover community and know grace and peace within themselves through Jesus Christ.

Imagine! post-school education & vocation for a Redeemer student

Yong Zhao (Director for Online Learning, University of Oregon) says that the world is at risk of both massive youth unemployment and talent shortage unless there is a paradigm shift in education towards the tools needed to cope with exponential technological change. It is hard to imagine how digital disruption may impact education over the next 20 years.

And yet there is also research that cautions teachers, parents and students about harm caused by overuse of digital media.

- Heavy screen use causes obesity and sleep disruption. But 75% of students exceed the recommended two-hour daily screen limit.
- Students who use computers very frequently at school do a lot worse in most learning outcomes, especially reading. Students who spend more than six hours on line per day outside school feel lonely, arrive late for school, or skip days of school.
- Banning mobile phones at school provides an additional hour of learning each week.

Much wisdom is needed to prepare students to live and work in a digital world that depends on continuous advances supported by Science, Technology, Engineering and Mathematics (STEM). How did Redeemer provide a STEM culture for 21st century learning in 2015?

- Redeemer STEM teacher, Stuart Garth, was awarded an Australian College of Educators Fellowship because he 'has made an outstanding contribution to pedagogy that promotes student engagement in scientific investigations.'
- Unlike the trend away from science subjects for NSW HSC students, 91% of Redeemer HSC candidates studied a science subject.
- Redeemer students were finalists in BHP Billiton Science & Engineering Awards, winners in STANSW Young Scientist awards, and represented Australia at Intel ISEF.

In the context of a rigorous academic curriculum, a majority of Redeemer students engage in vocational education and training. Following work placement, an employer sent this email about one of our Year 10 students: 'This Redeemer student is the most outstanding student I have had. She was polite, confident, and extremely efficient.'

Redeemer students have opportunity to develop 21st century skills involving science and digital technologies – with vocational preparation – in the context of a core curriculum with high standards in literacy, numeracy and historical awareness.

Imagine! a Redeemer student engaging in family & community

A large survey by the NSW Advocate for Children and Young People in 2015 discovered that Australian children and young people hope to help make the world a better place, with 60% already involved in volunteering.

Each year across the world, almost 11 million children die before their fifth birthday. Diarrhoea kills 1.5 million young children each year. Over 210 million children and adults suffer from malaria. Most of the deaths and suffering could have been prevented.

Over many years, Redeemer students have begun to respond to these enormous needs in disadvantaged communities. 100% of our students will become involved in student-led programs to help others with significant needs. The contribution of our student volunteers was recognised in the press and in Parliament in 2015.

- The *Western Herald* reported on our Year 10 outback tour to help people: 'Bourke is not the only community supported by Redeemer. Redeemer has supported the remote Canteen Creek community and also rebuilt the remote Muli Muli church. Redeemer teaches students to have eyes open and hearts ready to give!'
- NSW Parliamentary *Hansard* recorded: 'I commend Redeemer's ongoing vision for inspiring their students not only to achieve personally and academically but also for engaging students to look beyond themselves as they find ways to provide practical support and forge friendships with their peers in diverse communities.'

But there are limits to what we imagine for the future of Redeemer students. God has given ten commandments to preserve the sanctity of family and society. These moral absolutes never change. Imagining life against God's design will damage individuals and society. Accordingly, Archbishop Fisher encourages Australians 'to embrace the mission of not only rebuilding the nation's physical infrastructure but also renewing its spiritual capital so that it might be visionary, principled and practical, with a right reverence for God and people'.

So we pray to God that Redeemer will continue to provide a Christian worldview basis for our students to imagine a good life of selfless serving and faithful loving, guided by God's words in the Bible, enlivened and applied to the present by the indwelling Holy Spirit.

Imagine! eternal outcomes for Redeemer students

Jesus said, 'anyone who believes in Me has everlasting life.'

It is important to imagine how school can prepare for post-school life as workers in a world revolutionised by technology. It is important to imagine how school can inspire human virtues of faithful love for family and sacrificial service. But our Christian worldview of education has even more to offer.

It is difficult to imagine life totally immersed in the love of God uninterrupted by evil forever. But that is the hope that drives us. Yes, we imagine that every day at Redeemer we make a difference so that students can stay strong in truth even when cultural trends dismiss God's directions for respecting life. Yes, we imagine that getting alongside our students in community service will open hearts to respond personally to suffering. This is imaginable. But what Jesus did for us is almost unimaginable. Jesus gives us opportunity to rise after death with a body like His resurrected body forever. No sin. Just love. A continuation of Jesus' love that we know now, forever. That is the hope that has driven Christians through history to do so much good in the world. That hope is the anchor for our souls. That is the hope we have for all of our students!

We recommend that you obtain a copy of the Principal's 2015 Annual Address for more detail on this topic of *Imagine! the future outcome of a Redeemer education*. The Principal's 2015 Annual Address can be found on Redeemer's website www.redeemer.nsw.edu.au.



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 with easy access to public transport. The School is committed to a Christian worldview in education and renowned for its academic standards. A comprehensive range of subjects and extra-curricular activities is offered for all ages, including vocational education options in the Senior School.

Redeemer seeks to create a learning environment which is thoughtful, free, sharing and respectful rather than competitive, tense, self-serving and fearful. The School is a ministry of Redeemer Baptist Church. All staff are members of the Ministry Order of the Church. The sacrificial life of this religious community forms a base for a teaching and learning environment where people may discover friendship, pray for each other and help the weakest. Both individual learning and the responsibility of care for each other is encouraged.

Redeemer's culture of excellence in science and technology has been recognised by numerous awards including Science Teachers Association of NSW Young Scientist of the Year, University of Wollongong Technology Awards, BHP Billiton Science Awards, NSW BOSTES DesignTECH and Texstyle exhibitions (HSC), Intel ISEF (USA), and Australian and International Standards Organisations.



The Australian Minister for Science and Research wrote (2009):

- *I congratulate Redeemer Baptist School. It is very pleasing to see young students take such an avid interest in science and research.*

Redeemer is consulted as a model school in multisensory literacy instruction based on phonemic awareness. Recognition for excellence in literacy has been provided by Dorothea Mackellar Poetry Awards and NSW BOSTES WriteOn Competition.

Public recognition for contribution to leadership and community service includes the Australian Government Volunteering Video Competition for Young People, Western Sydney University Vice-Chancellor's Leadership Scholarships, Aspire Future Leaders Program and Mitchell Youth Leadership Forum (MYLF).

The Member for Parramatta said in Parliament about the School (2013):

- *I commend Redeemer Baptist School for all its humanitarian work ... The School's performance and leadership is a community beacon.*

Redeemer has won SWISSA and ASISSA team sports soccer, netball, basketball, tennis doubles, T-ball and Oztag. Redeemer has also won SWISSA swimming, athletics and cross country zone carnivals. Redeemer students have won gold, silver and bronze medals at CIS athletics and swimming carnivals.

All students achieve Royal Life Saving swimming and resuscitation awards and Workcover approved Senior First Aid certificates. Camps provide a range of adventures as well as opportunity to reflect and build community.

Our vision for Redeemer students is that they will contribute to individuals and society in good and strong ways. We hope that their lives will be formed by the Christian virtues – faith, hope and love – which by God's grace they will have seen in operation among those who belong to Jesus at Redeemer.



The School is a member of the NSW Association of Independent Schools and the Australian Association of Christian Schools.

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

Excellence at Redeemer in 2015 is evidenced in the following achievements:

- In the *Intel ISEF*, Alexandra Garth (Year 11) won 2nd in the world from the American Psychological Society for her project *Stay Tuned! Comparing the Effects of Long and Short-Term Auditory Stimulation for Increasing the Sensitivity of a Person's Hearing*.



- In the *STANSW Young Scientist Awards*, prize winners included: Jared Arnold (Year 1); James Poyitt (Intel ISEF finalist), Msgana Akele & Chelsey Karvon, Lachlan Bolton, Michael Galatoula & Harry Gribilas, Georgina Garth, Adarsha Parjuli, Sudesh Tunga & Ed Kudaya-More (Year 10).



- In the *BHP Billiton Science & Engineering Awards*, Alexandra Garth, Chanum Torres (Year 10) and Benjamin Gibson (Year 12) were national secondary finalists. Lachlan Bolton and Georgina Garth have been selected as 2016 national finalists.
- In the *University of Wollongong Faculty of Engineering Sciences Year 9 & 10 Industrial Technology Competition*, Liam Shaw and Lachlan Bolton won awards, Stuart Garth won the teacher award, and Redeemer was the winning school.
- In the *BOSTES WriteOn*, Emmanouel Voudouris (Year 2) won a gold award.



- In the *Lions Voice of Youth Public Speaking*, Pariselle Hughes (Year 8) won 2nd place.
- Mary-Anne Poyitt was awarded a *Premier's Reading Challenge* medal.
- In the national *Dorothea Mackellar Poetry Competition*:
 - Evan Feng (Year 8) won 1st prize in the secondary AL category and Chris Lamboa (Year 10) won 2nd prize in senior secondary.



- There were 9 Highly Commended and 18 Commended Redeemer student entries, more than any other school in Australia.
- Redeemer Baptist School was awarded a Commendation.
- Miriam Poyitt was awarded a *University of NSW ICAS Medal* for 100% in English.
- In *History Mastermind*, Adam Gibson, Pariselle Hughes, Suzanne Jones, Miriam Poyitt & Aryan Sehgal won 2nd place, Year 8.
- Vocational students Msgana Akele, Krystina Jones, Shalom Olegasegarem, Bethany Poyitt and Samuel Suresh received *AusSIP Employability Awards* on work placement.
- Alumnus Daniel Roman (Year 12, 2014) was awarded a place in the *Western Sydney University (WSU) Academy*.
- Alumni Judson Bailey (Year 12, 2012) and David Poyitt (Year 12, 2013) were included on the *WSU School of Humanities and Communication Arts Dean's Merit List*.
- Alumnus Catherine Cannon (Year 12, 2013) was included on the *WSU School of Nursing and Midwifery Dean's Merit List*.
- Alumnus Emma Poyitt (Year 12, 2010) was awarded a *WSU Dean's Medal for Science, Givaudan Award for Excellence in Product Development (Food & Nutrition)* and was included on the *WSU School of Education Dean's Merit List*.
- Alumnus Matthew Bolton (Year 12, 2009) was in the *University of Sydney Faculty of Architecture, Design and Planning Dean's List of Excellence in Academic Performance*.
- Science & Mathematics teacher Stuart Garth was awarded a *Fellowship* by the *Australian College of Educators*.



- Redeemer's sports teams won: *SWISSA* junior & senior girls volleyball, senior girls basketball, junior & intermediate girls tennis doubles, and intermediate boys Oztag; *ASISSA* boys super 6 Oztag and girls T-ball; *ETDTA North West Primary Schools* tennis; *Nepean Western Zone* open girls softball; and *Reid Shield* cricket.



- ASISSA Sport*: David Kang was 10 years boys swimming champion; Adrian Burns, Victoria Garth and David Kang were selected to compete in the state *CIS cross country*; Tolga Akdeniz, Jerusalem Akele, Gregory Burns, Jordan Ebert, Salote Fiefia, Kayley Garth, Octavio Gesto, David Kang, Sonia Khan, Joel Maxwell, Konstantina Ofidis, Evelyn Poyitt and Ethan Tjhin were selected to compete in the state *CIS athletics*; Nidhi Kukunooru represented *ASISSA* in netball.
- Redeemer won the *SWISSA Athletics Carnival* – Caleb Tumai, Bridget Laverty, Martyn Poyitt, Patricia Lamboa, Lachlan Bolton, Gabrielle Jones, Andrea Burns, Anthony Bolton and Caitlin Lievano were proclaimed age champions.
- Redeemer won the *SWISSA Swimming Carnival* – Marina Yuan, Galen Yuan, Andrea Burns, Alexandra Garth, Martyn Poyitt, Bridget Laverty and William Garth were proclaimed age champions.



- Redeemer won the *SWISSA Cross Country* – Caleb Tumai, Bridget Laverty, Patricia Lamboa, Lachlan Bolton, Chelsey Karvon, Priyanka BC, Carla Zammit, Marcus Portelli, Panialeise Hughes, Aryan Sehgal & Adithya Prakash were proclaimed age champions.

- *AICES Sport* – Marina Yuan was 12 years girls and Galen Yuan was 12 years boys swimming age champion; Caleb Tumai was open boys athletics age champion; Redeemer won the AICES athletics carnival.



- *Combined Independent Schools (CIS) Sport*: Galen Yuan won two silver medals in swimming (50m freestyle & 200m individual medley); Marina Yuan (secondary) and David Kang (Primary) also competed in swimming events; Caleb Tumai and Junior Savaiko won bronze medals in athletics (Javelin, secondary); Callum Bailey, Krystina Jones, Chris Lamboa and Jerry Luo also competed in athletics events.



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

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

i. Higher School Certificate (HSC)

In 2015, 25 students sat for NSW HSC examinations in 20 courses. All Year 12 students (100%) attained an HSC. In total, 100% of candidates across all two unit courses achieved marks of 50 or more (99% in 2014); 100% of candidates who sat for 4 one or two unit extension courses achieved 25 marks or more out of 50 (100% in 2014). This has been a consistent trend over the last three years. The School provides a wide range of subject options while maintaining a core curriculum of English, Mathematics and History.

TABLE 3.1.1: 2015 HSC PERFORMANCE

| SUBJECT | NUMBER OF STUDENTS | MEDIAN RESULT /100 | | PERFORMANCE BANDS 3-6 | | | PERFORMANCE BANDS 1-2 | | |
|-----------------------------|--------------------------|--------------------------|------|----------------------------|------|-------|--------------------------|------|-------|
| | | | | SCHOOL | | STATE | SCHOOL | | STATE |
| | | 2014 | 2015 | NO. | 2015 | 2015 | NO. | 2015 | 2015 |
| English (Standard) | 7 | 66 | 67 | 7 | 100% | 84% | | | 16% |
| English (Advanced) | 11 | 74 | 75 | 11 | 100% | 99% | | | 1% |
| Mathematics General | 4 | 57 | 67 | 4 | 100% | 74% | | | 26% |
| Mathematics | 13 | 74 | 75 | 13 | 100% | 90% | | | 10% |
| Physics | 11 | 69 | 70 | 11 | 100% | 89% | | | 11% |
| Chemistry | 12 | 73 | 74 | 11 | 92% | 93% | | 8% | 7% |
| Biology | | | | | 100% | 84% | | | 16% |
| Ancient History | 8 | 68 | 73 | 7 | 88% | 83% | | 13% | 17% |
| Modern History | 10 | 76 | 73 | 10 | 100% | 89% | | | 11% |
| Economics | | | | | 100% | 92% | | | 8% |
| Geography | | | | | 100% | 87% | | | 13% |
| PDHPE | 4 | 75 | 75 | 4 | 100% | 90% | | | 10% |
| Modern Greek | | | | | 100% | 100% | | | |
| VET IDT (Digital Animation) | | | | | 100% | 97% | | | 3% |
| VET Business Services | 7 | 79 | 77 | 7 | 100% | 72% | | | 28% |
| VET Hospitality | | | | | 100% | 85% | | | 15% |
| EXTENSION SUBJECTS | NUMBER OF STUDENTS | MEDIAN RESULT /50 | | PERFORMANCE BANDS E2-E4 | | | PERFORMANCE BAND E1 | | |
| | | | | SCHOOL | | STATE | SCHOOL | | STATE |
| | | 2014 | 2015 | NO. | 2015 | 2015 | NO. | 2015 | 2015 |
| Mathematics Extension 1 | 7 | 73 | 77 | 7 | 100% | 98% | | | 2% |
| Mathematics Extension 2 | 4 | 76 | 74 | 4 | 100% | 98% | | | 2% |
| History Extension | 3 | 35 | 32 | 3 | 100% | 98% | | | 2% |
| Modern Greek Extension | | | | | 100% | 100% | | | |

In 2015, 34 students (30 students in 2014) achieved the required competencies for dual accreditation of Preliminary and HSC vocational courses and certificates. 96% of Year 12 students undertook vocational education and training during their schooling (82% in 2014). All Year 12 students (100%) undertaking vocational training attained a vocational education and training qualification (see Table 3.1.2).

TABLE 3.1.2: 2015 PRELIMINARY & HSC VOCATIONAL CERTIFICATES

| VOCATIONAL AWARD | NUMBER OF STUDENTS | |
|--------------------------------------|--------------------|-----|
| | PRELIMINARY | HSC |
| Certificate I in Business | 17 | |
| Certificate II in Business | 2 | 4 |
| Certificate III in Business | | 6 |
| Certificate II in Kitchen Operations | | 5 |

ii. Records of School Achievement (RoSA)

In 2015, no students were issued with a RoSA as Redeemer students did not apply for a RoSA before receiving their HSC.

In 2015, 15 Year 10 students achieved the required competencies for vocational qualifications (20 students in 2014). 75% of Year 10 students (71% in 2013) undertook vocational education and training. All Year 10 students (100%) undertaking vocational training attained a vocational education and training qualification (see Table 3.2.1).

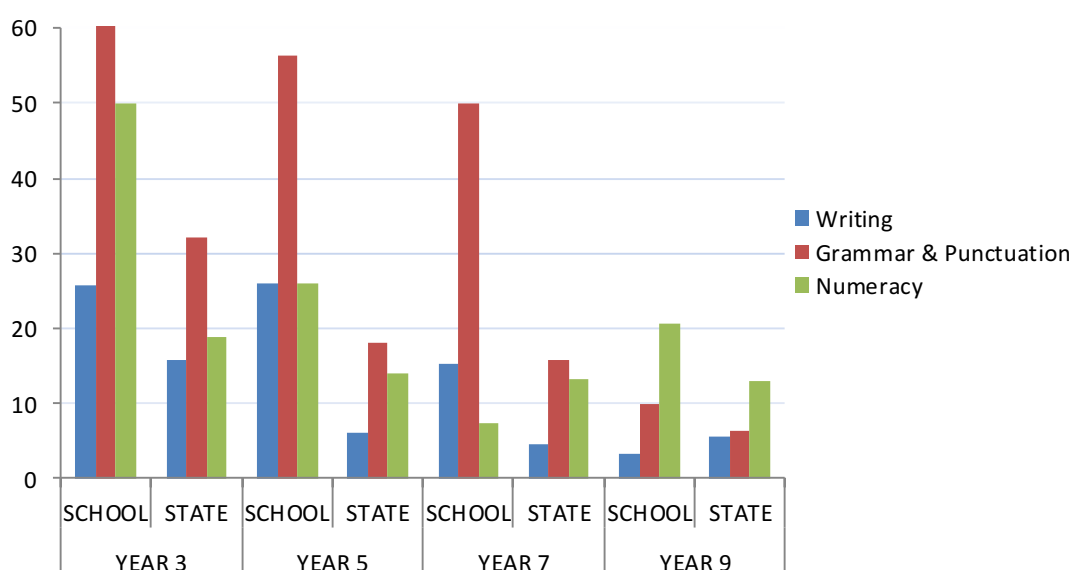
TABLE 3.2.1: 2015 Stage 5 VOCATIONAL CERTIFICATES

| VOCATIONAL AWARD | NUMBER OF STUDENTS |
|--|--------------------|
| Certificate I in Information, Digital Media & Technology | 15 |

iii. National Assessment Program Literacy & Numeracy (NAPLAN)

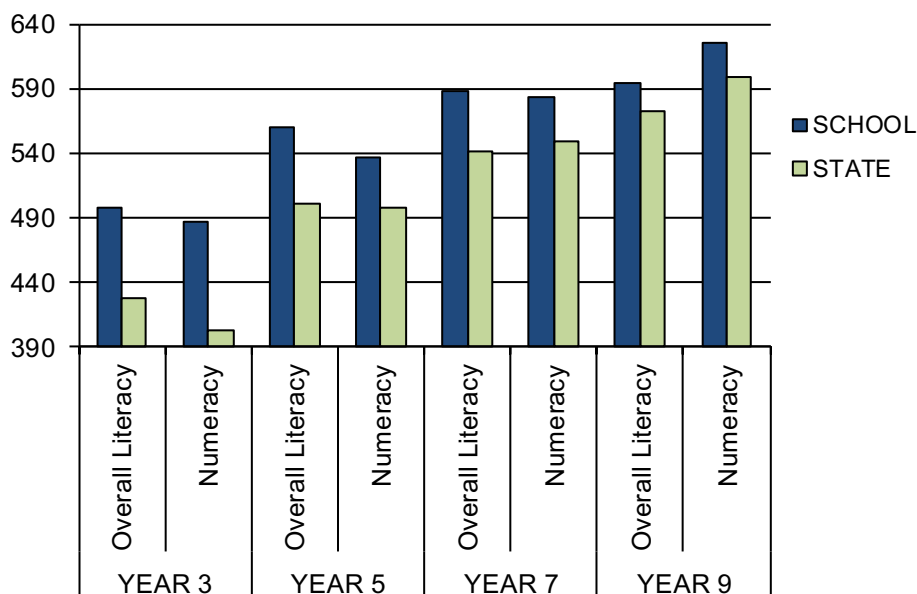
In 2015, the School presented students in Years 3, 5, 7 & 9 for NAPLAN. Percentages of students achieving in the top band are shown in Graph 3.3.1.

Graph 3.3.1: 2015 NAPLAN
Percentage of students in top band elements of Literacy & Numeracy



Overall – in literacy and numeracy in NAPLAN – the mean (average) score for Redeemer students was above the state mean (average), as shown in Graph 3.3.2.

**GRAPH 3.3.2: 2015 NAPLAN
MEAN SCORE FOR ALL STUDENTS IN LITERACY AND
NUMERACY**

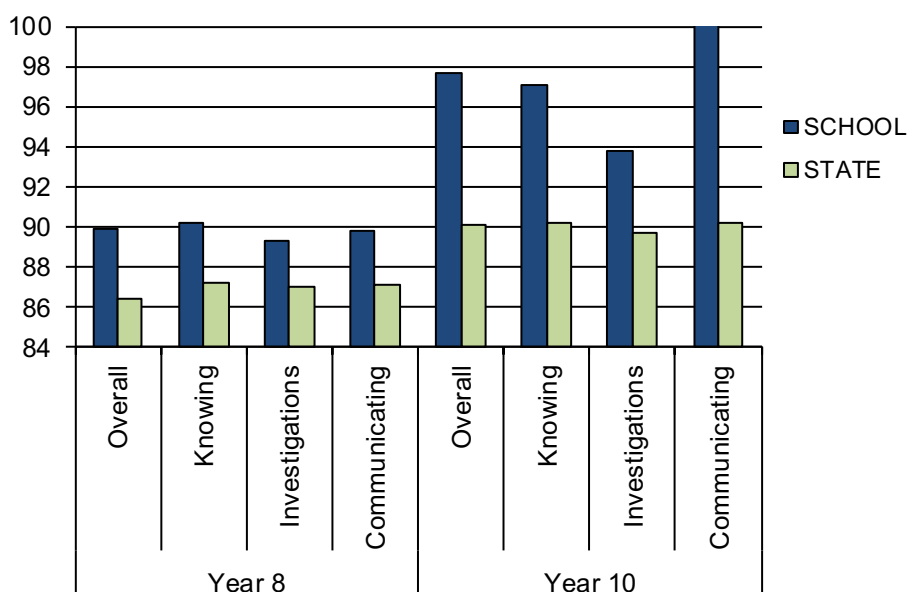


Performance in NAPLAN is documented on the My School website: www.myschool.edu.au.

iv. VALID Science Assessment for Learning & Individual Development

The VALID program provides diagnostic and formative information about science learning by Years 8 & 10 students in schools across NSW and provides a mechanism to allow schools to validate school based assessment in Science. The mean score for Redeemer students was ahead of the state in each domain tested as shown in the following Graph 3.4.1.

**GRAPH 3.4.1: 2015 VALID SCIENCE ASSESSMENTS
MEAN SCORE FOR VALID SCIENCE ASSESSMENT**



v. Other Academic Awards

The School celebrates the successes of all students in each academic year. In addition to the achievements listed in Section 2 (Contextual Information about the School), the following lists further highlight the School's achievements in 2015.

(A) SCIENCE

- ICAS (UNSW) 1 High Distinction; 15 Distinctions; 42 Credits

(B) ENGLISH

- ICAS (UNSW) 1 High Distinction; 12 Distinctions; 31 Credits

(C) MATHEMATICS

- ICAS (UNSW) 2 High Distinctions; 26 Distinctions; 52 Credits
- AMC 5 High Distinctions; 10 Distinctions; 29 Credits

(D) MUSIC

- AMEB Students sat for AMEB exams to 7th grade in Piano, Clarinet, Violin, Saxophone, Classical Guitar, Cello, Musicianship and Music Craft. Almost half the students passed with Honours or Distinction.

(E) COMPUTER SKILLS

- ICAS (UNSW) 4 Distinctions; 11 Credit

(F) GEOGRAPHY

- Australian Geography Competition 10 High Distinctions; 9 Distinctions; 15 Credits

(G) LANGUAGES

- ACER Certificates 6 Credits

4. Senior Secondary Outcomes

In 2015, 96% of the Year 12 cohort had participated in vocational training (as per Table 3.1.2: 2015 Preliminary & HSC Vocational Certificates). Senior secondary outcomes are summarised below.

| Year 12 | Qualification/Certificate | Percentage of Students |
|---------|---------------------------|------------------------|
| 2015 | HSC | 100% |
| 2015 | VET qualification | 96% |

Senior secondary outcomes are documented on the My School website:

www.myschool.edu.au .

5. Professional Learning & Teacher Standards

i. Professional Learning

The School Executive participated in Leadership or Governance Seminars conducted by: Association of Independent Schools NSW; Australian College of Educators; Australia & New Zealand Education Law Association; Bursars Association of NSW; NSW Office of the Children's Guardian; Family Voice Australia; Australian Christian Lobby; and NSW BOSTES. All the teaching staff participated in professional development on: BOSTES teacher accreditation with Teachers Christian Fellowship of NSW; and a Christian worldview of education through the School's Annual Education Conference held during the Spring Vacation, and the Clark Lecture with Professor David Bebbington.

In addition, the following professional development activities were undertaken by staff throughout 2015.

| DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY | Number of Teachers |
|--|--------------------|
| <i>English</i> : Writing; Brave New World; Reading Eggs Online; Conference; Inference; Visual Literacy | 24 |
| <i>Mathematics</i> : Maths Online; Conference; BOSTES senior syllabus consultation | 29 |
| <i>Science</i> : UNSW Physics Teachers' Conference; Chemical Safety; Learning in the Laboratory; BOSTES senior syllabus consultation; STANSW Training Sessions for Young Scientist Judging | 10 |
| <i>History</i> : Writing History; BOSTES senior syllabus consultation; Historical Inquiry; History syllabus familiarisation | 6 |
| <i>Geography</i> : Conference; New syllabus K-10 | 4 |
| <i>Technology</i> : Google resources in teaching/learning; ICT integration conference; ICT as a General Capability | 4 |
| <i>Music</i> : Australian Flute Festival; SSO Professional Workshop; Brandenburg Orchestra; Kodaly; Sydney Chamber Choir; Orff Schulwerk | 9 |
| <i>PDHPE</i> : Austswim; Oxygen Resuscitation | 1 |
| <i>VETiS</i> : Extending Assessment | 8 |
| <i>Integration</i> : BOSTES disability provisions; Fontes & Pennell Benchmark Assessment | 5 |
| <i>Pastoral Care</i> : Medixcare Senior First Aid Certificates; Hope, Wellbeing & Engagement; Child Protection Skills; Wellbeing Conference; Promoting Reconciliation | 29 |
| <i>Teaching/Learning</i> : Learning Environments for Tomorrow (Harvard); Learning to Lead; e-Assessment; Our Future, our Responsibility, our Privilege; Improving Students' Performance | 49 |
| <i>Library</i> : Functional Solutions; Teacher librarian conference | 1 |
| <i>Teacher accreditation</i> : Teacher Accreditation Authority Briefings; BOSTES accreditation | 60 |
| <i>Compliance</i> : Early Childhood & OSHC Services; Working with Children Check; CRICOS briefing | 4 |
| <i>Careers Advisor</i> : Macquarie University Careers Day | 1 |

The average expenditure per teacher on professional learning in 2015 was \$825.

ii Teaching Standards

For 2015, details of the numbers of all teaching staff responsible for delivering the curriculum are listed in the following categories.

| CATEGORY | Number of Teachers |
|---|--------------------|
| A having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or | 60 |

6. Workforce Composition, including Indigenous

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

In 2015, Stuart Garth was honoured with the award of a Fellowship by the Australian College of Educators:

***Stuart Garth** has made an outstanding contribution to pedagogy that promotes student engagement in scientific investigations both as a classroom teacher and through his contribution to the Science Teachers' Association of NSW (STANSW) Young Scientist Awards. Indefatigable enthusiasm and excellence has marked Stuart's contributions to his students and his colleagues in his promotion of school cultures encouraging original scientific research.*

The following citations for Redeemer staff members were provided by the Australian College of Educators as part of 2015 World Teachers' Day celebrations:

***Hannah Regan** is a thoroughly engaged Kindergarten teacher and popular After School Care supervisor at Redeemer Baptist School. She loves her children and excels in early identification of issues that may affect educational or social development. Her innovative intervention and collaboration with health professionals has given hope to students and parents, enabling integrated educational pathways. Through Redeemer's distinctive phonemic awareness approach to literacy, Hannah's students achieve remarkable reading levels in Early Stage 1. Hannah has mentored beginning teachers, providing a framework to ensure both professional development and student outcomes in the context of a Christian worldview in education. Hannah Regan is a worthy recipient of the 2015 Hills/Parramatta Region Australian College of Educators World Teachers' Day award.*

***Joanna Ridley** has developed a model for excellence in pre-literacy and pre-numeracy formation in Redeemer Baptist School's pre-Kindergarten class. Joanna completed a Certificate IV in Early Language and Literacy which brings together research and clinical insights from educationists and speech pathologists. She incorporated this professional development into her Early Stage 1 curriculum. Joanna collaborates with staff to inspire the Kindergarten module to perform a quality, original stage production laden with character-forming truth each year. Joanna also energetically coaches secondary softball and basketball teams, and is a role model for girls on School Camps and at the Mitchell Youth Leadership Forum. Joanna Ridley is a worthy recipient of the 2015 Hills/Parramatta Region Australian College of Educators World Teachers' Day award.*

Information with regard to Redeemer staff is located on the My School website:

www.myschool.edu.au .

7. Student Attendance & Retention Rates

i. Student Attendance

| Year | Attendance Rate |
|--------------|-----------------|
| Kindergarten | 96.6% |
| Year 1 | 96.3% |
| Year 2 | 96.6% |
| Year 3 | 97.0% |
| Year 4 | 97.5% |
| Year 5 | 97.8% |
| Year 6 | 96.9% |
| Year 7 | 98.1% |
| Year 8 | 97.1% |
| Year 9 | 98.1% |
| Year 10 | 97.7% |
| Year 11 | 96.5% |
| Year 12 | 97.6% |

Ninety-seven per cent of students attended School on average each School day in 2015. This was similar to the daily attendance in 2014. Student attendance profiles are reviewed regularly and parents/guardians informed if these are deemed unsatisfactory.

Information with regard to student attendance is located on the My School website:

www.myschool.edu.au .

ii. Student Retention Rates

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

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

| Years compared | Year 10 Total Enrolment | Year 12 Total Enrolment | Year 10 Enrolment remaining in Year 12 | Apparent retention rate | Actual retention rate |
|----------------|-------------------------|-------------------------|--|-------------------------|-----------------------|
| 2011/2013 | 29 | 26 | 22 | 89.7% | 75.9% |
| 2012/2014 | 31 | 33 | 27 | 106.5% | 87.1% |
| 2013/2015 | 21 | 23 | 18 | 109.5% | 85.7% |

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

8. Post School Destinations

100% of students who left School at the end of Year 12 following the completion of their School education were offered enrolment at university or a university pathways course including ASQA accredited vocational training. 96% of Redeemer 2015 HSC students were offered enrolment at university.

9. Enrolment Policies & Characteristics of the Student Body

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

i. Procedures

- (i) All applications will be made with the Registrar and all necessary documentation provided in English (as stated in the information letter, including the last two school reports and English College reports) at the time of interview with the Principal, the Headmaster and/or his delegate.
- (ii) Personal information collected by the Registrar with regard to students will include:
 - names by which the student is or has been known
 - full birth certificate
 - residential address
 - family circumstances including duly certified copies of any relevant court orders, parenting orders or parenting plans
 - ethnic, cultural and religious particulars
 - primary language
 - contact details for the student's doctor(s)
 - any diagnosed medical conditions
 - immunisation records with respect to vaccine preventable diseases
 - any physical impairment or disability
 - Medicare and health fund particulars.
- (iii) Personal information collected by the Registrar with regard to the parents/guardians of a student will include:
 - names by which the parents/guardians are or have been known
 - residential address
 - place of employment
 - all contact telephone numbers
 - any other contact details.
- (iv) Personal information (collected by the Registrar) including name, address, telephone numbers and any other contact details is collected for each person: who may be contacted in an emergency; any authorised nominee to collect the child from the After School Care Service; any person authorised to consent to medical treatment or administer medication to the child.
- (v) At the interview each applicant's supporting documentation, references, and interview responses will be considered by the Principal or Headmaster or his delegate in terms of a willingness to support the School's ethos.
- (vi) In relation to the educational needs of the applicant, the Registrar will gather information and reports at the direction of the Principal or Headmaster from parents/guardians and other relevant persons to allow for proper consideration of these needs.

- (vii) Overseas students must provide documentary evidence to the Registrar 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. Previous School Reports may contribute to evidence required. All applications will be assessed by the Principal, Headmaster or his delegate to ensure students have the appropriate qualifications and proficiencies to undertake the course.
- (viii) The School will take into account any Australian Government Department of Immigration and Border Protection (DIBP) schools sector English proficiency test requirements.
- (ix) The Principal or Headmaster or his delegate will consider evidence provided by the applicant to establish the appropriate Year of Enrolment and whether the School has facilities and/or personnel to accommodate the applicant before making an offer of enrolment.
- (x) A Letter of Offer will be sent to successful applicants with:
 - a Form of Acceptance to be signed by parents or legal guardians and returned with an enrolment deposit as specified in the Letter of Offer
 - written authorisation to be signed by the parents/guardians of the student for the School to seek as required treatment from emergency medical, hospital, dental and/or ambulance service in the event of injury or illness whilst at School
 - a copy of *The ESOS framework* provided by Australian Education International (overseas students only)
 - circumstances in which personal information about students may be shared (overseas students only).
- (xi) At the time of entry, overseas students will be re-assessed by TESOL staff and a withdrawal program may be instituted to ensure English proficiency is satisfactory. There is an expectation that students entering should have attained proficiency measured by the ACER Diagnostic English Language Tests (DELTA) as follows:

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

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

ii. Conditions of Enrolment

Conditions of Enrolment for local students at Redeemer Baptist School

1. Parents will agree to allow the child to share fully in the life and program of the School, including the devotional activities and doctrine lessons.
2. 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. 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. 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 appropriate punishment in accordance with the policies of the School.

5. 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: Where this requirement causes hardship, alternative arrangements may be discussed with the Principal.)
6. 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. The School may suspend or terminate enrolment at its discretion in any circumstances where it considers such action to be desirable or necessary with respect to the policies in the School Handbook and safety of the School community 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. Parents/guardians will agree to allow the child to share fully in the life and program of the School, including the devotional activities and doctrine lessons.
2. 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. 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. 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 appropriate punishment in accordance with the policies of the School.
5. Students will not be permitted to commence School until all tuition and camp fees for the year are paid. In addition, a deposit is required to be paid for excursion, bookstore and uniforms. Such arrangements apply to subsequent years of schooling as well as for the commencement year.
6. Parents/guardians 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 additional term's fees. This must be read, however, in conjunction with Clause 13. Overseas Students are expected to remain until the end of the contracted period of the course being studied.
7. The School may suspend or terminate enrolment at its discretion in any circumstances where it considers such action to be desirable or necessary with respect to the policies in the School

Handbook and safety of the School community and, without limiting the generality of the foregoing, for any non-compliance with these conditions of enrolment.

8. The School will not refund fees after commencement of enrolment if the student does not complete the contracted period of study unless required to do so by legislation. Any credit balance in Bookstore, Camp, Excursion or Uniform accounts is refundable.
9. If an offer is accepted and deposit paid and the offer is then not taken up, the deposit is not refundable.
10. If the School defaults, refunds will be paid within two (2) weeks from the default date giving a full explanation in writing of the refund calculations.
11. This agreement, and the availability of complaints and appeals processes, does not remove the right of the student to take action under Australia's consumer protection laws.
12. Refunds will be paid within four (4) weeks after receiving a written claim from the student and/or parents/guardians.
13. Transfers to other schools during courses may require agreement with the School. This School will only approve transfers in exceptional circumstances. The students entering this School are thus contracting to complete the course of study at this School.
14. The School is required by DIBP to confirm that appropriate arrangements have been made for overseas student accommodation, support and general welfare in Australia. Students must stay with guardians or in accommodation approved by the School and guardians. They must not live independently. Accommodation must not be changed without prior approval by the School. Any change of address while enrolled in the course must be notified to the School. The School reserves the right to require a change in accommodation if it is deemed to be unacceptable. Any change in guardianship arrangements must have the approval of the School.
15. It must be noted that holders of Student Visas are not eligible to receive bus and train passes for free travel to and from School.

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

iii. Characteristics of the Student Body

The School population is composed of 45% secondary students (7–12) and 55% primary students (K–6) with 45% girls and 55% 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 language backgrounds other than English, and a number of students with special needs.

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

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

10. School Policies

The School 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. There is support for those who are disciplined. 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 15* (School Handbook), the *Health and Safety Manual 14*, the *Staff Handbook 15* and the *Child Protection Manual 15*. The School Handbook may be accessed on the School website (www.redeemer.nsw.edu.au). Other Manuals and Handbooks referred to above can be viewed at the School Office.



i. Student Welfare

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

- **Code of Conduct** for members of the School community (page 14).
- **Pastoral Care**
 - Issues are to be referred to the Principal, Headmaster or his delegate (page 46).
 - The School will take reasonable measures to identify **Students with Special Needs** and provide them with an appropriate level of support (page 45).
- **Communication** (page 29).

Policies covering student welfare, and changes to those policies during 2015, are listed in the following table.

| POLICY | CHANGES IN 2015 | 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 • anti-bullying policy | <ul style="list-style-type: none"> • Changes having regard to the change from the Commission for Children & Young People to the NSW Office of the Children's Guardian | <i>Child Protection Manual 15</i> issued to all staff and members of School Board |
| Security Policy <ul style="list-style-type: none"> • procedures for security of grounds & buildings • use of grounds & facilities • emergency procedures • travel or school-related activities | | <i>Health and Safety Manual 14</i> issued to all staff and members of School Board |
| Supervision Policy <ul style="list-style-type: none"> • duty of care & risk management • levels of supervision • guidelines for all staff | <ul style="list-style-type: none"> • Changes having regard to review of School environment and practices | <i>Staff Handbook 15</i> issued to all staff and members of School Board |
| Conditions of Enrolment | <ul style="list-style-type: none"> • Changes towards plain English. | School Registrar and <i>School Handbook 15</i> |
| Privacy and Personal Information Policy | <ul style="list-style-type: none"> • Changes having regard to changes in the Privacy Act & Australian Privacy Principles | <i>School Handbook 15</i> |
| Code of Conduct encompassing: <ul style="list-style-type: none"> • code of conduct for staff & students • behaviour management • the role of student leadership | <ul style="list-style-type: none"> • Changes having regard to plain English | <i>School Handbook 15</i> |
| Pastoral Care Policy encompassing: <ul style="list-style-type: none"> • the pastoral care system • availability of and access to special services and counselling • health care procedures • critical incidents • homework policy | <ul style="list-style-type: none"> • Changes having regard to plain English, and review of School environment & practices | <i>School Handbook 15</i> |
| Communication Policy encompassing: <ul style="list-style-type: none"> • formal and informal mechanisms in place for the school and parents/guardians | <ul style="list-style-type: none"> • Changes having regard to plain English, and review of School environment & practices | <i>School Handbook 15</i> |

| POLICY | CHANGES IN 2015 | ACCESS TO FULL TEXT |
|-----------------------------|-----------------|---------------------------|
| Accommodation Policy | | <i>School Handbook 15</i> |
| Overseas Students | | <i>School Handbook 15</i> |

ii Discipline Policy

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

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

The full text of the School's discipline policy and associated procedures is in the *School Handbook* (page 37).

iii. Policies for Complaints & 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/guardians and/or students. These processes incorporate principles of procedural fairness.

The full text of the School's policies and associated procedures for complaints and grievances resolution is in the *School Handbook* (page 41).



11. School-Determined Improvement Targets

At a School Chapel in Term 3, 2015, the Principal said:

The Bible says that God has formed plans long ago, with perfect faithfulness (Isaiah 25:1). These are the big plans for the world – the plans that started with creation and end with new creation – plans made possible because of the cross and resurrection of Jesus Christ. They are also the plans for each of our lives. God has been faithful in forming a plan for each student.

And part of this good plan has been for each of you to be joined with us in the family of Redeemer Baptist School. Here is a place where you can always be at home. Here is a place of shelter in times of need. Here is a place where your Redeemer family will always be ready to celebrate your successes with you and to share with you in your sorrows.

Indeed – wherever your life's path leads – the way to peace and accomplishment in family or in some great, corporate mission is by living under the instructions that God has given us for relationships. Modern societies get that wrong. But you should know better!

God works to ensure that He is faithful to the good plans that He formed long ago for you. I pray that the grace and peace of God will be yours in fullest measure as you take what has been given to you at School and continue to discover God's good plans for you.

We plan School improvement in the context of trust in God's faithfulness to the good plans he formed for us long ago – and in the context of continually building a home which is a bulwark for all of the Redeemer family, including present and past students. We plan improvements to encourage excellence in 21st century learning within the eternal boundaries of truth revealed by a God who is love.



| <i>Achievement of Priorities in 2015 identified in the School's 2014 Annual Report</i> | | |
|---|--|--|
| Area | Priorities | Achievements |
| Teaching & Literacy | Focus on individual needs of students with particular learning difficulties. | Students with particular needs were provided with support through specialist tutors & a speech pathologist. |
| | Provide extension opportunities across the curriculum. | Students excelled in literacy, sport, science mathematics, music & history, including: Dorothea Mackellar 1 st in assisted learning, 2 nd in senior secondary; gold award in WriteOn; ICAS medal, English; silver & bronze medals at CIS events; world 2 nd at Intel ISEF, Pittsburgh; 2 nd in History Mastermind; Maths Enrichment & Maths Challenge (AMC); student performance in pop-up classical concert (Sargood Hall). |
| | Expanding the use of borderless classroom availability. | Online learning across the curriculum is being developed using aps available through <i>RBSLearn</i> (Canvas), including: Maths Online, World Book, Visual Thesaurus, Edrolo & Reading Eggs. |
| Student Achievements | Literacy & STEM. | National & state literacy awards in poetry, writing; & English competitions; 7 HD's in Mathematics. An anthology of literature produced by students & staff in 2015 published as <i>Who Runs May Read</i> . High awards in STANSW, BHP & University of Wollongong for Science Engineering & Technology Competitions (winning student, school & teacher). Redeemer alumni were awarded Architecture, Arts, Nursing, Science & Health Dean's commendations. |
| | Team & individual sports. | Students won medals at CIS events in swimming (2) & athletics (2). Redeemer won: AICES athletics; SWISSA swimming, cross country & athletics. Redeemer won numerous inter-school team sports including an inaugural SWISSA Basketball championship. |
| Student Welfare | Encourage identification of communities in need & participation in meaningful cultural exchange. | Year 10 raised \$23,143 to assist: installing a fence at the <i>Bourke Youth Project Centre</i> ; & education for remote indigenous youth in <i>Canteen Creek</i> . Students engaged in: assisting a medical mission in PNG; a visit by <i>Westpac Life Saver Rescue Helicopter</i> ; concerts by <i>Korean Traditional Music Orchestra of the Blind & Exodus</i> (Kitgum Schools, Uganda). Open Day & Drama Club presentations also reinforced messages of hope. |
| | Programs to encourage hope, wellbeing & engagement. | Camp studies (Years 5-12) focussed on the living, eternal, lasting hope in Jesus Christ. A Chapel series inspired students with a biblical message posted around the School: <i>You have no idea what God can make out of you!</i> Staff engaged in BOSTES accredited professional development on Hope Wellbeing & Engagement based on <i>Gallup Student Poll</i> research. |

| <i>Achievement of Priorities in 2015 identified in the School's 2014 Annual Report</i> | | |
|---|--|--|
| Area | Priorities | Achievements |
| Staff Development | Preparing for new teacher registration options & requirements in NSW. | All staff were involved in BOSTES accredited professional development on <i>Up to Standard? Getting ready for BOSTES accreditation</i> delivered by TCF/ACU. |
| | Borderless classroom & online assessment. | Staff engaged in BOSTES accredited professional development on <i>Maths Online, Reading Eggs, & e-assessment</i> (NAPLAN, VALID & BOSTES by ACE/ACU). |
| | Development of teaching programs for NSW Syllabus relating to the Australian Curriculum. | Staff engaged in consultations, seminars, online professional development & school-based workshops on programming for the new NSW Syllabuses relating to the Australian Curriculum. |
| Facilities & Resources | Informing continuing vision for master plan development. | Staff attended Harvard course on <i>Learning Environments for Tomorrow</i> led by Principal to inform master plan development. |
| | Provision of upgraded learning spaces including completion of Reid. | Upgraded learning spaces completed in Reid including enhanced ICT provision. Renewal of computer & design laboratories with upgraded computers. The virtual space of the School's website was also remodelled. |
| Heritage & Environment | Maintenance of heritage buildings. | <i>Reid</i> restoration (internal) was completed. Internal & external restoration of <i>Son of the Rock</i> commenced. |
| | School commemoration of the Centenary of Anzac, & contribution to historical commemorative events. | School staff & students formed a marching band in the <i>Centenary Anzac Day March</i> in Sydney, led Christmas Carols service in <i>NSW Parliament House</i> , & hosted <i>Back to Burnside</i> in Sargood Hall. The Middle School provided an Easter message in Martin Place in the <i>Schools in Harmony</i> Fusion street concert. |
| The Hills Regional Skills Centre | Providing options for flexible delivery of vocational competencies & qualifications. | Use of online modules in Business & Hospitality. |
| | Staff development in assessment, training & vocational competencies. | Staff attended: industry specific professional development in business, IDT, hospitality & construction; VELG training on assessment. Staff also: completed Cert IV in Training & Assessment (2) & Diplomas in VET (1) & VET Training Design (1). |

| <i>2016 Priority Areas for Improvement</i> | |
|---|--|
| Area | Priorities |
| Teaching & Literacy | Focus on individual needs of students with particular learning difficulties. |
| | Provide extension opportunities across the curriculum. |

| 2016 Priority Areas for Improvement | |
|--|--|
| Area | Priorities |
| Student Achievements | Literacy & STEM. Team & individual sports. |
| Student Welfare | Encourage identification of communities in need & participation in meaningful cultural exchange. Positive behaviour community program to assist safe engagement by students with media including internet. |
| Staff Development | Helping all students progress including students with learning difficulties. Enabling the vision of beginning teachers. Development of teaching programs for NSW Syllabus relating to the Australian Curriculum. |
| Facilities & Resources | Development of road infrastructure. Provision of upgraded learning spaces including completion of Son of the Rock & Kindergarten outdoor learning area. |
| Heritage & Environment | Maintenance of heritage buildings & riparian corridor. Celebration of Shakespeare's 400 th anniversary through Drama Club presentations. |
| The Hills Regional Skills Centre | Revisioning policies & training for qualifications on scope. Staff development in assessment, training & vocational competencies. |



12. Respect & Responsibility

In the NSW Parliament on 12 November, the Member for Parramatta Dr Geoff Lee said:

I bring to the attention of the House Redeemer Baptist School's continual dedication to humanitarian work and its strong educational and pastoral care for the Parramatta community. Under the guidance and direction of Principal Jonathan Cannon and Headmaster Russell Bailey and the work done by its great staff, Redeemer Baptist School is one of the area's outstanding schools. The school's performance and leadership continues to be a community beacon. Redeemer Baptist School has extended its reach and has developed genuine friendships with metropolitan and remote communities as they engage in charitable fundraising towards providing personal assistance for genuine needs.

This year Redeemer students raised sufficient funds to support the Bourke community through Pastor George Mann and the Bourke Full Gospel Family Fellowship. This Bourke church helps both drought-affected farmers and needy Indigenous communities.

In response to a request from Bourke, Redeemer students purchased an attractive black tubular metal security fence to replace the uninviting cyclone and barbed wire that surrounded the church building. They travelled to Bourke a couple of weeks ago to install the fence and to share with the locals. Redeemer students led Sunday worship in Bourke and then travelled to Gundabooka National Park for an enriching cultural experience as Bourke Aboriginal elder and park ranger Phil Sullivan shared a thought-provoking reflection while they were viewing some ancient Indigenous cave paintings. At the end of their time in Bourke, the students provided a food donation to benefit a poor, remote community who had recently sought assistance from the Bourke Full Gospel church. All of this is in the context of excellent Redeemer Baptist student academic achievements.

Redeemer's holistic curriculum promoting respect and responsibility in 2015 has included:

- Redeemer Principal, Jonathan Cannon – with staff and past students – assisted a medical mission led by A/Prof Alice Lee in the remote PNG Barai tribe.
- Year 10 students raised \$23,142.67 in their Gala Day program to assist remote Indigenous youth from Canteen Creek NT and Bourke NSW.
- School families contributed clothing to help literacy work through the *Barai Non-formal Education Association*. A School family purchased a mechanical slasher to help a Barai village.
- Redeemer was represented by the Principal at the funeral of Indigenous Pastor Lola Bundock in the remote Aboriginal *Muli Muli* community, northern NSW.
- Redeemer hosted Indigenous staff and students from *Canteen Creek School*.
- School staff and students led music at: a *National Marriage Week* rally led by Rev the Hon Fred Nile in Martin Place; the centenary *Anzac Day March* in Sydney, as a marching band for the Auburn Sub-branch Turkish Chapter.
- *Exodus* (Irene Gleeson Foundation, Uganda) led a rock concert in association with the Bible Society in Sargood Hall, informing the students of the work of the Kitgum Schools.
- The *Korean Traditional Music Orchestra of the Blind* performed in Sargood Hall and shared the story of Dr Sun-Tae Kim and the Seoul Siloam Eye Hospital.
- Dr Trevor and Heather Smith from the *Leprosy Mission*, Chang Mai Thailand, spoke to students and staff at a Friday night meeting in Sargood Hall.
- The Preparatory School welcomed a visit from a *Westpac Life Saver Rescue Helicopter* accompanied by surf lifesaving ironman legend, Ky Hurst.
- Redeemer students imbibed and communicated strong values through various presentations, including: Kindergarten's *The Great Treasure Hunt*; the Preparatory School's

Don't Waste Your Life; the Middle School Choir street performances with Fusion for Easter; the Junior Drama Club's *Christmas Carol*; and the Drama Club's *The Princess & the Goblin*.

- International school relationships were maintained through exchange visits with: *Itokama School* in PNG; *Community of Celebration* in Pennsylvania; *Maple Ridge Community*, *Maple Ridge School* and *Mount Academy* in New York State; *The People of Hope Community* and *Koinonia Academy* in New Jersey; *Spring Valley Community* in Pennsylvania; and past student Kyle Morris at *Dream Centre church* in California.
- *Garfield Barwick School* hearing-impaired students integrated at Redeemer.
- The *Mitchell Youth Leadership Forum* (MYLF) was supported by Redeemer with provision of transport and pastoral leadership.
- Redeemer partnered with the *Australian Literacy & Numeracy Foundation* to qualify indigenous literacy workers with ASQA accredited Certificate IV in Early Language & Literacy.
- Redeemer contributed speakers to the *Refresh Summer Camp* and hosted a reunion.

In a moving student address at the *Dare to Serve Expo* in 2015, Junior Savaiko (Year 8) – from the Barai tribe in Oro province, PNG – spoke of his learning at Redeemer:

Redeemer students and school families supported the Barai by supplying solar lighting for our classrooms, stationery for the students, sporting equipment for the youth, second-hand clothes for the village, and a mechanical slasher to maintain our airstrip ...

Three weeks ago, I had the opportunity to go with Redeemer's Year 10 students to Bourke to build an attractive fence around the Bourke Full Gospel Family Church – with money they raised in their Gala Day program earlier this year. And I was reminded that Redeemer does not only help my people in remote villages in PNG. At Redeemer, we serve and support many people with significant needs in Australia and around the world. We are taught to share the blessings that God has given us.



13. Parent, Student & Teacher Satisfaction

Parent Satisfaction

With the exception of one parent whose dissatisfaction on a particular issue could not be assuaged, the following parent correspondence received in 2015 expressed overwhelming satisfaction.

- *We would like to thank all of our son's teachers for their hard work. We feel blessed and proud that our son is attending Redeemer Baptist School.*
- *The care, love and support you are showing to me and my family is beyond our expectation. Without your timely support and care my family would have been shattered. I thank God for Redeemer Baptist School for the true love of God is showered upon us in an extraordinary way which is helping me and my family to move forward and to do the work of God.*
- *Thank you so much for all you have done for my girls. We have appreciated all that the School has done for our family. My daughters have enjoyed every day at the School.*

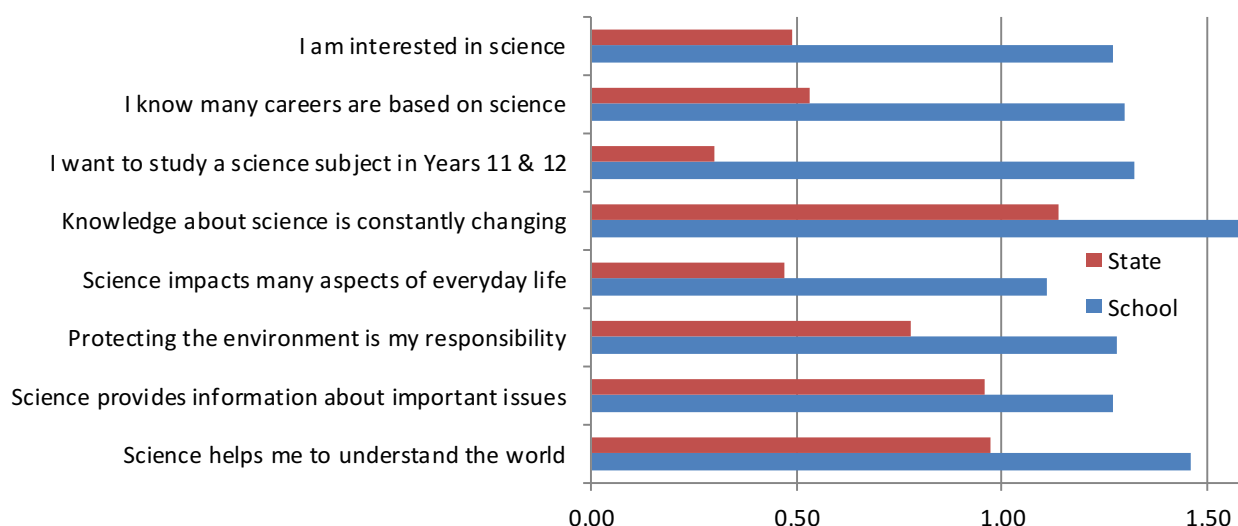
The following exit correspondence received in 2015 also reflected satisfaction.

- *I truly appreciate the consistent effort, dedication and skill that have been shown from teachers and all staff. I appreciate the impact that you have had on my children in building a strong relationship and smoothing the lines of communication. I highly recognise your efforts in promoting excellent curriculum and cross cultural understanding.*
- *The School has been instrumental in helping to shape our children into the young men they have become. We appreciate all of the time and energy the teaching staff have given to our boys in the last eight years. Once again, thank you for all you have done for our family.*
- *It has been a privilege for my daughter to attend Redeemer. We will always be grateful for the school's nurturing environment, teaching values and excellent education standards.*

Student satisfaction

Student satisfaction with science at Redeemer was captured in a survey of Year 10 students during the VALID test which demonstrated significantly more interest in and appreciation of the importance of science than was shown by students across the rest of the state (indexed agreement value of +2 means that all students strongly agree).

GRAPH 13.1: YEAR 10 VALID SCIENCE SURVEY 2015



Student satisfaction was expressed in the media, in student speeches, and in email correspondence.

In September 2015, *Hills News* published an interview with two of our Year 12 students.

- *During my 14 years at Redeemer, I have been privileged to experience a school that is well structured and strongly built on respect, discipline and Christian doctrine where students and teachers are able to obtain family-like relationships. These attributes positively mould the ability of our students, both academically and socially.*
- *One of the main things that stands out to me about Redeemer is the close relationships we all have with each other and our teachers as well as the time and effort that all our teachers dedicate to our schooling.*

At the Year 12 farewell Chapel Service, matriculating students expressed their satisfaction.

- *There are benefits of raising a child in Redeemer. I have seen this through past students, my sisters, my own friends standing behind me. For each student is seen with importance and potential. Each name is known, valued and always remembered. Year in, year out, I am just one of many that step in these borders and leave the School with endless fond memories, high prospects, and immense thanks.*

The following correspondence was received from past students.

- *I would like to say thank you for your encouragement and guidance during my HSC year, and to all the teachers and staff who worked extremely hard to make sure we received the best education and pastoral care.*
- *I would like to wholeheartedly thank you so much for encouraging us to always strive to achieve our best ... Although University has been a roller coaster, I am proud to check back in and say everything that was persistently taught to me in year 12 has dramatically benefited me. I especially implement all the skills I learned in History Extension and I would like to thank Diane and Isobel so much for all their efforts, which has paid off so much. I would like to express my thankfulness and gratitude for my time at Redeemer.*
- *Gala Day was very enjoyable and I was excited to see all the staff and friends again. I will always continue to visit the school and remember all the great things.*
- *I trust that the School is going well and keeps ever faithful to its mission. I pray that students will continue to encounter the Lord who calls them to die to the old self and rise to new life through his Son. I hope many, by God's grace, would be challenged to live a life gripped by God's call, just as I and many others were challenged to do as students at Redeemer.*
- *One thing for sure, wherever I go, my experiences at Redeemer always go with me. So glad to have been a student at Redeemer and also part of Redeemer Baptist Church.*

The following commendation received in 2015 also reflected student satisfaction.

- *Thank you for allowing your students to join us in the concert at Parramatta Park. The students were all exceedingly well prepared, beautifully behaved, highly over excited and performed extremely well ... I particularly appreciated the efforts of all your staff, especially the muso's Brenda, Phil and Tanya, in preparing the student performers so thoroughly and assisting on the evening to make it all run so smoothly ... The Sydney Symphony is extremely thankful to have such a wonderful relationship with the Redeemer school community and appreciate all your support of our educational initiatives! (Kim Waldock, Director of Learning and Engagement, Sydney Symphony Orchestra)*

Teacher satisfaction

Informal feedback from teachers and discussions at staff meetings – as well as teacher presentations at parent information evenings during 2015 – indicated that staff were generally enthusiastic about the School's vision and achievements.

Darelle Poyitt indicated her satisfaction in an email to one of her past students.

- *A vocation that involves service far outweighs one of personal gain. There is a statement in the old Chariots of Fire DVD where Eric Liddell says 'when I run I feel His pleasure'. So it is for me. When I teach I feel His pleasure. Teaching was the only thing I ever wanted to do. I truly believe that there is no greater pleasure than knowing the Lord is pleased with you, that you are doing what He wants you to do.*

The following commendations received in 2015 reflected teacher satisfaction.

- *Thank you for allowing me to be a part of your Awards evening. I thoroughly enjoyed the evening and was extremely impressed with the students, staff and organisation. Your school certainly deserves the credit and accolades it receives. Please pass my thanks onto your staff members. (ABAVN Stephen Gray, HMAS Albatross)*
- *Many people achieve 60 years, but very few indeed achieve what you have managed to achieve in your career. Your teaching career is exemplary. You are a wonderful model for younger teachers and a source of encouragement and inspiration to us all. (A message for a School assembly from Richard Gill OAM on the occasion of Phillip Bailey's 60th birthday)*

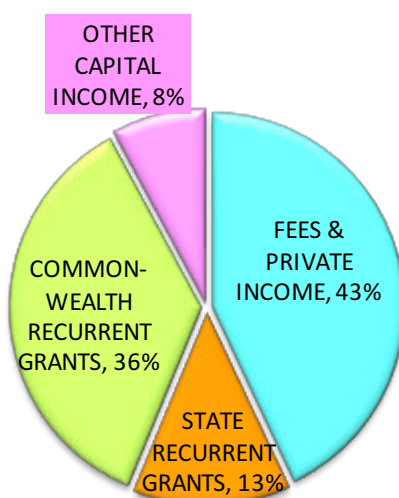


14. Summary Financial Information

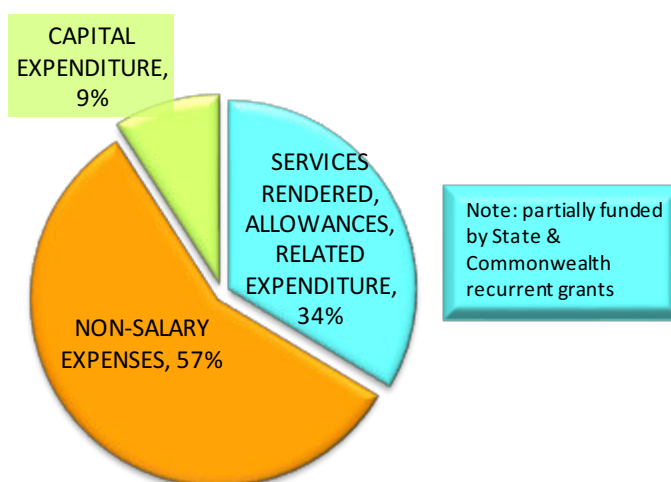
Graphical representation of income and expenditure using percentages only.

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

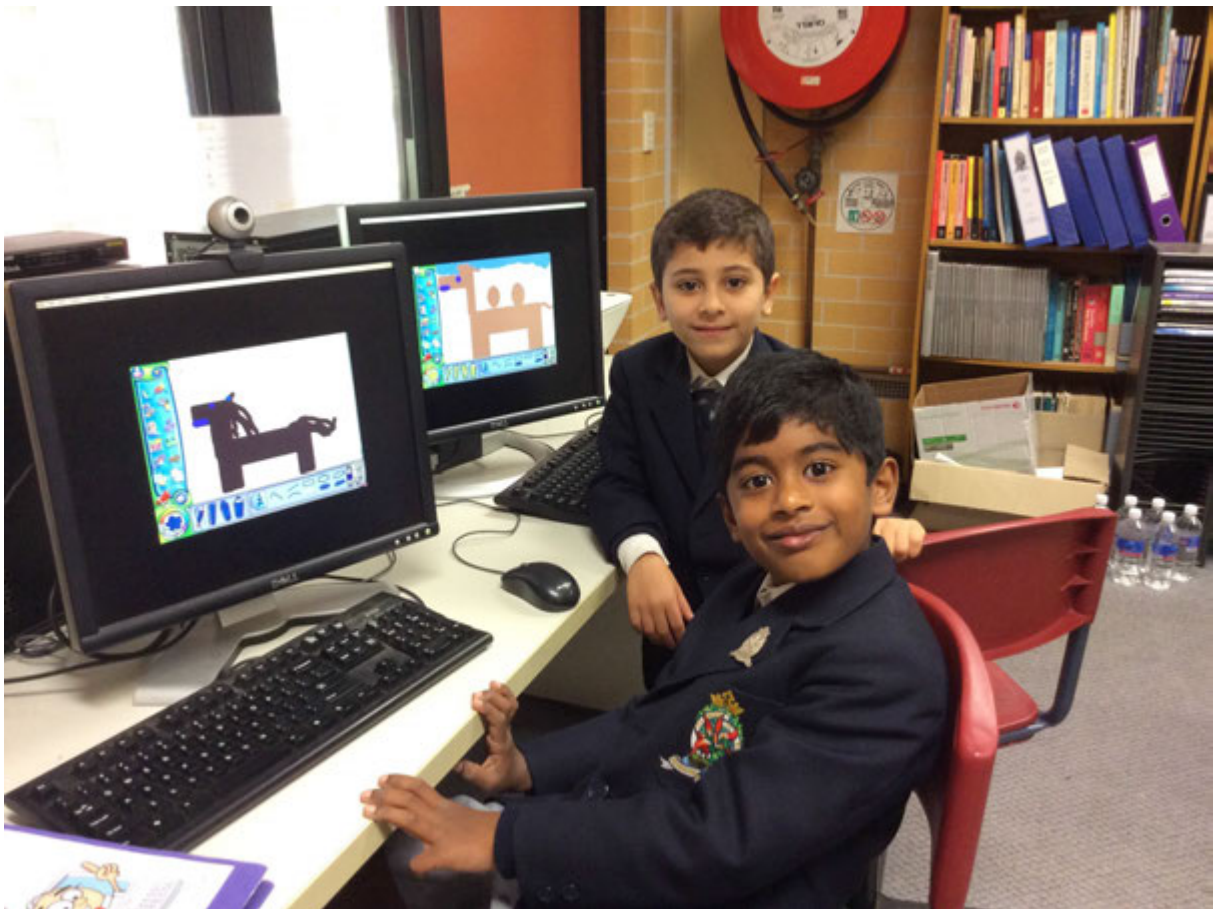
Graphic 14.1
Recurrent/capital income represented by pie chart



Graphic 14.2
Recurrent/capital expenditure represented by pie chart

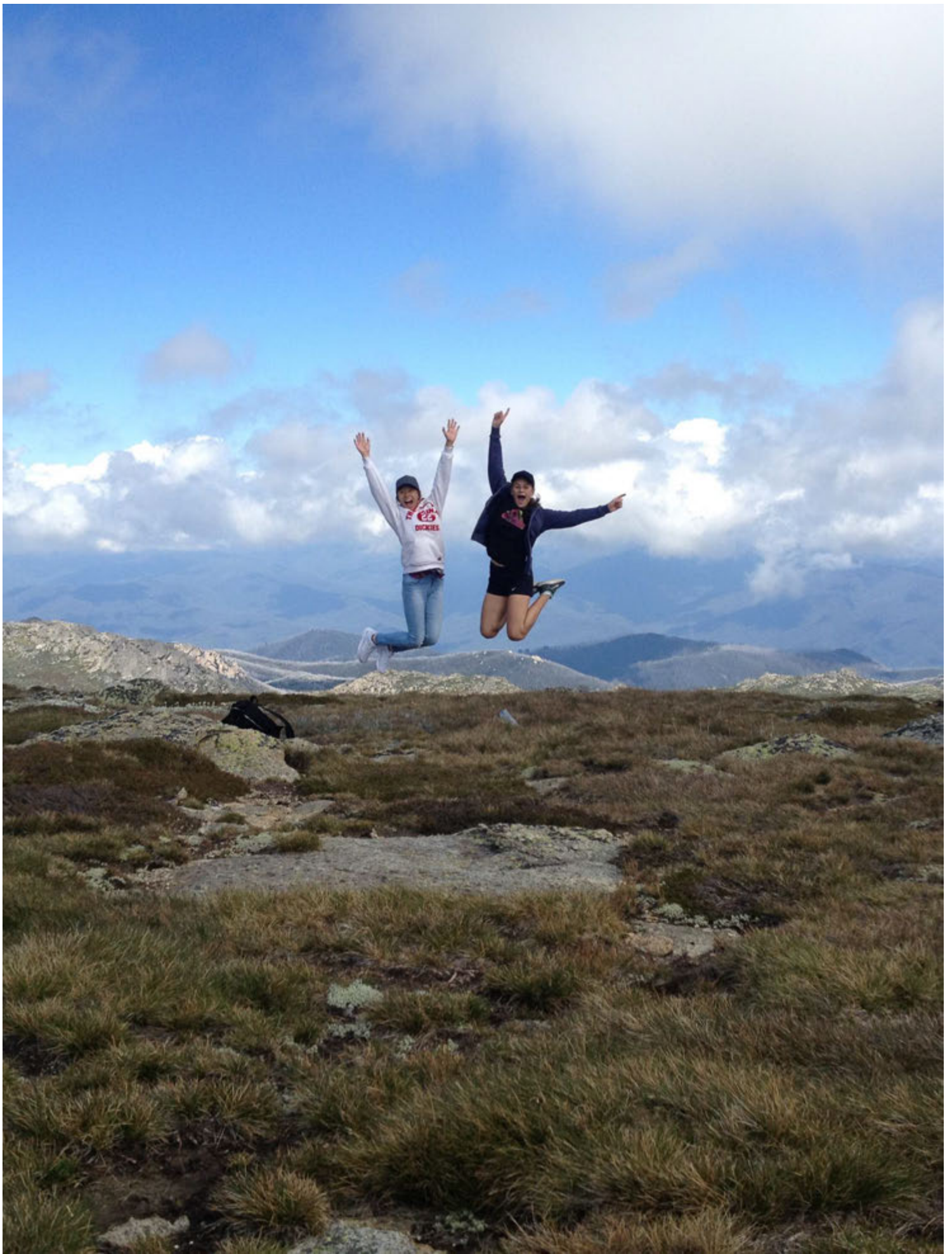


Information with regard to Redeemer Baptist School finances is located on the My School website: www.myschool.edu.au.









a ministry of **REDEEMER BAPTIST CHURCH** a fellowship of renewal