



REDEEMER BAPTIST SCHOOL

a ministry of Redeemer Baptist Church



ANNUAL REPORT 2016



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

REDEEMER BAPTIST SCHOOL



ANNUAL REPORT 2016

CRICOS No. 00415K

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REDEEMER BAPTIST SCHOOL

ANNUAL REPORT – 2016

1. Message from the School Board

The feature film *Concussion* is based in Pittsburgh USA and is about a Nigerian born doctor, Dr Bennet Omalu, who uncovers the truth about brain damage in football players who suffer repeated injury to their brains including concussions in the course of normal play. He called the condition Chronic Traumatic Encephalopathy (CTE). With courage and without regard to the personal cost to himself as he was faced with threats from the multi-billion-dollar NFL industry, Dr Omalu – who already had five degrees – resolved to discover the truth, and to let the public know, because of some advice about education that his father had given him.

No matter what you do, if the education you are acquiring is to serve your own self, then it shall be of no benefit. You must aspire to use your God-given talent to help people around you, to enhance their lives.

The purpose of education is to inspire our children to search for truth that makes a difference in people's lives – to be faithful practitioners and communicators of that truth.

Post-truth: The Oxford Dictionary word of the year

But truth is not the most influential or sought after information in contemporary societies. In 2016, the Oxford Dictionary word of the year was 'post-truth' which is when truth is no longer relevant because 'facts' are just personal views circulated on social media. Neetzan Zimmerman, a Gawker internet guru, said on the Daily Show in 2014: 'It's not important if a story's real, the only thing that matters is whether people click on it'.

In Australia in 2016 there has been a contest between truth and ideological emotions with regard to teaching children about gender and relationships and, sadly – in many schools – 'truth' is not emerging as victor. I refer to 'post-truth' courses like 'Safe Schools' which influence students to legitimate feelings that are contrary to facts and defy common sense. The American College of Paediatricians put out this statement in 2016.

The norm for human design is to be conceived either male or female. A person's belief that he or she is something they are not is, at best, a sign of confused thinking.

The Bible says that when people abandon belief in God they lose touch with reality. Our Christian worldview educational task at Redeemer – in a 'post-truth' cultural climate – is to teach truth and live truth so that our students can live in and communicate truth.

Teaching Truth in Science, Mathematics & Technology

Redeemer has a reputation for excellence in Science. In 2016, our students won: a \$48,000US Intel ISEF university scholarship; a University of NSW ICAS Mathematics medal; Budding Young Scientist and Primary Young Scientist at the STANSW Young Scientist Awards; and University of Wollongong first prizes for Science, Design and Technology. Many voices in industry and government bemoan the decline in students choosing advanced science and mathematics. But, contrary to this trend, STEM flourishes at Redeemer. Some say that Christian beliefs like creation and resurrection conflict with science but our students, in the context of a Christian worldview, are successful and interested young scientists.

The 2016 Clark Lecture in Scots Presbyterian Church, Sydney – delivered by renowned nuclear fusion physicist Professor Ian Hutchinson from MIT – exposed ‘scientism’ as the erroneous belief that science is all the real knowledge there is. This scientist declared:

The universe exists because a God whose nature is love has willed it and loves it.

The scientist who knows the God who created, loves and redeems us and all creation through Jesus Christ has a basis for wonder and hope. The creation of the universe is a great miracle! The context of the miracle of creation, infused throughout Redeemer’s Christian worldview curriculum, is a great stimulus for our students to pursue truth in science.

Teaching Truth in Chapel

Term 3 Chapels in 2016 focussed on the theme *Live to Serve, Serve to Live* with inspiration from living testimonies of Christians serving Jesus in serving humanity, including our former NSW Governor Professor Dame the Hon Marie Bashir. Professor Bashir said to our students:

It is a joy to be here because I know of the good works of this wonderful school. I can see in the philosophy of this fine school every one fits in, is a sister and brother, and I imagine Jesus looking down and saying ‘you are doing very well, I’m pleased with you’.

Also in Term 3, cosmetic entrepreneur Napoleon Perdis – a past Redeemer student who matriculated about 30 years ago – came back with his family from Greece to share his experience in Redeemer. He said:

The School allows you to not have the congestion of everyday life, to be in an environment that you can truly feel your soul close to God. At Redeemer, I was able to allow God to come and enrich my life and allow my life to be protected. We live in a chaotic world and if you can’t have that protection you are very alone.

Chapel is the focus of our school week because the living truth of Jesus Christ is at the centre of all truth. The Bible is powerful because when God speaks to us through His word, people realise that: our wrongdoing can be forgiven; the love of God is directed personally to each of us; and we can enter into an ongoing, forever relationship with the living God.

So the context of the truths that we hope our students will pursue in science, mathematics, history, art and health is connection with the ultimate truth in God revealed in Jesus Christ.



Giving voice to truth in a post-truth culture

At the Macquarie University Cyber Safety Public Talk in 2016, Dr Mamoun Alazab – co-founder of the ANU Cybercrime Observatory – said that there are 21 million mobile services in Australia with internet connection and that most Australians spend about one full day online each week. And there are 250,000 pieces of malware disseminated every day. Are children equipped to meet the challenges of what they are consuming online in a space where cyber criminals are prowling? The Macquarie message was to supervise your children online just like you would in any other public space.

At the inaugural Principal's dinner for parents and guardians in 2016, Redeemer initiated a program to give our children a voice for truth when impacted by potentially harmful online content. The School adopted a simple 'three T' message based on Ephesians 4:8.

- **Turn** – turn it off, turn around
- **Think** – think about something beautiful, something pure
- **Tell** – tell a trusted adult (a parent or teacher)

Bookmarks and fridge magnets were distributed to every student to reinforce simple protective behaviours that could help students focus on learning and, potentially, help prevent future domestic violence or preserve a faithful marriage.

Popular trends overlook unpopular absolute truths when trying to resolve real issues. But – like Dr Omalu confronting American popular culture and vast commercial interests in the NFL – we pray that our students will have the honesty and courage to pursue truth in our post-truth culture on issues like sexual morality, gender, marriage, abortion and euthanasia.

Living the Truth

Parents of one of our matriculating Year 12 students wrote this in a card.

Thanks to all who gave our daughter an excellent Christian education – the values she learnt during 13 years will definitely equip her for her next stage in life.

A great senior student outcome! Our selective senior school supports students who commit to the School's ethos, do their best in academics, and lead fellow students with integrity.

Redeemer offers a distinctive context for education because our School is the ministry of an intentional Christian community committed to serving without personal gain for the benefit of children to the glory of Christ. So living truth impacts our students. Dr Geoff Lee, Member for Parramatta, said this in Parliament in September, 2016 (extracted from Hansard).

Redeemer Baptist School has successfully established an outstanding reputation in the community, guided by a Christian worldview. Redeemer is recognised for producing well-rounded and successful students who embrace academic excellence through learning at the highest levels, as well as exemplary community service. Students are well prepared for their future role as global citizens. The 2016 Gala Day program assisted remote Indigenous students and contributed to the construction of the Oasis Ministries centre at Boggabilla. Another team, led by Principal Jonathan Cannon, travelled to Papua New Guinea to install four 1,000 litre water tanks in Barai villages. Every day of their lives until now, Itokama residents – including older women – had to climb about 60 metres down a slippery slope into a ravine to fill their aluminium water pots and then climb back up carrying the additional burden of a pot full of water. Some of the old Barai women expressed their gratitude, saying, 'We thought that God had forgotten us; now we know that God has not forgotten us.' We take so much for granted. Inspired by Jesus Christ to 'love your neighbour as yourself',

Redeemer students are given not only excellent education but also the empowerment to see the needs of others and discover ways to make a difference in the world.

We need each other's conviction – school staff, parents and guardians, students and past students – to hold to truths that may appear quaint in the post-truth climate change that defines contemporary culture. How can we benefit from strength and wisdom together? By continuing to partner in the education of our children. By praying for our children and our School. And by getting involved as a volunteer in the ministry of the School.

And then, perhaps – hopefully – our children will say one day, like Dr Bennet Omalu:

I remembered what my parents said, 'You must make a difference in the lives of other people'. It's not about me but what my parents told me: 'make a difference in the lives of other people'. Thanks to my parents and thanks be to God.

We recommend that you obtain a copy of the Principal's 2016 Annual Address for more detail on this topic of *Teaching the truth: Living the truth*. The Principal's 2016 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 Competition, University of Wollongong Technology and STEM Awards, BHP Billiton Science & Engineering Awards, NSW BOSTES DesignTECH and Textstyle 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 College of Educators Community Service and Social Justice Award (2016), the Parramatta City Young Citizen of the Year Awards (2017), the Australian Government Volunteering Video Competition for Young People, Western Sydney University Vice-Chancellor's Leadership Scholarships, and Mitchell Youth Leadership Forum (MYLF). The Member for Parramatta said in the NSW Parliament about the School (2016):

I am proud to have this opportunity to commend Redeemer Baptist for the important work it is doing to help others. It exemplifies what it means to be a good global citizen.

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

All students achieve ASQA accredited competency in providing first aid (HLTAID003) plus Royal Life Saving swimming and resuscitation awards. 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.

Contextual information

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

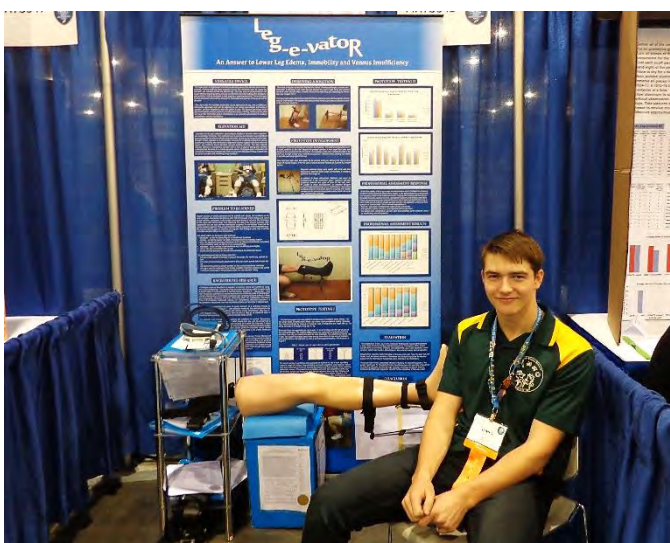
Contextual information about the school including the characteristics of the student body can be viewed on the website: www.myschool.edu.au .

Excellence at Redeemer in 2016 is evidenced in the following achievements:

- The Australian College of Educators NSW Community Service & Social Justice Award for outstanding contribution to disadvantaged and impoverished communities over an extensive period through the Year 10 Gala Day Program.



- Intel International Science & Engineering Fair Arizona Excellence Award (a \$48,000US University of Arizona scholarship), won by James Poyitt (Year 11) for his project: Leg-e-vator – An Answer for Lower Leg Edema, Immobility and Venous Insufficiency.



- STANSW Young Scientist Awards Budding Young Scientist (Elyse Jones, Year 1), Primary Young Scientist (Gregory Burns, Year 6), Intel ISEF prize (Mary-Anne Poyitt, Year 10), and 10 other prizes in award categories from Kindergarten to Year 12.



- BHP Billiton Science & Engineering Awards national secondary finalists: Lachlan Bolton (Year 11) and Georgina Garth (Year 11); Year 10 students Mary-Anne Poyitt, Priyanka BC and Aisling Mulvaney have been selected as 2017 national finalists.
- University of Wollongong Faculty of Engineering Sciences Industrial Technology Competition overall winner in Year 11 Design & Technology, Lachlan Bolton.
- University of Wollongong STEM Awards Year 9 Winning School STEM Award, Year 9 Winning Teacher Award (Simeon Cannon), plus 11 significant Years 9 & 10 awards.
- BOSTES WriteOn silver awards, Sophia Slamkas (Year 4) and Ellery Behan (Year 6).



- Lions Voice of Youth Public Speaking 2nd place, Jade Pathinather (Year 8).



- Premier's Reading Challenge medal, Miriam Poyitt (Year 9); platinum award, Anaya Rajaratnum (Year 7); gold awards, Jacob Dinkciler (Year 5) and Jayba Halabi (Year 6).
- Dorothea Mackellar Poetry Awards
 - Elvice Ikuo (Year 9) won 1st prize in the secondary AL category.



- Telisha Petrick (Year 9) won 2nd prize in the secondary AL category.
- Isabella Burns (Year 5) won 2nd prize in the primary AL category.



- 14 Highly Commended and Commended Redeemer entries.
 - Redeemer Baptist School was awarded a Commendation.
- University of NSW ICAS Medal for Mathematics, Anubhav Ammangi (Year 4).
 - History Mastermind Year 7 gold medal to Emily Burns, Dila Denizli, Edward Garth, Evelyn Poyitt and Markrous Tawfik.



- AusSIP Employability Awards for Business Services work placement, Chelsey Karvon (Year 11) and Cassandra Hennessey (Year 12).
- Western Sydney University Dean's Merit List
 - School of Education, Alumnus Emma Poyitt (Year 12, 2010).
 - School of Business, Alumnus Daniel Roman (Year 12, 2014).
 - School of Humanities and Communication Arts, Alumni Judson Bailey (Year 12, 2012), David Poyitt (Year 12, 2013), and Thomas Bailey (Year 12, 2014).
 - School of Nursing, Alumnus Catherine Cannon (Year 12, 2013).
- Western Sydney University Dean's Medal, School of Humanities and Communication Arts, Alumnus Judson Bailey (Year 12, 2012).
- Royal Australian Chemical Institute Fellowship awarded to Jenelle Seaman (science).
- SWISSA championships: intermediate & senior boys Oztag, junior girls volleyball, senior girls basketball, junior girls & boys table tennis, and senior boys soccer.



- Nepean Western Zone Reid Shield cricket championship.
- All Suburbs Independent Schools Sports Association (ASISSA) Sport
 - David Kang (Year 5) was 11 years boys swimming champion.
 - David Kang (Year 5) and Samuel Kim (Year 3) were selected to compete in the NSW CIS swimming.
 - Adrian Burns & Jessica Chandra (Year 3) were selected to compete in the NSW CIS cross country.
 - Tolga Akdeniz, Gregory Burns, Victoria Garth, Zohaib Khan & Tom Li (Year 6); Jerry Akele & David Kang (Year 5); Mowa Ohunayo (Year 4); and Joel Maxwell (Year 3) were selected to compete in the NSW CIS athletics.
- South Western Independent Schools Sports Association (SWISSA) Athletics Carnival
 - Age champions: Mikalah Zammit (Year 8); Carla Zammit, Anthony Bolton & Junior Savaiko (Year 9); Andrea Burns (Year 10); Gabrielle Jones, Lachlan Bolton & James Poyitt (Year 11); Patricia Lamboa & Caleb Tumai (Year 12).
 - Redeemer was the champion school.
- SWISSA Swimming Carnival
 - Age champions: Marina Yuan, Galen Yuan & Mikalah Zammit (Year 8); Carla Zammit & Anthony Bolton (Year 9); Andrea Burns (Year 10); Lachlan Bolton (Year 11); Shalom Olegasegarem & Martyn Poyitt (Year 12).
 - Redeemer was the champion school.

- **SWISSA Cross Country**
 - Age champions: Alisha Maharaj (Year 7); Panialeise Hughes (Year 8); Aryan Sehgal & Anthony Bolton (Year 9); Gabrielle Jones & Tristan Forrester (Year 11); and Patricia Lamboa (Year 12).
 - Redeemer was the champion school.
- **Association of Independent Co-Educational Schools (AICES) Sport**
 - Anthony Bolton, Junior Savaiko, Ambaye Akele, Daniel Aras, Steven Laloutsos, Callum Bailey, Chris Lamboa, & Caleb Tumai were selected to represent SWISSA in soccer.
 - Gabrielle Jones & Msgana Akele were selected to represent SWISSA in netball.
 - Ambaye Akele, Danyaël Anonuevo, Callum Bailey, Anthony Bolton, Chris Lamboa, Junior Saviko & Caleb Tumai were selected to represent SWISSA in touch football.
 - Elvice Ikuo & Junior Savaiko (Year 9), Gabrielle Jones & Ed Kudaya-More (Year 11), and Caleb Tumai (Year 12) were selected to represent AICES at CIS athletics (secondary).
 - Galen Yuan (Year 8) won gold in 13 years boys 50m breaststroke.
 - Caleb Tumai & James Poyitt were boys athletics age champions.
 - Redeemer won the AICES athletics carnival.
- **NSW Combined Independent Schools (CIS) Sport**
 - David Kang (Year 5) won gold in 50m breaststroke swimming.
 - Caleb Tumai (Year 12) won silver (200m & javelin), and bronze (long jump).
 - David Kang (Year 5) was selected to represent NSW CIS at the NSW PSSA swimming carnival.



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 2016, 33 students sat for NSW HSC examinations in 18 courses. All Year 12 students (100%) attained an HSC. In total, 98% of candidates across all two unit courses achieved marks of 50 or more (100% in 2015); 100% of candidates who sat for 4 one or two unit extension courses achieved 25 marks or more out of 50 (100% in 2015). 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: 2016 HSC PERFORMANCE

SUBJECT	NUMBER OF STUDENTS	MEDIAN RESULT /100		PERFORMANCE BANDS 3-6			PERFORMANCE BANDS 1-2		
		2015	2016	NO.	2016	2016	NO.	2016	2016
English (Standard)	7	67	66	7	100%	87%	0	0%	13%
English (Advanced)	13	75	78	13	100%	99%	0	0%	1%
Mathematics General	7	67	61	5	71%	75%	2	29%	25%
Mathematics	18	75	81	17	94%	92%	0	6%	8%
Physics	12	70	73	11	92%	88%	0	8%	12%
Chemistry	5	74	80	5	100%	94%	0	0%	6%
Biology	8	78	78	8	100%	90%	0	0%	10%
Ancient History	12	73	76	12	100%	82%	0	0%	18%
Modern History	11	73	75	11	100%	86%	0	0%	14%
Economics	3	70	70	3	100%	94%	0	0%	6%
Software	2	83	83	2	100%	92%	0	0%	8%
PDHPE	2	75	62	2	100%	83%	0	0%	17%
VET IDT (Digital Animation)	1	78	81	1	100%	91%	0	0%	9%
VET Business Services	5	77	79	5	100%	71%	0	0%	29%
EXTENSION SUBJECTS	NUMBER OF STUDENTS	MEDIAN RESULT		PERFORMANCE BANDS E2-E4			PERFORMANCE BAND E1		
		2015	2016	NO.	2016	2016	NO.	2016	2016
English Extension /50	3		39	3	100%	100%	0	0%	0%
Mathematics Extension 1 /100	7	77	79	7	100%	97%	0	0%	3%
Mathematics Extension 2 /100	5	74	78	5	100%	98%	0	0%	2%
History Extension /50	4	32	35	4	100%	98%	0	0%	2%

In 2016, 33 students (34 in 2015) achieved required competencies for dual accreditation of Preliminary and HSC vocational courses and certificates. 82% of Year 12 students undertook vocational education during their schooling (96% in 2015). All Year 12 students undertaking vocational education attained a vocational qualification (see Table 3.1.2).

TABLE 3.1.2: 2016 PRELIMINARY & HSC VOCATIONAL CERTIFICATES

VOCATIONAL AWARD	NUMBER OF STUDENTS	
	PRELIMINARY	HSC
Certificate I in Business	10	
Certificate II in Business	1	3
Certificate III in Business		2
Certificate I in Construction	5	
Certificate I in Hospitality	3	
Statement of Attainment towards Certificate III in Information, Digital Media & Technology	3	

ii. Records of School Achievement (RoSA)

In 2016, no students were issued a RoSA as Redeemer students did not apply for a RoSA before the HSC. Twelve Year 10 students achieved required competencies for vocational qualifications (15 in 2015). 79% of Year 10 students (75% in 2015) undertook vocational education. All Year 10 students undertaking vocational education attained a qualification (see Table 3.2.1).

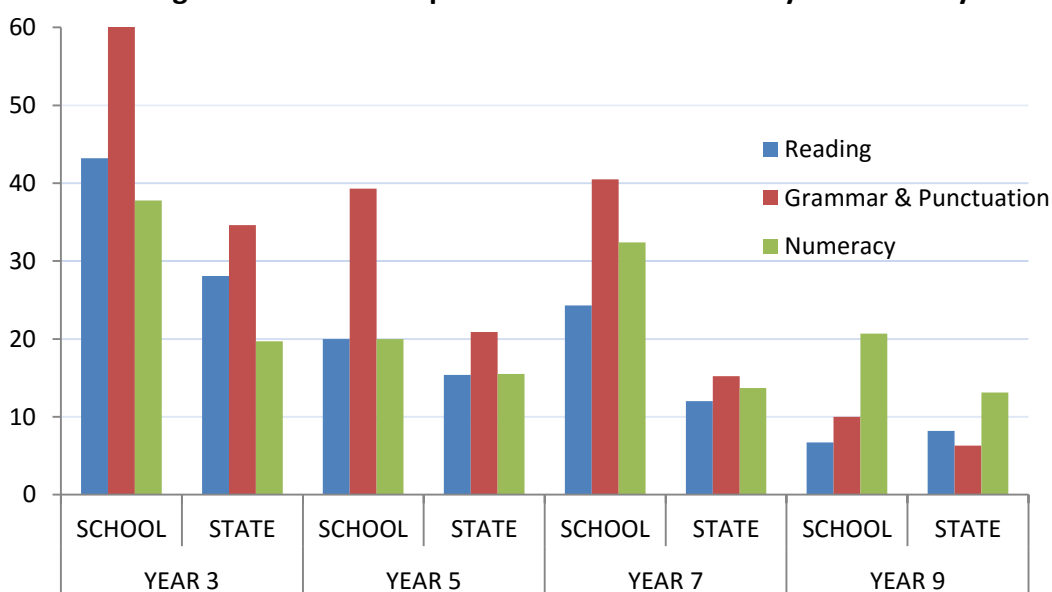
TABLE 3.2.1: 2016 Stage 5 VOCATIONAL CERTIFICATES

VOCATIONAL AWARD	NUMBER OF STUDENTS
Certificate I in Information, Digital Media & Technology	11

iii. National Assessment Program Literacy & Numeracy (NAPLAN)

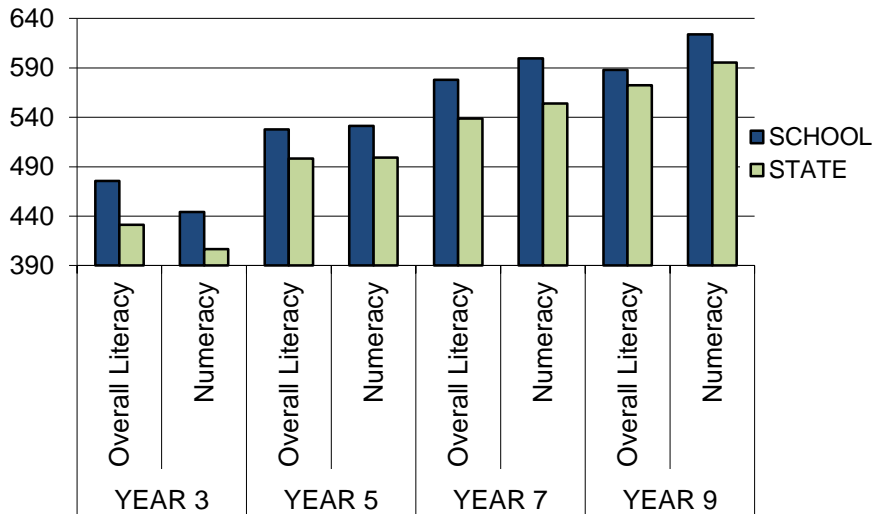
In 2016, the School presented students in Years 3, 5, 7 & 9 for NAPLAN. Percentages of students achieving in the top band are shown in Graph 3.3.1.

Graph 3.3.1: 2016 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: 2016 NAPLAN
MEAN SCORE FOR ALL STUDENTS IN LITERACY AND
NUMERACY**

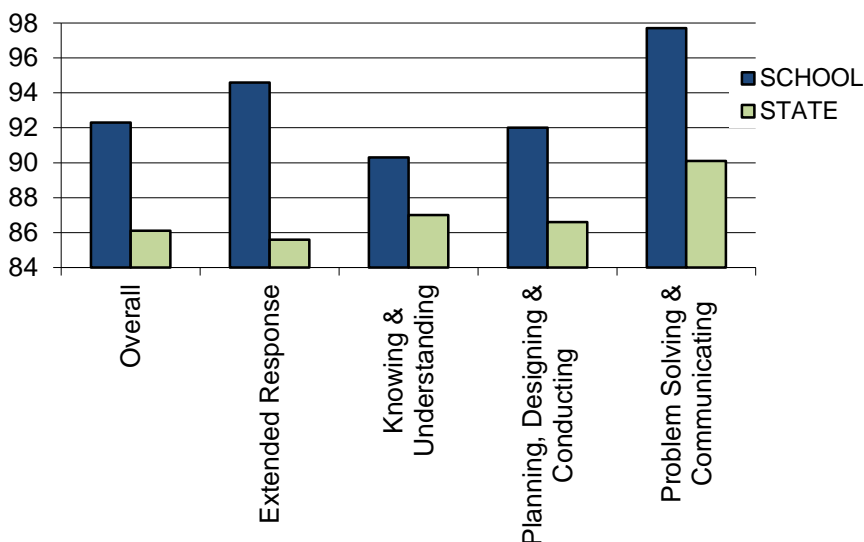


ACARA identified Redeemer Baptist School as having demonstrated substantially above average gain in NAPLAN results in 2016. Performance in NAPLAN is documented on the My School website: www.myschool.edu.au .

iv. VALID Science Assessment for Learning & Individual Development

The VALID program provides diagnostic and formative information about science learning by Years 8 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: 2016 YEAR 8 VALID SCIENCE ASSESSMENTS
MEAN SCORE FOR VALID SCIENCE ASSESSMENT**



v. Other Academic Awards

In addition to the list in Section 2 (Contextual Information about the School), the following list further highlights Redeemer student achievements in 2016.

(A) SCIENCE

- ICAS (UNSW) 6 High Distinctions; 8 Distinctions; 34 Credits

(B) ENGLISH

- ICAS (UNSW) 2 High Distinctions; 8 Distinctions; 27 Credits

(C) MATHEMATICS

- ICAS (UNSW) 3 High Distinctions; 16 Distinctions; 43 Credits
- AMC 2 High Distinctions; 8 Distinctions; 25 Credits

(D) MUSIC

- AMEB Students sat for AMEB exams to 6th grade in Piano, Violin, Clarinet, Saxophone, Flute and Musicianship. More than half passed with Honours or Distinction.

(E) COMPUTER SKILLS

- ICAS (UNSW) 4 Distinctions; 18 Credit

(F) GEOGRAPHY

- Australian Geography Competition 1 High Distinction; 2 Distinctions; 4 Credits

(F) HISTORY

- HTA History Competition 7 Distinctions; 10 Credits

(G) LANGUAGES

- ACER Certificates 9 Credits

4. Senior Secondary Outcomes

In 2016, 82% of the Year 12 cohort had participated in vocational training (as per Table 3.1.2: 2016 Preliminary & HSC Vocational Certificates). Senior secondary outcomes are summarised below.

Year 12	Qualification/Certificate	Percentage of Students
2016	HSC	100%
2016	VET qualification	82%

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 (AIS); Australian College of Educators (ACE); Association of Heads of Independent Schools; Australia & New Zealand Education Law Association; Bursars Association; Australian Christian Lobby (ACL); and NSW BOSTES. All the teaching staff participated in professional development on: Disability Legislation with AIS; Occupational Therapy (OT) support for learning disabilities with Teachers' Christian Fellowship; the Clark Lecture on Scientism with Professor Ian Hutchinson; Quality Teaching with ACE; Teacher Standards with Teachers' Guild of NSW; and a Christian worldview of education through the School's Annual Education Conference with Dr Barry Chant.

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

DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY	Number of Teachers
<i>BOSTES Consultations:</i> English, Mathematics, Science, History, Technology, Visual Arts, PDHPE, History	
<i>English:</i> Speeches; 7 steps to writing	33
<i>Mathematics:</i> Effective Numeracy	7
<i>Science:</i> Macquarie & UWS; STEM partnerships; ANSTO; HSC marking; Scientism; DNA	48
<i>History:</i> Historiography; Genocide; Syllabus; Stage 6; Politics	5
<i>Economics & Geography:</i> Compass points; Spatial technologies; Conference	2
<i>Technology:</i> Digital & non-digital learning	2
<i>Music & Visual Arts:</i> Sydney Symphony; Why Live Performance; VADEA; Mono Printing	8
<i>PDHPE:</i> Road Aware; Health diet	7
<i>VETIS:</i> VET declaration; Disability; Financial Reporting; TAE update; VELG; Matt Moran	4
<i>Integration:</i> Legislation; NCCD; OT Strategies; Reading; Behaviour; Language; Mathematics	60
<i>Pastoral Care & Leadership:</i> Issues; Reportable Conduct; National Forum; Worldview perspectives; Police; Illness; Secure Schools; Cyber safety; First Aid; 3 T's; Digital Diet	29
<i>Teaching/Learning:</i> Assessment; Project Zero; Educational Leadership; Targeted Teaching; BOSTES Consistent Teacher Judgment; Enabling Visions of Beginning Teachers; CEFPI	27
<i>Library:</i> New horizons; International Children's Book Day; Brain & Education	1
<i>Teacher accreditation:</i> Australian Professional Teacher Standards	29
<i>Compliance:</i> CRICOS briefing; Governance; VET declaration; Lawsense; AIS AGM; ASBA	9
<i>Languages:</i> Differentiated learning; Programming; Assessment; Framework Consultation; Conference; UNE French	3
<i>Careers Advisor:</i> WSU Medicine Pathways; Renewing the Workplace; Integrated Life	7

The average expenditure per teacher on professional learning in 2016 was \$831.

ii Teaching Standards

For 2016, details of the numbers of all teaching staff responsible for delivering the curriculum are listed in the following categories.

CATEGORY	Number of Teachers
(i) 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	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 2016, Jenelle Seaman was awarded a Royal Australian Chemical Institute Fellowship:

***Jenelle Seaman** has been a teacher at Redeemer Baptist School for many years. A Chemistry graduate of the University of Sydney, Jenelle studied teaching at University of New England and Christian Heritage College. She is passionate about chemistry and teaching. She sets out to inspire her students and a number of her students have gone onto a career in chemistry. Her interest in her students goes beyond the classroom and she often gives of her own time to help students. Jenelle has been involved with the Young Chemists NSW Group and the ANCC as well as holding committee roles for the Chemistry Education Group over the years. She was the recipient of the RACI's Centenary of Federation Award for Secondary Teaching in 2002 and received a Citation for Chemistry Teaching from the RACI Branch in 2011.*

World Teachers' Day citations were awarded by the Australian College of Educators to:

***Kirstin Bolton** has been steadfast in her contribution towards excellence for all her students at Redeemer Baptist School including several integrated students each year with severe learning disabilities. In NAPLAN, according to MySchool, her Year 3 class consistently achieves an average substantially above other similar schools with more than 70% of her students in the top band in some literacy and numeracy domains tested. Kirstin supports students identified with particular needs by providing additional small group after school tuition for which parents have expressed much thanks. She is committed to team teaching and enthusiastically cooperates with her colleagues implementing Redeemer's evidence-based approach to teaching WRAP literacy. Kirstin Bolton is a worthy recipient of the 2016 Hills/Parramatta Region Australian College of Educators World Teachers' Day award.*

***Daniel Ridley** has contributed informed energy and vision in Preparatory and Secondary teaching at Redeemer Baptist School. Daniel enthusiastically promotes a K-12 approach to teaching writing among colleagues, applying evidence-based professional development. He has revamped distribution of School news including e-formatted attractive colourful broad-sheets and regular student-hosted video news. Daniel has coordinated senior Modern History video research projects of Burnside Boys who fell in WWII. Daniel has given hope and moral compass as a speaker and coordinator at school camps, including the holiday Refresh program and the Mitchell Youth Leadership Forum. Daniel Ridley is a worthy recipient of the 2016 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	95.2%
Year 1	95.5%
Year 2	95.7%
Year 3	96.5%
Year 4	96.8%
Year 5	96.9%
Year 6	95.8%
Year 7	97.7%
Year 8	97.5%
Year 9	97.5%
Year 10	96.2%
Year 11	98.0%
Year 12	98.2%

Ninety-seven per cent of students attended School on average each School day in 2016. This was similar to the daily attendance in 2015. 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
2012/2014	31	33	27	106.5%	87.1%
2013/2015	21	23	18	109.5%	85.7%
2014/2016	32	20	20	62.5%	62.5%

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. 100% of Redeemer 2016 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 Education Standards Authority (NESA). 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 by the School to enable the child to benefit fully from the education offered.
4. Parents accept the right of the School to 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. 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. Any cost of debt recovery for overdue accounts including legal expenses and commission paid by the School to a debt collection agent will be added to the debt balance payable by parents to the School. A family rebate for tuition and capital fees may be granted if the family shows evidence of financial disadvantage in the form of a means-tested family benefit or equivalent. Rebates will not be applied retrospectively.

(Note: Where the requirement to pay in advance causes hardship, an alternative payment plan may be discussed with the Principal or Headmaster.)

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 by the School to enable the child to benefit fully from the education offered.
4. Parents/guardians accept the right of the School to 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 provided that students are not required to pay more than 50% of their tuition fees before they start the course. 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 43% secondary students (7–12) and 57% primary students (K–6) with 46% girls and 54% 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. 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 17* (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 on the School website and 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 45).
 - 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 2016	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 		<i>Child Protection Manual 15</i> issued to all staff and members of School Board

POLICY	CHANGES IN 2016	ACCESS TO FULL TEXT
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 		<i>Staff Handbook 15</i> issued to all staff and members of School Board
Conditions of Enrolment	<ul style="list-style-type: none"> Parents responsible for cost of debt recovery Circumstances for consideration of a family rebate for school fees 	School Registrar and <i>School Handbook 17</i>
Privacy and Personal Information Policy		<i>School Handbook 17</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 17</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 Clarification of procedures with regard to homestay inspections for overseas students 	<i>School Handbook 17</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 17</i>
Accommodation Policy		<i>School Handbook 17</i>
Overseas Students		<i>School Handbook 17</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

In his welcome to School Chapel address in Term 1, 2016, the Principal said:

Why do we get so interested in the stories of people who respond to difficulty with virtue, who spend their lives doing good for others thereby turning tragedy into meaningful human endeavour? Why do these stories grab our attention? Because we know that every person's story is important, that life isn't just random, that there is a purpose. And we know that it is important for us to respond to the needs of others. We look up to those who demonstrate the truly human characteristics of love, kindness, goodness, humility and self-control.

At Redeemer, we encourage you to believe that there is an eternal purpose that starts now, a purpose that requires training and education so that we can do our best to help others. At Redeemer, we aim to preserve and re-discover truly human values in the context of a society that is over-awed by technology, glamour and success.

I am truly excited to share with you another year of seeking God's blessing in this goal of a truly human education because all that we learn is referenced in who we are as children of God, saved by Jesus Christ, made fully alive by the indwelling presence of God's Holy Spirit.

Let us all enjoy our learning together in 2016!

We plan School improvement in the context of our goal of a truly human education. We plan improvements to better equip our students to meet truly human challenges in the digitally charged 21st century so that our students may live a blessed life as children of the God who is our Father and the Father of our Lord Jesus Christ.

Achievement of Priorities in 2016 identified in the School's 2015 Annual Report		
Area	Priorities	Achievements
Teaching & Literacy	<ul style="list-style-type: none"> Focus on individual needs of students with particular learning difficulties 	<ul style="list-style-type: none"> Students with particular needs were provided with support through specialist tutors & a speech pathologist
	<ul style="list-style-type: none"> Provide extension opportunities across the curriculum 	<p>Students excelled in literacy, sport, science, mathematics, music & history</p> <ul style="list-style-type: none"> Dorothea Mackellar Poetry Awards 1st and 2nd Silver awards in BOSTES WriteOn ICAS medal in Mathematics Gold, silver & bronze at CIS events \$48,000US university scholarship at Intel ISEF, Phoenix 1st in Year 7 History Mastermind Excellent Drama Club Shakespeare performances in Sargood Hall

Achievement of Priorities in 2016 identified in the School's 2015 Annual Report		
Area	Priorities	Achievements
Student Achievements	<ul style="list-style-type: none"> Literacy & STEM 	<ul style="list-style-type: none"> Dorothea Mackellar (national) & WriteOn (NSW) literacy awards. STANSW Budding Young Scientist (K-2), Primary Young Scientist (Years 3-6) and Intel ISEF award BHP Billiton national finalists University of Wollongong STEM Awards winning Year 9 class & teacher Redeemer alumni were awarded <ul style="list-style-type: none"> Education, Nursing, Business & Arts Deans' commendations Dean's Medal in Communication Arts
	<ul style="list-style-type: none"> Team & individual sports 	<ul style="list-style-type: none"> Medals at CIS events in swimming (gold) & athletics (two silver, bronze) SWISSA swimming, cross country, athletics & AICES athletics champions Reid Shield Cricket & SWISSA Oztag, Basketball, Volleyball, Soccer, Table Tennis championships
Student Welfare	<ul style="list-style-type: none"> Encourage identification of communities in need & participation in meaningful cultural exchange 	<ul style="list-style-type: none"> Year 10 raised \$35,683.83 to assist: <i>Oasis Ministries Centre</i> construction, Boggabilla; and education for remote indigenous youth. Students engaged in assisting a medical mission & installation of water tanks in PNG Redeemer hosted concerts by <i>Watoto</i> and raised \$2,352 to assist orphans in Uganda Drama Club presentations celebrated 400 years of Shakespeare's legacy
	<ul style="list-style-type: none"> Positive behaviour community program to assist safe engagement by students with media including internet 	<ul style="list-style-type: none"> At the Principal's Dinner for parents, the <i>Turn</i> (turn it off) <i>Think</i> (think about something beautiful) <i>Tell</i> (tell a trusted adult) program was instituted for all students and their families Seminars on Digital Diet & Cyber Safety
Staff Development	<ul style="list-style-type: none"> Helping all students progress including students with learning difficulties 	<ul style="list-style-type: none"> All staff completed BOSTES accredited professional development on <i>Occupational Therapy strategies</i> (with TCF/ACU) and <i>Disability Legislation</i> (with AIS)
	<ul style="list-style-type: none"> Enabling the visions of beginning teachers 	<ul style="list-style-type: none"> BOSTES accredited professional development for mentors provided by ACE/ACU
	<ul style="list-style-type: none"> Development of teaching programs for NSW Syllabus relating to the Australian Curriculum 	<ul style="list-style-type: none"> Staff engaged in BOSTES consultations & professional development to contribute to the formation of new NSW Syllabuses and to inform the writing of new School programs
Facilities & Resources	<ul style="list-style-type: none"> Development of road infrastructure 	<ul style="list-style-type: none"> Completed a loop road around the Science & Technology oval for safe parent vehicle access

Achievement of Priorities in 2016 identified in the School's 2015 Annual Report		
Area	Priorities	Achievements
	<ul style="list-style-type: none"> Provision of upgraded learning spaces including completion of Son of the Rock & Kindergarten outdoor learning area 	<ul style="list-style-type: none"> Blackwood (Year 5-6) updated – air conditioner 16 new computers installed in Computer Lab Audio visual screens fitted in Sargood Carpet: <i>Ivanhoe</i> (Year 11-12), <i>Science & Technology</i> Kindergarten outdoor learning area completed
Heritage & Environment	<ul style="list-style-type: none"> Maintenance of heritage buildings & riparian corridor 	<ul style="list-style-type: none"> New roof tiles for <i>Reid & Principal's Office</i> Painted <i>Principal's Office & Ivanhoe</i> Installed energy efficient lighting in classrooms <i>Sargood</i> bathroom & <i>Pool</i> refurbishment Year 8 planted 500 native plants in the riparian corridor using the Miyawaki reforestation method
	<ul style="list-style-type: none"> Celebration of Shakespeare's 400th anniversary through Drama Club presentations 	<ul style="list-style-type: none"> Junior Drama Club performed matinee performances of <i>A Midsummer Night's Dream</i> Drama Club performed three evening performances of <i>The Taming of the Shrew</i>
The Hills Regional Skills Centre	<ul style="list-style-type: none"> Revising policies & training for qualifications on scope 	<ul style="list-style-type: none"> Units of competency delivered revised in accordance with updated NESA syllabuses Renewed resources for training & assessment
	<ul style="list-style-type: none"> Staff development in assessment, training & vocational competencies 	<ul style="list-style-type: none"> All staff attended professional development in training & assessment; all staff engage in industry specific professional development; executive staff attended VELG conference

2017 Priority Areas for Improvement	
Area	Priorities
Teaching & Literacy	<ul style="list-style-type: none"> Extend programs to assist needs of students with particular learning difficulties Provide extension opportunities across the curriculum
Student Achievements	<ul style="list-style-type: none"> Literacy & STEM Team & individual sports
Student Welfare	<ul style="list-style-type: none"> Encourage identification of communities in need & participation in meaningful cultural exchange Provide opportunities for development of leadership Focus on cyber health & cyber safety
Staff Development	<ul style="list-style-type: none"> Strategies & resources for teaching, including students with disabilities Cyber health & cyber safety Development of senior school teaching programs for new NSW Syllabuses
Facilities & Resources	<ul style="list-style-type: none"> Electrical upgrade in buildings Upgraded learning spaces including digital resources & musical instruments
Heritage & Environment	<ul style="list-style-type: none"> Maintenance of heritage buildings Improving conditions for fauna & flora in the riparian corridor
Hills Regional Skills Centre	<ul style="list-style-type: none"> Revision of qualifications on scope Staff development in assessment, training & vocational competencies

12. Respect & Responsibility

In the NSW Parliament on 14 September, the Member for Parramatta Dr Geoff Lee said:

At this year's annual Sir Harold Wyndham Medal and Awards Dinner hosted by the Australian College of Educators on 5 August, Redeemer Baptist School was awarded the New South Wales Community Service and Social Justice Award for its Gala Day initiatives supporting disadvantaged Indigenous communities.

This year, Redeemer students raised more than \$20,000 towards two projects. They assisted remote Indigenous students from Canteen Creek and Harts Range in the Northern Territory to benefit from secondary education at Redeemer, because secondary education is no longer available in these remote communities. In addition, they contributed to the lockup stage of construction of the Oasis Ministries centre, a community facility at Boggabilla, during National Aborigines and Islanders Day Observance Committee [NAIDOC] Week. Twelve year 10 students gave up their mid-semester school holidays to work alongside volunteer licensed builders and tradesmen on the Boggabilla project, including Eunice Aaron Kumar, Priyanka BC, Andrea Burns, Connie Ghader-Darvishi, Jessica Kulasuriya, Aisling Mulvaney, Mary-Anne Poyitt, Alethia Yosaviera, Ambaye Akele, Steven Laloutsos, Christopher Morozoff and Samuel Wibawa. All of these students not only raised funds toward the projects but also became personally involved in the Boggabilla community through extensive practical involvement in the construction at Boggabilla.

Through many opportunities to lead through serving and inspired by the commandment of Jesus Christ to 'love your neighbour as yourself', Redeemer students are given not only the opportunity of an excellent education but also the empowerment to see the needs of others and discover ways of becoming personally involved in helping to make a difference in the world. I am proud to have this opportunity to commend Redeemer Baptist for the important work it is doing to help others. It exemplifies what it means to be a good global citizen.

Redeemer's holistic curriculum promoting respect and responsibility in 2016 has included:

- Redeemer Principal, Jonathan Cannon – with staff and past students – led a mission in the remote PNG Barai tribe with a medical team, educators and builders to assist with various community needs including the installation of water tanks.
- Year 10 students raised \$35,683.83 in their Gala Day program to: assist remote Indigenous youth from Canteen Creek and Harts Range, NT; and construct a hall for the Indigenous community at the Oasis Ministries Centre in Boggabilla.
- *Watoto* held two concerts in Sargood Hall – raising \$2,352 to assist *Watoto* in Uganda – with orphans from tragic circumstances communicating a message full of hope.
- School families contributed clothing to help literacy work through the *Barai Non-formal Education Association*.
- Redeemer hosted Indigenous parents and students from *Harts Range & Canteen Creek*.
- Redeemer hosted the *Back to Burnside* reunion meeting in Sargood Hall.
- Term 3 Chapel services were focussed on the topic *Live to Serve, Serve to Live*
- Former NSW Governor, Professor Dame the Hon Marie Bashir, shared her own story – during a Term 3 Chapel Service – of receiving blessings from Christ to help people with great needs.
- Redeemer students imbibed and communicated strong values through various presentations, including: Kindergarten's *Mr Noah*; the Preparatory School's *To Hear is to Obey*; the Middle School Choir street performance at the City of Parramatta *Lighting of the Christmas Tree*; the Junior Drama Club's *A Midsummer Night's Dream*; and the Drama Club's *The Taming of the Shrew*.

- International school relationships were enriched through exchange visits with: Redeemer staff travelling to *Itokama School* in PNG; the Principal and staff of *Choucheng No 3 Primary School* in China visiting Redeemer and establishing a sister school relationship; a visit from Rev Yentie from the Bethlehem Assembly of God School in Bogor, West Java, Indonesia; Bruderhof schools staff participated in lessons and camps.
- Years 7 German students shared German songs and activities with residents of German background at the aged care facility *St Hedwig Village* in Blacktown.
- *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 staff, students and alumni led worship at: Wesley Mission; the funeral service for Dr Bill Dumbrell, former vice-principal of Moore College; NSW Parliament House Christmas Carols with the theme *Jesus is the Light of the World*; and the Penshurst Park Salvation Army Christmas Carols with *Royal Roar*.
- 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 and leaders to the *Refresh Summer Camp*.



13. Parent, Student & Teacher Satisfaction

Students (Years 5-11), parents and staff were surveyed with regard to indicators of safety at Redeemer. A response to the following statements was given on a scale from strongly agree to strongly disagree.

1	<i>Redeemer takes good care of grounds and buildings – the school is well maintained</i>
2	<i>Educational facilities at Redeemer – including infrastructure and buildings – are improving</i>
3	<i>The school buildings and grounds are safe</i>
4	<i>Redeemer teachers are trusted and respected, and have good relationships with students</i>
5	<i>Teachers at Redeemer treat students fairly</i>
6	<i>I can talk to the Principal or Headmaster about issues or problems with my students at school</i>
7	<i>Help is available when students or staff are sick, or there is an accident, or there is an emergency</i>
8	<i>Student behaviour is well managed at my school</i>
9	<i>Students feel safe with their teachers, and teachers feel safe with their students, at Redeemer</i>
10	<i>Redeemer gives opportunities for students to do interesting things on excursions and camps</i>
11	<i>Students feel safe on excursions and camps because Redeemer teachers take good care of them</i>
12	<i>Students are welcomed, encouraged and enjoy spending time at Redeemer</i>

In addition to the above 12 questions, parents and teachers responded to the following additional statement on a scale from strongly agree to strongly disagree.

13	<i>I am confident that Redeemer provides a respectful, safe and supportive learning environment</i>
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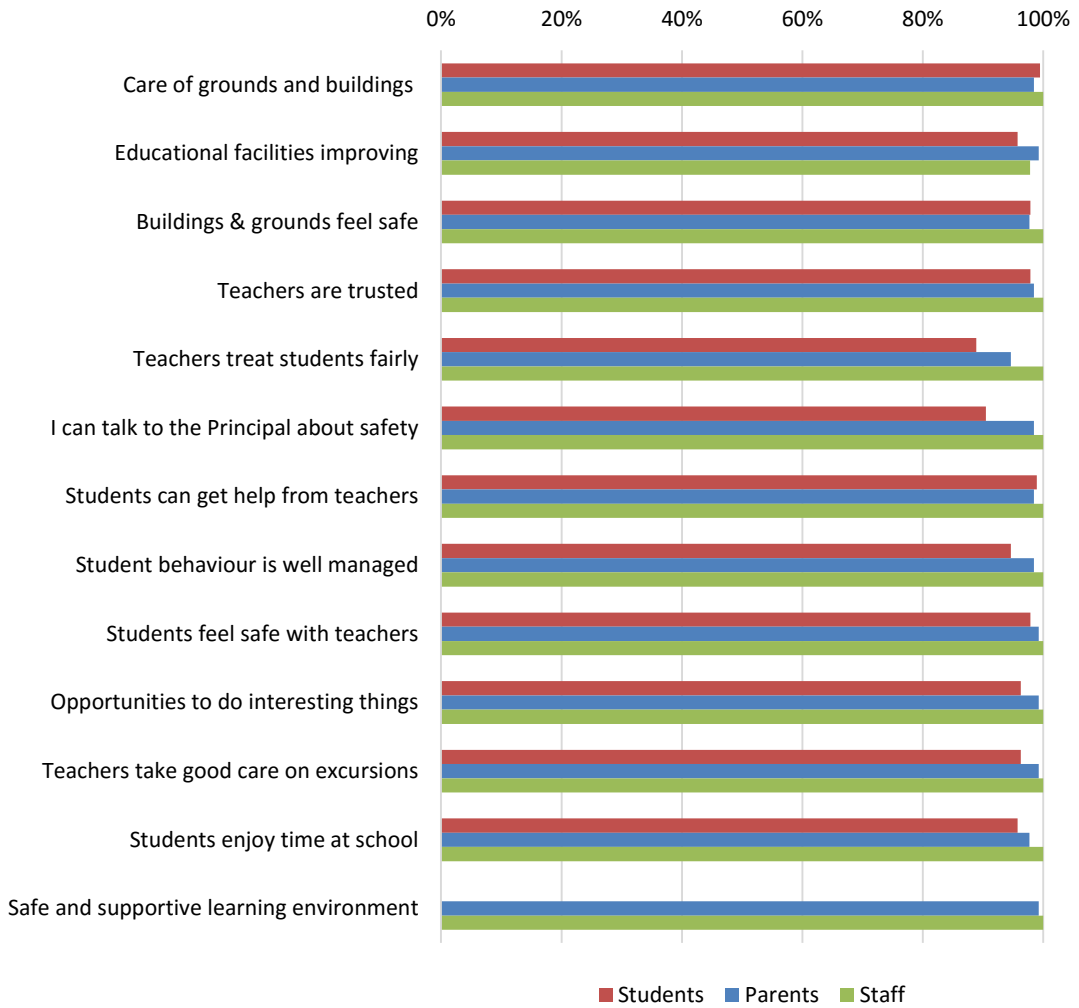
Students (Years 5-11), parents and staff also answered the following open question.

14	<i>In one sentence, describe your experience of Redeemer Baptist School</i>
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Graph 13.1: Satisfaction Survey

Percentage in Agreement with Statement about Safety



Parent Satisfaction

98% of parent responses were in agreement and 2% of parent responses in disagreement with all thirteen statements indicating a strong parent perception of safety at Redeemer.

Parents described their experience of Redeemer in the following statements.

- I am very pleased with being part of Redeemer – it is a safe, close-knit family environment.
- Our children feel safe and enjoy their learning at school. I trust the teachers at Redeemer.
- Just outside Year 1, the road is damaged. We hope you can fix this. Thanks!
- The school is like heaven, the teachers and staff are the angels. God bless you all. Thank you.
- Just sometimes when windy, worried about the branches falling from the trees.
- A nurturing wholesome education that would be hard to find anywhere else. It is unique.
- Bus service is safe and well managed. Thank you.
- Well rounded and complete development of children from all walks of life and cultures. Would be good if safety cameras can be installed in high activity entry/exit areas.
- Redeemer provides a caring and respectful environment.
- Excellent and pleasing to know that the school is up to speed on cyber safety and openly coaches students, teachers and parents. Need air con in Son of the Rock classroom.
- Keep up improving! Never Stop!

The Principal received the following comments from parents in 2016.

- I cannot thank you enough for helping me believe in your School through your inspirational speeches. You need to know how much you, your teachers and your school are appreciated.
- As our family reflects on 18 years of association with Redeemer, we thank the Lord for a school which provided a holistic education for our children and a Gospel shaped life.
- My wife and I appreciate all Redeemer staff's heart and service towards not just our son but also all Redeemer students! We have been praying for Redeemer community all the time with gratitude that God will continue to bless Redeemer community and all devoted staff for their humble and committed service for the promotion of Christian education.

Student satisfaction

96% of student responses were in agreement and 4% of student responses in disagreement with all twelve statements indicating a strong student perception of safety at Redeemer.

Students described their experience of Redeemer in the following statements.

- I have been in this school since K1 and I love how we have the chance to relate with the teachers and feel secure.
- It is the best school ever and will be a home forever.
- It's a very safe school and faithful.
- I love this school and I am glad that I have never had to go to an unsafe school.
- I absolutely love Redeemer Baptist School; I look forward to going to school every day.
- Teachers are very supportive but I feel that some students are treated better than others.
- I feel welcomed in school and can express my worries sometimes but I can feel like they are not always listened to because of how busy the teachers are. The school is great.
- My classmates and I are encouraged to do our best academically and learn about God in a safe, loving environment.
- I really wanted to thank all of the teachers and Principal for encouraging me and helping me.

The School received the following comments from past students in 2016.

- Everything that was persistently taught to me in Year 12 has dramatically benefited me. I would like to express my thankfulness and gratitude for my time at Redeemer.
- Thank you for your encouragement and guidance during my HSC year – and thanks to all staff who worked extremely hard to make sure we received the best education and pastoral care.
- I was accepted into the course I was dreaming of. This is purely due to all the lessons, privileges and advantages I was granted at Redeemer. Thank you!
- One of the things that I think the School is extremely beautiful for is that it allows you to not have the congestion of everyday life attack you, to be in an environment that you can truly feel your soul close to God.

Teacher satisfaction

95% of teacher responses strongly agree and 5% of teacher responses agree with all thirteen statements indicating a very strong teacher perception of safety at Redeemer.

Teachers described their experience of Redeemer in the following statements.

- Safety and relationships at Redeemer between executive, staff and students comes out of genuine care for each other, like relationships in a family – much more than compliance.
- The teachers are very good at being flexible to the needs of the students and to each other.
- Every day I wake up and do exactly what I love to do – teach and encourage students.
- A caring and enthusiastic school who go above and beyond their duty to educate.
- I wouldn't want to teach anywhere else.

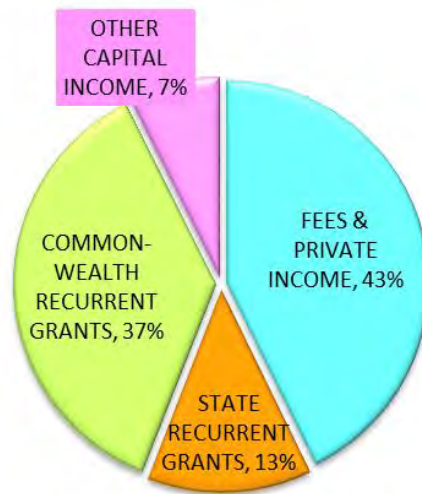


14. Summary Financial Information

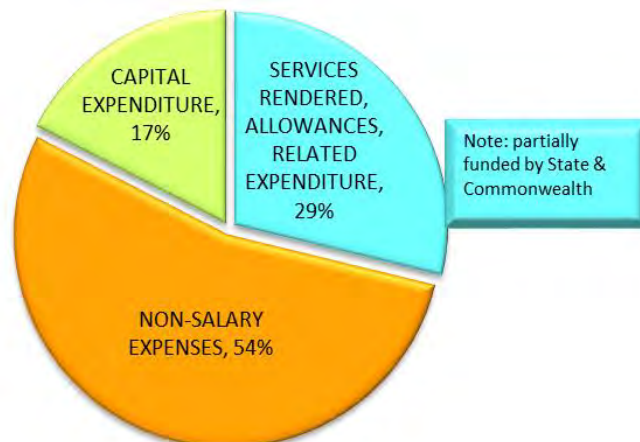
Graphical representation of income and expenditure using percentages only.

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 .

